

Parent-training/ education programmes in the management of children with conduct disorders

Technology Appraisal TA102

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Quick reference guide

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Parent-training/education programmes in the management of children with conduct disorders

1 Guidance

This guidance only applies to the management of children aged 12 years or younger or with a developmental age of 12 years or younger.

- 1.1 Group-based parent-training/education programmes are recommended in the management of children with conduct disorders.
 - 1.2 Individual-based parent-training/education programmes are recommended in the management of children with conduct disorders only in situations where there are particular difficulties in engaging with the parents or a family's needs are too complex to be met by group-based parent-training/education programmes.
 - 1.3 It is recommended that all parent-training/education programmes, whether group- or individual-based, should:
 - be structured and have a curriculum informed by principles of social-learning theory
 - include relationship-enhancing strategies
 - offer a sufficient number of sessions, with an optimum of 8–12, to maximise the possible benefits for participants
 - 1.4 Programmes should demonstrate proven effectiveness. This should be based on evidence from randomised controlled trials or other suitable rigorous evaluation methods undertaken independently.
 - 1.5 Programme providers should also ensure that support is available to enable the participation of parents who might otherwise find it difficult to access these programmes.
- enable parents to identify their own parenting objectives
 - incorporate role-play during sessions, as well as homework to be undertaken between sessions, to achieve generalisation of newly rehearsed behaviours to the home situation
 - be delivered by appropriately trained and skilled facilitators who are supervised, have access to necessary ongoing professional development, and are able to engage in a productive therapeutic alliance with parents
 - adhere to the programme developer's manual and employ all of the necessary materials to ensure consistent implementation of the programme.

NICE technology appraisal guidance 102

This guidance is written in the following context

This guidance represents the view of NICE and SCIE, which was arrived at after careful consideration of the available evidence. Health and social care professionals are expected to take it fully into account when exercising their judgement. This guidance does not, however, override the individual responsibility of social and health care professionals to make appropriate decisions in the circumstances of the individual patient, in consultation with the patient and/or guardian or carer.

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Understanding NICE guidance

Information for people who use NHS services

Parent-training/education programmes for managing children with conduct disorders

NICE 'technology appraisal guidance' advises on when and how drugs and other treatments should be used in the NHS.

This leaflet is about how parent-training/education programmes should be used to help parents or carers manage children with conduct disorders in the NHS in England and Wales. It explains guidance (advice) from NICE (the National Institute for Health and Clinical Excellence) and SCIE (the Social Care Institute for Excellence). It is written for the parents and carers of children with conduct disorders but it may also be useful for other family members, or anyone with an interest in the condition.

It does not describe conduct disorders or the training/education programmes in detail – a member of the team providing the programme should discuss these with you. Some sources of further information and support are on the back page.

Information about NICE technology appraisal guidance 102

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Changing clinical practice

Developed in collaboration with the Social Care Institute for Excellence

NICE technology appraisals are based on the best available evidence

NHS is required to provide funding and resources to support implementation within the health service

NICE has requested an extension to the funding direction for this guidance to support implementation within the NHS

Compliance will be monitored by the Healthcare Commission

Social Care Institute for Excellence

Develops and promotes knowledge-based practice in social care

Produces recommendations and resources for practice and service delivery

Improves access to knowledge and information in social care by working in partnership with others

The Commission for Social Care Inspection will use SCIE practice guides to underpin and develop inspection standards

Need for this guidance

Conduct disorders are the most common reason for referral of children to mental health services

They have a significant impact on quality of life for those involved

Many children do not receive support because of limited resources, high prevalence and difficulty engaging some families

Early effective intervention is particularly important

What this guidance covers

Advice on parent-training/education programmes for children diagnosed with conduct disorders

Children up to 12 years of age or with a developmental age of 12 years or younger

Recommendations for anyone who has a role in ensuring appropriate management and support

Clinical description of conduct disorders based on ICD-10 or DSM-IV criteria

Conduct disorder and ODD

Conduct disorder: repetitive and persistent pattern of antisocial, aggressive or defiant conduct

