



A SYSTEMATIC REVIEW OF PARENTAL PROGRAM TO PREVENT AND MANAGE DELAY DEVELOPMENT AMONG EARLY CHILDHOOD

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Outlines

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Introduction

- Delay development is a crucial problem among early childhood with a prevalence of about 1% to 3% of the total population
- The delay developmental has negative impacts on emotional, behavioral and health problems
- Parents are fundamental key persons in an individual's process of child rearing
- the lack of skill in childcare and child rearing is common among parents
- To demonstrate effective strategies, our study aimed to extract relevant studies to determine ways to handle the problem and to promote early life development.



Study objective

The review aimed at explaining and describing toward developmentally delay and its management to prevent and manage developmentally delay among early childhood



Method

■ Data Sources

- PubMed, Scopus, Web of Science
- Keywords: “parenting-based program,” “delay development,” “ early childhood,” “ factors related to delay developmentally,” and “parenting style.”

■ Inclusion of criteria

- Studies focused on parenting program of developmental delay
- Full-text English language publications published in 2007 and 2018
- Studies measured the parenting style along with any determinants and predictors of developmental delay in both qualitative and quantitative studies



Method

- **Quality Assessment**

- Consolidated Standards of Reporting Trials (CONSORT) → RCT studies
- Keyko's Instrument → Cross-sectional studies

- **Synthesis of Results**

Content analysis was used in this review to synthesize the results from both the quantitative and qualitative studies



Consort

Table 1. Quality assessment summary of experimental studies

Quality assessment summary of experimental studies	Study 1	Study 2	Study 3	Study 5	Study 6	Study 7
1. Random sequence generation	1	1	1	1	1	1
2. Allocation concealment	1	1	1	1	1	1
3. Blinding of participants	NM	1	NM	NM	1	1
4. Blinding of personnel/care providers	NM	NM	NM	0	1	1
5. Blinding of outcome assessor	1	1	1	1	1	1
6. Complete outcome data	1	1	1	1	1	1
7. Selective reporting	1	1	1	1	1	1
8. Group similarity of baseline	1	1	1	1	1	1
9. Co-interventions	1	1	1	1	1	1
10. Compliance	1	1	1	1	1	1
11. Intention to treat analysis	1	1	1	1	1	1
12. The timing of outcome assessment	1	1	1	1	1	1
13. Other bias	1	1	1	1	1	1
Total	10	11	10	10	12	12
Overall study validity rating: (0-4 = low; 5-9 = Medium; 10-13 = High)						

Keyko's instrument

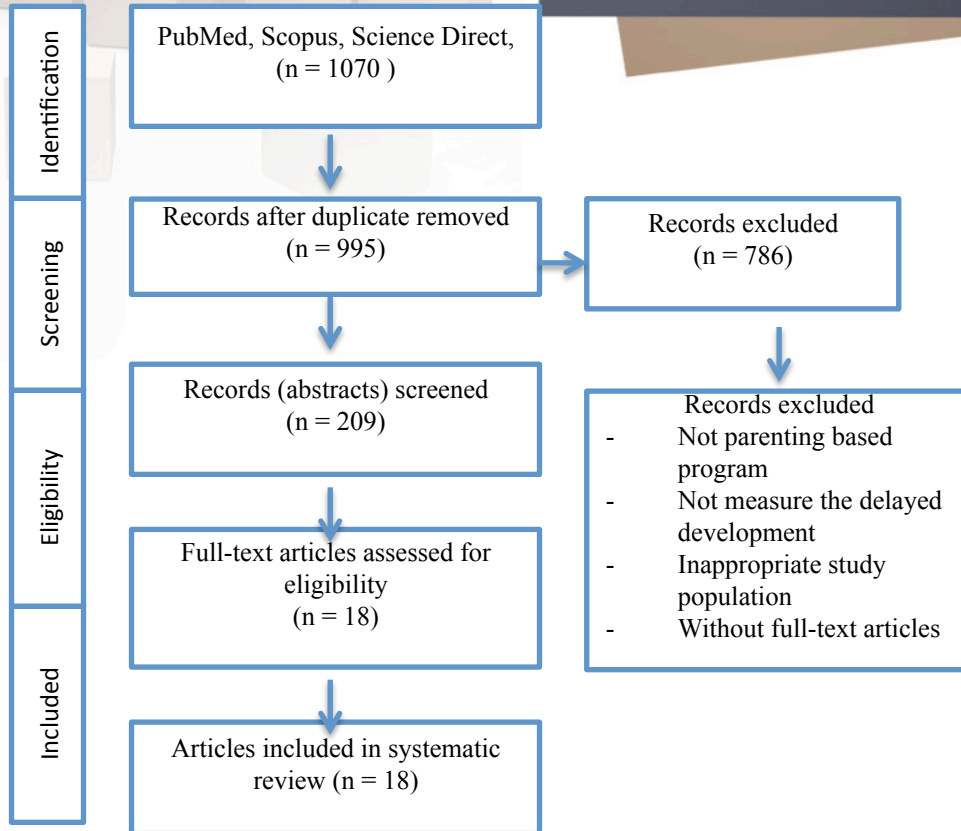
Table 2. Quality assessment summary of correlational studies

