Eyberg Child Behavior Inventory (ECBI) – Sutter Eyberg Student Behavior Inventory (SESBI) References

This list updated December 2021. For an updated list, visit <https://www.zotero.org/groups/4534894/eyberg_child_behavior_inventory_-_sutter-eyberg_student_behavior_inventory>

Aasheim, M., Drugli, M., Reedtz, C., Handegård, B. H., & Martinussen, M. (2018). Change in teacher–student relationships and parent involvement after implementation of the Incredible Years Teacher Classroom Management programme in a regular Norwegian school setting. *British Educational Research Journal*, *44*(6), 1064–1083. <https://doi.org/10.1002/berj.3479>

Abate, A., Marek, R. J., Venta, A., Taylor, L., & Velez, L. (2020). The effectiveness of a home-based delivery of triple P in high-risk families in rural areas. *Journal of Child and Family Studies*, *29*(4), 997–1007. <https://doi.org/10.1007/s10826-019-01684-2>

Abidin, R. R., Austin, W. G., & Flens, J. R. (2013). The forensic uses and limitations of the Parenting Stress Index. In *Forensic uses of clinical assessment instruments, 2nd ed.* (pp. 346–379). Routledge/Taylor & Francis Group.

Abrahamse, M. E., Junger, M., Chavannes, E. L., Coelman, F. J. G., Boer, F., & Lindauer, R. J. L. (2012). Parent–child interaction therapy for preschool children with disruptive behaviour problems in the Netherlands. *Child and Adolescent Psychiatry and Mental Health*, *6*. <https://doi.org/10.1186/1753-2000-6-24>

Abrahamse, M. E., Junger, M., van Wouwe, M. A. M. M., Boer, F., & Lindauer, R. J. L. (2016). Treating child disruptive behavior in high-risk families: A comparative effectiveness trial from a community-based implementation. *Journal of Child and Family Studies*, *25*(5), 1605–1622. <https://doi.org/10.1007/s10826-015-0322-4>

Abrahamse, M. E., Niec, L. N., Junger, M., Boer, F., & Lindauer, R. J. L. (2016). Risk factors for attrition from an evidence-based parenting program: Findings from the Netherlands. *Children and Youth Services Review*, *64*, 42–50. <https://doi.org/10.1016/j.childyouth.2016.02.025>

Abrahamse, M. E., Niec, L. N., Solomon, D. T., Junger, M., & Lindauer, R. J. L. (2019). Psychometric properties of the Dyadic Parent-Child Interaction Coding System in The Netherlands. *Child & Family Behavior Therapy*, *41*(3), 141–158. <https://doi.org/10.1080/07317107.2019.1635378>

Accurso, E. C., Garland, A. F., Haine-Schlagel, R., Brookman-Frazee, L., & Baker-Ericzén, M. J. (2015). Factors contributing to reduced caregiver strain in a publicly funded child mental health system. *Journal of Emotional and Behavioral Disorders*, *23*(3), 131–143. <https://doi.org/10.1177/1063426614532948>

Adamson, M., Morawska, A., & Sanders, M. R. (2013). Childhood feeding difficulties: A randomized controlled trial of a group-based parenting intervention. *Journal of Developmental and Behavioral Pediatrics*, *34*(5), 293–302. <https://doi.org/10.1097/DBP.0b013e3182961a38>

Adhikari, R. P., Upadhaya, N., Satinsky, E. N., Burkey, M. D., Kohrt, B. A., & Jordans, M. J. D. (2018). Feasibility study of a family- and school-based intervention for child behavior problems in Nepal. *Child and Adolescent Psychiatry and Mental Health*, *12*. <https://doi.org/10.1186/s13034-018-0226-3>

Agazzi, H., Tan, R., & Tan, S. Y. (2013). A case study of parent–child interaction therapy for the treatment of autism spectrum disorder. *Clinical Case Studies*, *12*(6), 428–442. <https://doi.org/10.1177/1534650113500067>

Agazzi, H., Tan, S. Y., Ogg, J., Armstrong, K., & Kirby, R. S. (2017). Does parent-child interaction therapy reduce maternal stress, anxiety, and depression among mothers of children with autism spectrum disorder? *Child & Family Behavior Therapy*, *39*(4), 283–303. <https://doi.org/10.1080/07317107.2017.1375622>

Aghaie Meybodi, F., Mohammadkhani, P., Pourshahbaz, A., Dolatshahi, B., & Havighurst, S. S. (2019). Improving parent emotion socialization practices: Piloting Tuning in to Kids in Iran for children with disruptive behavior problems. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, *68*(5), 596–607. <https://doi.org/10.1111/fare.12387>

Akcan, A., & Ergun, A. (2019). The effect of an aggressive behavior prevention program on kindergarten students. *Public Health Nursing*, *36*(3), 330–340. <https://doi.org/10.1111/phn.12575>

Akcinar, B., & Baydar, N. (2014). Parental control is not unconditionally detrimental for externalizing behaviors in early childhood. *International Journal of Behavioral Development*, *38*(2), 118–127. <https://doi.org/10.1177/0165025413513701>

Allen, B., Timmer, S. G., & Urquiza, A. J. (2014). Parent–Child Interaction Therapy as an attachment-based intervention: Theoretical rationale and pilot data with adopted children. *Children and Youth Services Review*, *47*(Part 3), 334–341. <https://doi.org/10.1016/j.childyouth.2014.10.009>

Allen, B., Timmer, S. G., & Urquiza, A. J. (2016). Parent–Child Interaction Therapy for sexual concerns of maltreated children: A preliminary investigation. *Child Abuse & Neglect*, *56*, 80–88. <https://doi.org/10.1016/j.chiabu.2016.04.008>

Allen, K. (2015). Externalizing disorders: Assessment, treatment, and school-based interventions. In *Cognitive and behavioral interventions in the schools: Integrating theory and research into practice.* (pp. 161–180). Springer Science + Business Media. <https://doi.org/10.1007/978-1-4939-1972-7_9>

Alsem, S. C., Menting, A. T. A., De Castro, B. O., & Matthys, W. (2021). Follow-up effects in a parent-training trial for mothers being released from incarceration and their children. *Psychology, Public Policy, and Law*, *27*(3), 421–431. <https://doi.org/10.1037/law0000305>

Altafim, E. R. P., & Linhares, M. B. M. (2016). Universal violence and child maltreatment prevention programs for parents: A systematic review. *Psychosocial Intervention*, *25*(1), 27–38. <https://doi.org/10.1016/j.psi.2015.10.003>

Anderson, M., & Linares, L. O. (2012). The role of cultural dissimilarity factors on child adjustment following foster placement. *Children and Youth Services Review*, *34*(4), 597–601. <https://doi.org/10.1016/j.childyouth.2011.11.016>

Ang, R. P. (2008). Dysfunctional parenting behaviors and parenting stress among mothers of aggressive boys. *Child & Family Behavior Therapy*, *30*(4), 319–336. <https://doi.org/10.1080/07317100802483181>

Anton, M. T., & Jones, D. J. (2019). Parent-therapist alliance and technology use in behavioral parent training: A brief report. *Psychological Services*, *16*(2), 260–265. <https://doi.org/10.1037/ser0000303>

Anton, M. T., Jones, D. J., Cuellar, J., Forehand, R., Gonzalez, M., Honeycutt, A., Khavjou, O., Newey, G., Edwards, A., Jacobs, M., & Pitmman, S. (2016). Caregiver use of the core components of technology-enhanced helping the noncompliant child: A case series analysis of low-income families. *Cognitive and Behavioral Practice*, *23*(2), 194–204. <https://doi.org/10.1016/j.cbpra.2015.04.005>

Antonini, T. N., Raj, S. P., Oberjohn, K. S., Cassedy, A., Makoroff, K. L., Fouladi, M., & Wade, S. L. (2014). A pilot randomized trial of an online parenting skills program for pediatric traumatic brain injury: Improvements in parenting and child behavior. *Behavior Therapy*, *45*(4), 455–468. <https://doi.org/10.1016/j.beth.2014.02.003>

Armstrong, A. B., & Field, C. E. (2012). Altering positive/negative interaction ratios of mothers and young children. *Child & Family Behavior Therapy*, *34*(3), 231–242. <https://doi.org/10.1080/07317107.2012.707094>

Armstrong, J. M., Owens, C. R., & Haskett, M. E. (2021). Effects of a brief parenting intervention in shelters for mothers and their children experiencing homelessness. *Journal of Child and Family Studies*, *30*(9), 2097–2107. <https://doi.org/10.1007/s10826-021-02021-2>

Armstrong, K., David, A., & Goldberg, K. (2014). Parent–child interaction therapy with deaf parents and their hearing child: A case study. *Clinical Case Studies*, *13*(2), 115–127. <https://doi.org/10.1177/1534650113502705>

Armstrong, K., DeLoatche, K. J., Preece, K. K., & Agazzi, H. (2015). Combining parent–child interaction therapy and visual supports for the treatment of challenging behavior in a child with autism and intellectual disabilities and comorbid epilepsy. *Clinical Case Studies*, *14*(1), 3–14. <https://doi.org/10.1177/1534650114531451>

Armstrong, K., & Kimonis, E. R. (2013). Parent–child interaction therapy for the treatment of Asperger’s disorder in early childhood: A case study. *Clinical Case Studies*, *12*(1), 60–72. <https://doi.org/10.1177/1534650112463429>

Arney, F., Rogers, H., Baghurst, P., Sawyer, M., & Prior, M. (2008). The reliability and validity of the Parenting Scale for Australian mothers of preschool-aged children. *Australian Journal of Psychology*, *60*(1), 44–52. <https://doi.org/10.1080/00049530701458076>

Arruabarrena, I., de Paul, J., & Cañas, M. (2019). Implementation of an early preventive intervention programme for child neglect: SafeCare. *Psicothema*, *31*(4), 443–449.

Au, A., Lau, K., Wong, A. H., Lam, C., Leung, C., Lau, J., & Lee, Y. K. (2014). The efficacy of a group Triple P (positive parenting program) for Chinese parents with a child diagnosed with ADHD in Hong Kong: A pilot randomised controlled study. *Australian Psychologist*, *49*(3), 151–162. <https://doi.org/10.1111/ap.12053>

Axberg, U., & Broberg, A. G. (2012). Evaluation of “the incredible years” in Sweden: The transferability of an American parent‐training program to Sweden. *Scandinavian Journal of Psychology*, *53*(3), 224–232. <https://doi.org/10.1111/j.1467-9450.2012.00955.x>

Axberg, U., Hanse, J. J., & Broberg, A. G. (2008). Parents’ description of conduct problems in their children: A test of the Eyberg Child Behavior Inventory (ECBI) in a Swedish sample aged 3-10. *Scandinavian Journal of Psychology*, *49*(6), 497–505. <https://doi.org/10.1111/j.1467-9450.2008.00670.x>

Axelrad, M. E., Butler, A. M., Dempsey, J., & Chapman, S. G. (2013). Treatment effectiveness of a brief behavioral intervention for preschool disruptive behavior. *Journal of Clinical Psychology in Medical Settings*, *20*(3), 323–332. <https://doi.org/10.1007/s10880-013-9359-y>

Axelrad, M. E., Garland, B. H., & Love, K. B. (2009). Brief behavioral intervention for young children with disruptive behaviors. *Journal of Clinical Psychology in Medical Settings*, *16*(3), 263–269. <https://doi.org/10.1007/s10880-009-9166-7>

Axford, N., Warner, G., Hobbs, T., Heilmann, S., Raja, A., Berry, V., Ukoumunne, O. C., Matthews, J., Eames, T., Kallitsoglou, A., Blower, S., Wilkinson, T., Timmons, L., & Bjornstad, G. (2018). The effectiveness of the Inspiring Futures parenting programme in improving behavioural and emotional outcomes in primary school children with behavioural or emotional difficulties: Study protocol for a randomised controlled trial. *BMC Psychology*, *6*.

Bagner, D. M., Boggs, S. R., & Eyberg, S. M. (2010). Evidence-based school behavior assessment of externalizing behavior in young children. *Education & Treatment of Children*, *33*(1), 65–83. <https://doi.org/10.1353/etc.0.0084>

Bagner, D. M., & Eyberg, S. M. (2003). Father Involvement in Parent Training: When Does It Matter? *Journal of Clinical Child and Adolescent Psychology*, *32*(4), 599–605. <https://doi.org/10.1207/S15374424JCCP3204_13>

Bagner, D. M., & Eyberg, S. M. (2007). Parent-child interaction therapy for disruptive behavior in children with mental retardation: A randomized controlled trial. *Journal of Clinical Child and Adolescent Psychology*, *36*(3), 418–429. <https://doi.org/10.1080/15374410701448448>

Bagner, D. M., Fernandez, M. A., & Eyberg, S. M. (2004). Parent-child interaction therapy and chronic illness: A case study. *Journal of Clinical Psychology in Medical Settings*, *11*(1), 1–6. [https://doi.org/10.1023/B:JOCS.0000016264.02407.fd](https://doi.org/10.1023/B%3AJOCS.0000016264.02407.fd)

Bagner, D. M., Sheinkopf, S. J., Miller-Loncar, C. L., Vohr, B. R., Hinckley, M., Eyberg, S. M., & Lester, B. M. (2009). Parent-child interaction therapy for children born premature: A case study and illustration of vagal tone as a physiological measure of treatment outcome. *Cognitive and Behavioral Practice*, *16*(4), 468–477. <https://doi.org/10.1016/j.cbpra.2009.05.002>

Bagner, D. M., Sheinkopf, S. J., Vohr, B. R., & Lester, B. M. (2010). Parenting intervention for externalizing behavior problems in children born premature: An initial examination. *Journal of Developmental and Behavioral Pediatrics*, *31*(3), 209–216. <https://doi.org/10.1097/DBP.0b013e3181d5a294>

Bailey, E. L., van der Zwan, R., Phelan, T. W., & Brooks, A. (2012). The 1-2-3 Magic Program: Implementation outcomes of an Australian pilot evaluation with school-aged children. *Child & Family Behavior Therapy*, *34*(1), 53–69. <https://doi.org/10.1080/07317107.2012.654455>

Bailey, E. L., van der Zwan, R., Phelan, T. W., & Brooks, A. (2015). Keeping it going: Evidence of long-term improvements after implementation of the 1-2-3 Magic parenting program. *Child & Family Behavior Therapy*, *37*(4), 303–320. <https://doi.org/10.1080/07317107.2015.1104776>

Baker-Henningham, H., Scott, S., Jones, K., & Walker, S. (2012). Reducing child conduct problems and promoting social skills in a middle-income country: Cluster randomised controlled trial. *The British Journal of Psychiatry*, *201*(2), 101–108. <https://doi.org/10.1192/bjp.bp.111.096834>

Balldin, S., Bergström, M., Wirtberg, I., & Axberg, U. (2019). Marte Meo and Coordination meetings (MAC): A systemic school-based video feedback intervention—A randomised controlled trial. *Child & Adolescent Social Work Journal*, *36*(5), 537–548. <https://doi.org/10.1007/s10560-018-0580-2>

Barnard, M. U. (2003). *Helping your depressed child: A step-by-step guide for parents.* (pp. vi, 194). New Harbinger Publications.

Barnett, M. L., Niec, L. N., Peer, S. O., Jent, J. F., Weinstein, A., Gisbert, P., & Simpson, G. (2017). Successful therapist–parent coaching: How in vivo feedback relates to parent engagement in parent–child interaction therapy. *Journal of Clinical Child and Adolescent Psychology*, *46*(6), 895–902. <https://doi.org/10.1080/15374416.2015.1063428>

Bater, L. R., & Jordan, S. S. (2017). Child routines and self-regulation serially mediate parenting practices and externalizing problems in preschool children. *Child & Youth Care Forum*, *46*(2), 243–259. <https://doi.org/10.1007/s10566-016-9377-7>

Batum, P., & Yagmurlu, B. (2007). What counts in externalizing behaviors? The contributions of emotion and behavior regulation. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*, *25*(4), 272–294.

Baughman, L. W. (2014). PCIT with a school-age boy who experienced physical abuse and neglect: The case of Christopher J. In A. J. Urquiza (Ed.), *Treating traumatized children: A casebook of evidence-based therapies.* (pp. 183–199). The Guilford Press.

Baydar, N., & Akcinar, B. (2018). Reciprocal relations between the trajectories of mothers’ harsh discipline, responsiveness and aggression in early childhood. *Journal of Abnormal Child Psychology*, *46*(1), 83–97. <https://doi.org/10.1007/s10802-017-0280-y>

Beauchaine, T. P., Gatzke-Kopp, L., Neuhaus, E., Chipman, J., Reid, M. J., & Webster-Stratton, C. (2013). Sympathetic- and parasympathetic-linked cardiac function and prediction of externalizing behavior, emotion regulation, and prosocial behavior among preschoolers treated for ADHD. *Journal of Consulting and Clinical Psychology*, *81*(3), 481–493. <https://doi.org/10.1037/a0032302>

Beauchaine, T. P., Neuhaus, E., Gatzke-Kopp, L. M., Reid, M. J., Chipman, J., Brekke, A., Olliges, A., Shoemaker, S., & Webster-Stratton, C. (2015). Electrodermal responding predicts responses to, and may be altered by, preschool intervention for ADHD. *Journal of Consulting and Clinical Psychology*, *83*(2), 293–303. <https://doi.org/10.1037/a0038405>

Beauchaine, T. P., Webster-Stratton, C., & Reid, M. J. (2005). Mediators, Moderators, and Predictors of 1-Year Outcomes Among Children Treated for Early-Onset Conduct Problems: A Latent Growth Curve Analysis. *Journal of Consulting and Clinical Psychology*, *73*(3), 371–388. <https://doi.org/10.1037/0022-006X.73.3.371>

Beaumont, R., Walker, H., Weiss, J., & Sofronoff, K. (2021). Randomized controlled trial of a video gaming-based social skills program for children on the autism spectrum. *Journal of Autism and Developmental Disorders*, *51*(10), 3637–3650. <https://doi.org/10.1007/s10803-020-04801-z>

Becker, D. A., Fennell, E. B., & Carney, P. R. (2003). Sleep disturbance in children with epilepsy. *Epilepsy & Behavior*, *4*(6), 651–658. <https://doi.org/10.1016/j.yebeh.2003.08.004>

Becker, D. A., Fennell, E. B., & Carney, P. R. (2004). Daytime behavior and sleep disturbance in childhood epilepsy. *Epilepsy & Behavior*, *5*(5), 708–715. <https://doi.org/10.1016/j.yebeh.2004.06.004>

Beelmann, A., Lösel, F., Stemmler, M., & Jaursch, S. (2006). Beurteilung von sozialen Verhaltensproblemen und Erziehungsschwierigkeiten im Vorschulalter: Eine Untersuchung zur deutschen Adaptation des Eyberg Child Behavior Inventory (ECBI). [Assessment of child problem behavior and parental problems in preschool ch. *Diagnostica*, *52*(4), 189–198. <https://doi.org/10.1026/0012-1924.52.4.189>

Benjamin, L. S. (2018a). Anxiety. In *Interpersonal reconstructive therapy for anger, anxiety, and depression: It’s about broken hearts, not broken brains.* (pp. 175–201). American Psychological Association. <https://doi.org/10.1037/0000090-008>

Benjamin, L. S. (2018b). *Interpersonal reconstructive therapy for anger, anxiety, and depression: It’s about broken hearts, not broken brains.* (pp. xi, 316). American Psychological Association. <https://doi.org/10.1037/0000090-000>

Bennett, D. S., Pitale, M., Vora, V., & Rheingold, A. A. (2004). Reactive vs. Proactive antisocial behavior: Differential correlates of child ADHD symptoms? *Journal of Attention Disorders*, *7*(4), 197–204. <https://doi.org/10.1177/108705470400700402>

Benzies, K. M., Harrison, M. J., & Magill-Evans, J. (2004a). Parenting and Childhood Behavior Problems: Mothers’ and Fathers’ Voices. *Issues in Mental Health Nursing*, *25*(1), 9–24. <https://doi.org/10.1080/01612840490249028-21>

Benzies, K. M., Harrison, M. J., & Magill-Evans, J. (2004b). Parenting Stress, Marital Quality, and Child Behavior Problems at Age 7 Years. *Public Health Nursing*, *21*(2), 111–121. <https://doi.org/10.1111/j.0737-1209.2004.021204.x>

Benzies, K., Mychasiuk, R., & Tough, S. (2015). What patterns of postpartum psychological distress are associated with maternal concerns about their children’s emotional and behavioural problems at the age of three years? *Early Child Development and Care*, *185*(1), 1–16. <https://doi.org/10.1080/03004430.2014.899592>

Bergman, R. L. (2013). *Treatment for children with selective mutism: An integrative behavioral approach.* (pp. xi, 137). Oxford University Press.

Berkout, O. V., & Gross, A. M. (2013). Externalizing behavior challenges within primary care settings. *Aggression and Violent Behavior*, *18*(5), 491–495. <https://doi.org/10.1016/j.avb.2013.07.004>

Berliner, S. E., Moskowitz, L. J., Braconnier, M., & Chaplin, W. F. (2020). The role of parental attributions and discipline in predicting child problem behavior in preschoolers with and without Autism Spectrum Disorder. *Journal of Developmental and Physical Disabilities*, *32*(5), 695–717. <https://doi.org/10.1007/s10882-019-09715-y>

Bettencourt, A. F., Gross, D., & Breitenstein, S. (2019). Evaluating implementation fidelity of a school-based parenting program for low-income families. *The Journal of School Nursing*, *35*(5), 325–336. <https://doi.org/10.1177/1059840518786995>

Bice-Urbach, B. J., & Kratochwill, T. R. (2016). Teleconsultation: The use of technology to improve evidence-based practices in rural communities. *Journal of School Psychology*, *56*, 27–43. <https://doi.org/10.1016/j.jsp.2016.02.001>

Bjørknes, R., Jakobsen, R., & Nærde, A. (2011). Recruiting ethnic minority groups to evidence-based parent training. Who will come and how? *Children and Youth Services Review*, *33*(2), 351–357. <https://doi.org/10.1016/j.childyouth.2010.09.019>

Bjørknes, R., Larsen, M., Gwanzura-Ottemöller, F., & Kjøbli, J. (2015). Exploring mental distress among immigrant mothers participating in parent training. *Children and Youth Services Review*, *51*, 10–17. <https://doi.org/10.1016/j.childyouth.2015.01.018>

Bjørknes, R., & Manger, T. (2013). Can parent training alter parent practice and reduce conduct problems in ethnic minority children? A randomized controlled trial. *Prevention Science*, *14*(1), 52–63. <https://doi.org/10.1007/s11121-012-0299-9>

Blacker, D. M. (2014). PCIT with a preschool-age boy exposed to domestic violence and maternal depression: The case of Jeremy S. In A. J. Urquiza (Ed.), *Treating traumatized children: A casebook of evidence-based therapies.* (pp. 200–215). The Guilford Press.

Blair, K., Topitzes, J., & Mersky, J. P. (2019a). Brief, group-based parent-child interaction therapy: Examination of treatment attrition, non-adherence, and non-response. *Children and Youth Services Review*, *106*. <https://doi.org/10.1016/j.childyouth.2019.104463>

Blair, K., Topitzes, J., & Mersky, J. P. (2019b). Do parents’ adverse childhood experiences influence treatment responses to parent-child interaction therapy? An exploratory study with a child welfare sample. *Child & Family Behavior Therapy*, *41*(2), 73–83. <https://doi.org/10.1080/07317107.2019.1599255>

Bodenmann, G., Cina, A., Ledermann, T., & Sanders, M. R. (2008). The efficacy of the Triple P-Positive Parenting Program in improving parenting and child behavior: A comparison with two other treatment conditions. *Behaviour Research and Therapy*, *46*(4), 411–427. <https://doi.org/10.1016/j.brat.2008.01.001>

Boggs, S. R., Eyberg, S. M., Edwards, D. L., Rayfield, A., Jacobs, J., Bagner, D., & Hood, K. K. (2004). Outcomes of Parent-Child Interaction Therapy: A Comparison of Treatment Completers and Study Dropouts One to Three Years Later. *Child & Family Behavior Therapy*, *26*(4), 1–22. <https://doi.org/10.1300/J019v26n04_01>

Bor, W., & Sanders, M. R. (2004). Correlates of self-reported coercive parenting of preschool-aged children at high risk for the development of conduct problems. *Australian and New Zealand Journal of Psychiatry*, *38*(9), 738–745. <https://doi.org/10.1111/j.1440-1614.2004.01452.x>

Borden, L. A., Herman, K. C., Stormont, M., Goel, N., Darney, D., Reinke, W. M., & Webster-Stratton, C. (2014). Latent profile analysis of observed parenting behaviors in a clinic sample. *Journal of Abnormal Child Psychology*, *42*(5), 731–742. <https://doi.org/10.1007/s10802-013-9815-z>

Borrego Jr., J., Anhalt, K., Terao, S. Y., Vargas, E. C., & Urquiza, A. J. (2006). Parent-Child Interaction Therapy With a Spanish-Speaking Family. *Cognitive and Behavioral Practice*, *13*(2), 121–133. <https://doi.org/10.1016/j.cbpra.2005.09.001>

Borrego Jr., J., Klinkebiel, C., & Gibson, A. (2014). Parent-child interaction therapy: An overview. In *Treating traumatized children: A casebook of evidence-based therapies.* (pp. 165–182). The Guilford Press.

