

Introduction

Studies show that positive parenting can lead to a lower rate of negative childhood outcomes (Forehand et al., 2014; Forgatch et al., 2016; Gewirtz et al., 2008; Menting et al., 2013). However, although parenting programs exist to aid in learning proper parental intervention, they tend to have a rather limited reach and the programs are not widely available or attended (Spoth et al., 2013; Whittaker & Cowley, 2012), likely due to logistical constraints. Therefore short online parenting programs may be beneficial for parents struggling with these barriers. There will be a need for observational tools to test whether or not these programs work as well as how they work, which I hope to help develop, through use of vignettes to measure parent behaviors. Vignette responses from parents have been used reliably (Haskett, Smith-Scott, Willoughby, Ahern, & Nears, 2006), but they are typically written down which can be more time consuming and fails to capture tone of voice, which is why this research project has opted for a virtual recording format to gain more information while still being accessible.

Methods

Participants

The data for this study come from a larger randomized controlled trial study, which tested a short online version of a parenting program to address moderate externalizing or internalizing symptoms. Parents (n = 43) completed online surveys that included audio-recording responses to vignettes before and after the training. Parents recorded their responses to three vignettes in both a control group, and a group that received counseling. One was about trying to get their child to leave a park, one was if their child hit another child, and one was if their child said something

disrespectful to them. They responded to these vignettes at three different times, aligning before, after, and in a follow up to the counseling. There was a slight decline overtime in participants' completion of the vignettes, with 67% pre-test, 49% at post-test, and 30% at follow-up. I will summarize the vignette responses that were given in English, with finalized coding by March 2024, including 22 vignette responses at pre-test, 16 at post-test, and 9 at follow-up.

Coding Parents' Vignette Responses

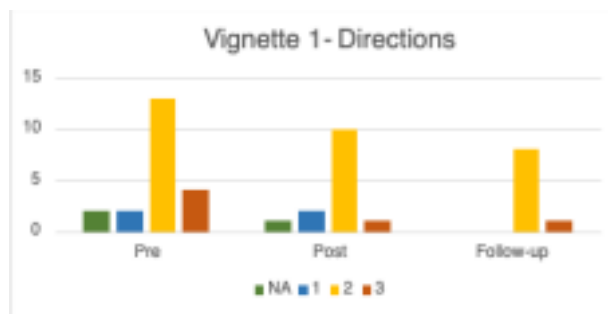
A codebook was then created using the vignettes and recordings, to further analyze the data collected. We began by coding around five vignettes at a time in chunks. After each batch was coded, we would meet to discuss any possible discrepancies and reconcile our codes. For example, one of us would feel that the parent in their response had a clear sentence in which they told their child a direction, and it fit into the 3 category under directions, while another felt that the directions given were not clear enough and therefore fit better into the 2 category. Each one of us would voice our own personal view on it, and this would help to figure out what fit best in order to be in agreement for each code. As we got further, I found that thanks to these meetings, I began to understand the codebook better and better, making the process smoother and reducing discrepancies. This helped me gain confidence in coding qualitative data and wording my views on the data.

During these meetings to reconcile the codes, there would be moments in which the codebook would need to be edited. It would occasionally be found that further description was needed for the codes, or that more examples could be added. At times as well, codes could be adjusted entirely due to our better understanding that was being gained through listening to the parents' varied responses. This process helped the codebook improve and made coding easier as

time went by.

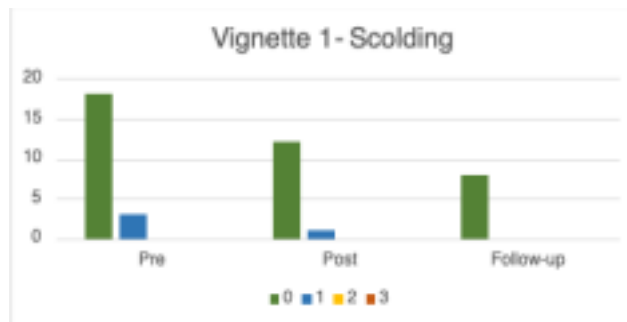
Findings

The vignette I will be using for this discussion is the one in which their child won't leave the park. These charts show the frequency of coding 1, 2, 3, and NA or 0, at the pre, post, and follow up sessions, and includes both the experimental and control group. The first code I'll be looking at is directions. This graph shows that the rate of parents giving poor directions (1), or not giving them at all (NA), decreased to zero at the follow up. It also shows that the rate of very clear directions declined slightly at post and follow up. This shows a possibility that parents learned that they should use directions when talking to their child to do something, but seemed to have perhaps struggled with making their directions clear enough. There is also a possibility that only the parents who were more likely to give directions chose to respond to this vignette at post-test or follow-up, resulting in fewer responses at those time points.

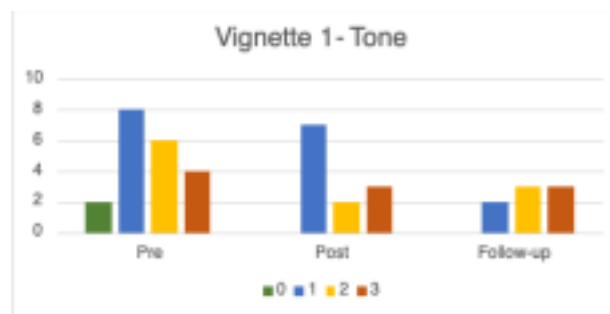


The next code I'll be examining is scolding. This graph demonstrates that most of the parents already chose not to scold their child when responding in the vignette, however the few that seemed to fall into the 1 category reduced at post, and no responses had scolding present in follow up. This shows that some parents may have chosen to not have any signs of

scolding in their responses in their post and follow up responses. It is possible that only parents with less scolding chose to respond to this particular vignette.



Finally, I'll look at the tone of parents. 0 means the parent used a harsh tone, and that seems to only be present in parents' responses at pre. The most common tone in pre and post are 1, which is a neutral tone, however this significantly drops in the follow-up, with 2 and 3 now being higher. This shows that the parents may have learned the importance of not using a harsh and angry tone when trying to have their child do as they say.



Impact on Field

With this codebook and method of categorizing parent responses, other researchers may attempt the method. It may produce a more efficient and cheaper option to surveying, as well as still being more efficient than an observation. My hope is to create a more accessible method for measuring the change in parenting behaviors.