

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 360K / SW 387R39	Instructor:	Natalie Boone, LCSW
Unique Number:	60885/61075	Email:	natalie.boone@austin.utexas.edu
Semester:	Fall 2024	Office:	WWH
Meeting Time/Place:	Mondays 2:30pm – 5:30pm	Office Hours:	Tuesdays and Thursdays, 11:00am – 12:30pm Virtually
	MEZ 1.102		

Parenting Interventions for Diverse Populations

I. STANDARDIZED COURSE DESCRIPTION

The purpose of this course is to provide an overview of evidence-based practice and interventions aimed at enhancing parenting across diverse populations, with special attention to variations in parenting and corresponding interventions across key developmental transitions (infancy, early childhood, middle childhood, adolescence) and critical social contexts (child and parent characteristics, family circumstances, socioeconomic status, cultural background). The class will cover: 1) parenting theory that serves as the foundation for evidence-based interventions; and 2) parenting interventions for a) infants through adolescents; b) special populations (e.g., children with disorders, children of depressed mothers); c) families living in socioeconomic disadvantage; d) ethnically and racially diverse populations; and e) families with diverse family structures. The goal of this course is to provide students with a general understanding of advances and limitations in efforts to support parents in raising healthy and successful children from different backgrounds.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will:

1. Be familiar with parenting theory as applied to interventions aimed at enhancing parenting competencies;
2. Understand how contextual characteristics shape parenting;
3. Think critically about existing interventions and their fit for diverse populations;
4. Understand how interventions may be adapted to fit the needs of diverse populations.

III. TEACHING METHODS

This course is designed to include a variety of teaching/learning methodologies to achieve the course objectives. These activities will include lectures, readings, writings, classroom discussions, video review and exercises. Lectures will begin reviewing the key topics in the weekly reading and move towards exploring a peer reviewed article about a specific parenting intervention. The lectures will also consist of pair presentations on parenting interventions and experiential ways into developing a group parenting intervention. Students are expected to follow in-class exercises, be actively involved and, if needed, seek help from the instructor during office hours.

IV. REQUIRED TEXT AND MATERIALS

Textbooks (ProQuest Ebook central):

Weekes-Shackelford, V. A., & Shackelford, T. K. (Eds.). (2021). *The Oxford Handbook of Evolutionary Psychology and Parenting*. Oxford University Press, Incorporated.

Welch, K. J., & Harris, V. W. (2023). *Parenting Life Now*. SAGE Publications, Incorporated.

Other Readings will be outlined in the bibliography at the end of the syllabus

The purchase of these textbooks is not required as they can be accessed through the library.

Oxford Handbook:

<https://ebookcentral.proquest.com/lib/utxa/detail.action?docID=6687638>

Parenting Life Now:

<https://ebookcentral.proquest.com/lib/utxa/detail.action?docID=30469373>

V. COURSE REQUIREMENTS

Course requirements will consist of weekly reading reflections, a presentation, and the development of a parenting intervention project/protocol. Requirements will be weighted as follows:

Requirement - Weight - Date

Attendance and participation 10% Weekly

Discussion Circle Prompts (10) 10% Weekly

Assumptions Paper 15% Sept 9th

Class Presentation on Parent Interview 15% Assigned in Class

Critique of a Parenting Session 20% Oct 28th

Finalized Project 30% Dec 2nd

Rubrics

1. *Attendance and Class Participation.* This course is designed as a seminar where we will investigate many topics on parenting and parenting interventions. Participation and discussion are critical parts of the course. You are expected to attend all class sessions but you may have one no questions asked absence, but *please keep in mind that your discussion circle questions are still expected and if your absence falls on your presentation day you must reach out to me to reschedule it.* In addition to attendance, your contributions to and participation in the discussion should reflect critical thinking, analysis, and synthesis of the content presented during class and the required readings. There are 10 possible points that contribute to 10% of your overall grade.
2. *Discussion Circles.* Each week, all students are to prepare a list of 2 detailed discussion prompts; there should be at least one question for each of the assigned readings for the class. Discussion prompts are to be submitted electronically before the start of class. In class, students will lead a discussion circle (approx 20 minutes) using the prompts. After adequate small group discussion, each group will have the opportunity to discuss with the class. This assignment is worth a total of 10 points and contributes to 10% of your overall grade.
3. *Our Assumptions of Good and Bad Parenting.* Observe and analyze a parent interacting with their child(ren). The parent you select may come from films/TV shows, fiction or non-fiction books, or real life, but must come from your selected "population of interest." If you choose to observe parents in real life (e.g., at a park, at a gathering you are attending), your observation should be non-participatory and non-intrusive. Your paper must be between for MSSW students 4 - 6 double-spaced pages and for BSW students 3-5 double spaced pages and 1) introduce the parent using descriptive information about gender, estimated age of parent and of child(ren), race/ethnicity, and apparent socioeconomic status; 2) provide a detailed write-up of the observed parent-child interactions as background that supports your interpretation of the parent's behavior; 3) interpret the parent's behavior based on what you viewed as the use of "good" and "bad" parenting during the observed interactions; and 4) conclude with a critical analysis of the knowledge, experiences and assumptions upon which you based your judgments of "good" and "bad" parenting; why do you consider the behaviors you observed to be "good" or "bad"? A strong analysis will consider gender, age, race/ethnicity and social class biases at a personal and/or societal level. You are not expected to do any literature review or scientific readings in preparing your paper, but you may draw on past knowledge of the science of parenting. Organize your paper according to these 4 content areas (i.e., use them as headings). Your paper will be evaluated on writing style and grammar (2 points); whether it meets the outlined criteria of length and content (5 points); and the level of critical thinking reflected in your analysis of the observations (8 points). This assignment is worth a total of 15 points that contributes to 15% of your final grade.
DUE Sept 9th
4. *On Being a Parent.* Interview a parent from your selected "population of interest" to obtain a first-person perspective on the experience of raising a child. Prepare a 10-minute class presentation based on the interview: 1) introduce your parent using descriptive information about

gender, estimated age of parent and of child(ren), race/ethnicity, and apparent socioeconomic status; 2) describe unique strengths shown by this parent; 3) describe unique challenges and needs experienced by this parent; 4) describe the parent's intervention "wish list;" and 5) conclude with specific comments regarding how parenting interventions may and may not meet the needs of this parent. Your presentation will be evaluated on presentation style/creativity (3 points); whether it meets the outlined criteria of length and content (3.5 points); and the level of critical thinking reflected in your analysis of the parent's interview responses (6 points). This assignment is worth a total of 15 points that contributes 15% to your overall grade. PRESENTATION DATES ASSIGNED IN CLASS.

5. *Critique of Parenting Session.* Observe, describe and critique a parent training session live (if possible) or on video (YouTube has many; be sure to select a full and real parenting session, typically about 45 minutes in length). The parent/group of parents must come from your selected "population of interest." Your paper must be between 6 - 8 double-spaced pages and 1) describe the parents who attended, including what they had in common (e.g., parents of toddlers, foster parents, parents of children with ADHD) and their background characteristics (e.g., gender, race and ethnicity); 2) describe the content (i.e., skills that were being promoted and the process (i.e., how the skills were taught) used by the facilitator to promote those skills that you observed in the session; 3) comment on how closely aligned the content and the process are to the theoretical models we have been learning in class (at least 3 references are required in this section); and 4) conclude with recommendations for improving the intervention. Organize your paper according to these 4 content areas (i.e. use them as headings). Your paper will be evaluated on writing style and grammar (2 points); whether it meets the outlined criteria of length and content (4 points); and the level of understanding of theory that is reflected in your critique and recommendations (14 points). This assignment is worth a total of 20 possible points that contributes 20% to your overall grade. DUE OCTOBER 28.