Borrego Jr., J., Timmer, S. G., Urquiza, A. J., & Follette, W. C. (2004). Physically Abusive Mothers’ Responses Following Episodes of Child Noncompliance and Compliance. *Journal of Consulting and Clinical Psychology*, *72*(5), 897–903. <https://doi.org/10.1037/0022-006X.72.5.897>

Boyle, C. L., Sanders, M. R., Lutzker, J. R., Prinz, R. J., Shapiro, C., & Whitaker, D. J. (2010). An analysis of training, generalization, and maintenance effects of Primary Care Triple P for parents of preschool-aged children with disruptive behavior. *Child Psychiatry and Human Development*, *41*(1), 114–131. <https://doi.org/10.1007/s10578-009-0156-7>

Breitenstein, S. M., Gross, D., & Bettencourt, A. F. (2020). The Chicago Parent Program. In *Ending the physical punishment of children: A guide for clinicians and practitioners.* (pp. 109–119). American Psychological Association. <https://doi.org/10.1037/0000162-012>

Breitenstein, S. M., Gross, D., Fogg, L., Ridge, A., Garvey, C., Julion, W., & Tucker, S. (2012). The Chicago Parent Program: Comparing 1‐year outcomes for African American and Latino parents of young children. *Research in Nursing & Health*, *35*(5), 475–489. <https://doi.org/10.1002/nur.21489>

Brennan, L. M., Shaw, D. S., Dishion, T. J., & Wilson, M. (2012). Longitudinal predictors of school-age academic achievement: Unique contributions of toddler-age aggression, oppositionality, inattention, and hyperactivity. *Journal of Abnormal Child Psychology*, *40*(8), 1289–1300. <https://doi.org/10.1007/s10802-012-9639-2>

Brennan, L. M., Shaw, D. S., Dishion, T. J., & Wilson, M. N. (2015). The predictive utility of early childhood disruptive behaviors for school-age social functioning. *Journal of Abnormal Child Psychology*, *43*(6), 1187–1199. <https://doi.org/10.1007/s10802-014-9967-5>

Brennan, L. M., Shelleby, E. C., Shaw, D. S., Gardner, F., Dishion, T. J., & Wilson, M. (2013). Indirect effects of the family check-up on school-age academic achievement through improvements in parenting in early childhood. *Journal of Educational Psychology*, *105*(3), 762–773. <https://doi.org/10.1037/a0032096>

Brestan, E. V., Eyberg, S. M., Algina, J., Johnson, S. B., & Boggs, S. R. (2003). How annoying is it? Defining parental tolerance for child misbehavior. *Child & Family Behavior Therapy*, *25*(2), 1–15. <https://doi.org/10.1300/J019v25n02_01>

Briegel, W. (2018). Tailoring Parent-Child Interaction Therapy (PCIT) for older children: A case study. *Zeitschrift Für Kinder- Und Jugendpsychiatrie Und Psychotherapie*, *46*(4), 298–304. <https://doi.org/10.1024/1422-4917/a000536>

Briegel, W., Walter, T., Schimek, M., Knapp, D., & Bussing, R. (2015). Parent-child interaction therapy im in-room-coaching: Ergebnisse einer ersten deutschen fallstudie. [Parent-child interaction therapy with in-room coaching: Results of a preliminary German case study.]. *Kindheit Und Entwicklung: Zeitschrift Für Klinische Kinderpsychologie*, *24*(1), 47–54. <https://doi.org/10.1026/0942-5403/a000158>

Broadhead, M. A., Hockaday, A., Zahra, M., Francis, P. J., & Crichton, C. (2009). Scallywags—An evaluation of a service targeting conduct disorders at school and at home. *Educational Psychology in Practice*, *25*(2), 167–179. <https://doi.org/10.1080/02667360902905270>

Broadhead, M., Chilton, R., & Crichton, C. (2009). Understanding parental stress within the scallywags service for children with emotional and behavioural difficulties. *Emotional & Behavioural Difficulties*, *14*(2), 101–115. <https://doi.org/10.1080/13632750902921880>

Brobst, J. B., Clopton, J. R., & Hendrick, S. S. (2009). Parenting children with autism spectrum disorders: The couple’s relationship. *Focus on Autism and Other Developmental Disabilities*, *24*(1), 38–49. <https://doi.org/10.1177/1088357608323699>

Brookman-Frazee, L., Chlebowski, C., Villodas, M., Roesch, S., & Martinez, K. (2021). Training community therapists to deliver an individualized mental health intervention for autism spectrum disorder: Changes in caregiver outcomes and mediating role on child outcomes. *Journal of the American Academy of Child & Adolescent Psychiatry*, *60*(3), 355–366. <https://doi.org/10.1016/j.jaac.2020.07.896>

Brookman-Frazee, L., Roesch, S., Chlebowski, C., Baker-Ericzen, M., & Ganger, W. (2019). Effectiveness of training therapists to deliver an individualized mental health intervention for children with ASD in publicly funded mental health services: A cluster randomized clinical trial. *JAMA Psychiatry*, *76*(6), 574–583. <https://doi.org/10.1001/jamapsychiatry.2019.0011>

Brookman-Frazee, L., Stadnick, N., Chlebowski, C., Baker-Ericzén, M., & Ganger, W. (2018). Characterizing psychiatric comorbidity in children with autism spectrum disorder receiving publicly funded mental health services. *Autism*, *22*(8), 938–952. <https://doi.org/10.1177/1362361317712650>

Brown, F. L., Whittingham, K., Boyd, R. N., McKinlay, L., & Sofronoff, K. (2014). Improving child and parenting outcomes following paediatric acquired brain injury: A randomised controlled trial of Stepping Stones Triple P plus acceptance and commitment therapy. *Journal of Child Psychology and Psychiatry*, *55*(10), 1172–1183. <https://doi.org/10.1111/jcpp.12227>

Brown, F. L., Whittingham, K., McKinlay, L., Boyd, R., & Sofronoff, K. (2013). Efficacy of stepping stones Triple P plus a stress management adjunct for parents of children with an acquired brain injury: The protocol of a randomised controlled trial. *Brain Impairment*, *14*(2), 253–269. <https://doi.org/10.1017/BrImp.2013.18>

Budd, K. S., Hella, B., Bae, H., Meyerson, D. A., & Watkin, S. C. (2011). Delivering Parent-Child Interaction Therapy in an urban community clinic. *Cognitive and Behavioral Practice*, *18*(4), 502–514. <https://doi.org/10.1016/j.cbpra.2010.12.002>

Burek, B., Ford, M. K., Hooper, M., Green, R., Kohut, S. A., Andrade, B. F., Ravi, M., Sananes, R., Desrocher, M., Miller, S. P., Wade, S. L., & Williams, T. S. (2021). Transdiagnostic feasibility trial of internet-based parenting intervention to reduce child behavioural difficulties associated with congenital and neonatal neurodevelopmental risk: Introducing I-InTERACT-North. *The Clinical Neuropsychologist*, *35*(5), 1030–1052. <https://doi.org/10.1080/13854046.2020.1829071>

Burkey, M. D., Adhikari, R. P., Ghimire, L., Kohrt, B. A., Wissow, L. S., Luitel, N. P., Haroz, E. E., & Jordans, M. J. D. (2018). Validation of a cross-cultural instrument for child behavior problems: The Disruptive Behavior International Scale—Nepal version. *BMC Psychology*, *6*. <https://doi.org/10.1186/s40359-018-0262-z>

Bussing, R., & Murray, D. W. (2014). Psychosocial and behavioral interventions with a focus on parent-child interaction therapy: Theory and clinical practice. In *ADHD in preschool children: Assessment and treatment.* (pp. 91–112). Oxford University Press.

Butcher, J. L., & Niec, L. N. (2017). Mothers’ attributions about child misbehavior: Can situational suggestions change general perceptions? *Child & Family Behavior Therapy*, *39*(2), 131–147. <https://doi.org/10.1080/07317107.2017.1307680>

Butler, A. M. (2013). Cross-racial measurement equivalence of the Eyberg Child Behavior Inventory factors among low-income young African American and non-Latino White children. *Assessment*, *20*(4), 484–495. <https://doi.org/10.1177/1073191111431341>

Butler, A. M., Brestan, E. V., & Eyberg, S. M. (2008). Examination of the Eyberg Child Behavior Inventory discrepancy hypothesis. *Child & Family Behavior Therapy*, *30*(3), 257–262. <https://doi.org/10.1080/07317100802275637>

Butler, A. M., & Titus, C. (2017). Pilot and feasibility study of a parenting intervention delivered by parent peers. *Vulnerable Children and Youth Studies*, *12*(3), 215–225. <https://doi.org/10.1080/17450128.2017.1282069>

Bywater, T., Hutchings, J., Daley, D., Whitaker, C., Yeo, S. T., Jones, K., Eames, C., & Tudor Edwards, R. (2009). Long-term effectiveness of a parenting intervention for children at risk of developing conduct disorder. *The British Journal of Psychiatry*, *195*(4), 318–324. <https://doi.org/10.1192/bjp.bp.108.056531>

Bywater, T., Hutchings, J., Linck, P., Whitaker, C., Daley, D., Yeo, S. T., & Edwards, R. T. (2011). Incredible Years parent training support for foster carers in Wales: A multi-centre feasibility study. *Child: Care, Health and Development*, *37*(2), 233–243. <https://doi.org/10.1111/j.1365-2214.2010.01155.x>

Calam, R., Sanders, M. R., Miller, C., Sadhnani, V., & Carmont, S.-A. (2008). Can technology and the media help reduce dysfunctional parenting and increase engagement with preventative parenting interventions? *Child Maltreatment*, *13*(4), 347–361. <https://doi.org/10.1177/1077559508321272>

Calzada, E. J., Eyberg, S. M., Rich, B., & Querido, J. G. (2004). Parenting Disruptive Preschoolers: Experiences of Mothers and Fathers. *Journal of Abnormal Child Psychology*, *32*(2), 203–213. [https://doi.org/10.1023/B:JACP.0000019771.43161.1c](https://doi.org/10.1023/B%3AJACP.0000019771.43161.1c)

Cann, W., Rogers, H., & Matthews, J. (2003). Family Intervention Services program evaluation: A brief report on initial outcomes for families. *AeJAMH (Australian e-Journal for the Advancement of Mental Health)*, *2*(3), No Pagination Specified-No Pagination Specified. <https://doi.org/10.5172/jamh.2.3.208>

Cann, W., Rogers, H., & Worley, G. (2003). Report on a program evaluation of a telephone assisted parenting support service for families living in isolated rural areas. *AeJAMH (Australian e-Journal for the Advancement of Mental Health)*, *2*(3), No Pagination Specified-No Pagination Specified. <https://doi.org/10.5172/jamh.2.3.201>

Carrasco, J. M., & Fox, R. A. (2012). Varying treatment intensity in a home-based parent and child therapy program for families living in poverty: A randomized clinic trial. *Journal of Community Psychology*, *40*(5), 621–630. <https://doi.org/10.1002/jcop.21492>

Carter, A. S., Briggs-Gowan, M. J., & Davis, N. O. (2004). Assessment of young children’s social-emotional development and psychopathology: Recent advances and recommendations for practice. *Journal of Child Psychology and Psychiatry*, *45*(1), 109–134. <https://doi.org/10.1046/j.0021-9630.2003.00316.x>

Carter, L. M., Williford, A. P., & LoCasale-Crouch, J. (2014). Reliability and validity of a measure of preschool teachers’ attributions for disruptive behavior. *Early Education and Development*, *25*(7), 949–972. <https://doi.org/10.1080/10409289.2014.898358>

Cefai, J., Smith, D., & Pushak, R. E. (2010). Parenting wisely: Parent training via CD-ROM with an Australian sample. *Child & Family Behavior Therapy*, *32*(1), 17–33. <https://doi.org/10.1080/07317100903539709>

Chan, N., & Neece, C. L. (2018). Parenting stress and emotion dysregulation among children with developmental delays: The role of parenting behaviors. *Journal of Child and Family Studies*, *27*(12), 4071–4082. <https://doi.org/10.1007/s10826-018-1219-9>

Chao, P.-C., Bryan, T., Burstein, K., & Ergul, C. (2006). Family-centered intervention for young children at-risk for language and behavior problems. *Early Childhood Education Journal*, *34*(2), 147–153. <https://doi.org/10.1007/s10643-005-0032-4>

Charles, J. M., Bywater, T., & Edwards, R. T. (2011). Parenting interventions: A systematic review of the economic evidence. *Child: Care, Health and Development*, *37*(4), 462–474. <https://doi.org/10.1111/j.1365-2214.2011.01217.x>

Chase, R. M., Carmody, K. A., Lent, M., Murphy, R., Amaya-Jackson, L., Wray, E., Ake III, G. S., Sullivan, K., White, D., Gurwitch, R., & Murray, K. (2019). Disseminating parent-child interaction therapy through the learning collaborative model on the adoption and implementation of an evidence-based treatment. *Children and Youth Services Review*, *101*, 131–141. <https://doi.org/10.1016/j.childyouth.2019.03.043>

Chase, R. M., & Eyberg, S. M. (2008). Clinical presentation and treatment outcome for children with comorbid externalizing and internalizing symptoms. *Journal of Anxiety Disorders*, *22*(2), 273–282. <https://doi.org/10.1016/j.janxdis.2007.03.006>

Chase, T., & Peacock, G. G. (2017). An investigation of factors that influence acceptability of parent training. *Journal of Child and Family Studies*, *26*(4), 1184–1195. <https://doi.org/10.1007/s10826-016-0644-x>

Chavez Arana, C., Catroppa, C., Yáñez-Téllez, G., Prieto-Corona, B., de León, M. A., García, A., Gómez-Raygoza, R., Hearps, S. J. C., & Anderson, V. (2020). A parenting program to reduce disruptive behavior in Hispanic children with acquired brain injury: A randomized controlled trial conducted in Mexico. *Developmental Neurorehabilitation*, *23*(4), 218–230. <https://doi.org/10.1080/17518423.2019.1645224>

Chavez-Arana, C., Catroppa, C., Yáñez Téllez, G., Godfrey, C., Prieto-Corona, B., de León, M. A., García, A., & Anderson, V. (2018). Feasibility and effectiveness of a parenting programme for Mexican parents of children with acquired brain injury-Case report. *Brain Injury*, *32*(2), 276–285. <https://doi.org/10.1080/02699052.2017.1394491>

Chavez-Arana, C., Catroppa, C., Yáñez-Téllez, G., Prieto-Corona, B., Amaya-Hernández, A., de León, M. A., García, A., Gómez-Raygoza, R., Hearps, S. J. C., & Anderson, V. (2019). How do parents influence child disruptive behavior after acquired brain injury? Evidence from a mediation model and path analysis. *Journal of the International Neuropsychological Society*, *25*(3), 237–248. <https://doi.org/10.1017/S1355617718001236>

Chen, Y.-C. (2020). Psychometric properties and normative data of the Dyadic Parent-Child Interaction Coding System fourth edition in a clinically referred Taiwanese sample. *Chinese Journal of Psychology*, *62*(3), 321–354.

Chen, Y.-C., & Fortson, B. L. (2015). Predictors of treatment attrition and treatment length in Parent‐Child Interaction Therapy in Taiwanese families. *Children and Youth Services Review*, *59*, 28–37. <https://doi.org/10.1016/j.childyouth.2015.10.009>

Chen, Y.-C., Fortson, B. L., & Tiano, J. D. (2018a). Establishing norms on the Eyberg Child Behavior Inventory to identify disruptive behaviors in Taiwanese children. *Child & Family Behavior Therapy*, *40*(4), 306–319. <https://doi.org/10.1080/07317107.2018.1522871>

Chen, Y.-C., Fortson, B. L., & Tiano, J. D. (2018b). Preliminary validity of the Eyberg Child Behavior Inventory with Taiwanese clinic-referred children. *Journal of Child and Family Studies*, *27*(12), 3816–3830. <https://doi.org/10.1007/s10826-018-1236-8>

Chengappa, K., McNeil, C. B., Norman, M., Quetsch, L. B., & Travers, R. M. (2017). Efficacy of parent-child interaction therapy with parents with intellectual disability. *Child & Family Behavior Therapy*, *39*(4), 253–282. <https://doi.org/10.1080/07317107.2017.1375680>

Chhangur, R. R., Weeland, J., Overbeek, G., Matthys, W., Castro, B., Giessen, D., & Belsky, J. (2017). Genetic moderation of intervention efficacy: Dopaminergic genes, the incredible years, and externalizing behavior in children. *Child Development*, *88*(3), 796–811. <https://doi.org/10.1111/cdev.12612>

Chinitz, S., & Briggs, R. (2009). Social-emotional issues. In *Evidence-based practice in infant and early childhood psychology.* (pp. 381–412). John Wiley & Sons Inc.

Choate, M. L., Pincus, D. B., Eyberg, S. M., & Barlow, D. H. (2005). Parent-Child Interaction Therapy for Treatment of Separation Anxiety Disorder in Young Children: A Pilot Study. *Cognitive and Behavioral Practice*, *12*(1), 126–135. [https://doi.org/10.1016/S1077-7229(05)80047-1](https://doi.org/10.1016/S1077-7229%2805%2980047-1)

Choe, D. E., Shaw, D. S., Brennan, L. M., Dishion, T. J., & Wilson, M. N. (2014). Inhibitory control as a mediator of bidirectional effects between early oppositional behavior and maternal depression. *Development and Psychopathology*, *26*(4), 1129–1147. <https://doi.org/10.1017/S0954579414000613>

Christian-Brandt, A. S., Philpott, J., & Edwards-Leeper, L. (2021). “Quiero soy un niño!”: Family-based treatment of a Mexican American child with gender dysphoria and disruptive behaviors. *Clinical Practice in Pediatric Psychology*, *9*(2), 203–208. <https://doi.org/10.1037/cpp0000405>

Christian-Brandt, A. S., & Santacrose, D. (2020). Adapting PCIT to address mental health care disparities among underserved families impacted by pediatric illness: A case series of bedside PCIT. *Clinical Practice in Pediatric Psychology*, *8*(2), 164–175. <https://doi.org/10.1037/cpp0000322>

Christophersen, E. R., & VanScoyoc, S. M. (2013). Diagnosis and management of encopresis. In *Treatments that work with children: Empirically supported strategies for managing childhood problems, 2nd ed.* (pp. 109–128). American Psychological Association. <https://doi.org/10.1037/14137-006>

Clarke, S. ‐A., Calam, R., Morawska, A., & Sanders, M. (2014). Developing web‐based Triple P ‘Positive Parenting Programme’ for families of children with asthma. *Child: Care, Health and Development*, *40*(4), 492–497. <https://doi.org/10.1111/cch.12073>

Coffey, D. M., Javier, J. R., & Schrager, S. M. (2015). Preliminary validity of the eyberg child behavior inventory with Filipino immigrant parents. *Child & Family Behavior Therapy*, *37*(3), 208–223. <https://doi.org/10.1080/07317107.2015.1071978>

Cohan, S. L., Chavira, D. A., Shipon-Blum, E., Hitchcock, C., Roesch, S. C., & Stein, M. B. (2008). Refining the classification of children with selective mutism: A latent profile analysis. *Journal of Clinical Child and Adolescent Psychology*, *37*(4), 770–784. <https://doi.org/10.1080/15374410802359759>

Cohen, M. L. ;, Heaton, S. C. ;, Ginn, N., & Eyberg, S. M. ; (2012). Parent-child interaction therapy as a family-oriented approach to behavioral management following psychiatric traumatic brain injury: A case report. *Journal of Pediatric Psychology*, *37*(3), 251–261.

Comer, J. S., Chow, C., Chan, P. T., Cooper-Vince, C., & Wilson, L. A. S. (2013). Psychosocial treatment efficacy for disruptive behavior problems in very young children: A meta-analytic examination. *Journal of the American Academy of Child & Adolescent Psychiatry*, *52*(1), 26–36. <https://doi.org/10.1016/j.jaac.2012.10.001>

Comer, J. S., Furr, J. M., Miguel, E. M., Cooper-Vince, C. E., Carpenter, A. L., Elkins, R. M., Kerns, C. E., Cornacchio, D., Chou, T., Coxe, S., DeSerisy, M., Sanchez, A. L., Golik, A., Martin, J., Myers, K. M., & Chase, R. (2017). Remotely delivering real-time parent training to the home: An initial randomized trial of Internet-delivered parent–child interaction therapy (I-PCIT). *Journal of Consulting and Clinical Psychology*, *85*(9), 909–917. <https://doi.org/10.1037/ccp0000230>

Connell, A. M., Shaw, D., Wilson, M., Danzo, S., Weaver-Krug, C., Lemery-Chalfant, K., & Dishion, T. J. (2019). Indirect effects of the early childhood Family Check-Up on adolescent suicide risk: The mediating role of inhibitory control. *Development and Psychopathology*, *31*(5), 1901–1910. <https://doi.org/10.1017/S0954579419000877>

Conners, N. A., Edwards, M. C., & Grant, A. S. (2007). An evaluation of a parenting class curriculum for parents of young children: Parenting the strong-willed child. *Journal of Child and Family Studies*, *16*(3), 321–330. <https://doi.org/10.1007/s10826-006-9088-z>

Cooley, M. E., Thompson, H. M., & Newell, E. (2019). Examining the influence of social support on the relationship between child behavior problems and foster parent satisfaction and challenges. *Child & Youth Care Forum*, *48*(3), 289–303. <https://doi.org/10.1007/s10566-018-9478-6>

Cooper‐Vince, C. E., DeSerisy, M., Cornacchio, D., Sanchez, A., McLaughlin, K. A., & Comer, J. S. (2017). Parasympathetic reactivity and disruptive behavior problems in young children during interactions with their mothers and other adults: A preliminary investigation. *Developmental Psychobiology*, *59*(4), 543–550. <https://doi.org/10.1002/dev.21511>

Corcoran, K., & Roberts, A. R. (Eds.). (2015). *Social workers’ desk reference, 3rd ed.* (pp. xxxv, 1438). Oxford University Press.

Cordts, K. M. P., Wilson, A. C., & Riley, A. R. (2020). More than mental health: Parent physical health and early childhood behavior problems. *Journal of Developmental and Behavioral Pediatrics*, *41*(4), 265–271.

Costa, E. A., Day, L., Caverly, C., Mellon, N., Ouellette, M., & Ottley, S. W. (2019). Parent–child interaction therapy as a behavior and spoken language intervention for young children with hearing loss. *Language, Speech, and Hearing Services in Schools*, *50*(1), 34–52. <https://doi.org/10.1044/2018_LSHSS-18-0054>

Costello, A. H., Chengappa, K., Stokes, J. O., Tempel, A. B., & McNeil, C. B. (2011). Parent-Child Interaction Therapy for oppositional behavior in children: Integration of child-directed play therapy and behavior management training for parents. In *Integrative play therapy.* (pp. 39–59). John Wiley & Sons Inc. <https://doi.org/10.1002/9781118094792.ch3>

Costello, A. H., Moreland, A. D., Jobe-Shields, L., Hanson, R. F., & Dumas, J. E. (2015). Change in child abuse potential as a predictor of post-assessment child disruptive behaviors after participation in PACE. *Journal of Child and Family Studies*, *24*(10), 2989–2998. <https://doi.org/10.1007/s10826-014-0102-6>

Costin, J., & Chambers, S. M. (2007). Parent management training as a treatment for children with oppositional defiant disorder referred to a mental health clinic. *Clinical Child Psychology and Psychiatry*, *12*(4), 511–524. <https://doi.org/10.1177/1359104507080979>

Cova, F., Rincón, P., Bustos, C., Streiner, D., King, M., Saldivia, S., Inostroza, C., Grandón, P., & Novoa, C. (2020). Randomized cluster trial of a parenting program in Chile: Key mediators in the decrease in behavior problems in preschool children. *Clinical Child Psychology and Psychiatry*, *25*(2), 320–332. <https://doi.org/10.1177/1359104519864124>

Crisante, L. (2003). Training in parent consultation skills for primary care practitioners in early intervention in the pre-school context. *AeJAMH (Australian e-Journal for the Advancement of Mental Health)*, *2*(3), No Pagination Specified-No Pagination Specified. <https://doi.org/10.5172/jamh.2.3.191>

Crowe, L. M., Arana, C. C., & Catroppa, C. (2019). Traumatic brain injury in very early childhood. *Handbook of Medical Neuropsychology: Applications of Cognitive Neuroscience, 2nd Ed.*, 41–55. <https://doi.org/10.1007/978-3-030-14895-9_3>

Crundwell, R. M. A. (2005). An initial investigation of the impact of self-regulation and emotionality on behavior problems in children with ADHD. *Canadian Journal of School Psychology*, *20*(1–2), 62–74. <https://doi.org/10.1177/0829573506295458>

Cummings, J. G., & Wittenberg, J.-V. (2008). Supportive expressive therapy—Parent child version: An exploratory study. *Psychotherapy: Theory, Research, Practice, Training*, *45*(2), 148–164. <https://doi.org/10.1037/0033-3204.45.2.148>

Curtis, D. F., Elkins, S. R., Miller, S., Areizaga, M. J., Brestan-Knight, E., & Thornberry, T. (2015). Oppositional defiant disorder. In *Treating disruptive disorders: A guide to psychological, pharmacological, and combined therapies.* (pp. 99–119). Routledge/Taylor & Francis Group.