Oppositional defiant disorder: persistently hostile or defiant behaviour without aggressive or antisocial behaviour

Estimated UK prevalence

Conduct disorder (including ODD)		
Age (years)	Males (%)	Females (%)
5 - 10	6.9	2.8
11 - 15	8.1	5.1

Diagnostic criteria

Conduct disorder

ICD-10/DSM-IV – at least three behavioural criteria including aggression towards people and/or animals, destruction of property, deceitfulness or theft, or serious violation of rules must have been exhibited in the last 12 months, with at least one criterion present in the last 6 months

ODD is a sub section of conduct disorder in ICD-10

Recognition and assessment

Professional assessment by at least one of:

- child and adolescent psychiatrist
- paediatrician
- child psychologist specialising in behavioural disorders
- professional with appropriate competencies

Rating symptoms: checklist based on observation and interviews e.g. the child behavioural checklist (CBCL)

Associated conditions

Conduct disorders are often seen in association with:

- attention deficit hyperactivity disorder (ADHD)
- depression
- learning disabilities (particularly dyslexia)
- substance misuse
- less frequently, psychosis and autism

Predisposing risk factors

Family factors including
marital discord
substance misuse
criminal activities
abusive or injurious parenting practices

Individual factors including
'difficult' temperament
brain damage
epilepsy
chronic illness
cognitive deficits

Environmental factors including
social disadvantage
homelessness
low socioeconomic status
poverty
overcrowding
social isolation

Recommendations

Group-based parent-training/education programmes are recommended in the management of children with conduct disorders.

Individual-based parent-training/education programmes are recommended in the management of children with conduct disorders only in situations where there are particular difficulties in engaging with the parents or a family's needs are too complex to be met by group based parent-training/education programmes.

Recommendations

It is recommended that all parent-training/education programmes, whether group- or individual-based, should:

- be structured and have a curriculum informed by principles of social-learning theory
- include relationship-enhancing strategies
- offer a sufficient number of sessions, with an optimum of 8–12, to maximise the possible benefits for participants
- enable parents to identify their own parenting objectives

Recommendations

- incorporate role-play during sessions, as well as homework to be undertaken between sessions, to achieve generalisation of newly rehearsed behaviours to the home situation
- be delivered by appropriately trained and skilled facilitators who are supervised, have access to necessary ongoing professional development, and are able to engage in a productive therapeutic alliance with parents
- adhere to the programme developer's manual and employ all of the necessary materials to ensure consistent implementation of the programme.

Recommendations

Programmes should demonstrate proven effectiveness. This should be based on evidence from randomised controlled trials or other suitable rigorous evaluation methods undertaken independently.

Programme providers should also ensure that support is available to enable the participation of parents who might otherwise find it difficult to access these programmes.

Costs and savings

Three main elements were identified from the recommendations :

Programme costs

Facilitator training costs

Potential savings

Costs and savings

Population (aged 2-12 years)	Training and programme costs	Net steady state cost including savings to NHS alone	Net steady state cost including savings to all public sectors
England (6.7million)	£35.5 million	£14.7 million	-£13.78 million
PCT (40,700)	£194,700	£93,000	-£79,400

Implementation issues

Diagnosis

Presentation can vary widely

Increase awareness and recognition of symptoms

Parent training/education programmes

Identify effective ways of multi-agency partnership working

Offer programmes supported by NICE guidance criteria

Implementation issues

Programme participation

Optimise participation by offering practical steps to support parents

Offer facilitator support for families

Facilitators

Use trained, skilled facilitators

Provide supervision and access to ongoing professional development

Access tools online

Costing tools

- costing report
- costing template

Implementation advice

Audit criteria

Available from: www.nice.org.uk/TA102

Access the appraisal online

Quick reference guide – a summary

www.nice.org.uk/TA102quickrefguide

Full appraisal – all of the evidence and rationale

www.nice.org.uk/TA102guidance

Information for the public – a plain English version

www.nice.org.uk/TA102publicinfo