6. *Parenting Interventions for Marginalized Populations.* Provide an in-depth review and critique on parenting interventions for your selected "population of interest." Your paper must be between 8 - 12 double-spaced pages, include at least 6 references of scientific articles, and 1) fully describe special issues/considerations relevant to working with parents of that population; 2) review past studies on parenting interventions with that population, emphasizing strengths and limitations of past efforts; 3) describe how the empirical evidence does and does not (yet) support the use of parenting interventions with that population; and 4) propose adaptations to an existing evidence-based parenting intervention that reflect the special issues relevant to that population (be creative!). Organize your paper according to these 4 content areas (i.e. use them as headings). Your paper will be evaluated on writing style and grammar (2 points); whether it meets the outlined criteria of length and content (6 points); your level of demonstrated understanding of special issues and past studies (10 points); and the creativity and feasibility of your proposed adaptations (12 points). This assignment is worth a total of 30 points and contributes to 30% of your final grade. DUE December 2nd.

VI. GRADES

94.0 and Above A
90.0 to 93.999 A
87.0 to 89.999 B+
84.0 to 86.999 B
80.0 to 83.999 B

77.0 to 79.999 C+
74.0 to 76.999 C
70.0 to 73.999 C
67.0 to 69.999 D+
64.0 to 66.999 D
60.0 to 63.999 D
Below 60.0 F

VII. CLASS POLICIES

Most classes will begin with an overview of the reading and homework that was handed in before the lecture. The next step will introduce students to the topic of the week which will be applied using an example which will be guided by the instructor and discussed by the class, then a second practical example will be presented by the lecturer and discussed by the class. Group presentations and guest lectures will take place during the second half of the lecture.

A collaborative approach between students is encouraged, yet all homework assignments and exams are to be completed individually and submitted the night before the next lecture **by email**. Submissions received after 11:59 PM central the day before the lecture, will be considered late and will only receive half marks.

If students cannot attend a lecture or find themselves in need of asking for deadline accommodations, they should contact the instructor at their earliest convenience. It would be the student's responsibility to catch up with class materials and homework.

Written Assignments. Written work must be typed using 11 point Arial or 12 point Times New Roman font and 1" margins and edited carefully for grammatical and spelling errors. Format should adhere to APA (American Psychological Association) guidelines.

Communication with the Teacher. If students are concerned about their class performance, the instructor is more than willing to work with them to help improve their understanding of the class material of the assignments prior to the end of the semester. Student feedback is always welcome and encouraged. The instructor will return phone or emails within 48 hours.

Students are expected to inform the instructor if they intend to attend office hours in person or if Zoom would be best. Final grades assigned in the course are not negotiable.

VIII. UNIVERSITY POLICIES

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Academic Integrity. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Use of Course Materials. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

Steve Hicks School of Social Work Policies

Professional Conduct and Civility in the Classroom. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and

it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Unanticipated Distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Policy on Social Media and Professional Communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

Behavior Concerns and Covid-19 Advice Line (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

Campus Carry Policy. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Date	Topic	Due	Homework
Aug 26	INTRODUCTION: <ul style="list-style-type: none"> • Class structure, rules and expectations • Review of syllabus • A world of assumptions • Parenting Theory: attachment and social learning theories 	N/A	Oxford Handbook Chapter 4 Social and Personality Perspectives on Parenting (66-96)
Sept 2	LABOR DAY NO CLASS	N/A	Work on Written Assignment: Assumptions of Good and Bad Parenting
Sep 9	OPTIMAL PARENTING <ul style="list-style-type: none"> • Authoritative parenting as the gold standard • The debate over “harsh” and “gentle” parenting 	*Discussion Circle 1 *Assumptions of Good and Bad Parenting	Readings: <ul style="list-style-type: none"> • Baumrind • Holden et al • Larzelere et al
Sep 16	DETERMINANTS OF PARENTING <ul style="list-style-type: none"> • What predicts parenting practices and styles? 	*Discussion Circle 2	Readings: <ul style="list-style-type: none"> • Belsky • Patterson et al
Sep 23	EARLY CHILDHOOD DEV	*Discussion Circle 3	Parenting Life Now: Middle Childhood (164-195)
Sep 30	MIDDLE CHILDHOOD DEV	*Discussion Circle 4	Parenting Life Now: Parenting in Single-Parent and Step-Families (292-321)