Daddario, R., Anhalt, K., & Barton, L. E. (2007). Differential reinforcement of other behavior applied classwide in a child care setting. *International Journal of Behavioral Consultation and Therapy*, *3*(3), 342–348. <https://doi.org/10.1037/h0100810>

Dallaire, D. H., & Shlafer, R. J. (2018). Programs for currently and formerly incarcerated mothers. In *When parents are incarcerated: Interdisciplinary research and interventions to support children.* (pp. 83–107). American Psychological Association. <https://doi.org/10.1037/0000062-005>

Danko, C. M., Brown, T., Van Schoick, L., & Budd, K. S. (2016). Predictors and correlates of homework completion and treatment outcomes in parent–child interaction therapy. *Child & Youth Care Forum*, *45*(3), 467–485. <https://doi.org/10.1007/s10566-015-9339-5>

Danko, C. M., Garbacz, L. L., & Budd, K. S. (2016). Outcomes of Parent–Child Interaction Therapy in an urban community clinic: A comparison of treatment completers and dropouts. *Children and Youth Services Review*, *60*, 42–51. <https://doi.org/10.1016/j.childyouth.2015.11.007>

Davidson, B. C., Davis, E., Cadenas, H., Barnett, M., Sanchez, B. E. L., Gonzalez, J. C., & Jent, J. (2021). Universal teacher-child interaction training in early special education: A pilot cluster-randomized control trial. *Behavior Therapy*, *52*(2), 379–393. <https://doi.org/10.1016/j.beth.2020.04.014>

Day, J. J., Baker, S., Dittman, C. K., Franke, N., Hinton, S., Love, S., Sanders, M. R., & Turner, K. M. T. (2021). Predicting positive outcomes and successful completion in an online parenting program for parents of children with disruptive behavior: An integrated data analysis. *Behaviour Research and Therapy*, *146*. <https://doi.org/10.1016/j.brat.2021.103951>

Day, J. J., & Sanders, M. R. (2018). Do parents benefit from help when completing a self-guided parenting program online? A randomized controlled trial comparing Triple P Online with and without telephone support. *Behavior Therapy*, *49*(6), 1020–1038. <https://doi.org/10.1016/j.beth.2018.03.002>

Day, L. A., Costa, E. A., Previ, D., & Caverly, C. (2018). Adapting parent–child interaction therapy for deaf families that communicate via American Sign Language: A formal adaptation approach. *Cognitive and Behavioral Practice*, *25*(1), 7–21. <https://doi.org/10.1016/j.cbpra.2017.01.008>

Dean, C., Myors, K., & Evans, E. (2003). Community-wide implementation of a parenting program: The South East Sydney Positive Parenting Project. *AeJAMH (Australian e-Journal for the Advancement of Mental Health)*, *2*(3), No Pagination Specified-No Pagination Specified. <https://doi.org/10.5172/jamh.2.3.179>

DeGarmo, D. S., & Jones, J. A. (2019). Fathering Through Change (FTC) intervention for single fathers: Preventing coercive parenting and child problem behaviors. *Development and Psychopathology*, *31*(5), 1801–1811. <https://doi.org/10.1017/S0954579419001019>

del Valle, P., Kelley, S. L., & Seoanes, J. E. (2001). The “oppositional defiant” and “conduct disorder” child: A brief review of etiology, assessment, and treatment. *Behavioral Development Bulletin*, *10*(1), 36–41. <https://doi.org/10.1037/h0100481>

Del Vecchio, T., Lorber, M. F., Slep, A. M. S., Malik, J., Heyman, R. E., & Foran, H. M. (2016). Parental flooding during conflict: A psychometric evaluation of a new scale. *Journal of Abnormal Child Psychology*, *44*(8), 1587–1597. <https://doi.org/10.1007/s10802-016-0137-9>

Dempsey, J., McQuillin, S., Butler, A. M., & Axelrad, M. E. (2016). Maternal depression and parent management training outcomes. *Journal of Clinical Psychology in Medical Settings*, *23*(3), 240–246. <https://doi.org/10.1007/s10880-016-9461-z>

Dempster, R. M., Wildman, B. G., Langkamp, D., & Duby, J. C. (2012). Pediatrician identification of child behavior problems: The roles of parenting factors and cross-practice differences. *Journal of Clinical Psychology in Medical Settings*, *19*(2), 177–187. <https://doi.org/10.1007/s10880-011-9268-x>

Dionne, R., Davis, B., Sheeber, L., & Madrigal, L. (2009). Initial evaluation of a cultural approach to implementation of evidence-based parenting interventions in American Indian communities. *Journal of Community Psychology*, *37*(7), 911–921. <https://doi.org/10.1002/jcop.20336>

Dishion, T. J., Brennan, L. M., Shaw, D. S., McEachern, A. D., Wilson, M. N., & Jo, B. (2014). Prevention of problem behavior through annual family check-ups in early childhood: Intervention effects from home to early elementary school. *Journal of Abnormal Child Psychology*, *42*(3), 343–354. <https://doi.org/10.1007/s10802-013-9768-2>

Dishion, T. J., Shaw, D., Connell, A., Gardner, F., Weaver, C., & Wilson, M. (2008). The Family Check-Up with high-risk indigent families: Preventing problem behavior by increasing parents’ positive behavior support in early childhood. *Child Development*, *79*(5), 1395–1414. <https://doi.org/10.1111/j.1467-8624.2008.01195.x>

Dittman, C. K., Farruggia, S. P., Keown, L. J., & Sanders, M. R. (2016). Dealing with disobedience: An evaluation of a brief parenting intervention for young children showing noncompliant behavior problems. *Child Psychiatry and Human Development*, *47*(1), 102–112. <https://doi.org/10.1007/s10578-015-0548-9>

Dittman, C. K., Farruggia, S. P., Palmer, M. L., Sanders, M. R., & Keown, L. J. (2014). Predicting success in an online parenting intervention: The role of child, parent, and family factors. *Journal of Family Psychology*, *28*(2), 236–243. <https://doi.org/10.1037/a0035991>

Doctoroff, G. L., & Arnold, D. H. (2004). Parent-Rated Externalizing Behavior in Preschoolers: The Predictive Utility of Structured Interviews, Teacher Reports, and Classroom Observations. *Journal of Clinical Child and Adolescent Psychology*, *33*(4), 813–818. <https://doi.org/10.1207/s15374424jccp3304_16>

Doctoroff, G. L., & Theise, R. (2009). Aggression. In *Evidence-based practice in infant and early childhood psychology.* (pp. 413–441). John Wiley & Sons Inc.

Doherty, F. M., Calam, R., & Sanders, M. R. (2013). Positive parenting program (Triple P) for families of adolescents with type 1 diabetes: A randomized controlled trial of self-directed teen Triple P. *Journal of Pediatric Psychology*, *38*(8), 846–858. <https://doi.org/10.1093/jpepsy/jst046>

Doley, R., Bell, R., Watt, B., & Simpson, H. (2015). Grandparents raising grandchildren: Investigating factors associated with distress among custodial grandparent. *Journal of Family Studies*, *21*(2), 101–119. <https://doi.org/10.1080/13229400.2015.1015215>

Dombrowski, S. C., Timmer, S. G., Blacker, D. M., & Urquiza, A. J. (2005). A Positive Behavioural Intervention for Toddlers: Parent-Child Attunement Therapy. *Child Abuse Review*, *14*(2), 132–151. <https://doi.org/10.1002/car.888>

Drugli, M. B., Clifford, G., & Larsson, B. (2008). Teachers’ experience and management of young children treated because of home conduct problems: A qualitative study. *Scandinavian Journal of Educational Research*, *52*(3), 279–291. <https://doi.org/10.1080/00313830802025082>

Drugli, M. B., Fossum, S., Larsson, B., & Morch, W.-T. (2010). Characteristics of young children with persistent conduct problems 1 year after treatment with the Incredible Years program. *European Child & Adolescent Psychiatry*, *19*(7), 559–565. <https://doi.org/10.1007/s00787-009-0083-y>

Drugli, M. B., & Larsson, B. (2006). Children aged 4-8 years treated with parent training and child therapy because of conduct problems: Generalisation effects to day-care and school settings. *European Child & Adolescent Psychiatry*, *15*(7), 392–399. <https://doi.org/10.1007/s00787-006-0546-3>

Drugli, M. B., Larsson, B., & Clifford, G. (2007). Changes in social competence in young children treated because of conduct problems as viewed by multiple informants. *European Child & Adolescent Psychiatry*, *16*(6), 370–378. <https://doi.org/10.1007/s00787-007-0609-0>

Drugli, M. B., Larsson, B., Clifford, G., & Fossum, S. (2007). Pervasive and non-pervasive conduct problems in a clinic sample aged 4-8 years: Child, family and day-care/school factors. *Scandinavian Journal of Educational Research*, *51*(5), 547–559. <https://doi.org/10.1080/00313830701576680>

Duncombe, M. E., Havighurst, S. S., Holland, K. A., & Frankling, E. J. (2012). The contribution of parenting practices and parent emotion factors in children at risk for disruptive behavior disorders. *Child Psychiatry and Human Development*, *43*(5), 715–733. <https://doi.org/10.1007/s10578-012-0290-5>

Duncombe, M. E., Havighurst, S. S., Kehoe, C. E., Holland, K. A., Frankling, E. J., & Stargatt, R. (2016). Comparing an emotion- and a behavior-focused parenting program as part of a multsystemic intervention for child conduct problems. *Journal of Clinical Child and Adolescent Psychology*, *45*(3), 320–334. <https://doi.org/10.1080/15374416.2014.963855>

Duncombe, M., Havighurst, S. S., Holland, K. A., & Frankling, E. J. (2013). Relations of emotional competence and effortful control to child disruptive behavior problems. *Early Education and Development*, *24*(5), 599–615. <https://doi.org/10.1080/10409289.2012.701536>

Eames, C., Daley, D., Hutchings, J., Whitaker, C. J., Bywater, T., Jones, K., & Hughes, J. C. (2010). The impact of group leaders’ behaviour on parents acquisition of key parenting skills during parent training. *Behaviour Research and Therapy*, *48*(12), 1221–1226. <https://doi.org/10.1016/j.brat.2010.07.011>

Eames, C., Daley, D., Hutchings, J., Whitaker, C. J., Jones, K., Hughes, J. C., & Bywater, T. (2009). Treatment fidelity as a predictor of behaviour change in parents attending group-based parent training. *Child: Care, Health and Development*, *35*(5), 603–612. <https://doi.org/10.1111/j.1365-2214.2009.00975.x>

Edwards, G. S., Zlomke, K. R., & Greathouse, A. D. (2019). RUBI parent training as a group intervention for children with autism: A community pilot study. *Research in Autism Spectrum Disorders*, *66*. <https://doi.org/10.1016/j.rasd.2019.101409>

Edwards, R. T., Céilleachair, A., Bywater, T., Hughes, D. A., & Hutchings, J. (2007). Parenting programme for parents of children at risk of developing conduct disorder: Cost effectiveness analysis. *BMJ: British Medical Journal*, *334*(7595), 682–682. <https://doi.org/10.1136/bmj.39126.699421.55>

Elizur, Y., & Somech, L. Y. (2018). Callous-unemotional traits and effortful control mediate the effect of parenting intervention on preschool conduct problems. *Journal of Abnormal Child Psychology*, *46*(8), 1631–1642. <https://doi.org/10.1007/s10802-018-0412-z>

Elkins, R. M., & Comer, J. S. (2014). Internet-based implementation: Broadening the reach of parent-child interaction therapy for early child behavior problems. In *Dissemination and implementation of evidence-based practices in child and adolescent mental health.* (pp. 336–355). Oxford University Press.

Enebrink, P. (2013). What works for girls with conduct problems? In *Girls at risk: Swedish longitudinal research on adjustment.* (pp. 139–165). Springer Science + Business Media. <https://doi.org/10.1007/978-1-4614-4130-4_8>

Enebrink, P., Högström, J., Forster, M., & Ghaderi, A. (2012). Internet-based parent management training: A randomized controlled study. *Behaviour Research and Therapy*, *50*(4), 240–249. <https://doi.org/10.1016/j.brat.2012.01.006>

Engle, P. L., Fernald, L. C. H., Alderman, H., Behrman, J., O’Gara, C., Yousafzai, A., de Mello, M. C., Hidrobo, M., Ulkuer, N., Ertem, I., & Iltus, S. (2011). Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries. *The Lancet*, *378*(9799), 1339–1353. [https://doi.org/10.1016/S0140-6736(11)60889-1](https://doi.org/10.1016/S0140-6736%2811%2960889-1)

Erford, B. T., Bardhoshi, G., Ross, M., Gunther, C., & Duncan, K. (2017). Meta‐analysis of counseling outcomes for youth with conduct disorders. *Journal of Counseling & Development*, *95*(1), 35–44. <https://doi.org/10.1002/jcad.12115>

Erford, B. T., Paul, L. E., Oncken, C., Kress, V. E., & Erford, M. R. (2014). Counseling outcomes for youth with oppositional behavior: A meta‐analysis. *Journal of Counseling & Development*, *92*(1), 13–24. <https://doi.org/10.1002/j.1556-6676.2014.00125.x>

Fabiano, G. A., Pelham, W. E., Cunningham, C., Yu, J., Gangloff, B., Buck, M., Linke, S., Gormley, M., & Gera, S. (2012). A waitlist-controlled trial of behavioral parent training for fathers of children with ADHD. *Journal of Clinical Child and Adolescent Psychology*, *41*(3), 337–345. <https://doi.org/10.1080/15374416.2012.654464>

Fagan, A. A., & Catalano, R. F. (2013). What works in youth violence prevention: A review of the literature. *Research on Social Work Practice*, *23*(2), 141–156. <https://doi.org/10.1177/1049731512465899>

Fanti, K. A., Kyranides, M. N., Petridou, M., Demetriou, C. A., & Georgiou, G. (2018). Neurophysiological markers associated with heterogeneity in conduct problems, callous unemotional traits, and anxiety: Comparing children to young adults. *Developmental Psychology*, *54*(9), 1634–1649. <https://doi.org/10.1037/dev0000505>

Fein, R. H., Banks, G. G., Gragert, M. N., & Axelrad, M. E. (2019). Brief behavioral intervention for disruptive behavior in a child with a hypothalamic hamartoma: A case report. *Journal of Clinical Psychology in Medical Settings*, *26*(4), 507–515. <https://doi.org/10.1007/s10880-018-9592-5>

Fergusson, D., Stanley, L., & Horwood, L. J. (2009). Preliminary data on the efficacy of the incredible years basic parent programme in New Zealand. *Australian and New Zealand Journal of Psychiatry*, *43*(1), 76–79. <https://doi.org/10.1080/00048670802534382>

Fernandez, M. A., Butler, A. M., & Eyberg, S. M. (2011). Treatment outcome for low socioeconomic status African American families in parent-child interaction therapy: A pilot study. *Child & Family Behavior Therapy*, *33*(1), 32–48. <https://doi.org/10.1080/07317107.2011.545011>

Fleming, G. E., Kimonis, E. R., Furr, J. M., & Comer, J. S. (2020). Internet-delivered parent training for preschoolers with conduct problems: Do callous-unemotional traits moderate efficacy and engagement? *Journal of Abnormal Child Psychology*, *48*(9), 1169–1182. <https://doi.org/10.1007/s10802-020-00660-5>

Fleming, G. E., Kohlhoff, J., Morgan, S., Turnell, A., Maiuolo, M., & Kimonis, E. R. (2021). An effectiveness open trial of internet-delivered parent training for young children with conduct problems living in regional and rural Australia. *Behavior Therapy*, *52*(1), 110–123. <https://doi.org/10.1016/j.beth.2020.03.001>

Foley, K., McNeil, C. B., Norman, M., & Wallace, N. M. (2016). Effectiveness of group format parent-child interaction therapy compared to treatment as usual in a community outreach organization. *Child & Family Behavior Therapy*, *38*(4), 279–298. <https://doi.org/10.1080/07317107.2016.1238688>

Ford, T., Hutchings, J., Bywater, T., Goodman, A., & Goodman, R. (2009). Strengths and Difficulties Questionnaire added values scores: Evaluating effectiveness in child mental health interventions. *The British Journal of Psychiatry*, *194*(6), 552–558. <https://doi.org/10.1192/bjp.bp.108.052373>

Forehand, R., Jones, D. J., & Parent, J. (2013). Behavioral parenting interventions for child disruptive behaviors and anxiety: What’s different and what’s the same. *Clinical Psychology Review*, *33*(1), 133–145. <https://doi.org/10.1016/j.cpr.2012.10.010>

Forehand, R. L., Merchant, M. J., Long, N., & Garai, E. (2010). An examination of Parenting the Strong-Willed Child as bibliotherapy for parents. *Behavior Modification*, *34*(1), 57–76. <https://doi.org/10.1177/0145445509356351>

Forehand, R. L., Merchant, M. J., Parent, J., Long, N., Linnea, K., & Baer, J. (2011). An examination of a group curriculum for parents of young children with disruptive behavior. *Behavior Modification*, *35*(3), 235–251. <https://doi.org/10.1177/0145445510393731>

Fossum, S., Drugli, M. B., Handegård, B. H., & Mørch, W.-T. (2010). Barns aggressive atferd etter foreldretrening. [Changes in the aggressive behavior of Norwegian children following parent training.]. *Tidsskrift for Norsk Psykologforening*, *47*(11), 1017–1019.

Fossum, S., Mørch, W.-T., Handegård, B. H., & Drugli, M. B. (2007). Childhood disruptive behaviors and family functioning in clinically referred children: Are girls different from boys? *Scandinavian Journal of Psychology*, *48*(5), 375–382. <https://doi.org/10.1111/j.1467-9450.2007.00617.x>

Fossum, S., Mørch, W.-T., Handegård, B. H., Drugli, M. B., & Larsson, B. (2009). Parent training for young Norwegian children with ODD and CD problems: Predictors and mediators of treatment outcome. *Scandinavian Journal of Psychology*, *50*(2), 173–181. <https://doi.org/10.1111/j.1467-9450.2008.00700.x>

Foubister, L., Rennie, F., & Williams, J. (2020). Parents in control: Parental perceptions of problem behaviors before and after attending an ADHD‐specific parent‐training program. *Journal of Child and Adolescent Psychiatric Nursing*, *33*(1), 30–37. <https://doi.org/10.1111/jcap.12261>

Fowles, T. R., Masse, J. J., McGoron, L., Beveridge, R. M., Williamson, A. A., Smith, M. A., & Parrish, B. P. (2018). Home-based vs. Clinic-based parent–child interaction therapy: Comparative effectiveness in the context of dissemination and implementation. *Journal of Child and Family Studies*, *27*(4), 1115–1129. <https://doi.org/10.1007/s10826-017-0958-3>

Fox, C., Snow, P. C., & Holland, K. (2014). The relationship between sensory processing difficulties and behaviour in children aged 5–9 who are at risk of developing conduct disorder. *Emotional & Behavioural Difficulties*, *19*(1), 71–88. <https://doi.org/10.1080/13632752.2013.854962>

Fox, R. A., & Holtz, C. A. (2009). Treatment outcomes for toddlers with behaviour problems from families in poverty. *Child and Adolescent Mental Health*, *14*(4), 183–189. <https://doi.org/10.1111/j.1475-3588.2009.00527.x>

Fox, R. A., Keller, K. M., Grede, P. L., & Bartosz, A. M. (2007). A mental health clinic for toddlers with developmental delays and behavior problems. *Research in Developmental Disabilities*, *28*(2), 119–129. <https://doi.org/10.1016/j.ridd.2006.02.001>

Fox, R. A., Mattek, R. J., & Gresl, B. L. (2013). Evaluation of a university-community partnership to provide home-based, mental health services for children from families living in poverty. *Community Mental Health Journal*, *49*(5), 599–610. <https://doi.org/10.1007/s10597-012-9545-7>

Frampton, I., McArthur, C., Crowe, B., Linn, J., & Lovering, K. (2008). Beyond parent training: Predictors of clinical status and service use two to three years after scallywags. *Clinical Child Psychology and Psychiatry*, *13*(4), 593–608. <https://doi.org/10.1177/1359104508090609>

Francis, T., & Baker-Henningham, H. (2021). The Irie Homes Toolbox: A cluster randomized controlled trial of an early childhood parenting program to prevent violence against children in Jamaica. *Children and Youth Services Review*, *126*. <https://doi.org/10.1016/j.childyouth.2021.106060>

Frank, T. J., Keown, L. J., & Sanders, M. R. (2015). Enhancing father engagement and interparental teamwork in an evidence-based parenting intervention: A randomized-controlled trial of outcomes and processes. *Behavior Therapy*, *46*(6), 749–763. <https://doi.org/10.1016/j.beth.2015.05.008>

Freeman, K. A. (2004). Conduct disorders. In *Psychological assessment in clinical practice: A pragmatic guide.* (pp. 369–391). Brunner-Routledge.

Freeman, K. A. (2006). Treating bedtime resistance with the bedtime pass: A systematic replication and component analysis with 3-year-olds. *Journal of Applied Behavior Analysis*, *39*(4), 423–428. <https://doi.org/10.1901/jaba.2006.34-05>

Freeman, K. A., & DeCourcey, W. (2007). Further analysis of the discriminate validity of the Parenting Scale. *Journal of Psychopathology and Behavioral Assessment*, *29*(3), 169–176. <https://doi.org/10.1007/s10862-006-9040-y>

French, A. N., Yates, B. T., & Fowles, T. R. (2018). Cost-effectiveness of parent–child interaction therapy in clinics versus homes: Client, provider, administrator, and overall perspectives. *Journal of Child and Family Studies*, *27*(10), 3329–3344. <https://doi.org/10.1007/s10826-018-1159-4>

Fricker-Elhai, A. E., Ruggiero, K. J., & Smith, D. W. (2005). Parent-Child Interaction Therapy With Two Maltreated Siblings in Foster Care. *Clinical Case Studies*, *4*(1), 13–39. <https://doi.org/10.1177/1534650103259671>

Funderburk, B., Chaffin, M., Bard, E., Shanley, J., Bard, D., & Berliner, L. (2015). Comparing client outcomes for two evidence-based treatment consultation strategies. *Journal of Clinical Child and Adolescent Psychology*, *44*(5), 730–741. <https://doi.org/10.1080/15374416.2014.910790>

Fung, M. P., & Fox, R. A. (2014). The culturally-adapted Early Pathways program for young Latino children in poverty: A randomized controlled trial. *Journal of Latina/o Psychology*, *2*(3), 131–145. <https://doi.org/10.1037/lat0000019>

Furlong, M., & McGilloway, S. (2015). Barriers and facilitators to implementing evidence-based parenting programs in disadvantaged settings: A qualitative study. *Journal of Child and Family Studies*, *24*(6), 1809–1818. <https://doi.org/10.1007/s10826-014-9984-6>

Furukawa, K., & Eyberg, S. M. (2019). Child-directed interaction training for mothers of children with autism spectrum disorder: Use of a visual handout. *Advances in Neurodevelopmental Disorders*, *3*(3), 287–296. <https://doi.org/10.1007/s41252-019-00098-x>

Furukawa, K., Okuno, H., Mohri, I., Nakanishi, M., Eyberg, S. M., & Sakai, S. (2018). Effectiveness of child-directed interaction training for young Japanese children with autism spectrum disorders. *Child & Family Behavior Therapy*, *40*(2), 166–186. <https://doi.org/10.1080/07317107.2018.1477344>

Galán, C. A., Shaw, D. S., Dishion, T. J., & Wilson, M. N. (2017). Neighborhood deprivation during early childhood and conduct problems in middle childhood: Mediation by aggressive response generation. *Journal of Abnormal Child Psychology*, *45*(5), 935–946. <https://doi.org/10.1007/s10802-016-0209-x>

Gallart, S. C., & Matthey, S. (2005). The Effectiveness of Group Triple P and the Impact of the Four Telephone Contacts. *Behaviour Change*, *22*(2), 71–80. <https://doi.org/10.1375/bech.2005.22.2.71>

Ganesalingam, K., Sanson, A., Anderson, V., & Yeates, K. O. (2006). Self-regulation and social and behavioral functioning following childhood traumatic brain injury. *Journal of the International Neuropsychological Society*, *12*(5), 609–621. <https://doi.org/10.1017/S1355617706060796>

Ganesalingam, K., Sanson, A., Anderson, V., & Yeates, K. O. (2007). Self-regulation as a mediator of the effects of childhood traumatic brain injury on social and behavioral functioning. *Journal of the International Neuropsychological Society*, *13*(2), 298–311. <https://doi.org/10.1017/S1355617707070324>

Garcia, D., Rodríguez, G. M., Lorenzo, N. E., Coto, J., Blizzard, A., Farias, A., Smith, N. D. W., Kuluz, J., & Bagner, D. M. (2021). Intensive parent–child interaction therapy for children with traumatic brain injury: Feasibility study. *Journal of Pediatric Psychology*, *46*(7), 844–855. <https://doi.org/10.1093/jpepsy/jsab040>

Garcia, R., & Turk, J. (2007). The applicability of Webster-Stratton Parenting Programmes to deaf children with emotional and behavioural problems, and autism, and their families: Annotation and case report of a child with autistic spectrum disorder. *Clinical Child Psychology and Psychiatry*, *12*(1), 125–136. <https://doi.org/10.1177/1359104507071091>

Gardner, E., & Woolgar, M. (2018). Parenting in the community: A service evaluation of a universal, voluntary sector parenting intervention. *Journal of Community Psychology*, *46*(3), 332–344. <https://doi.org/10.1002/jcop.21942>

Gardner, F., Connell, A., Trentacosta, C. J., Shaw, D. S., Dishion, T. J., & Wilson, M. N. (2009). Moderators of outcome in a brief family-centered intervention for preventing early problem behavior. *Journal of Consulting and Clinical Psychology*, *77*(3), 543–553. <https://doi.org/10.1037/a0015622>

Gardner, F., Hutchings, J., Bywater, T., & Whitaker, C. (2010). Who benefits and how does it work? Moderators and mediators of outcome in an effectiveness trial of a parenting intervention. *Journal of Clinical Child and Adolescent Psychology*, *39*(4), 568–580. <https://doi.org/10.1080/15374416.2010.486315>

