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## The Transition to School Project: Results from the Classroom

Philippa McTaggart<sup>1</sup> and Matthew R. Sanders<sup>1</sup>.

### 1.1 Aim

This study aims to determine the contribution of family intervention to improving children's behaviour at school. Determining the impact of parenting intervention on school behaviour is an essential step in increasing our knowledge about the generalisation of the effects of parenting intervention to the classroom, and the impact of children's home-life on their school-behaviour.

### 2.1 Hypotheses

The current study tests the hypothesis that Triple P – Positive Parenting Program provided in a universal fashion to all parents at participating schools will have the effect of reducing the degree and intensity of behaviour problems shown by children in the classroom.

It is hypothesised that the Triple P will result in generalisation of behaviour change to the classroom, both because of the efficacy of the program, and the general nature of its content.

The research will test the statement made by Hudson (1998) that it “would be of interest to determine whether generalisation to school will also occur with [the] BFI [program of Sanders and Dadds (1993)]”.

### 3.1 Results

Triple P intervention (intervention's schools compared to control group) resulted in:

1. Improved school behaviours. The improved school behaviour was sustained at 6-month follow-up
2. Significantly greater numbers of children whose behaviour improved sufficiently to achieve clinically reliable change

The results for child behaviour problems in the classroom show that the behaviour of children in the control condition become mores problematic across time, not the expected result of the behaviour of the intervention group improving.

### 4.1 Findings

These findings support McNeil et al. (1991) who reported similar improvements in classroom behaviour after parenting interventions. This study overcame some of the methodological problems such as teachers being aware of children received intervention, and provided important information regarding the usefulness of parent training within the school context. This research trial adds valuable information to support the usefulness, and immediate impact of universal prevention approaches within the school context.

### 5.1 Summary and Implications

The current paper is one of a series of publications that report on the result of the Transition to School Project reducing the risk factors for the development of child behaviour problems, the overall behaviour of children at home and the behaviour of children in the classroom. Overall, this study has provided further evidence to support the usefulness of a universal offer of prevention programs that target family risk factors for the development of later conduct problems in children. The study has shown that not only did important risk factors such as dysfunctional parenting style reduce as a result of the intervention, but also that children's behaviour showed a subsequent change at school. The widespread implementation of a universal population program aimed at the prevention of the risk factors of conduct disorders has shown to be both feasible and clinically useful. This is an important step towards increasing the utilisation of parenting programs in clinical practice.

1. Parenting and Family Support Centre, The University of Queensland, Brisbane, Australia