Quality assessment summary of correlational studies	Study 4	Study 14	Study 15	Study 16	Study 17	Study 18
Design						
1. Was the study prospective?	1	1	1	1	1	1
2. Was probability sampling used?	1	1	1	0	0	0
Sample						
1. Was the sample size justified?	1	1	1	1	1	1
2. Was the sample drawn from more than one site?	1	1	1	1	0	0
3. Was anonymity protected?	1	1	1	1	1	1
4. Response rate more than 60%						
Measurement						
1. Was the factor measured for reliability?	1	1	1	1	1	1
2. Was the factor measured using a valid instrument?	1	1	1	1	1	1
Measurement of DV						
1. Are the effects observed rather than self-reported?	0	0	0	0	0	0
2. Did the scale used for measuring the outcomes have an internal consistency more than 70	1	1	1	1	1	1
3. Was a theoretical model/framework used for guidance?	1	1	1	1	1	1
Statistical analysis						
1. If multiple factors were studied, are correlations analyzed	1	1	1	1	1	1
2. Are outlier managed	1	1	1	1	1	1
Total	12	12	12	11	10	10

Overall study validity rating:

(0-4 = low; 5-9 = Medium; 10-13 = High)

Figure 1. Summary of evidence search and selection criteria





Results

Domains

Skill & Components

Physical, developmental domain

Gross movements, fine movements, hand to eye coordination, balance and kinesthetic sense

Cognitive developmental domain

Intellectual development of childhood, Childhood creativity

Language developmental domain

Correct sound production to express the words
Proper use of words
Grammatically correct language
Appropriate tone, gestures and body language in some situations

Social and emotional development domain

Social and emotional development domain deals are the children's ability to understand the expressions of emotions, form attachments, play with others, and handle peer pressure



Results

Instruments Measured

Instruments

Cognitive development instrument

Basley Scale of Infant Development-II

Physical development instrument

Basley Scale of Infant Development-II, Peabody Developmental Motor Scale-Second Edition

Language development instrument

Mandarin-Chinese Communicative (CDI) Communicative Development-Inventory

Social and emotional development instrument

Scale of Strengths and Difficulties



Results

Program

Defining

Triple P-Positive Parenting Program (Triple-P)

multilevel program and offer treatment to solve problems of severe behavioral, emotional, and developmental

Smalltalk program

Increasing the responsive parenting behaviors, stimulating the home learning environment, education program, facilitating a home coaching

Bono de Desarrollo Humano (BDH) program

A cash transfer program requiring certain behaviors of household members to receive program benefits



conclusion

- The findings of this study can be as valuable information for health care provider before designing parenting style intervention to prevent physical, mental, social, and language delay among childhood
- A limitation is still encountered in this study since we described the results in a narrative form rather than systematic and meta-analysis



Thank You