Gardner, F., Leijten, P., Harris, V., Mann, J., Hutchings, J., Beecham, J., Bonin, E.-M., Berry, V., McGilloway, S., Gaspar, M., João Seabra-Santos, M., Orobio de Castro, B., Menting, A., Williams, M., Axberg, U., Morch, W.-T., Scott, S., & Landau, S. (2019). Equity effects of parenting interventions for child conduct problems: A pan-European individual participant data meta-analysis. *The Lancet Psychiatry*, *6*(6), 518–527. [https://doi.org/10.1016/S2215-0366(19)30162-2](https://doi.org/10.1016/S2215-0366%2819%2930162-2)

Gardner, F., Montgomery, P., & Knerr, W. (2016). Transporting evidence-based parenting programs for child problem behavior (age 3–10) between countries: Systematic review and meta-analysis. *Journal of Clinical Child and Adolescent Psychology*, *45*(6), 749–762. <https://doi.org/10.1080/15374416.2015.1015134>

Garland, A. F., Accurso, E. C., Haine-Schlagel, R., Brookman-Frazee, L., Roesch, S., & Zhang, J. J. (2014). Searching for elements of evidence-based practices in children’s usual care and examining their impact. *Journal of Clinical Child and Adolescent Psychology*, *43*(2), 201–215. <https://doi.org/10.1080/15374416.2013.869750>

Garland, A. F., Haine-Schlagel, R., Accurso, E. C., Baker-Ericzén, M. J., & Brookman-Frazee, L. (2012). Exploring the effect of therapists’ treatment practices on client attendance in community-based care for children. *Psychological Services*, *9*(1), 74–88. <https://doi.org/10.1037/a0027098>

Garvey, C., Julion, W., Fogg, L., Kratovil, A., & Gross, D. (2006). Measuring participation in a prevention trial with parents of young children. *Research in Nursing & Health*, *29*(3), 212–222. <https://doi.org/10.1002/nur.20127>

Georgiou, G., Kimonis, E. R., & Fanti, K. A. (2019). What do others feel? Cognitive empathy deficits explain the association between callous-unemotional traits and conduct problems among preschool children. *European Journal of Developmental Psychology*, *16*(6), 633–653. <https://doi.org/10.1080/17405629.2018.1478810>

Gershoff, E. T., & Lee, S. J. (Eds.). (2020). *Ending the physical punishment of children: A guide for clinicians and practitioners.* (pp. viii, 189). American Psychological Association. <https://doi.org/10.1037/0000162-000>

Gewirtz, A., Burkhart, K., Loehman, J., & Haukebo, B. (2014). Research on programs designed to support positive parenting. In *Supporting families experiencing homelessness: Current practices and future directions.* (pp. 173–186). Springer Science + Business Media. <https://doi.org/10.1007/978-1-4614-8718-0_9>

Giannotta, F., Ortega, E., & Stattin, H. (2013). An attachment parenting intervention to prevent adolescents’ problem behaviors: A pilot study in Italy. *Child & Youth Care Forum*, *42*(1), 71–85. <https://doi.org/10.1007/s10566-012-9189-3>

Giannotta, F., Özdemir, M., & Stattin, H. (2019). The implementation integrity of parenting programs: Which aspects are most important? *Child & Youth Care Forum*, *48*(6), 917–933. <https://doi.org/10.1007/s10566-019-09514-8>

Ginn, N. C., Clionsky, L. N., Eyberg, S. M., Warner-Metzger, C., & Abner, J.-P. (2017). Child-directed interaction training for young children with autism spectrum disorders: Parent and child outcomes. *Journal of Clinical Child and Adolescent Psychology*, *46*(1), 101–109. <https://doi.org/10.1080/15374416.2015.1015135>

Girio-Herrera, E., Dvorsky, M. R., & Owens, J. S. (2015). Mental health screening in kindergarten youth: A multistudy examination of the concurrent and diagnostic validity of the Impairment Rating Scale. *Psychological Assessment*, *27*(1), 215–227. <https://doi.org/10.1037/a0037787>

Godoy, L., Chavez, A. E., Mack, R. A., & Carter, A. S. (2019). Rating scales for social-emotional behavior and development. *Clinical Guide to Psychiatric Assessment of Infants and Young Children.*, 217–251. <https://doi.org/10.1007/978-3-030-10635-5_7>

Goldfine, M. E., Wagner, S. M., Branstetter, S. A., & Mcneil, C. B. (2008). Parent-child interaction therapy: An examination of cost-effectiveness. *Journal of Early and Intensive Behavior Intervention*, *5*(1), 119–141. <https://doi.org/10.1037/h0100414>

Gomez, D., Bridges, A. J., Andrews III, A. R., Cavell, T. A., Pastrana, F. A., Gregus, S. J., & Ojeda, C. A. (2014). Delivering parent management training in an integrated primary care setting: Description and preliminary outcome data. *Cognitive and Behavioral Practice*, *21*(3), 296–309. <https://doi.org/10.1016/j.cbpra.2014.04.003>

Gonzalez, M. A., & Jones, D. J. (2016). Cascading effects of BPT for child internalizing problems and caregiver depression. *Clinical Psychology Review*, *50*, 11–21. <https://doi.org/10.1016/j.cpr.2016.09.007>

Gordon, H. M., & Cooper, L. D. (2016). A case study of parent–child interaction therapy: Flexible client-centered adaptation of an EST. *Clinical Case Studies*, *15*(2), 126–142. <https://doi.org/10.1177/1534650115603819>

Gouze, K. R., Lavigne, J. V., Hopkins, J., Bryant, F. B., & Lebailly, S. A. (2012). The relationship between temperamental negative affect, effortful control, and sensory regulation: A new look. *Infant Mental Health Journal*, *33*(6), 620–632. <https://doi.org/10.1002/imhj.21363>

Graziano, P. A., Bagner, D. M., Slavec, J., Hungerford, G., Kent, K., Babinski, D., Derefinko, K., & Pasalich, D. (2015). Feasibility of intensive Parent–Child Interaction Therapy (I-PCIT): Results from an open trial. *Journal of Psychopathology and Behavioral Assessment*, *37*(1), 38–49. <https://doi.org/10.1007/s10862-014-9435-0>

Graziano, P. A., Ros-Demarize, R., & Hare, M. M. (2020). Condensing parent training: A randomized trial comparing the efficacy of a briefer, more intensive version of Parent-Child Interaction Therapy (I-PCIT). *Journal of Consulting and Clinical Psychology*, *88*(7), 669–679. <https://doi.org/10.1037/ccp0000504>

Green, J., Stanley, C., & Peters, S. (2007). Disorganized attachment representation and atypical parenting in young school age children with externalizing disorder. *Attachment & Human Development*, *9*(3), 207–222. <https://doi.org/10.1080/14616730701453820>

Greeson, M. R., Kennedy, A. C., Bybee, D. I., Beeble, M., Adams, A. E., & Sullivan, C. (2014). Beyond deficits: Intimate partner violence, maternal parenting, and child behavior over time. *American Journal of Community Psychology*, *54*(1–2), 46–58. <https://doi.org/10.1007/s10464-014-9658-y>

Gresl, B. L., Fox, R. A., & Fleischmann, A. (2014). Home-based parent-child therapy in low-income African American, Caucasian, and Latino families: A comparative examination of treatment outcomes. *Child & Family Behavior Therapy*, *36*(1), 33–50. <https://doi.org/10.1080/07317107.2014.878193>

Griffin, M. M., & Copeland, S. R. (2018). Effects of a self-management intervention to improve behaviors of a child with fetal alcohol spectrum disorder. *Education and Training in Autism and Developmental Disabilities*, *53*(4), 405–414.

Grønlie, A. A., Apeland, A., Askeland, E., & Christiansen, T. (2016). Hvor godt predikerer to spørsmål barns risiko for problematferd? [Can two questions predict children’s risk of behavioral problems?]. *Tidsskrift for Norsk Psykologforening*, *53*(4), 269–275.

Gross, D., Fogg, L., Garvey, C., & Julion, W. (2004). Behavior Problems in Young Children: An Analysis of Cross-Informant Agreements and Disagreements. *Research in Nursing & Health*, *27*(6), 413–425. <https://doi.org/10.1002/nur.20040>

Gross, D., Fogg, L., Young, M., Ridge, A., Cowell, J., Sivan, A., & Richardson, R. (2007). Reliability and validity of the Eyberg Child Behavior Inventory with African-American and Latino parents of young children. *Research in Nursing & Health*, *30*(2), 213–233. <https://doi.org/10.1002/nur.20181>

Gross, D., Garvey, C., Julion, W., Fogg, L., Tucker, S., & Mokros, H. (2009). Efficacy of the Chicago parent program with low-income African American and Latino parents of young children. *Prevention Science*, *10*(1), 54–65. <https://doi.org/10.1007/s11121-008-0116-7>

Haine-Schlagel, R., Dickson, K. S., Shapiro, A. F., May, G. C., & Cheng, P. (2019). Parent mental health problems and motivation as predictors of their engagement in community-based child mental health services. *Children and Youth Services Review*, *104*. <https://doi.org/10.1016/j.childyouth.2019.06.005>

Haine-Schlagel, R., Martinez, J. I., Roesch, S. C., Bustos, C. E., & Janicki, C. (2018). Randomized trial of the Parent And Caregiver Active Participation Toolkit for child mental health treatment. *Journal of Clinical Child and Adolescent Psychology*, *47*(Suppl 1), S150–S160. <https://doi.org/10.1080/15374416.2016.1183497>

Hamama, L., & Ronen, T. (2009). Children’s drawings as a self-report measurement. *Child & Family Social Work*, *14*(1), 90–102. <https://doi.org/10.1111/j.1365-2206.2008.00585.x>

Harris, S. E., Fox, R. A., & Love, J. R. (2015). Early pathways therapy for young children in poverty: A randomized controlled trial. *Counseling Outcome Research and Evaluation*, *6*(1), 3–17. <https://doi.org/10.1177/2150137815573628>

Hart, K. C., Graziano, P. A., Kent, K. M., Kuriyan, A., Garcia, A., Rodriguez, M., & Pelham Jr., W. E. (2016). Early intervention for children with behavior problems in summer settings: Results from a pilot evaluation in Head Start preschools. *Journal of Early Intervention*, *38*(2), 92–117. <https://doi.org/10.1177/1053815116645923>

Hasket, M. E., Seott, S. S., Willoughby, M., Ahern, L., & Nears, K. (2006). The Parent Opinion Questionnaire and Child Vignettes for Use with Abusive Parents: Assessment of Psychometric Properties. *Journal of Family Violence*, *21*(2), 137–151. <https://doi.org/10.1007/s10896-005-9010-2>

Haskett, M. E., Ahern, L. S., Ward, C. S., & Allaire, J. C. (2006). Factor Structure and Validity of the Parenting Stress Index-Short Form. *Journal of Clinical Child and Adolescent Psychology*, *35*(2), 302–312. <https://doi.org/10.1207/s15374424jccp3502_14>

Haskett, M. E., Loehman, J., & Burkhart, K. (2016). Parenting interventions in shelter settings: A qualitative systematic review of the literature. *Child & Family Social Work*, *21*(3), 272–282. <https://doi.org/10.1111/cfs.12147>

Haskett, M. E., Neupert, S. D., & Okado, Y. (2014). Factors associated with 3-year stability and change in parenting behavior of abusive parents. *Journal of Child and Family Studies*, *23*(2), 263–274. <https://doi.org/10.1007/s10826-013-9729-y>

Haskett, M. E., Scott, S. S., Grant, R., Ward, C. S., & Robinson, C. (2003). Child-related cognitions and affective functioning of physically abusive and comparison parents. *Child Abuse & Neglect*, *27*(6), 663–686. [https://doi.org/10.1016/S0145-2134(03)00103-0](https://doi.org/10.1016/S0145-2134%2803%2900103-0)

Haskett, M. E., Smith Scott, S., & Sabourin Ward, C. (2004). Subgroups of physically abusive parents based on cluster analysis of parenting behavior and affect. *American Journal of Orthopsychiatry*, *74*(4), 436–447. <https://doi.org/10.1037/0002-9432.74.4.436>

Haslam, D. M., Sanders, M. R., & Sofronoff, K. (2013). Reducing work and family conflict in teachers: A randomised controlled trial of Workplace Triple P. *School Mental Health: A Multidisciplinary Research and Practice Journal*, *5*(2), 70–82. <https://doi.org/10.1007/s12310-012-9091-z>

Hastings, S. R., & Ludlow, T. R. (2006). P5—A Participatory Program Promoting Pleasurable Parenting: Preliminary Evidence for a Community-Based Parenting Program. *Journal of Family Studies*, *12*(2), 223–245. <https://doi.org/10.5172/jfs.327.12.2.223>

Havighurst, S. S., Harley, A., & Prior, M. (2004). Building preschool children’s emotional competence: A parenting program. *Early Education and Development*, *15*(4), 423–447. <https://doi.org/10.1207/s15566935eed1504_5>

Havighurst, S. S., Wilson, K. R., Harley, A. E., Kehoe, C., Efron, D., & Prior, M. R. (2013). “Tuning into kids”: Reducing young children’s behavior problems using an emotion coaching parenting program. *Child Psychiatry and Human Development*, *44*(2), 247–264. <https://doi.org/10.1007/s10578-012-0322-1>

Havighurst, S. S., Wilson, K. R., Harley, A. E., & Prior, M. R. (2009). Tuning into kids: An emotion-focused parenting program—Initial findings from a community trial. *Journal of Community Psychology*, *37*(8), 1008–1023. <https://doi.org/10.1002/jcop.20345>

Havighurst, S. S., Wilson, K. R., Harley, A. E., Prior, M. R., & Kehoe, C. (2010). Tuning in to kids: Improving emotion socialization practices in parents of preschool children-findings from a community trial. *Journal of Child Psychology and Psychiatry*, *51*(12), 1342–1350. <https://doi.org/10.1111/j.1469-7610.2010.02303.x>

Hawes, D. J., Price, M. J., & Dadds, M. R. (2014). Callous-unemotional traits and the treatment of conduct problems in childhood and adolescence: A comprehensive review. *Clinical Child and Family Psychology Review*, *17*(3), 248–267. <https://doi.org/10.1007/s10567-014-0167-1>

Hawk, B. N., & Timmer, S. G. (2018). Parent–child care as a brief dyadic intervention for children with mild to moderate externalizing problems: A case study. *Clinical Case Studies*, *17*(5), 263–279. <https://doi.org/10.1177/1534650118774417>

Hayek, M., Mackie, T. I., Mulé, C. M., Bellonci, C., Hyde, J., Bakan, J. S., & Leslie, L. K. (2014). A multi-state study on mental health evaluation for children entering foster care. *Administration and Policy in Mental Health and Mental Health Services Research*, *41*(4), 552–567. <https://doi.org/10.1007/s10488-013-0495-3>

Hayes, L., Giallo, R., & Richardson, K. (2010). Outcomes of an early intervention program for children with disruptive behaviour. *Australasian Psychiatry*, *18*(6), 560–566. <https://doi.org/10.3109/10398562.2010.498047>

Heinrichs, N., Kamp-Becker, I., Bussing, R., Schimek, M., Becker, A., & Briegel, W. (2019). Disruptive behaviors across different disorders: Evaluation of a clinical sample using the Eyberg Child Behavior Inventory. *Zeitschrift Für Kinder- Und Jugendpsychiatrie Und Psychotherapie*, *47*(1), 35–47. <https://doi.org/10.1024/1422-4917/a000601>

Helfenbaum-Kun, E. D., & Ortiz, C. (2007). Parent-training groups for fathers of head start children: A pilot study of their feasibility and impact on child behavior and intra-familial relationships. *Child & Family Behavior Therapy*, *29*(2), 47–64. <https://doi.org/10.1300/J019v29n02_04>

Herbers, J. E., & Cutuli, J. J. (2014). Programs for homeless children and youth: A critical review of evidence. In *Supporting families experiencing homelessness: Current practices and future directions.* (pp. 187–207). Springer Science + Business Media. <https://doi.org/10.1007/978-1-4614-8718-0_10>

Herman, K. C., Borden, L. A., Reinke, W. M., & Webster-Stratton, C. (2011). The impact of the Incredible Years parent, child, and teacher training programs on children’s co-occurring internalizing symptoms. *School Psychology Quarterly*, *26*(3), 189–201. <https://doi.org/10.1037/a0025228>

Herman-Smith, R., Pearson, B., Cordiano, T. S., & Aguirre-McLaughlin, A. (2008). Addressing individual client needs in manualized treatment: Case comparisons. *Clinical Case Studies*, *7*(5), 377–396. <https://doi.org/10.1177/1534650108315867>

Hessler, D. M., & Katz, L. F. (2010). Brief report: Associations between emotional competence and adolescent risky behavior. *Journal of Adolescence*, *33*(1), 241–246. <https://doi.org/10.1016/j.adolescence.2009.04.007>

Hoath, F. E., & Sanders, M. R. (2002). A Feasibility Study of Enhanced Group Triple P - Positive Parenting Program for Parents of Children with Attention-deficit/Hyperactivity Disorder. *Behaviour Change*, *19*(4), 191–206. <https://doi.org/10.1375/bech.19.4.191>

Hobbel, S., & Drugli, M. B. (2013). Symptom changes of oppositional defiant disorder after treatment with the Incredible Years Program. *Nordic Journal of Psychiatry*, *67*(2), 97–103. <https://doi.org/10.3109/08039488.2012.685888>

Högström, J., Enebrink, P., & Ghaderi, A. (2013). The moderating role of child callous-unemotional traits in an Internet-based parent-management training program. *Journal of Family Psychology*, *27*(2), 314–323. <https://doi.org/10.1037/a0031883>

Högström, J., Olofsson, V., Özdemir, M., Enebrink, P., & Stattin, H. (2017). Two-year findings from a national effectiveness trial: Effectiveness of behavioral and non-behavioral parenting programs. *Journal of Abnormal Child Psychology*, *45*(3), 527–542. <https://doi.org/10.1007/s10802-016-0178-0>

Holtrop, K., McNeil, S., & McWey, L. M. (2015). “It’s a struggle but I can do it. I’m doing it for me and my kids”: The psychosocial characteristics and life experiences of at‐risk homeless parents in transitional housing. *Journal of Marital and Family Therapy*, *41*(2), 177–191. <https://doi.org/10.1111/jmft.12050>

Holtz, C. A., Carrasco, J. M., Mattek, R. J., & Fox, R. A. (2009). Behavior problems in toddlers with and without developmental delays: Comparison of treatment outcomes. *Child & Family Behavior Therapy*, *31*(4), 292–311. <https://doi.org/10.1080/07317100903311018>

Holtz, C. A., & Fox, R. A. (2012). Behavior problems in young children from low-income families: The development of a new screening tool. *Infant Mental Health Journal*, *33*(1), 82–94. <https://doi.org/10.1002/imhj.20341>

Honeycutt, A. A., Khavjou, O. A., Jones, D. J., Cuellar, J., & Forehand, R. L. (2015). Helping the noncompliant child: An assessment of program costs and cost-effectiveness. *Journal of Child and Family Studies*, *24*(2), 499–504. <https://doi.org/10.1007/s10826-013-9862-7>

Hood, K. K., & Eyberg, S. M. (2003). Outcomes of Parent-Child Interaction Therapy: Mothers’ Reports of Maintenance Three to Six Years After Treatment. *Journal of Clinical Child and Adolescent Psychology*, *32*(3), 419–429. <https://doi.org/10.1207/S15374424JCCP3203_10>

Hosogane, N., Kodaira, M., Kihara, N., Saito, K., & Kamo, T. (2018). Parent–Child Interaction Therapy (PCIT) for young children with Attention-Deficit Hyperactivity Disorder (ADHD) in Japan. *Annals of General Psychiatry*, *17*. <https://doi.org/10.1186/s12991-018-0180-8>

Huffman, L. C., & Baran, J. (2019). Screening for risk in a primary care setting. *The Oxford Handbook of Infant, Toddler, and Preschool Mental Health Assessment, 2nd Ed.*, 437–458.

Hughes, H. M. (1988). Psychological and behavioral correlates of family violence in child witnesses and victims. *American Journal of Orthopsychiatry*, *58*(1), 77–90. <https://doi.org/10.1111/j.1939-0025.1988.tb01568.x>

Hukkelberg, S. (2016). The Eyberg Child Behavior Inventory: Factorial invariance in problem behaviors across gender and age. *Scandinavian Journal of Psychology*, *57*(4), 298–304. <https://doi.org/10.1111/sjop.12290>

Hukkelberg, S. (2019). The quintessence of child conduct problems: Identifying central behaviors through network analysis. *Journal of Psychopathology and Behavioral Assessment*, *41*(2), 175–184. <https://doi.org/10.1007/s10862-018-9713-3>

Hukkelberg, S. S. (2019). A reexamination of child problem behaviors as measured by ECBI: Factor structure and measurement invariance across two parent training interventions. *Assessment*, *26*(7), 1270–1281. <https://doi.org/10.1177/1073191117706022>

Hukkelberg, S. S., Reedtz, C., & Kjøbli, J. (2018). Construct validity of the Eyberg Child Behavior Inventory (ECBI): An exploratory structural equation modeling approach. *European Journal of Psychological Assessment*, *34*(1), 14–21. <https://doi.org/10.1027/1015-5759/a000316>

Hupp, S. D. A., & Allen, K. D. (2005). Using an Audio Cueing Procedure to Increase Rate of Parental Attention During Parent Training. *Child & Family Behavior Therapy*, *27*(2), 43–49. <https://doi.org/10.1300/J019v27n02_04>

Hupp, S. D. A., Reitman, D., Everett, G. E., Allen, K. D., & Kelley, M. L. (2011). Measuring change during behavioral parent training using the Parent-Instruction Game with Youngsters (PIGGY): A clinical replication. *Child & Family Behavior Therapy*, *33*(4), 289–298. <https://doi.org/10.1080/07317107.2011.623091>

Hupp, S. D. A., Reitman, D., Forde, D. A., Shriver, M. D., & Kelley, M. L. (2008). Advancing the assessment of parent-child interactions: Development of the Parent Instruction-Giving Game with Youngsters. *Behavior Therapy*, *39*(1), 91–106. <https://doi.org/10.1016/j.beth.2007.05.004>

Hurlburt, M. S., Nguyen, K., Reid, J., Webster-Stratton, C., & Zhang, J. (2013). Efficacy of the Incredible Years group parent program with families in Head Start who self-reported a history of child maltreatment. *Child Abuse & Neglect*, *37*(8), 531–543. <https://doi.org/10.1016/j.chiabu.2012.10.008>

Hussey, D. L., Falletta, L., & Eng, A. (2012). Risk factors for mental health diagnoses among children adopted from the public child welfare system. *Children and Youth Services Review*, *34*(10), 2072–2080. <https://doi.org/10.1016/j.childyouth.2012.06.015>

Hutchings, J., Bywater, T., Davies, C., & Whitaker, C. (2006). Do crime rates predict the outcome of parenting programmes for parents of “high-risk” preschool children? *Educational and Child Psychology*, *23*(2), 15–24.

Hutchings, J., Bywater, T., Williams, M. E., Lane, E., & Whitaker, C. J. (2012). Improvements in maternal depression as a mediator of child behaviour change. *Psychology*, *3*(9A), 795–801. <https://doi.org/10.4236/psych.2012.329120>

Hutchings, J., Gardner, F., Bywater, T., Daley, D., Whitaker, C., Jones, K., Eames, C., & Edwards, R. T. (2007). Parenting intervention in Sure Start services for children at risk of developing conduct disorder: Pragmatic randomised controlled trial. *BMJ: British Medical Journal*, *334*(7595), 678–678. <https://doi.org/10.1136/bmj.39126.620799.55>

Hyde, L. W., Shaw, D. S., Gardner, F., Cheong, J., Dishion, T. J., & Wilson, M. (2013). Dimensions of callousness in early childhood: Links to problem behavior and family intervention effectiveness. *Development and Psychopathology*, *25*(2), 347–363. <https://doi.org/10.1017/S0954579412001101>

indicated, N. authorship. (2012a). Abstracts from IACAPAP 2012—20th World congress. *Neuropsychiatrie de l’Enfance et de l’Adolescence*, *60*(5, Suppl), S1–S309.

indicated, N. authorship. (2012b). Abstracts of the 20th European Congress of Psychiatry. *European Psychiatry*, *27*(Suppl 1), No Pagination Specified-No Pagination Specified.