Oct 7	ADOLESCENT DEV	*Discussion Circle 5	Parenting Life Now: Adolescence (227-259)
Oct 14	PARENTING INTERVENTIONS SPECIAL TOPICS	*Discussion Circle 6	For this weeks discussion please research a parenting technique that you are interested in learning more about
Oct 21	Guest Speaker TBD	Finalize your Critique of Parenting Session	
Oct 28	PARENTING ACROSS CULTURES <ul style="list-style-type: none"> • Theories of culture and parenting • Parenting in a new cultural context • Cultural Adaptations 	*Discussion Circle 7 * Critique of Parenting Session	Greenfield et al Keller et al Mesman et al Parenting Life Now: Parenting in Times of Crisis (352-384)
Nov 4	<ul style="list-style-type: none"> • PARENTING ACROSS CULTURES II 	*Discussion Circle 8	TBD
Nov 11	INTERVENTIONS WITH SPECIAL NEEDS CHILD AND ADULT-CHILD POPULATIONS <ul style="list-style-type: none"> • Children with developmental delays and mental health challenges 	*Discussion Circle 9	Carpenter et al Forehand et al Roux et al
Nov 18	Young adult development. Do we really need parenting?	*Discussion Circle 10	Oxford Handbook Chapter 5 Cultural Perspectives on Parenting (97-114)
Nov 25	Fall break		
Dec 2	Final Presentations and Papers Due	* Parenting Interventions for Marginalized Populations	Parenting Interventions for Marginalized Populations

X. BIBLIOGRAPHY

Weekes-Shackelford, V. A., & Shackelford, T. K. (Eds.). (2021). *The Oxford Handbook of Evolutionary Psychology and Parenting*. Oxford University Press, Incorporated.

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OPTIMAL PARENTING

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Holden, G., Grogan-Kaylor, A., Durant J., & Gershoff, E. (2017). Researchers Deserve a Better Critique: Response to Larzelere, Gunnoe, Roberts, and Ferguson (2017), *Marriage & Family Review*, 53, 465-490.

Larzelere, R.E., Gunnoe, M., Roberts, M., & Ferguson, C. (2017) Children and Parents Deserve Better Parental Discipline Research: Critiquing the Evidenc for Exclusively "Positive" Parenting, *Marriage & Family Review*, 53, 24-35.

DETERMINANTS OF PARENTING

Belsky, J. (1984). The determinants of parenting: A process model. *Child Development*, 55, 83-96.

Patterson, G.R., & Fisher, P.A. (2002). Recent Developments in Our Understanding of Parenting; Bidirectional Effects, Causal Models, and the Search for Parsimony. In Bornstein, M. (Ed). *Handbook of Parenting*, Vol. 5.

PARENTING ACROSS CULTURES

- Greenfield, PM, Keller, H, Fuligni, A., & Maynard, A. (2003). Cultural pathways through universal development. *Annual Review of Psychology*, 54, 461-490.
- Keller, H., Borke, J., Yovsi, R., Lohaus, A., & Jensen, H. (2005). Cultural orientations and historical changes as predictors of parenting behaviour. *International Journal of Behavioral Development*, 29, 229-237.
- Mesman, J., van IJzendoorn, I., & Behrens, K. (2016). Is the ideal mother a sensitive mother? Beliefs about early childhood parenting in mothers across the globe. *International Journal of Behavioral Development* 2016, Vol. 40(5) 385-39

INTERVENTIONS WITH SPECIAL NEEDS CHILD POPULATIONS

Carpenter, A.L., Puliafico, A., Kurtz, S., Pincus, D., & Comer, J. (2014). Extending Parent-Child Interaction Therapy for early childhood internalizing problems: New advances for an overlooked population. *Clinical Child and Family Psychology Review*, 17, 340-356.

Forehand, R., Parent, J., Sonuga-Barke, E., Peisch, V., Long, N., Abikoff, H. (2016). Which type of parent training works best for preschoolers with comorbid ADHD and ODD? A secondary analysis of a randomized controlled trial comparing generic and