Irvine, A. B., Gelatt, V. A., Hammond, M., & Seeley, J. R. (2015). A randomized study of Internet parent training accessed from community technology centers. *Prevention Science*, *16*(4), 597–608. <https://doi.org/10.1007/s11121-014-0521-z>

Iskander, J. M., Rakestraw, H. M., Morris, A. T., Wildman, B. G., & Duby, J. C. (2018). Group triple P and child unintentional injury risk: A pilot study. *Children’s Health Care*, *47*(4), 452–466. <https://doi.org/10.1080/02739615.2017.1413576>

Jackson, A. C., Liang, R. P. ‐T., Frydenberg, E., Higgins, R. O., & Murphy, B. M. (2016). Parent education programmes for special health care needs children: A systematic review. *Journal of Clinical Nursing*, *25*(11–12), 1528–1547. <https://doi.org/10.1111/jocn.13178>

James Riegler, L., Raj, S. P., Moscato, E. L., Narad, M. E., Kincaid, A., & Wade, S. L. (2020). Pilot trial of a telepsychotherapy parenting skills intervention for veteran families: Implications for managing parenting stress during COVID-19. *Journal of Psychotherapy Integration*, *30*(2), 290–303. <https://doi.org/10.1037/int0000220>

Jensen, S. A., & Corralejo, S. M. (2017). Measurement issues: Large effect sizes do not mean most people get better—Clinical significance and the importance of individual results. *Child and Adolescent Mental Health*, *22*(3), 163–166. <https://doi.org/10.1111/camh.12203>

Jensen, S. A., Fabiano, G. A., Lopez-Williams, A., & Chacko, A. (2006). The reading grade level of common measures in child and adolescent clinical psychology. *Psychological Assessment*, *18*(3), 346–352. <https://doi.org/10.1037/1040-3590.18.3.346>

Jent, J. F., Rothenberg, W. A., Weinstein, A., Stokes, J., Barnett, M., Srivatsa, N., Dandes, E., & Garcia, D. (2021). Comparing traditional and ebook-augmented parent-child interaction therapy (PCIT): A randomized control trial of pocket PCIT. *Behavior Therapy*, *52*(6), 1311–1324. <https://doi.org/10.1016/j.beth.2021.02.013>

Jeter, K., Zlomke, K., Shawler, P., & Sullivan, M. (2017). Comprehensive psychometric analysis of the Eyberg Child Behavior Inventory in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *47*(5), 1354–1368. <https://doi.org/10.1007/s10803-017-3048-x>

Joachim, S., Sanders, M. R., & Turner, K. M. T. (2010). Reducing preschoolers’ disruptive behavior in public with a brief parent discussion group. *Child Psychiatry and Human Development*, *41*(1), 47–60. <https://doi.org/10.1007/s10578-009-0151-z>

Jones, D. J., Forehand, R., Cuellar, J., Parent, J., Honeycutt, A., Khavjou, O., Gonzalez, M., Anton, M., & Newey, G. A. (2014). Technology-enhanced program for child disruptive behavior disorders: Development and pilot randomized control trial. *Journal of Clinical Child and Adolescent Psychology*, *43*(1), 88–101. <https://doi.org/10.1080/15374416.2013.822308>

Jones, D. J., Loiselle, R., Zachary, C., Georgeson, A. R., Highlander, A., Turner, P., Youngstrom, J. K., Khavjou, O., Anton, M. T., Gonzalez, M., Bresland, N. L., & Forehand, R. (2021). Optimizing engagement in behavioral parent training: Progress toward a technology-enhanced treatment model. *Behavior Therapy*, *52*(2), 508–521. <https://doi.org/10.1016/j.beth.2020.07.001>

Jones, K., Daley, D., Hutchings, J., Bywater, T., & Eames, C. (2008). Efficacy of the Incredible Years Programme as an early intervention for children with conduct problems and ADHD: Long-term follow-up. *Child: Care, Health and Development*, *34*(3), 380–390. <https://doi.org/10.1111/j.1365-2214.2008.00817.x>

Jones, S. H., Jovanoska, J., Calam, R., Wainwright, L. D., Vincent, H., Asar, O., Diggle, P. J., Parker, R., Long, R., Sanders, M., & Lobban, F. (2017). Web‐based integrated bipolar parenting intervention for parents with bipolar disorder: A randomised controlled pilot trial. *Journal of Child Psychology and Psychiatry*, *58*(9), 1033–1041. <https://doi.org/10.1111/jcpp.12745>

Jones, S., Wainwright, L. D., Jovanoska, J., Vincent, H., Diggle, P. J., Calam, R., Parker, R., Long, R., Mayes, D., Sanders, M., & Lobban, F. (2015). An exploratory randomised controlled trial of a web-based integrated bipolar parenting intervention (IBPI) for bipolar parents of young children (aged 3–10). *BMC Psychiatry*, *15*.

Jouriles, E. N., McDonald, R., Rosenfield, D., Stephens, N., Corbitt-Shindler, D., & Miller, P. C. (2009). Reducing conduct problems among children exposed to intimate partner violence: A randomized clinical trial examining effects of Project Support. *Journal of Consulting and Clinical Psychology*, *77*(4), 705–717. <https://doi.org/10.1037/a0015994>

Jouriles, E. N., Rosenfield, D., McDonald, R., Vu, N. L., Rancher, C., & Mueller, V. (2018). Children exposed to intimate partner violence: Conduct problems, interventions, and partner contact with the child. *Journal of Clinical Child and Adolescent Psychology*, *47*(3), 397–409. <https://doi.org/10.1080/15374416.2016.1163706>

Karazsia, B. T., van Dulmen, M. H. M., & Wildman, B. G. (2008). Confirmatory factor analysis of Arnold et al.’s Parenting Scale across race, age, and sex. *Journal of Child and Family Studies*, *17*(4), 500–516. <https://doi.org/10.1007/s10826-007-9170-1>

Karazsia, B. T., & Wildman, B. G. (2009). The mediating effects of parenting behaviors on maternal affect and reports of children’s behavior. *Journal of Child and Family Studies*, *18*(3), 342–349. <https://doi.org/10.1007/s10826-008-9236-8>

Karim, K., Tischler, V., Gregory, P., & Vostanis, P. (2006). Homeless children and parents: Short-term mental health outcome. *International Journal of Social Psychiatry*, *52*(5), 447–458. <https://doi.org/10.1177/0020764006066830>

Karjalainen, P., Kiviruusu, O., Aronen, E. T., & Santalahti, P. (2019). Group-based parenting program to improve parenting and children’s behavioral problems in families using special services: A randomized controlled trial in a real-life setting. *Children and Youth Services Review*, *96*, 420–429. <https://doi.org/10.1016/j.childyouth.2018.12.004>

Katz, L. F. (2007). Domestic violence and vagal reactivity to peer provocation. *Biological Psychology*, *74*(2), 154–164. <https://doi.org/10.1016/j.biopsycho.2005.10.010>

Katz, L. F., Hessler, D. M., & Annest, A. (2007). Domestic violence, emotional competence, and child adjustment. *Social Development*, *16*(3), 513–538. <https://doi.org/10.1111/j.1467-9507.2007.00401.x>

Katz, L. F., & Windecker-Nelson, B. (2004). Parental Meta-Emotion Philosophy in Families With Conduct-Problem Children: Links With Peer Relations. *Journal of Abnormal Child Psychology*, *32*(4), 385–398. [https://doi.org/10.1023/B:JACP.0000030292.36168.30](https://doi.org/10.1023/B%3AJACP.0000030292.36168.30)

Kautz, C., Parr, J., & Petrenko, C. L. M. (2020). Self-care in caregivers of children with FASD: How do caregivers care for themselves, and what are the benefits and obstacles for doing so? *Research in Developmental Disabilities*, *99*. <https://doi.org/10.1016/j.ridd.2020.103578>

Keller, K. M., & Fox, R. A. (2009). Toddlers with developmental delays and challenging behaviors. *Early Child Development and Care*, *179*(1), 87–92. <https://doi.org/10.1080/03004430600987126>

Khavjou, O. A., Turner, P., & Jones, D. J. (2018). Cost effectiveness of strategies for recruiting low-income families for behavioral parent training. *Journal of Child and Family Studies*, *27*(6), 1950–1956. <https://doi.org/10.1007/s10826-017-0997-9>

Khavjou, O., Forehand, R., Loiselle, R., Turner, P., Buell, N., & Jones, D. J. (2020). Helping the noncompliant child: An updated assessment of program costs and cost-effectiveness. *Children and Youth Services Review*, *114*. <https://doi.org/10.1016/j.childyouth.2020.105050>

Kiernan, G., Meyler, E., & Guerin, S. (2010). Psychosocial issues and care in pediatric oncology: Medical and nursing professionals’ perceptions. *Cancer Nursing*, *33*(5), E12–E20. <https://doi.org/10.1097/NCC.0b013e3181d5c476>

Kilian, R., Losert, C., Park, A.-L., McDaid, D., & Knapp, M. (2010). Cost-effectiveness analysis in child and adolescent mental health problems: An updated review of literature. *International Journal of Mental Health Promotion*, *12*(4), 45–57. <https://doi.org/10.1080/14623730.2010.9721825>

Kim, E., Cain, K. C., & Webster-Stratton, C. (2008). The preliminary effect of a parenting program for Korean American mothers: A randomized controlled experimental study. *International Journal of Nursing Studies*, *45*(9), 1261–1273. <https://doi.org/10.1016/j.ijnurstu.2007.10.002>

Kim, H.-J., Arnold, D. H., Fisher, P. H., & Zeljo, A. (2005). Parenting and Preschoolers’ Symptoms as a Function of Child Gender and SES. *Child & Family Behavior Therapy*, *27*(2), 23–41. <https://doi.org/10.1300/J019v27n02_03>

Kim, I., Ekas, N. V., & Hock, R. (2016). Associations between child behavior problems, family management, and depressive symptoms for mothers of children with autism spectrum disorder. *Research in Autism Spectrum Disorders*, *26*, 80–90. <https://doi.org/10.1016/j.rasd.2016.03.009>

Kimonis, E. R. ;, & Armstrong, K. (2012). Adapting parent–child interaction therapy to treat severe conduct problems with callous-unemotional traits: A case study. *Clinical Case Studies*, *11*(3), 234–252.

Kimonis, E. R., Bagner, D. M., Linares, D., Blake, C. A., & Rodriguez, G. (2014). Parent training outcomes among young children with callous–unemotional conduct problems with or at risk for developmental delay. *Journal of Child and Family Studies*, *23*(2), 437–448. <https://doi.org/10.1007/s10826-013-9756-8>

Kimonis, E. R., Fanti, K. A., Anastassiou-Hadjicharalambous, X., Mertan, B., Goulter, N., & Katsimicha, E. (2016). Can callous-unemotional traits be reliably measured in preschoolers? *Journal of Abnormal Child Psychology*, *44*(4), 625–638. <https://doi.org/10.1007/s10802-015-0075-y>

Kimonis, E. R., Fleming, G., Briggs, N., Brouwer-French, L., Frick, P. J., Hawes, D. J., Bagner, D. M., Thomas, R., & Dadds, M. (2019). Parent-child interaction therapy adapted for preschoolers with callous-unemotional traits: An open trial pilot study. *Journal of Clinical Child and Adolescent Psychology*, *48*(Suppl 1), S347–S361. <https://doi.org/10.1080/15374416.2018.1479966>

Kinsey, D., & Schlösser, A. (2013). Interventions in foster and kinship care: A systematic review. *Clinical Child Psychology and Psychiatry*, *18*(3), 429–463. <https://doi.org/10.1177/1359104512458204>

Kirby, J. N., & Sanders, M. R. (2013). Using a behavioural family intervention to produce a three-generational benefit on family outcomes: A case report. *Behaviour Change*, *30*(4), 249–261. <https://doi.org/10.1017/bec.2013.24>

Kirby, J. N., & Sanders, M. R. (2014a). A randomized controlled trial evaluating a parenting program designed specifically for grandparents. *Behaviour Research and Therapy*, *52*, 35–44. <https://doi.org/10.1016/j.brat.2013.11.002>

Kirby, J. N., & Sanders, M. R. (2014b). The acceptability of parenting strategies for grandparents providing care to their grandchildren. *Prevention Science*, *15*(5), 777–787. <https://doi.org/10.1007/s11121-013-0428-0>

Kirkhaug, B., Drugli, M. B., Handegård, B. H., Lydersen, S., Åsheim, M., & Fossum, S. (2016). Does the Incredible Years Teacher Classroom Management Training programme have positive effects for young children exhibiting severe externalizing problems in school?: A quasi-experimental pre-post study. *BMC Psychiatry*, *16*.

Kirkhaug, B., Drugli, M. B., Klöckner, C. A., & Mørch, W.-T. (2013). Association between parental involvement in school and child conduct, social, and internalizing problems: Teacher report. *Educational Research and Evaluation*, *19*(4), 346–361. <https://doi.org/10.1080/13803611.2013.771893>

Kirkhaug, B., Drugli, M. B., Lydersen, S., & Mørch, W.-T. (2013). Associations between high levels of conduct problems and co-occurring problems among the youngest boys and girls in schools: A cross-sectional study. *Nordic Journal of Psychiatry*, *67*(4), 225–232. <https://doi.org/10.3109/08039488.2012.731432>

Kirkhaug, B., Drugli, M. B., Mørch, W.-T., & Handegård, B. H. (2012). Teacher report of children’s problem behavior on the Sutter–Eyberg Student Behavior Inventory—Revised (SESBI-R) in a Norwegian sample of preschool and school children. *Scandinavian Journal of Educational Research*, *56*(2), 139–153. <https://doi.org/10.1080/00313831.2011.568672>

Kjøbli, J., & Bjørnebekk, G. (2013). A randomized effectiveness trial of brief parent training: Six-month follow-up. *Research on Social Work Practice*, *23*(6), 603–612. <https://doi.org/10.1177/1049731513492860>

Kjøbli, J., Hukkelberg, S., & Ogden, T. (2013). A randomized trial of group parent training: Reducing child conduct problems in real-world settings. *Behaviour Research and Therapy*, *51*(3), 113–121. <https://doi.org/10.1016/j.brat.2012.11.006>

Kjøbli, J., Nærde, A., Bjørnebekk, G., & Askeland, E. (2014). Maternal mental distress influences child outcomes in brief parent training. *Child and Adolescent Mental Health*, *19*(3), 171–177. <https://doi.org/10.1111/camh.12028>

Kjøbli, J., & Ogden, T. (2012). A randomized effectiveness trial of brief parent training in primary care settings. *Prevention Science*, *13*(6), 616–626. <https://doi.org/10.1007/s11121-012-0289-y>

Kjøbli, J., & Ogden, T. (2014). A randomized effectiveness trial of individual child social skills training: Six-month follow-up. *Child and Adolescent Psychiatry and Mental Health*, *8*. <https://doi.org/10.1186/s13034-014-0031-6>

Kjøbli, J., Zachrisson, H. D., & Bjørnebekk, G. (2018). Three randomized effectiveness trials—One question: Can callous-unemotional traits in children be altered? *Journal of Clinical Child and Adolescent Psychology*, *47*(3), 436–443. <https://doi.org/10.1080/15374416.2016.1178123>

Kleve, L., Crimlisk, S., Shoebridge, P., Greenwood, R., Baker, B., & Mead, B. (2011). Is the Incredible Years programme effective for children with neuro-developmental disorders and for families with Social Services involvement in the “real world” of community CAMHS? *Clinical Child Psychology and Psychiatry*, *16*(2), 253–264. <https://doi.org/10.1177/1359104510366280>

Kliem, S., Heinrichs, N., Lohmann, A., Bussing, R., Schwarzer, G., & Briegel, W. (2018). Dimensional latent structure of early disruptive behavior disorders: A taxometric analysis in preschoolers. *Journal of Abnormal Child Psychology*, *46*(7), 1385–1394. <https://doi.org/10.1007/s10802-017-0383-5>

Knaf, K., Deatrick, J. A., Gallo, A., Dixon, J., Grey, M., Knaf, G., & O’Malley, J. (2011). Assessment of the psychometric properties of the Family Management Measure. *Journal of Pediatric Psychology*, *36*(5), 494–505. <https://doi.org/10.1093/jpepsy/jsp034>

Köchel, A., Leutgeb, V., & Schienle, A. (2014). Disrupted response inhibition toward facial anger cues in children with attention-deficit hyperactivity disorder (ADHD): An event-related potential study. *Journal of Child Neurology*, *29*(4), 459–468. <https://doi.org/10.1177/0883073813476139>

Kohlhoff, J., & Morgan, S. (2014). Parent-child interaction therapy for toddlers: A pilot study. *Child & Family Behavior Therapy*, *36*(2), 121–139. <https://doi.org/10.1080/07317107.2014.910733>

Kolko, D. J., & Lindhiem, O. (2014). Introduction to the special series on booster sessions and long-term maintenance of treatment gains. *Journal of Abnormal Child Psychology*, *42*(3), 339–342. <https://doi.org/10.1007/s10802-013-9849-2>

Kreitler, S., Ben-Arush, M. W., & Martin, A. (Eds.). (2012). *Pediatric psycho-oncology: Psychosocial aspects and clinical interventions, 2nd ed.* (pp. xiii, 310). Wiley-Blackwell. <https://doi.org/10.1002/9781119941033>

Kruizinga, I., Jansen, W., de Haan, C. L., van der Ende, J., Carter, A. S., & Raat, H. (2012). Reliability and validity of the Dutch version of the Brief Infant-Toddler Social and Emotional Assessment (BITSEA). *PLoS ONE*, *7*(6). <https://doi.org/10.1371/journal.pone.0038762>

Kruizinga, I., Jansen, W., van Sprang, N. C., Carter, A. S., & Raat, H. (2015). The effectiveness of the BITSEA as a tool to early detect psychosocial problems in toddlers, a cluster randomized trial. *PLoS ONE*, *10*(9).

Kunkle, K. L., & Ortiz, C. (2016). Maternal treatment acceptability and preference of room time-out and deferred time-out escape contingencies. *Child & Family Behavior Therapy*, *38*(2), 105–123. <https://doi.org/10.1080/07317107.2016.1172875>

Kuravackel, G. M., Ruble, L. A., Reese, R. J., Ables, A. P., Rodgers, A. D., & Toland, M. D. (2018). COMPASS for hope: Evaluating the effectiveness of a parent training and support program for children with ASD. *Journal of Autism and Developmental Disorders*, *48*(2), 404–416. <https://doi.org/10.1007/s10803-017-3333-8>

Lachman, J. M., Kelly, J., Cluver, L., Ward, C. L., Hutchings, J., & Gardner, F. (2018). Process evaluation of a parenting program for low-income families in South Africa. *Research on Social Work Practice*, *28*(2), 188–202. <https://doi.org/10.1177/1049731516645665>

Lampe, E. M., Karazsia, B. T., & Wildman, B. G. (2009). Identification of families at risk for behavior problems in primary care settings. *Journal of Developmental and Behavioral Pediatrics*, *30*(6), 518–524. <https://doi.org/10.1097/DBP.0b013e3181bf360c>

Landy, S., & Menna, R. (2006). An evaluation of a group intervention for parents with aggressive young children: Improvements in child functioning, maternal confidence, parenting knowledge and attitudes. *Early Child Development and Care*, *176*(6), 605–620. <https://doi.org/10.1080/03004430500147425>

Lanier, P., Kohl, P. L., Benz, J., Swinger, D., & Drake, B. (2014). Preventing maltreatment with a community-based implementation of parent–child interaction therapy. *Journal of Child and Family Studies*, *23*(2), 449–460. <https://doi.org/10.1007/s10826-012-9708-8>

LaRosa, A., Nyp, S. S., & Wassom, M. C. (2012). Journal article reviews. *Journal of Developmental and Behavioral Pediatrics*, *33*(6), 522–527. <https://doi.org/10.1097/DBP.0b013e31825e22fb>

Larsson, B., Fossum, S., Clifford, G., Drugli, M. B., Handegård, B. H., & Mørch, W.-T. (2009). Treatment of oppositional defiant and conduct problems in young Norwegian children: Results of a randomized controlled trial. *European Child & Adolescent Psychiatry*, *18*(1), 42–52. <https://doi.org/10.1007/s00787-008-0702-z>

Latham, R. M., Mark, K. M., & Oliver, B. R. (2017). A harsh parenting team? Maternal reports of coparenting and coercive parenting interact in association with children’s disruptive behaviour. *Journal of Child Psychology and Psychiatry*, *58*(5), 603–611. <https://doi.org/10.1111/jcpp.12665>

Latham, R. M., Mark, K. M., & Oliver, B. R. (2018). Coparenting and children’s disruptive behavior: Interacting processes for parenting sense of competence. *Journal of Family Psychology*, *32*(1), 151–156. <https://doi.org/10.1037/fam0000362>

Lavigne, J. V., Gouze, K. R., Hopkins, J., & Bryant, F. B. (2016). A multidomain cascade model of early childhood risk factors associated with oppositional defiant disorder symptoms in a community sample of 6-year-olds. *Development and Psychopathology*, *28*(4, Part 2), 1547–1562. <https://doi.org/10.1017/S0954579415001194>

Lavigne, J. V., Gouze, K. R., Hopkins, J., Bryant, F. B., & LeBailly, S. A. (2012). A multi-domain model of risk factors for ODD symptoms in a community sample of 4-year-olds. *Journal of Abnormal Child Psychology*, *40*(5), 741–757. <https://doi.org/10.1007/s10802-011-9603-6>

Lavigne, J. V., Herzing, L. B. K., Cook, E. H., Lebailly, S. A., Gouze, K. R., Hopkins, J., & Bryant, F. B. (2013). Gene × Environment effects of serotonin transporter, dopamine receptor D4, and monoamine oxidase A genes with contextual and parenting risk factors on symptoms of oppositional defiant disorder, anxiety, and depression in a community sample of 4-year-old c. *Development and Psychopathology*, *25*(2), 555–575.

Lavigne, J. V., Hopkins, J., Gouze, K. R., Bryant, F. B., LeBailly, S. A., Binns, H. J., & Lavigne, P. M. (2011). Is smoking during pregnancy a risk factor for psychopathology in young children? A methodological caveat and report on preschoolers. *Journal of Pediatric Psychology*, *36*(1), 10–24. <https://doi.org/10.1093/jpepsy/jsq044>

Lavigne, J. V., LeBailly, S. A., Gouze, K. R., Binns, H. J., Keller, J., & Pate, L. (2010). Predictors and correlates of completing behavioral parent training for the treatment of oppositional defiant disorder in pediatric primary care. *Behavior Therapy*, *41*(2), 198–211. <https://doi.org/10.1016/j.beth.2009.02.006>

Lavigne, J. V., LeBailly, S. A., Gouze, K. R., Cicchetti, C., Jessup, B. W., Arend, R., Pochyly, J., & Binns, H. J. (2008). Predictor and moderator effects in the treatment of oppositional defiant disorder in pediatric primary care. *Journal of Pediatric Psychology*, *33*(5), 462–472. <https://doi.org/10.1093/jpepsy/jsm075>

Lavigne, J. V., LeBailly, S. A., Gouze, K. R., Cicchetti, C., Pochyly, J., Arend, R., Jessup, B. W., & Binns, H. J. (2008). Treating oppositional defiant disorder in primary care: A comparison of three models. *Journal of Pediatric Psychology*, *33*(5), 449–461. <https://doi.org/10.1093/jpepsy/jsm074>

Leary, A., & Katz, L. F. (2005). Observations of Aggressive Children During Peer Provocation and With a Best Friend. *Developmental Psychology*, *41*(1), 124–134. <https://doi.org/10.1037/0012-1649.41.1.124>

Leathers, S. J., Spielfogel, J. E., McMeel, L. S., & Atkins, M. S. (2011). Use of a parent management training intervention with urban foster parents: A pilot study. *Children and Youth Services Review*, *33*(7), 1270–1279. <https://doi.org/10.1016/j.childyouth.2011.02.022>

Lees, D., Frampton, C. M., & Merry, S. N. (2019). Efficacy of a home visiting enhancement for high-risk families attending parent management programs: A randomized superiority clinical trial. *JAMA Psychiatry*, *76*(3), 241–248. <https://doi.org/10.1001/jamapsychiatry.2018.4183>

Lees, D. G., & Fergusson, D. M. (2015). A study to access the acceptability of adding Home Parent Support along with the Incredible Years® parent programme. *New Zealand Journal of Psychology*, *44*(1), 40–44.

Leff, S. S., Baker, C. N., Waasdorp, T. E., Vaughn, N. A., Bevans, K. B., Thomas, N. A., Guerra, T., Hausman, A. J., & Monopoli, W. J. (2014). Social cognitions, distress, and leadership self-efficacy: Associations with aggression for high-risk minority youth. *Development and Psychopathology*, *26*(3), 759–772. <https://doi.org/10.1017/S0954579414000376>

Leijten, P., Gardner, F., Melendez-Torres, G. J., Weeland, J., Hutchings, J., Landau, S., McGilloway, S., Overbeek, G., van Aar, J., Menting, A., Orobio de Castro, B., Berry, V., Gaspar, M. F., Axberg, U., Mørch, W.-T., & Scott, S. (2019). Co-occurring change in children’s conduct problems and maternal depression: Latent class individual participant data meta-analysis of the Incredible Years parenting program. *Development and Psychopathology*, *31*(5), 1851–1862. <https://doi.org/10.1017/S0954579419001068>

Leijten, P., Raaijmakers, M. A. J., de Castro, B. O., & Matthys, W. (2013). Does socioeconomic status matter? A meta-analysis on parent training effectiveness for disruptive child behavior. *Journal of Clinical Child and Adolescent Psychology*, *42*(3), 384–392. <https://doi.org/10.1080/15374416.2013.769169>

Leijten, P., Raaijmakers, M. A. J., Orobio de Castro, B., van den Ban, E., & Matthys, W. (2017). Effectiveness of the Incredible Years parenting program for families with socioeconomically disadvantaged and ethnic minority backgrounds. *Journal of Clinical Child and Adolescent Psychology*, *46*(1), 59–73. <https://doi.org/10.1080/15374416.2015.1038823>

Leijten, P., Raaijmakers, M., Wijngaards, L., Matthys, W., Menting, A., Hemink-van Putten, M., & de Castro, B. O. (2018). Understanding who benefits from parenting interventions for children’s conduct problems: An integrative data analysis. *Prevention Science*, *19*(4), 579–588. <https://doi.org/10.1007/s11121-018-0864-y>

Leijten, P., Shaw, D. S., Gardner, F., Wilson, M. N., Matthys, W., & Dishion, T. J. (2015). The Family Check-Up and service use in high-risk families of young children: A prevention strategy with a bridge to community-based treatment. *Prevention Science*, *16*(3), 397–406. <https://doi.org/10.1007/s11121-014-0479-x>

Leijten, P., Thomaes, S., Orobio de Castro, B., Dishion, T. J., & Matthys, W. (2016). What good is labeling what’s good? A field experimental investigation of parental labeled praise and child compliance. *Behaviour Research and Therapy*, *87*, 134–141. <https://doi.org/10.1016/j.brat.2016.09.008>

Leijten, P., Wijngaards-de Meij, L., Weeland, J., Menting, A., Orobio de Castro, B., Overbeek, G., & Matthys, W. (2021). Parenting group composition does not impact program effects on children’s conduct problems. *Journal of Family Psychology*, *35*(5), 709–714. <https://doi.org/10.1037/fam0000820>

Leins, U., Goth, G., Hinterberger, T., Klinger, C., Rumpf, N., & Strehl, U. (2007). Neurofeedback for children with ADHD: A comparison of SCP and Theta/Beta protocols. *Applied Psychophysiology and Biofeedback*, *32*(2), 73–88. <https://doi.org/10.1007/s10484-007-9031-0>

Lemery-Chalfant, K., Clifford, S., Dishion, T. J., Shaw, D. S., & Wilson, M. N. (2018). Genetic moderation of the effects of the Family Check-Up intervention on children’s internalizing symptoms: A longitudinal study with a racially/ethnically diverse sample. *Development and Psychopathology*, *30*(5), 1729–1747. <https://doi.org/10.1017/S095457941800127X>

Lesack, R., Bearss, K., Celano, M., & Sharp, W. G. (2014). Parent–Child Interaction Therapy and autism spectrum disorder: Adaptations with a child with severe developmental delays. *Clinical Practice in Pediatric Psychology*, *2*(1), 68–82. <https://doi.org/10.1037/cpp0000047>

Letarte, M.-J., Normandeau, S., & Allard, J. (2010). Effectiveness of a parent training program “incredible years” in a child protection service. *Child Abuse & Neglect*, *34*(4), 253–261. <https://doi.org/10.1016/j.chiabu.2009.06.003>

Leung, C., Chan, S., Ip, H. L., Szeto, H., Lee, M., Chan, K., & Chan, M. (2020). Effectiveness of parenting program for macau shift work parents: Randomized controlled trial. *Research on Social Work Practice*, *30*(6), 612–622. <https://doi.org/10.1177/1049731520903429>

Leung, C., Chan, S., Lam, T., Yau, S., & Tsang, S. (2016). The effect of parent education program for preschool children with developmental disabilities: A randomized controlled trial. *Research in Developmental Disabilities*, *56*, 18–28. <https://doi.org/10.1016/j.ridd.2016.05.015>

Leung, C., Sanders, M. R., Leung, S., Mak, R., & Lau, J. (2003). An outcome evaluation of the implementation of the triple P-Positive Parenting Program in Hong Kong. *Family Process*, *42*(4), 531–544. <https://doi.org/10.1111/j.1545-5300.2003.00531.x>

Leung, C., Tsang, S., & Chan, L. Y. (2018). 18-month follow-up of randomized controlled trial of parent and child enhancement program. *Journal of Evidence-Informed Social Work*, *15*(6), 676–694. <https://doi.org/10.1080/23761407.2018.1528195>

Leung, C., Tsang, S., & Dean, S. (2010). Evaluation of a program to educate disadvantaged parents to enhance child learning. *Research on Social Work Practice*, *20*(6), 591–599. <https://doi.org/10.1177/1049731510362224>

Leung, C., Tsang, S., Heung, K., & Tam, M. (2019). Healthy start home visiting program—School-based model: Cluster randomized controlled trial. *Research on Social Work Practice*, *29*(6), 628–643. <https://doi.org/10.1177/1049731518786578>

Leung, C., Tsang, S., Heung, K., & Yiu, I. (2009). Effectiveness of Parent—Child Interaction Therapy (PCIT) among Chinese families. *Research on Social Work Practice*, *19*(3), 304–313. <https://doi.org/10.1177/1049731508321713>

Leung, C., & Tsang, S. K. M. (2010). The Chinese Parental Stress Scale: Psychometric evidence using Rasch modeling on clinical and nonclinical samples. *Journal of Personality Assessment*, *92*(1), 26–34. <https://doi.org/10.1080/00223890903379209>

Leung, C., Tsang, S., & Kwan, H. W. (2017). Efficacy of a universal parent training program (HOPE-20): Cluster randomized controlled trial. *Research on Social Work Practice*, *27*(5), 523–537. <https://doi.org/10.1177/1049731515593810>

Leung, C., Tsang, S., & Leung, I. (2014). Pilot evaluation of Parent and Child Enhancement program for disadvantaged families. *Research on Social Work Practice*, *24*(4), 437–447. <https://doi.org/10.1177/1049731513512373>

Leung, C., Tsang, S., & Li, B. (2017). Efficacy of fun to learn for the young program: Randomized controlled trial. *Journal of Child and Family Studies*, *26*(10), 2865–2878. <https://doi.org/10.1007/s10826-017-0790-9>

Leung, C., Tsang, S., Sin, T. C. S., & Choi, S. (2015). The efficacy of Parent–Child Interaction Therapy with Chinese families: Randomized controlled trial. *Research on Social Work Practice*, *25*(1), 117–128. <https://doi.org/10.1177/1049731513519827>

Leung, P., Erich, S., & Kanenberg, H. (2005). A comparison of family functioning in gay/lesbian, heterosexual and special needs adoptions. *Children and Youth Services Review*, *27*(9), 1031–1044. <https://doi.org/10.1016/j.childyouth.2004.12.030>

Levant, R. F., Richmond, K., Cruickshank, B., Rankin, T. J., & Rummell, C. M. (2014). Exploring the role of father involvement in the relationship between day care and children’s behavior problems. *American Journal of Family Therapy*, *42*(3), 193–204. <https://doi.org/10.1080/01926187.2013.814390>

Levitt, J. M., Saka, N., Romanelli, L. H., & Hoagwood, K. (2007). Early identification of mental health problems in schools: The status of instrumentation. *Journal of School Psychology*, *45*(2), 163–191. <https://doi.org/10.1016/j.jsp.2006.11.005>

Lieneman, C. C., Quetsch, L. B., Theodorou, L. L., Newton, K. A., & McNeil, C. B. (2019). Reconceptualizing attrition in Parent–Child Interaction Therapy: “Dropouts” demonstrate impressive improvements. *Psychology Research and Behavior Management*, *12*. <https://doi.org/10.2147/PRBM.S207370>

Linares, L. O., Li, M., & Shrout, P. E. (2012). Child training for physical aggression?: Lessons from foster care. *Children and Youth Services Review*, *34*(12), 2416–2422. <https://doi.org/10.1016/j.childyouth.2012.08.010>

Linares, L. O., Li, M., Shrout, P. E., Brody, G. H., & Pettit, G. S. (2007). Placement shift, sibling relationship quality, and child outcomes in foster care: A controlled study. *Journal of Family Psychology*, *21*(4), 736–743. <https://doi.org/10.1037/0893-3200.21.4.736>

Linares, L. O., Li, M., Shrout, P. E., Ramirez-Gaite, M., Hope, S., Albert, A., & Castellanos, F. X. (2010). The course of inattention and hyperactivity/impulsivity symptoms after foster placement. *Pediatrics*, *125*(3), e489–e498. <https://doi.org/10.1542/peds.2009-1285>

Linares, L. O., Martinez-Martin, N., & Castellanos, F. X. (2013). Stimulant and atypical antipsychotic medications for children placed in foster homes. *PLoS ONE*, *8*(1). <https://doi.org/10.1371/journal.pone.0054152>

Linares, L. O., Montalto, D., Li, M., & Oza, V. S. (2006). A promising parenting intervention in foster care. *Journal of Consulting and Clinical Psychology*, *74*(1), 32–41. <https://doi.org/10.1037/0022-006X.74.1.32>

Linares, L. O., Montalto, D., Rosbruch, N., & Li, M. (2006). Discipline Practices Among Biological and Foster Parents. *Child Maltreatment*, *11*(2), 157–167. <https://doi.org/10.1177/1077559505285747>

Linares, L. O., Stovall-McClough, K. C., Li, M., Morin, N., Silva, R., Albert, A., & Cloitre, M. (2008). Salivary cortisol in foster children: A pilot study. *Child Abuse & Neglect*, *32*(6), 665–670. <https://doi.org/10.1016/j.chiabu.2007.06.012>

Lindhiem, O., Bennett, C. B., Rosen, D., & Silk, J. (2015). Mobile technology boosts the effectiveness of psychotherapy and behavioral interventions: A meta-analysis. *Behavior Modification*, *39*(6), 785–804. <https://doi.org/10.1177/0145445515595198>

Linseisen, T. (2013). Effective interventions for youth with oppositional defiant disorder. In *The school services sourcebook: A guide for school-based professionals, 2nd ed.* (pp. 91–103). Oxford University Press.

Linville, D., Chronister, K., Dishion, T., Todahl, J., Miller, J., Shaw, D., Gardner, F., & Wilson, M. (2010). A longitudinal analysis of parenting practices, couple satisfaction, and child behavior problems. *Journal of Marital and Family Therapy*, *36*(2), 244–255. <https://doi.org/10.1111/j.1752-0606.2009.00168.x>

Lippert, T., Favre, T., Alexander, C., & Cross, T. P. (2008). Families who begin versus decline therapy for children who are sexually abused. *Child Abuse & Neglect*, *32*(9), 859–868. <https://doi.org/10.1016/j.chiabu.2008.02.005>

Lo, H. H. M., Chan, S. K. C., Szeto, M. P., Chan, C. Y. H., & Choi, C. W. (2017). A feasibility study of a brief mindfulness-based program for parents of preschool children with developmental disabilities. *Mindfulness*, *8*(6), 1665–1673. <https://doi.org/10.1007/s12671-017-0741-y>

Lochman, J. E., Powell, N. R., Whidby, J. M., & FitzGerald, D. P. (2012). Aggression in children. In *Child and adolescent therapy: Cognitive-behavioral procedures, 4th ed.* (pp. 27–60). Guilford Press.

Lofthouse, N., Arnold, L. E., Hersch, S., Hurt, E., & DeBeus, R. (2012). A review of neurofeedback treatment for pediatric ADHD. *Journal of Attention Disorders*, *16*(5), 351–372. <https://doi.org/10.1177/1087054711427530>

López, C. M., Davidson, T. M., & Moreland, A. D. (2018). Reaching Latino families through pediatric primary care: Outcomes of the CANNE parent training program. *Child & Family Behavior Therapy*, *40*(1), 26–39. <https://doi.org/10.1080/07317107.2018.1428054>

Love, S. M., Sanders, M. R., Turner, K. M. T., Maurange, M., Knott, T., Prinz, R., Metzler, C., & Ainsworth, A. T. (2016). Social media and gamification: Engaging vulnerable parents in an online evidence-based parenting program. *Child Abuse & Neglect*, *53*, 95–107. <https://doi.org/10.1016/j.chiabu.2015.10.031>

Lovering, K., Frampton, I., Crowe, B., Moseley, A., & Broadhead, M. (2006). Community-based early intervention for children with behavioural, emotional and social problems: Evaluation of the Scallywags Scheme. *Emotional & Behavioural Difficulties*, *11*(2), 83–104. <https://doi.org/10.1080/13632750600619257>

Luby, J. L., Gilbert, K., Whalen, D., Tillman, R., & Barch, D. M. (2020). The differential contribution of the components of Parent-Child Interaction therapy emotion development for treatment of preschool depression. *Journal of the American Academy of Child & Adolescent Psychiatry*, *59*(7), 868–879. <https://doi.org/10.1016/j.jaac.2019.07.937>

Lucia, S., & Dumas, J. E. (2013). Entre-parents: Initial outcome evaluation of a preventive-parenting program for French-speaking parents. *The Journal of Primary Prevention*, *34*(3), 135–146. <https://doi.org/10.1007/s10935-013-0304-5>

Luu, S., & Neece, C. L. (2019). Moderating parenting stress in ethnic minority parents of children with developmental delays. *Early Child Development and Care*, *189*(3), 441–449. <https://doi.org/10.1080/03004430.2017.1325364>

Lyon, A. R., & Budd, K. S. (2010). A community mental health implementation of Parent–Child Interaction Therapy (PCIT). *Journal of Child and Family Studies*, *19*(5), 654–668. <https://doi.org/10.1007/s10826-010-9353-z>

MacDonell, K. W. (2012). The combined and independent impact of witnessed intimate partner violence and child maltreatment. *Partner Abuse*, *3*(3), 358–378. <https://doi.org/10.1891/1946-6560.3.3.358>

MacKenzie, E. P., Fite, P. J., & Bates, J. E. (2004). Predicting Outcome in Behavioral Parent Training: Expected and Unexpected Results. *Child & Family Behavior Therapy*, *26*(2), 37–53. <https://doi.org/10.1300/J019v26n02_03>

Mackintosh, V. H., Myers, B. J., & Kennon, S. S. (2006). Children of Incarcerated Mothers and Their Caregivers: Factors Affecting the Quality of Their Relationship. *Journal of Child and Family Studies*, *15*(5), 581–596. <https://doi.org/10.1007/s10826-006-9030-4>

Maliken, A. C., & Fainsilber Katz, L. (2013). Fathers’ emotional awareness and children’s empathy and externalizing problems: The role of intimate partner violence. *Journal of Interpersonal Violence*, *28*(4), 718–734. <https://doi.org/10.1177/0886260512455866>

Maríñez-Lora, A. M., & Cruz, M. L. (2017). Strengthening positive parenting in the context of intimate partner abuse. *Clinical Case Studies*, *16*(1), 93–109. <https://doi.org/10.1177/1534650116668272>

Markie-Dadds, C., & Sanders, M. R. (2006a). A Controlled Evaluation of an Enhanced Self-Directed Behavioural Family Intervention for Parents of Children With Conduct Problems in Rural and Remote Areas. *Behaviour Change*, *23*(1), 55–72. <https://doi.org/10.1375/bech.23.1.55>

Markie-Dadds, C., & Sanders, M. R. (2006b). Self-Directed Triple P (Positive Parenting Program) for Mothers with Children at-Risk of Developing Conduct Problems. *Behavioural and Cognitive Psychotherapy*, *34*(3), 259–275. <https://doi.org/10.1017/S1352465806002797>

Mascendaro, P. M., Herman, K. C., & Webster-Stratton, C. (2012). Parent discrepancies in ratings of young children’s co-occurring internalizing symptoms. *School Psychology Quarterly*, *27*(3), 134–143. <https://doi.org/10.1037/a0029320>

Masse, J. J., McNeil, C. B., Wagner, S., & Quetsch, L. B. (2016). Examining the efficacy of parent–child interaction therapy with children on the autism spectrum. *Journal of Child and Family Studies*, *25*(8), 2508–2525. <https://doi.org/10.1007/s10826-016-0424-7>

Mast, J. E., Antonini, T. N., Raj, S. P., Oberjohn, K. S., Cassedy, A., Makoroff, K. L., & Wade, S. L. (2014). Web-based parenting skills to reduce behavior problems following abusive head trauma: A pilot study. *Child Abuse & Neglect*, *38*(9), 1487–1495. <https://doi.org/10.1016/j.chiabu.2014.04.012>

Matos, M., Bauermeister, J. J., & Bernal, G. (2009). Parent-child interaction therapy for Puerto Rican preschool children with ADHD and behavior problems: A pilot efficacy study. *Family Process*, *48*(2), 232–252. <https://doi.org/10.1111/j.1545-5300.2009.01279.x>

Matos, M., Torres, R., Santiago, R., Jurado, M., & Rodríguez, I. (2006). Adaptation of Parent-Child Interaction Therapy for Puerto Rican Families: A Preliminary Study. *Family Process*, *45*(2), 205–222. <https://doi.org/10.1111/j.1545-5300.2006.00091.x>

Matsumoto, Y., Sofronoff, K., & Sanders, M. R. (2007). The efficacy and acceptability of the Triple P-Positive Parenting Program with Japanese parents. *Behaviour Change*, *24*(4), 205–218. <https://doi.org/10.1375/bech.24.4.205>

Matsumoto, Y., Sofronoff, K., & Sanders, M. R. (2009). Socio-ecological predictor model of parental intention to participate in Triple P-Positive Parenting Program. *Journal of Child and Family Studies*, *18*(3), 274–283. <https://doi.org/10.1007/s10826-008-9227-9>

Matthey, S., Patterson, P., Mutton, N., & Kreutzfeldt, K. (2006). Enrolment Rates into Parenting Programs using a Clinically Viable Recruitment Strategy. *International Journal of Mental Health Promotion*, *8*(3), 6–14. <https://doi.org/10.1080/14623730.2006.9721740>

Mayer, K., Wyckoff, S. N., & Strehl, U. (2013). One size fits all? Slow cortical potentials neurofeedback: A review. *Journal of Attention Disorders*, *17*(5), 393–409. <https://doi.org/10.1177/1087054712468053>

McCabe, K. M., Goehring, K., Yeh, M., & Lau, A. S. (2008). Parental locus of control and externalizing behavior problems among Mexican American preschoolers. *Journal of Emotional and Behavioral Disorders*, *16*(2), 118–126. <https://doi.org/10.1177/1063426608315139>

McCabe, K. M., Mechammil, M., Yeh, M., & Zerr, A. (2016). Self-reported parenting of clinic-referred and non-referred Mexican American mothers of young children. *Journal of Child and Family Studies*, *25*(2), 442–451. <https://doi.org/10.1007/s10826-015-0238-z>

McCabe, K. M., Sakamoto, M., Rosas, Y. G., Kehoe, K., La, R., Zerr, A., & Yeh, M. (2021). Keeping an “I” on PRIDE: Measuring imitation in parent-child interaction therapy. *Behavior Therapy*, *52*(1), 28–38. <https://doi.org/10.1016/j.beth.2020.01.009>

McCabe, K. M., Shanley, J. R., Niec, L. N., Naaf, M., Yeh, M., & Lau, A. S. (2013). Cultural differences in the parenting of young children: An observational study of low-income Mexican American and European American families. *Child & Family Behavior Therapy*, *35*(4), 307–326. <https://doi.org/10.1080/07317107.2013.846680>

McCabe, K., & Yeh, M. (2009). Parent-child interaction therapy for Mexican Americans: A randomized clinical trial. *Journal of Clinical Child and Adolescent Psychology*, *38*(5), 753–759. <https://doi.org/10.1080/15374410903103544>

McCabe, K., Yeh, M., Lau, A., & Argote, C. B. (2012). Parent-child interaction therapy for Mexican Americans: Results of a pilot randomized clinical trial at follow-up. *Behavior Therapy*, *43*(3), 606–618. <https://doi.org/10.1016/j.beth.2011.11.001>

McCabe, K., Yeh, M., Lau, A., Argote, C. B., & Liang, J. (2010). Parent-child interactions among low-income Mexican American parents and preschoolers: Do clinic-referred families differ from nonreferred families? *Behavior Therapy*, *41*(1), 82–92. <https://doi.org/10.1016/j.beth.2009.01.003>

McCabe, P. C., & Altamura, M. (2011). Empirically valid strategies to improve social and emotional competence of preschool children. *Psychology in the Schools*, *48*(5), 513–540. <https://doi.org/10.1002/pits.20570>

McClowry, S. G., Rodriguez, E. T., Tamis-LeMonda, C. S., Spellmann, M. E., Carlson, A., & Snow, D. L. (2013). Teacher/student interactions and classroom behavior: The role of student temperament and gender. *Journal of Research in Childhood Education*, *27*(3), 283–301. <https://doi.org/10.1080/02568543.2013.796330>

McCormick, M. P., O’Connor, E. E., Cappella, E., & McClowry, S. G. (2013). Teacher–child relationships and academic achievement: A multilevel propensity score model approach. *Journal of School Psychology*, *51*(5), 611–624. <https://doi.org/10.1016/j.jsp.2013.05.001>

McCormick, M. P., Turbeville, A. R., Barnes, S. P., & McClowry, S. G. (2014). Challenging temperament, teacher–child relationships, and behavior problems in urban low-income children: A longitudinal examination. *Early Education and Development*, *25*(8), 1198–1218. <https://doi.org/10.1080/10409289.2014.915676>

McDaniel, B., Braiden, H. J., Onyekwelu, J., Murphy, M., & Regan, H. (2011). Investigating the effectiveness of the incredible years basic parenting programme for foster carers in Northern Ireland. *Child Care in Practice*, *17*(1), 55–67. <https://doi.org/10.1080/13575279.2010.522979>

McEachern, A. D., Dishion, T. J., Weaver, C. M., Shaw, D. S., Wilson, M. N., & Gardner, F. (2012). Parenting Young Children (PARYC): Validation of a self-report parenting measure. *Journal of Child and Family Studies*, *21*(3), 498–511. <https://doi.org/10.1007/s10826-011-9503-y>

McEachern, A. D., Fosco, G. M., Dishion, T. J., Shaw, D. S., Wilson, M. N., & Gardner, F. (2013). Collateral benefits of the family check-up in early childhood: Primary caregivers’ social support and relationship satisfaction. *Journal of Family Psychology*, *27*(2), 271–281. <https://doi.org/10.1037/a0031485>

McGilloway, S., Mhaille, G. N., Bywater, T., Furlong, M., Leckey, Y., Kelly, P., Comiskey, C., & Donnelly, M. (2012). A parenting intervention for childhood behavioral problems: A randomized controlled trial in disadvantaged community-based settings. *Journal of Consulting and Clinical Psychology*, *80*(1), 116–127. <https://doi.org/10.1037/a0026304>

McGilloway, S., NiMhaille, G., Bywater, T., Leckey, Y., Kelly, P., Furlong, M., Comiskey, C., O’Neill, D., & Donnelly, M. (2014). Reducing child conduct disordered behaviour and improving parent mental health in disadvantaged families: A 12-month follow-up and cost analysis of a parenting intervention. *European Child & Adolescent Psychiatry*, *23*(9), 783–794. <https://doi.org/10.1007/s00787-013-0499-2>

McKinney, C., & Morse, M. (2012). Assessment of disruptive behavior disorders: Tools and recommendations. *Professional Psychology: Research and Practice*, *43*(6), 641–649. <https://doi.org/10.1037/a0027324>

McNeil, C. B., Herschell, A. D., Gurwitch, R. H., & Clemens-Mowrer, L. (2005). Training foster parents in parent-child interaction therapy. *Education and Treatment of Children*, *28*(2), 182–196.

McPherson, A. V., Lewis, K. M., Lynn, A. E., Haskett, M. E., & Behrend, T. S. (2009). Predictors of parenting stress for abusive and nonabusive mothers. *Journal of Child and Family Studies*, *18*(1), 61–69. <https://doi.org/10.1007/s10826-008-9207-0>

McQuillan, M. E., Bates, J. E., Staples, A. D., & Deater-Deckard, K. (2019). Maternal stress, sleep, and parenting. *Journal of Family Psychology*, *33*(3), 349–359. <https://doi.org/10.1037/fam0000516>

McTaggart, P., & Sanders, M. R. (2003). The Transition to School Project: Results from the classroom. *AeJAMH (Australian e-Journal for the Advancement of Mental Health)*, *2*(3), No Pagination Specified-No Pagination Specified. <https://doi.org/10.5172/jamh.2.3.144>

McWey, L. M., Holtrop, K., Wojciak, A. S., & Claridge, A. M. (2015). Retention in a parenting intervention among parents involved with the child welfare system. *Journal of Child and Family Studies*, *24*(4), 1073–1087. <https://doi.org/10.1007/s10826-014-9916-5>

Mejia, A., Calam, R., & Sanders, M. R. (2015). A pilot randomized controlled trial of a brief parenting intervention in low-resource settings in Panama. *Prevention Science*, *16*(5), 707–717. <https://doi.org/10.1007/s11121-015-0551-1>

Mence, M., Hawes, D. J., Wedgwood, L., Morgan, S., Barnett, B., Kohlhoff, J., & Hunt, C. (2014). Emotional flooding and hostile discipline in the families of toddlers with disruptive behavior problems. *Journal of Family Psychology*, *28*(1), 12–21. <https://doi.org/10.1037/a0035352>

Menting, A. T. A., de Castro, B. O., & Matthys, W. (2013). Effectiveness of the Incredible Years parent training to modify disruptive and prosocial child behavior: A meta-analytic review. *Clinical Psychology Review*, *33*(8), 901–913. <https://doi.org/10.1016/j.cpr.2013.07.006>

Menting, A. T. A., de Castro, B. O., Wijngaards-de Meij, L. D. N. V., & Matthys, W. (2014). A trial of parent training for mothers being released from incarceration and their children. *Journal of Clinical Child and Adolescent Psychology*, *43*(3), 381–396. <https://doi.org/10.1080/15374416.2013.817310>

Mercuri, A., & Angelique, H. L. (2004). Children’s Responses to Natural, Technological, and Na-Tech Disasters. *Community Mental Health Journal*, *40*(2), 167–175. [https://doi.org/10.1023/B:COMH.0000022735.38750.f2](https://doi.org/10.1023/B%3ACOMH.0000022735.38750.f2)

Mersky, J. P., Topitzes, J., Grant-Savela, S. D., Brondino, M. J., & McNeil, C. B. (2016). Adapting parent–child interaction therapy to foster care: Outcomes from a randomized trial. *Research on Social Work Practice*, *26*(2), 157–167. <https://doi.org/10.1177/1049731514543023>

Mersky, J. P., Topitzes, J., Janczewski, C. E., & McNeil, C. B. (2015). Enhancing foster parent training with parent-child interaction therapy: Evidence from a randomized field experiment. *Journal of the Society for Social Work and Research*, *6*(4), 591–616. <https://doi.org/10.1086/684123>

Metzler, C. W., Sanders, M. R., & Rusby, J. C. (2014). Multiple levels and modalities of measurement in a population-based approach to improving parenting. In *Emerging methods in family research.* (pp. 197–214). Springer International Publishing. <https://doi.org/10.1007/978-3-319-01562-0_12>

Metzler, C. W., Sanders, M. R., Rusby, J. C., & Crowley, R. N. (2012). Using consumer preference information to increase the reach and impact of media-based parenting interventions in a public health approach to parenting support. *Behavior Therapy*, *43*(2), 257–270. <https://doi.org/10.1016/j.beth.2011.05.004>

Michelson, D., Davenport, C., Dretzke, J., Barlow, J., & Day, C. (2013). Do evidence-based interventions work when tested in the “real world?” A systematic review and meta-analysis of parent management training for the treatment of child disruptive behavior. *Clinical Child and Family Psychology Review*, *16*(1), 18–34. <https://doi.org/10.1007/s10567-013-0128-0>

Miller, F. K., & Keating, D. P. (2013). Implementing an evidence-based parent–child mental health program in a high-risk community. *Canadian Journal of Community Mental Health*, *32*(1), 139–153. <https://doi.org/10.7870/cjcmh-2013-011>

Miron, D., Sujan, A., & Middleton, M. (2013). Considering the best interests of infants in foster care placed separately from their siblings. *Children and Youth Services Review*, *35*(9), 1385–1392. <https://doi.org/10.1016/j.childyouth.2013.05.008>

Mitchell, A. E., Fraser, J. A., Morawska, A., Ramsbotham, J., & Yates, P. (2016). Parenting and childhood atopic dermatitis: A cross-sectional study of relationships between parenting behaviour, skin care management, and disease severity in young children. *International Journal of Nursing Studies*, *64*, 72–85. <https://doi.org/10.1016/j.ijnurstu.2016.09.016>

Mitchell, S. J., Hilliard, M. E., Mednick, L., Henderson, C., Cogen, F. R., & Streisand, R. (2009). Stress among fathers of young children with type 1 diabetes. *Families, Systems, & Health*, *27*(4), 314–324. <https://doi.org/10.1037/a0018191>

Moens, M. A., Weeland, J., Van der Giessen, D., Chhangur, R. R., & Overbeek, G. (2018). In the eye of the beholder? Parent-observer discrepancies in parenting and child disruptive behavior assessments. *Journal of Abnormal Child Psychology*, *46*(6), 1147–1159. <https://doi.org/10.1007/s10802-017-0381-7>

Moore, M., & Mindell, J. A. (2013). The impact of behavioral interventions for sleep problems on secondary outcomes in young children and their families. In *The Oxford handbook of infant, child, and adolescent sleep and behavior.* (pp. 547–558). Oxford University Press.

Morawska, A., Gregory, C., & Burgess, S. (2012). Parental beliefs about behaviour problems of their asthmatic children and interventions to support parenting. *Journal of Child Health Care*, *16*(1), 75–90. <https://doi.org/10.1177/1367493511426278>

Morawska, A., Haslam, D., Milne, D., & Sanders, M. R. (2011). Evaluation of a brief parenting discussion group for parents of young children. *Journal of Developmental and Behavioral Pediatrics*, *32*(2), 136–145. <https://doi.org/10.1097/DBP.0b013e3181f17a28>

Morawska, A., Mitchell, A., Burgess, S., & Fraser, J. (2017). Randomized controlled trial of Triple P for parents of children with asthma or eczema: Effects on parenting and child behavior. *Journal of Consulting and Clinical Psychology*, *85*(4), 283–296. <https://doi.org/10.1037/ccp0000177>

Morawska, A., & Sanders, M. (2009). An evaluation of a behavioural parenting intervention for parents of gifted children. *Behaviour Research and Therapy*, *47*(6), 463–470. <https://doi.org/10.1016/j.brat.2009.02.008>

Morawska, A., Sanders, M., Goadby, E., Headley, C., Hodge, L., McAuliffe, C., Pope, S., & Anderson, E. (2011). Is the Triple P-Positive Parenting Program acceptable to parents from culturally diverse backgrounds? *Journal of Child and Family Studies*, *20*(5), 614–622. <https://doi.org/10.1007/s10826-010-9436-x>

Morawska, A., & Sanders, M. R. (2006a). Self-administered behavioral family intervention for parents of toddlers: Part I. Efficacy. *Journal of Consulting and Clinical Psychology*, *74*(1), 10–19. <https://doi.org/10.1037/0022-006X.74.1.10>

Morawska, A., & Sanders, M. R. (2006b). Self-administered behavioural family intervention for parents of toddlers: Effectiveness and dissemination. *Behaviour Research and Therapy*, *44*(12), 1839–1848. <https://doi.org/10.1016/j.brat.2005.11.015>

Morawska, A., & Sanders, M. R. (2007a). Are parent-reported outcomes for self-directed or telephone-assisted behavioral family intervention enhanced if parents are observed? *Behavior Modification*, *31*(3), 279–297. <https://doi.org/10.1177/0145445506293784>

Morawska, A., & Sanders, M. R. (2007b). Concurrent predictors of dysfunctional parenting and maternal confidence: Implications for parenting interventions. *Child: Care, Health and Development*, *33*(6), 757–767. <https://doi.org/10.1111/j.1365-2214.2007.00758.x>

Morawska, A., & Sanders, M. R. (2018). Measuring child, parent, and family outcomes at individual and population levels. In *The power of positive parenting: Transforming the lives of children, parents, and communities using the Triple P system.* (pp. 395–404). Oxford University Press.

Morawska, A., Tometzki, H., & Sanders, M. R. (2014). An evaluation of the efficacy of a Triple P-Positive Parenting Program podcast series. *Journal of Developmental and Behavioral Pediatrics*, *35*(2), 128–137. <https://doi.org/10.1097/DBP.0000000000000020>

Morawska, A., & West, F. (2013). Do parents of obese children use ineffective parenting strategies? *Journal of Child Health Care*, *17*(4), 375–386. <https://doi.org/10.1177/1367493512462263>

Morawska, A., Winter, L., & Sanders, M. R. (2009). Parenting knowledge and its role in the prediction of dysfunctional parenting and disruptive child behaviour. *Child: Care, Health and Development*, *35*(2), 217–226. <https://doi.org/10.1111/j.1365-2214.2008.00929.x>

Moreland, A. D., Felton, J. W., Hanson, R. F., Jackson, C., & Dumas, J. E. (2016). The relation between parenting stress, locus of control and child outcomes: Predictors of change in a parenting intervention. *Journal of Child and Family Studies*, *25*(6), 2046–2054. <https://doi.org/10.1007/s10826-016-0370-4>

Morpeth, L., Blower, S., Tobin, K., Taylor, R. S., Bywater, T., Edwards, R. T., Axford, N., Lehtonen, M., Jones, C., & Berry, V. (2017). The effectiveness of the Incredible Years pre-school parenting programme in the United Kingdom: A pragmatic randomised controlled trial. *Child Care in Practice*, *23*(2), 141–161. <https://doi.org/10.1080/13575279.2016.1264366>

Muntz, R., Hutchings, J., Edwards, R.-T., Hounsome, B., & Ó’Céilleachair, A. (2004). Economic Evaluation of Treatments for Children with Severe Behavioural Problems. *Journal of Mental Health Policy and Economics*, *7*(4), 177–189.

Murdock, K. W. (2013). An examination of parental self-efficacy among mothers and fathers. *Psychology of Men & Masculinity*, *14*(3), 314–323. <https://doi.org/10.1037/a0027009>

Murphy, J., Zlomke, K., VanOrmer, J., & Swingle, H. (2020). Impact of disruptive behavior in childhood feeding difficulties. *Journal of Clinical Psychology in Medical Settings*, *27*(2), 406–415. <https://doi.org/10.1007/s10880-019-09646-y>

Nadler, C. B., & Roberts, M. W. (2013). Parent-collected behavioral observations: An empirical comparison of methods. *Child & Family Behavior Therapy*, *35*(2), 95–109. <https://doi.org/10.1080/07317107.2013.789352>

Naik-Polan, A. T., & Budd, K. S. (2008). Stimulus generalization of parenting skills during parent-child interaction therapy. *Journal of Early and Intensive Behavior Intervention*, *5*(3), 71–92. <https://doi.org/10.1037/h0100424>

Nakaha, J. R., Grimes, L. M., Nadler, C. B., & Roberts, M. W. (2016). A treatment selection model for sibling conflict based on observational measurements. *Journal of Child and Family Studies*, *25*(1), 124–135. <https://doi.org/10.1007/s10826-015-0210-y>

Nasiakos, G., Cribbie, R. A., & Arpin-Cribbie, C. A. (2010). Equivalence-based measures of clinical significance: Assessing treatments for depression. *Psychotherapy Research*, *20*(6), 647–656. <https://doi.org/10.1080/10503307.2010.501039>

Neece, C. L. (2014). Mindfulness‐based stress reduction for parents of young children with developmental delays: Implications for parental mental health and child behavior problems. *Journal of Applied Research in Intellectual Disabilities*, *27*(2), 174–186. <https://doi.org/10.1111/jar.12064>

Neece, C. L., Chan, N., Klein, K., Roberts, L., & Fenning, R. M. (2019). Mindfulness-based stress reduction for parents of children with developmental delays: Understanding the experiences of Latino families. *Mindfulness*, *10*(6), 1017–1030. <https://doi.org/10.1007/s12671-018-1011-3>

Nicholson, B. C., Fox, R. A., & Johnson, S. D. (2005). Parenting young children with challenging behaviour. *Infant and Child Development*, *14*(4), 425–428. <https://doi.org/10.1002/icd.403>

Niec, L. N., Barnett, M. L., Gering, C. L., Triemstra, K., & Solomon, D. T. (2015). Differences in mothers’ and fathers’ readiness for change in parent training. *Child & Family Behavior Therapy*, *37*(3), 224–235. <https://doi.org/10.1080/07317107.2015.1071980>

Niec, L. N., Barnett, M. L., Prewett, M. S., & Shanley Chatham, J. R. (2016). Group parent–child interaction therapy: A randomized control trial for the treatment of conduct problems in young children. *Journal of Consulting and Clinical Psychology*, *84*(8), 682–698. <https://doi.org/10.1037/a0040218>

Niec, L. N., Gering, C., & Abbenante, E. (2011). Parent-child interaction therapy: The role of play in the behavioral treatment of childhood conduct problems. In *Play in clinical practice: Evidence-based approaches.* (pp. 149–167). Guilford Press.

Nieter, L., Thornberry Jr., T., & Brestan-Knight, E. (2013). The effectiveness of group parent–child interaction therapy with community families. *Journal of Child and Family Studies*, *22*(4), 490–501. <https://doi.org/10.1007/s10826-012-9601-5>

Nixon, R. D. V., Sweeney, L., Erickson, D. B., & Touyz, S. W. (2004). Parent-Child Interaction Therapy: One- and Two-Year Follow-Up of Standard and Abbreviated Treatments for Oppositional Preschoolers. *Journal of Abnormal Child Psychology*, *32*(3), 263–271. [https://doi.org/10.1023/B:JACP.0000026140.60558.05](https://doi.org/10.1023/B%3AJACP.0000026140.60558.05)

Njardvik, U., & Kelley, M. L. (2008). Cultural effects on treatment acceptability: A comparison of the acceptability of behavioral interventions between Icelandic and American parents. *Nordic Psychology*, *60*(4), 283–294. <https://doi.org/10.1027/1901-2276.60.4.283>

Norlin, D., Axberg, U., & Broberg, M. (2014). Predictors of harsh parenting practices in parents of children with disabilities. *Early Child Development and Care*, *184*(9–10), 1472–1484. <https://doi.org/10.1080/03004430.2013.845562>

Nugent, W. R. (2012). The interchangeability of scores from different measures and meta-analytic effect size comparability. *Journal of the Society for Social Work and Research*, *3*(4), 213–232. <https://doi.org/10.5243/jsswr.2012.14>

Nystrand, C., Feldman, I., Enebrink, P., & Sampaio, F. (2019). Cost-effectiveness analysis of parenting interventions for the prevention of behaviour problems in children. *PLoS ONE*, *14*(12). <https://doi.org/10.1371/journal.pone.0225503>

Nystrand, C., Hultkrantz, L., Vimefall, E., & Feldman, I. (2020). Economic return on investment of parent training programmes for the prevention of child externalising behaviour problems. *Administration and Policy in Mental Health and Mental Health Services Research*, *47*(2), 300–315. <https://doi.org/10.1007/s10488-019-00984-5>

N’zi, A. M., & Eyberg, S. M. (2013). Tailoring parent-child interaction therapy for oppositional defiant disorder in a case of child maltreatment. In *Case studies in clinical psychological science: Bridging the gap from science to practice.* (pp. 3–16). Oxford University Press. [https://doi.org/10.1093/med:psych/9780199733668.003.0001](https://doi.org/10.1093/med%3Apsych/9780199733668.003.0001)

N’zi, A. M., Stevens, M. L., & Eyberg, S. M. (2016). Child directed interaction training for young children in kinship care: A pilot study. *Child Abuse & Neglect*, *55*, 81–91. <https://doi.org/10.1016/j.chiabu.2016.03.001>

Ogg, J. A., & Carlson, J. S. (2009). The self-administered Incredible Years Parent Training Program: Perceived effectiveness, acceptability, and integrity with children exhibiting symptoms of attention-deficit/hyperactivity disorder. *Journal of Evidence-Based Practices for Schools*, *10*(2), 143–166.

O’Hare, T. (2015). *Evidence-based practice for social workers: An interdisciplinary approach, 2nd ed.* (pp. x, 818). Lyceum Books.

Okado, Y., & Haskett, M. E. (2015). Three-year trajectories of parenting behaviors among physically abusive parents and their link to child adjustment. *Child & Youth Care Forum*, *44*(5), 613–633. <https://doi.org/10.1007/s10566-014-9295-5>

O’Neill, D., McGilloway, S., Donnelly, M., Bywater, T., & Kelly, P. (2013). A cost-effectiveness analysis of the Incredible Years parenting programme in reducing childhood health inequalities. *The European Journal of Health Economics*, *14*(1), 85–94. <https://doi.org/10.1007/s10198-011-0342-y>

O’Neill, H., & Woodward, R. (2002). Evaluation of the Parenting Wisely CD-ROM Parent-Thinking Programme. *The Irish Journal of Psychology*, *23*(1–2), 62–72.

Pade, H., Taube, D. O., Aalborg, A. E., & Reiser, P. J. (2006). An Immediate and Long-Term Study of a Temperament and Parent-Child Interaction Therapy Based Community Program for Preschoolers with Behavior Problems. *Child & Family Behavior Therapy*, *28*(3), 1–28. <https://doi.org/10.1300/J019v28n03_01>

Pakenham, K. I., Samios, C., & Sofronoff, K. (2005). Adjustment in mothers of children with Asperger syndrome: An application of the double ABCX model of family adjustment. *Autism*, *9*(2), 191–212. <https://doi.org/10.1177/1362361305049033>

Palmer, M. L., Keown, L. J., Sanders, M. R., & Henderson, M. (2019). Enhancing outcomes of low-intensity parenting groups through sufficient exemplar training: A randomized control trial. *Child Psychiatry and Human Development*, *50*(3), 384–399. <https://doi.org/10.1007/s10578-018-0847-z>

Panter-Brick, C., Burgess, A., Eggerman, M., McAllister, F., Pruett, K., & Leckman, J. F. (2014). Practitioner review: Engaging fathers—Recommendations for a game change in parenting interventions based on a systematic review of the global evidence. *Journal of Child Psychology and Psychiatry*, *55*(11), 1187–1212. <https://doi.org/10.1111/jcpp.12280>

Parent, J., Forehand, R. L., Merchant, M. J., Long, N., & Jones, D. J. (2011). Predictors of outcome of a parenting group curriculum: A pilot study. *Behavior Modification*, *35*(4), 370–388. <https://doi.org/10.1177/0145445511405185>

Parent, J., Forehand, R., Merchant, M. J., Edwards, M. C., Conners-Burrow, N. A., Long, N., & Jones, D. J. (2011). The relation of harsh and permissive discipline with child disruptive behaviors: Does child gender make a difference in an at-risk sample? *Journal of Family Violence*, *26*(7), 527–533. <https://doi.org/10.1007/s10896-011-9388-y>

Parladé, M. V., Weinstein, A., Garcia, D., Rowley, A. M., Ginn, N. C., & Jent, J. F. (2020). Parent–Child Interaction Therapy for children with autism spectrum disorder and a matched case-control sample. *Autism*, *24*(1), 160–176. <https://doi.org/10.1177/1362361319855851>

Pearl, E. S. (2008). Parent-child interaction therapy with an immigrant family exposed to domestic violence. *Clinical Case Studies*, *7*(1), 25–41. <https://doi.org/10.1177/1534650107300939>

Pearl, E., Thieken, L., Olafson, E., Boat, B., Connelly, L., Barnes, J., & Putnam, F. (2012). Effectiveness of community dissemination of parent–child interaction therapy. *Psychological Trauma: Theory, Research, Practice, and Policy*, *4*(2), 204–213. <https://doi.org/10.1037/a0022948>

Pemberton, J. R., & Borrego Jr., J. (2005). The relationship between treatment acceptability and familism. *International Journal of Behavioral Consultation and Therapy*, *1*(4), 329–337. <https://doi.org/10.1037/h0100757>

Pemberton, J. R., Borrego Jr., J., & Sherman, S. (2013). Differential attention as a mechanism of change in Parent—Child Interaction Therapy: Support from time-series analysis. *Journal of Psychopathology and Behavioral Assessment*, *35*(1), 35–44. <https://doi.org/10.1007/s10862-012-9312-7>

Pereira, A. I., & Barros, L. (2019). Parental cognitions and motivation to engage in psychological interventions: A systematic review. *Child Psychiatry and Human Development*, *50*(3), 347–361. <https://doi.org/10.1007/s10578-018-0852-2>

Perez, M. E., & Fox, R. A. (2008). Parenting Latino toddlers and preschoolers: Clinical and nonclinical samples. *Hispanic Journal of Behavioral Sciences*, *30*(4), 481–499. <https://doi.org/10.1177/0739986308324791>

Perry, D. F., Dallas Allen, M., Brennan, E. M., & Bradley, J. R. (2010). The evidence base for mental health consultation in early childhood settings: A research synthesis addressing children’s behavioral outcomes. *Early Education and Development*, *21*(6), 795–824. <https://doi.org/10.1080/10409280903475444>

Petrenko, C. L. M., Demeusy, E. M., & Alto, M. E. (2019). Six‐month follow‐up of the Families on Track intervention pilot trial for children with fetal alcohol spectrum disorders and their families. *Alcoholism: Clinical and Experimental Research*, *43*(10), 2242–2254. <https://doi.org/10.1111/acer.14180>

Petrenko, C. L. M., Pandolfino, M. E., & Robinson, L. K. (2017). Findings from the Families on Track intervention pilot trial for children with fetal alcohol spectrum disorders and their families. *Alcoholism: Clinical and Experimental Research*, *41*(7), 1340–1351. <https://doi.org/10.1111/acer.13408>

Phelan, R., Lee, L., Howe, D., & Walter, G. (2006). Parenting and mental illness: A pilot group programme for parents. *Australasian Psychiatry*, *14*(4), 399–402. <https://doi.org/10.1111/j.1440-1665.2006.02312.x>

Phillips, J., Morgan, S., Cawthorne, K., & Barnett, B. (2008). Pilot evaluation of parent–child interaction therapy delivered in an Australian community early childhood clinic setting. *Australian and New Zealand Journal of Psychiatry*, *42*(8), 712–719. <https://doi.org/10.1080/00048670802206320>

Pidgeon, A. M., & Sanders, M. R. (2012). Attributions, parental anger and risk of maltreatment. In *Applied public health: Examining multifaceted social or ecological problems and child maltreatment.* (pp. 191–206). Nova Biomedical Books.

Pincus, D. B., Eyberg, S. M., & Choate, M. L. (2005). Adapting parent-child interaction therapy for young children with separation anxiety disorder. *Education and Treatment of Children*, *28*(2), 163–181.

Piquero, A. R., Farrington, D. P., Welsh, B. C., Tremblay, R., & Jennings, W. G. (2009). Effects of early family/parent training programs on antisocial behavior and delinquency. *Journal of Experimental Criminology*, *5*(2), 83–120. <https://doi.org/10.1007/s11292-009-9072-x>

Plant, K. M., & Sanders, M. R. (2007). Reducing problem behavior during care-giving in families of preschool-aged children with developmental disabilities. *Research in Developmental Disabilities*, *28*(4), 362–385. <https://doi.org/10.1016/j.ridd.2006.02.009>

Plath, D., Croce, N., Crofts, P., & Stuart, G. (2016). Outcomes of a school-based program for young children with disruptive behaviors. *Children & Schools*, *38*(1), 9–19. <https://doi.org/10.1093/cs/cdv036>

Polaha, J., Larzelere, R. E., Shapiro, S. K., & Pettit, G. S. (2004). Physical Discipline and Child Behavior Problems: A Study of Ethnic Group Differences. *Parenting: Science and Practice*, *4*(4), 339–360. <https://doi.org/10.1207/s15327922par0404_6>

Poole, M. K., Seal, D. W., & Taylor, C. A. (2014). A systematic review of universal campaigns targeting child physical abuse prevention. *Health Education Research*, *29*(3), 388–432. <https://doi.org/10.1093/her/cyu012>

Porzig-Drummond, R., Stevenson, R. J., & Stevenson, C. (2014). The 1-2-3 Magic parenting program and its effect on child problem behaviors and dysfunctional parenting: A randomized controlled trial. *Behaviour Research and Therapy*, *58*, 52–64. <https://doi.org/10.1016/j.brat.2014.05.004>

Porzig-Drummond, R., Stevenson, R. J., & Stevenson, C. (2015). Preliminary evaluation of a self-directed video-based 1-2-3 magic parenting program: A randomized controlled trial. *Behaviour Research and Therapy*, *66*, 32–42. <https://doi.org/10.1016/j.brat.2015.01.003>

Posthumus, J. A., Raaijmakers, M. A. J., Maassen, G. H., van Engeland, H., & Matthys, W. (2012). Sustained effects of Incredible Years as a preventive intervention in preschool children with conduct problems. *Journal of Abnormal Child Psychology*, *40*(4), 487–500. <https://doi.org/10.1007/s10802-011-9580-9>

Pottie, C. G., Cohen, J., & Ingram, K. M. (2009). Parenting a child with autism: Contextual factors associated with enhanced daily parental mood. *Journal of Pediatric Psychology*, *34*(4), 419–429. <https://doi.org/10.1093/jpepsy/jsn094>

Prados, A. C., & Aguayo, L. V. (2021). Aplicación de la terapia de interacción padres-hijos (PCIT) en dos niñas con problemas de conducta. [Application of parent-child interaction therapy (PCIT) to two girls with behavioral problems.]. *Behavioral Psychology*, *29*(1), 145–165.

Proctor, K. B., Brestan-Knight, E., Fan, J., & Zlomke, K. R. (2018). Assessing parental readiness to change: A psychometric evaluation of the READI-SF in a community sample. *Journal of Child and Family Studies*, *27*(4), 1054–1064. <https://doi.org/10.1007/s10826-017-0952-9>

Qi, C. H., & Kaiser, A. P. (2003). Behavior Problems of Preschool Children From Low-Income Families: Review of the Literature. *Topics in Early Childhood Special Education*, *23*(4), 188–216. <https://doi.org/10.1177/02711214030230040201>

Rait, S. (2012). The Holding Hands Project: Effectiveness in promoting positive parent–child interactions. *Educational Psychology in Practice*, *28*(4), 353–371. <https://doi.org/10.1080/02667363.2012.712916>

Rajwan, E., Chacko, A., Wymbs, B. T., & Wymbs, F. A. (2014). Evaluating clinically significant change in mother and child functioning: Comparison of traditional and enhanced behavioral parent training. *Journal of Abnormal Child Psychology*, *42*(8), 1407–1412. <https://doi.org/10.1007/s10802-014-9877-6>

Reedtz, C. (2012). Foreldreveiledning fremmer barns og foreldres psykiske helse. [Parent training promotes mental health in children and parents.]. *Tidsskrift for Norsk Psykologforening*, *49*(12), 1174–1179.

Reedtz, C., Bertelsen, B., Lurie, J., Handegård, B. H., Clifford, G., & Mørch, W.-T. (2008). Eyberg Child Behavior Inventory (ECBI): Norwegian norms to identify conduct problems in children. *Scandinavian Journal of Psychology*, *49*(1), 31–38. <https://doi.org/10.1111/j.1467-9450.2007.00621.x>

Reedtz, C., Handegård, B. H., & Mørch, W. (2011). Promoting positive parenting practices in primary pare: Outcomes and mechanisms of change in a randomized controlled risk reduction trial. *Scandinavian Journal of Psychology*, *52*(2), 131–137. <https://doi.org/10.1111/j.1467-9450.2010.00854.x>

Reedtz, C., & Klest, S. (2016). Improved parenting maintained four years following a brief parent training intervention in a non-clinical sample. *BMC Psychology*, *4*.

Reedtz, C., Klest, S. K., Aalo, N. M., Rasmussen, I. D., & Vitterso, J. (2019). Results from an RCT on brief parent training: Long term effects on parental quality of life. *Frontiers in Psychology*, *10*. <https://doi.org/10.3389/fpsyg.2019.00260>

Regan, J., Daleiden, E. L., & Chorpita, B. F. (2013). Integrity in mental health systems: An expanded framework for managing uncertainty in clinical care. *Clinical Psychology: Science and Practice*, *20*(1), 78–98. <https://doi.org/10.1111/cpsp.12024>

Reid, K., Littlefield, L., & Hammond, S. W. (2008). Early intervention for preschoolers with behaviour problems: Preliminary findings for the Exploring Together Preschool Program. *AeJAMH (Australian e-Journal for the Advancement of Mental Health)*, *7*(1), 1–15. <https://doi.org/10.5172/jamh.7.1.15>

Reid, M. J., Webster-Stratton, C., & Baydar, N. (2004). Halting the Development of Conduct Problems in Head Start Children: The Effects of Parent Training. *Journal of Clinical Child and Adolescent Psychology*, *33*(2), 279–291. <https://doi.org/10.1207/s15374424jccp3302_10>

Reid, M. J., Webster-Stratton, C., & Beauchaine, T. P. (2001). Parent Training in Head Start: A Comparison of Program Response Among African American, Asian American, Caucasian, and Hispanic Mothers. *Prevention Science*, *2*(4), 209–227. [https://doi.org/10.1023/A:1013618309070](https://doi.org/10.1023/A%3A1013618309070)

Reid, M. J., Webster-Stratton, C., & Hammond, M. (2003). Follow-Up of Children Who Received the Incredible Years Intervention for Oppositional-Defiant Disorder: Maintenance and Prediction of 2-Year Outcome. *Behavior Therapy*, *34*(4), 471–491. [https://doi.org/10.1016/S0005-7894(03)80031-X](https://doi.org/10.1016/S0005-7894%2803%2980031-X)

Rescorla, L. A., Achenbach, T. M., Ivanova, M. Y., Bilenberg, N., Bjarnadottir, G., Denner, S., Dias, P., Dobrean, A., Döpfner, M., Frigerio, A., Gonçalves, M., Guðmundsson, H., Jusiene, R., Kristensen, S., Lecannelier, F., Leung, P. W. L., Liu, J., Löbel, S. P., Machado, B. C., … Verhulst, F. C. (2012). Behavioral/emotional problems of preschoolers: Caregiver/Teacher Reports from 15 societies. *Journal of Emotional and Behavioral Disorders*, *20*(2), 68–81. <https://doi.org/10.1177/1063426611434158>

Rigterink, T., Katz, L. F., & Hessler, D. M. (2010). Domestic violence and longitudinal associations with children’s physiological regulation abilities. *Journal of Interpersonal Violence*, *25*(9), 1669–1683. <https://doi.org/10.1177/0886260509354589>

Riley, A. R., Walker, B. L., & Hall, T. A. (2020). Development and initial validation of a measure of parents’ preferences for behavioral counseling in primary care. *Families, Systems, & Health*, *38*(2), 139–150. <https://doi.org/10.1037/fsh0000481>

Riley, A. R., Walker, B. L., Wilson, A. C., Hall, T. A., Stormshak, E. A., & Cohen, D. J. (2019). Parents’ consumer preferences for early childhood behavioral intervention in primary care. *Journal of Developmental and Behavioral Pediatrics*, *40*(9), 669–678. <https://doi.org/10.1097/DBP.0000000000000736>

Rimestad, M. L., Trillingsgaard, T., O’Toole, M. S., & Hougaard, E. (2018). Combining parent and teacher training for early ADHD: A randomized study of effectiveness. *Journal of Child and Family Studies*, *27*(5), 1567–1578. <https://doi.org/10.1007/s10826-017-0982-3>

Rincón, P., Cova, F., Saldivia, S., Bustos, C., Grandón, P., Inostroza, C., Streiner, D., Bühring, V., & King, M. (2018). Effectiveness of a positive parental practices training program for Chilean preschoolers’ families: A randomized controlled trial. *Frontiers in Psychology*, *9*. <https://doi.org/10.3389/fpsyg.2018.01751>

Roane, H. S., Ringdahl, J. E., Vollmer, T. R., Whitmarsh, E. L., & Marcus, B. A. (2007). A preliminary description of the occurrence of proto-injurious behavior in typically developing children. *Journal of Early and Intensive Behavior Intervention*, *4*(1), 334–347. <https://doi.org/10.1037/h0100347>

Roberts, L. R., & Neece, C. L. (2015). Feasibility of mindfulness-based stress reduction intervention for parents of children with developmental delays. *Issues in Mental Health Nursing*, *36*(8), 592–602. <https://doi.org/10.3109/01612840.2015.1017063>

Robinson, M., & Neece, C. L. (2015). Marital satisfaction, parental stress, and child behavior problems among parents of young children with developmental delays. *Journal of Mental Health Research in Intellectual Disabilities*, *8*(1), 23–46. <https://doi.org/10.1080/19315864.2014.994247>

Rodriguez, C. M. (2018). Predicting parent–child aggression risk: Cognitive factors and their interaction with anger. *Journal of Interpersonal Violence*, *33*(3), 359–378. <https://doi.org/10.1177/0886260516629386>

Rodríguez, G. M., Bagner, D. M., & Graziano, P. A. (2014). Parent training for children born premature: A pilot study examining the moderating role of emotion regulation. *Child Psychiatry and Human Development*, *45*(2), 143–152. <https://doi.org/10.1007/s10578-013-0385-7>

Rogers, H., Cann, W., Cameron, D., Littlefield, L., & Lagioia, V. (2003). Evaluation of the Family Intervention Service for children presenting with characteristics associated with Attention Deficit Hyperactivity Disorder. *AeJAMH (Australian e-Journal for the Advancement of Mental Health)*, *2*(3), No Pagination Specified-No Pagination Specified. <https://doi.org/10.5172/jamh.2.3.216>

Rogers, K. C., Bobich, M., & Heppell, P. (2016). The impact of implementing an “incredible years” group within a family living unit in a transitional living shelter: The case of “Cathy.” *Pragmatic Case Studies in Psychotherapy*, *12*(2), 65–112. <https://doi.org/10.14713/pcsp.v12i2.1967>

Rolon-Arroyo, B., Arnold, D. H., Harvey, E. A., & Marshall, N. (2016). Assessing attention and disruptive behavior symptoms in preschool-age children: The utility of the diagnostic interview schedule for children. *Journal of Child and Family Studies*, *25*(1), 65–76. <https://doi.org/10.1007/s10826-015-0203-x>

Ronen, T. (2005). Students’ Evidence-Based Practice Intervention for Children With Oppositional Defiant Disorder. *Research on Social Work Practice*, *15*(3), 165–179. <https://doi.org/10.1177/1049731504271604>

Rosema, S., Crowe, L., & Anderson, V. (2012). Social Function in Children and Adolescents after Traumatic Brain Injury: A Systematic Review 1989–2011. *Journal of Neurotrauma*, *29*(7), 1277–1291. <https://doi.org/10.1089/neu.2011.2144>

Ross-McAlpine, K. S., Leathem, J. M., & Flett, R. A. (2018). A survey of psychologists administering cognitive and neuropsychological assessments with New Zealand children. *New Zealand Journal of Psychology*, *47*(1), 13–22.

Rothenberg, W. A., Anton, M. T., Gonzalez, M., Lafko Breslend, N., Forehand, R., Khavjou, O., & Jones, D. J. (2020). BPT for early-onset behavior disorders: Examining the link between treatment components and trajectories of child internalizing symptoms. *Behavior Modification*, *44*(2), 159–185. <https://doi.org/10.1177/0145445518801344>

Rothenberg, W. A., Weinstein, A., Dandes, E. A., & Jent, J. F. (2019). Improving child emotion regulation: Effects of parent–child interaction-therapy and emotion socialization strategies. *Journal of Child and Family Studies*, *28*(3), 720–731. <https://doi.org/10.1007/s10826-018-1302-2>

Roux, G., Sofronoff, K., & Sanders, M. (2013). A randomized controlled trial of group Stepping Stones Triple P: A mixed‐disability trial. *Family Process*, *52*(3), 411–424. <https://doi.org/10.1111/famp.12016>

Rusby, J. C., Metzler, C. W., Sanders, M. R., & Crowley, R. (2015). Emulating real-life situations with a play task to observe parenting skills and child behaviors. *Journal of Family Psychology*, *29*(2), 201–210. <https://doi.org/10.1037/fam0000056>

Salari, R., Terreros, C., & Sarkadi, A. (2012). Parenting Scale: Which version should we use? *Journal of Psychopathology and Behavioral Assessment*, *34*(2), 268–281. <https://doi.org/10.1007/s10862-012-9281-x>

Salari, R., Wells, M. B., & Sarkadi, A. (2014). Child behaviour problems, parenting behaviours and parental adjustment in mothers and fathers in Sweden. *Scandinavian Journal of Public Health*, *42*(7), 547–553. <https://doi.org/10.1177/1403494814541595>

Salmon, K., Dittman, C., Sanders, M., Burson, R., & Hammington, J. (2014). Does adding an emotion component enhance the Triple P−Positive Parenting Program? *Journal of Family Psychology*, *28*(2), 244–252. <https://doi.org/10.1037/a0035997>

Sampaio, F., Enebrink, P., Mihalopoulos, C., & Feldman, I. (2016). Cost-effectiveness of four parenting programs and bibliotherapy for parents of children with conduct problems. *Journal of Mental Health Policy and Economics*, *19*(4), 201–212.

Samur, A. Ö. (2015). A study on the relationship between externalising behaviours and emotional skills of 60–72-month-old children. *Early Child Development and Care*, *185*(1), 75–83. <https://doi.org/10.1080/03004430.2014.905549>

Sanders, M. R., Baker, S., & Turner, K. M. T. (2012). A randomized controlled trial evaluating the efficacy of Triple P Online with parents of children with early-onset conduct problems. *Behaviour Research and Therapy*, *50*(11), 675–684. <https://doi.org/10.1016/j.brat.2012.07.004>

Sanders, M. R., Bor, W., & Morawska, A. (2007). Maintenance of treatment gains: A comparison of enhanced, standard, and self-directed triple P-positive parenting program. *Journal of Abnormal Child Psychology*, *35*(6), 983–998. <https://doi.org/10.1007/s10802-007-9148-x>

Sanders, M. R., Dittman, C. K., Farruggia, S. P., & Keown, L. J. (2014). A comparison of online versus workbook delivery of a self-help positive parenting program. *The Journal of Primary Prevention*, *35*(3), 125–133. <https://doi.org/10.1007/s10935-014-0339-2>

Sanders, M. R., & Pickering, J. A. (2014). The importance of evidence-based parenting intervention to the prevention and treatment of child maltreatment. In *Evidence-based approaches for the treatment of maltreated children: Considering core components and treatment effectiveness.* (pp. 105–121). Springer Science + Business Media. <https://doi.org/10.1007/978-94-007-7404-9_7>

Sanders, M. R., Pidgeon, A. M., Gravestock, F., Connors, M. D., Brown, S., & Young, R. W. (2004). Does parental attributional retraining and anger management enhance the effects of the Triple P-Positive Parenting Program with parents at risk of child maltreatment? *Behavior Therapy*, *35*(3), 513–535. [https://doi.org/10.1016/S0005-7894(04)80030-3](https://doi.org/10.1016/S0005-7894%2804%2980030-3)

Sanders, M. R., Spry, C. S., Tellegen, C. L., Kirby, J. N., Metzler, C. M., & Prinz, R. J. (2020). Development and validation of fidelity monitoring and enhancement in an evidence-based parenting program. *The Journal of Behavioral Health Services & Research*, *47*(4), 569–580. <https://doi.org/10.1007/s11414-020-09713-5>

Sanders, M. R., Stallman, H. M., & McHale, M. (2011). Workplace Triple P: A controlled evaluation of a parenting intervention for working parents. *Journal of Family Psychology*, *25*(4), 581–590. <https://doi.org/10.1037/a0024148>

Sanders, M. R., & Woolley, M. L. (2005). The relationship between maternal self-efficacy and parenting practices: Implications for parent training. *Child: Care, Health and Development*, *31*(1), 65–73. <https://doi.org/10.1111/j.1365-2214.2005.00487.x>

Sanner, C. M., McGregor, H. A., Preston, A. E., & Neece, C. L. (2020). The effect of parent personality on the acquisition and use of mindfulness skills during an MBSR intervention. *International Review of Research in Developmental Disabilities: Family-Focused Interventions.*, 135–161.

Sanner, C. M., & Neece, C. L. (2018). Parental distress and child behavior problems: Parenting behaviors as mediators. *Journal of Child and Family Studies*, *27*(2), 591–601. <https://doi.org/10.1007/s10826-017-0884-4>

Schilling, S., Ritter, V., Wood, J. N., Fine, J., & Zolotor, A. J. (2020). Child-Adult Relationship Enhancement in Primary Care: A randomized trial of a skill-based parent training with parent mentor adaptation. *Journal of Developmental and Behavioral Pediatrics*, *41*(4), 272–280. <https://doi.org/10.1097/DBP.0000000000000759>

Scudder, A., Wong, C., Ober, N., Hoffman, M., Toscolani, J., & Handen, B. L. (2019). Parent–child interaction therapy (PCIT) in young children with autism spectrum disorder. *Child & Family Behavior Therapy*, *41*(4), 201–220. <https://doi.org/10.1080/07317107.2019.1659542>

Self-Brown, S., Valente, J. R., Wild, R. C., Whitaker, D. J., Galanter, R., Dorsey, S., & Stanley, J. (2012). Utilizing benchmarking to study the effectiveness of parent-child interaction therapy implemented in a community setting. *Journal of Child and Family Studies*, *21*(6), 1041–1049. <https://doi.org/10.1007/s10826-012-9566-4>

Shachar, K., Ronen-Rosenbaum, T., Rosenbaum, M., Orkibi, H., & Hamama, L. (2016). Reducing child aggression through sports intervention: The role of self-control skills and emotions. *Children and Youth Services Review*, *71*, 241–249. <https://doi.org/10.1016/j.childyouth.2016.11.012>

Shanley, J. R., & Niec, L. N. (2011). The contribution of the Dyadic Parent-Child Interaction Coding System (DPICS) warm-up segments in assessing parent-child interactions. *Child & Family Behavior Therapy*, *33*(3), 248–263. <https://doi.org/10.1080/07317107.2011.596009>

Sharac, J., McCrone, P., Rushton, A., & Monck, E. (2011). Enhancing adoptive parenting: A cost‐effectiveness analysis. *Child and Adolescent Mental Health*, *16*(2), 110–115. <https://doi.org/10.1111/j.1475-3588.2010.00587.x>

Shaw, D. S., Connell, A., Dishion, T. J., Wilson, M. N., & Gardner, F. (2009). Improvements in maternal depression as a mediator of intervention effects on early childhood problem behavior. *Development and Psychopathology*, *21*(2), 417–439. <https://doi.org/10.1017/S0954579409000236>

Shawler, P. M., & Sullivan, M. A. (2017). Parental stress, discipline strategies, and child behavior problems in families with young children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, *32*(2), 142–151. <https://doi.org/10.1177/1088357615610114>

Shelleby, E. C., & Shaw, D. S. (2014). Outcomes of parenting interventions for child conduct problems: A review of differential effectiveness. *Child Psychiatry and Human Development*, *45*(5), 628–645. <https://doi.org/10.1007/s10578-013-0431-5>

Shelleby, E. C., Shaw, D. S., Cheong, J., Chang, H., Gardner, F., Dishion, T. J., & Wilson, M. N. (2012). Behavioral control in at-risk toddlers: The influence of the family check-up. *Journal of Clinical Child and Adolescent Psychology*, *41*(3), 288–301. <https://doi.org/10.1080/15374416.2012.664814>

Shelleby, E. C., Shaw, D. S., Dishion, T. J., Wilson, M. N., & Gardner, F. (2018). Effects of the Family Check-Up on reducing growth in conduct problems from toddlerhood through school age: An analysis of moderated mediation. *Journal of Consulting and Clinical Psychology*, *86*(10), 856–867. <https://doi.org/10.1037/ccp0000337>

Shevlin, M., Murphy, S., McElearney, A., O’Kane, D., Tracey, A., & Adamson, G. (2012). Confirmatory factor analysis of adolescent self-and informant ratings of the strengths and difficulties questionnaire. *The Irish Journal of Psychology*, *33*(1), 17–28. <https://doi.org/10.1080/03033910.2011.649569>

Shinn, M. M. (2013). Parent–child interaction therapy with a deaf and hard of hearing family. *Clinical Case Studies*, *12*(6), 411–427. <https://doi.org/10.1177/1534650113500065>

Sierra, A. V., Cortés, A. N., & García, D. M. (2012). Relación mediacional de los esquemas cognitivos maternos en los problemas de comportamiento infantil. [Mediational relationship of maternal cognitive schemas in children behavior problems.]. *Psicología y Salud*, *22*(1), 27–36.

Simonian, S. J. (2006). Screening and Identification in Pediatric Primary Care. *Behavior Modification*, *30*(1), 114–131. <https://doi.org/10.1177/0145445505283311>

Smith, J. D., Knoble, N. B., Zerr, A. A., Dishion, T. J., & Stormshak, E. A. (2014). Family check-up effects across diverse ethnic groups: Reducing early-adolescence antisocial behavior by reducing family conflict. *Journal of Clinical Child and Adolescent Psychology*, *43*(3), 400–414. <https://doi.org/10.1080/15374416.2014.888670>

Smith, J. D., Wakschlag, L., Krogh-Jespersen, S., Walkup, J. T., Wilson, M. N., Dishion, T. J., & Shaw, D. S. (2019). Dysregulated irritability as a window on young children’s psychiatric risk: Transdiagnostic effects via the Family Check-Up. *Development and Psychopathology*, *31*(5), 1887–1899. <https://doi.org/10.1017/S0954579419000816>

Smith, S. N., Holtrop, K., & Reynolds, J. (2015). Do positive parenting practices moderate parental mental health and child behavior among homeless families? *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, *64*(5), 606–620. <https://doi.org/10.1111/fare.12166>

Snider, M. D. H., Herschell, A. D., Jackson, C. B., Funderburk, B. W., Schaffner, K. F., Taber-Thomas, S., & Kolko, D. J. (2021). Examining the impact of treatment fidelity on client outcomes in a statewide implementation of parent-child interaction therapy. *Child & Family Behavior Therapy*, *43*(3), 181–202. <https://doi.org/10.1080/07317107.2021.1940589>

Sofronoff, K., Dark, E., & Stone, V. (2011). Social vulnerability and bullying in children with asperger syndrome. *Autism*, *15*(3), 355–372. <https://doi.org/10.1177/1362361310365070>

Sofronoff, K., Jahnel, D., & Sanders, M. (2011). Stepping Stones Triple P seminars for parents of a child with a disability: A randomized controlled trial. *Research in Developmental Disabilities*, *32*(6), 2253–2262. <https://doi.org/10.1016/j.ridd.2011.07.046>

Sofronoff, K., Leslie, A., & Brown, W. (2004). Parent management training and Asperger syndrome: A randomized controlled trial to evaluate a parent based intervention. *Autism*, *8*(3), 301–317. <https://doi.org/10.1177/1362361304045215>

Solholm, R., Kjøbli, J., & Christiansen, T. (2013). Early initiatives for children at risk—Development of a program for the prevention and treatment of behavior problems in primary services. *Prevention Science*, *14*(6), 535–544. <https://doi.org/10.1007/s11121-012-0334-x>

Solomon, M., Ono, M., Timmer, S., & Goodlin-Jones, B. (2008). The effectiveness of parent—Child interaction therapy for families of children on the autism spectrum. *Journal of Autism and Developmental Disorders*, *38*(9), 1767–1776. <https://doi.org/10.1007/s10803-008-0567-5>

Somech, L. Y., & Elizur, Y. (2012). Promoting self-regulation and cooperation in pre-kindergarten children with conduct problems: A randomized controlled trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, *51*(4), 412–422. <https://doi.org/10.1016/j.jaac.2012.01.019>

Sonuga-Barke, E. J. S., Barton, J., Daley, D., Hutchings, J., Maishman, T., Raftery, J., Stanton, L., Laver-Bradbury, C., Chorozoglou, M., Coghill, D., Little, L., Ruddock, M., Radford, M., Yao, G. L., Lee, L., Gould, L., Shipway, L., Markomichali, P., McGuirk, J., … Thompson, M. J. J. (2018). A comparison of the clinical effectiveness and cost of specialised individually delivered parent training for preschool attention-deficit/hyperactivity disorder and a generic, group-based programme: A multi-centre, randomised controlled trial of the New Forest Parenting Programme versus Incredible Years. *European Child & Adolescent Psychiatry*, *27*(6), 797–809. <https://doi.org/10.1007/s00787-017-1054-3>

Sonuga-Barke, E. J. S., Brandeis, D., Cortese, S., Daley, D., Ferrin, M., Holtmann, M., Stevenson, J., Danckaerts, M., van der Oord, S., Döpfner, M., Dittmann, R. W., Simonoff, E., Zuddas, A., Banaschewski, T., Buitelaar, J., Coghill, D., Hollis, C., Konofal, E., Lecendreux, M., … Sergeant, J. (2013). Nonpharmalogical interventions for ADHD: Systematic review and meta analyses of randomized controlled trials of dietary and psychological treatments. *The American Journal of Psychiatry*, *170*(3), 275–289. <https://doi.org/10.1176/appi.ajp.2012.12070991>

Sorsa, J., Fontell, T., Laajasalo, T., & Aronen, E. T. (2019). Eyberg Child Behavior Inventory (ECBI): Normative data, psychometric properties, and associations with socioeconomic status in Finnish children. *Scandinavian Journal of Psychology*, *60*(5), 430–439. <https://doi.org/10.1111/sjop.12541>

Stadnick, N., Haine-Schlagel, R., & Martinez, J. (2016). Using observational assessment to help identify factors associated with parent participation engagement in community-based child mental health services. *Child & Youth Care Forum*, *45*(5), 745–758. <https://doi.org/10.1007/s10566-016-9356-z>

Stallman, H. M., & Sanders, M. R. (2014). A randomized controlled trial of Family Transitions Triple P: A group-administered parenting program to minimize the adverse effects of parental divorce on children. *Journal of Divorce & Remarriage*, *55*(1), 33–48. <https://doi.org/10.1080/10502556.2013.862091>

Stattin, H., Enebrink, P., Özdemir, M., & Giannotta, F. (2015). A national evaluation of parenting programs in Sweden: The short-term effects using an RCT effectiveness design. *Journal of Consulting and Clinical Psychology*, *83*(6), 1069–1084. <https://doi.org/10.1037/a0039328>

Stevens, M. (2014). The cost‐effectiveness of UK parenting programmes for preventing children’s behaviour problems—A review of the evidence. *Child & Family Social Work*, *19*(1), 109–118. <https://doi.org/10.1111/j.1365-2206.2012.00888.x>

Stewart, L. S., & Carlson, J. S. (2010). Investigating parental acceptability of the incredible years self-administered parent training program for children presenting externalizing behavior problems. *Journal of Applied School Psychology*, *26*(2), 162–175. <https://doi.org/10.1080/15377901003709369>

Stewart, S. L., Leschied, A., den Dunnen, W., Zalmanowitz, S., & Baiden, P. (2013). Treating mental health disorders for children in child welfare care: Evaluating the outcome literature. *Child & Youth Care Forum*, *42*(2), 131–154. <https://doi.org/10.1007/s10566-012-9192-8>

Stokes, J. O., Jent, J. F., Weinstein, A., Davis, E. M., Brown, T. M., Cruz, L., & Wavering, H. (2016). Does practice make perfect? The relationship between self-reported treatment homework completion and parental skill acquisition and child behaviors. *Behavior Therapy*, *47*(4), 538–549. <https://doi.org/10.1016/j.beth.2016.04.004>

Stokes, J. O., Wallace, N. M., & McNeil, C. B. (2018). Effectiveness of community-delivered parent-child interaction therapy compared to usual care. *Child & Family Behavior Therapy*, *40*(4), 279–305. <https://doi.org/10.1080/07317107.2018.1522232>

Stringaris, A., & Goodman, R. (2013). The value of measuring impact alongside symptoms in children and adolescents: A longitudinal assessment in a community sample. *Journal of Abnormal Child Psychology*, *41*(7), 1109–1120. <https://doi.org/10.1007/s10802-013-9744-x>

Stuttard, L., Beresford, B., Clarke, S., Beecham, J., & Morris, A. (2016). An evaluation of the Cygnet parenting support programme for parents of children with autism spectrum conditions. *Research in Autism Spectrum Disorders*, *23*, 166–178. <https://doi.org/10.1016/j.rasd.2015.12.004>

Stuttard, L., Beresford, B., Clarke, S., Beecham, J., Todd, S., & Bromley, J. (2014). Riding the rapids: Living with autism or disability: An evaluation of a parenting support intervention for parents of disabled children. *Research in Developmental Disabilities*, *35*(10), 2371–2383. <https://doi.org/10.1016/j.ridd.2014.05.021>

Supplee, L. H., Skuban, E. M., Shaw, D. S., & Prout, J. (2009). Emotion regulation strategies and later externalizing behavior among European American and African American children. *Development and Psychopathology*, *21*(2), 393–415. <https://doi.org/10.1017/S0954579409000224>

Sutcliffe, A. G., Edwards, P. R., Beeson, C., & Barnes, J. (2004). Comparing Parents’ Perceptions IVF Conceived Children’s Behavior with Naturally Conceived Children. *Infant Mental Health Journal*, *25*(2), 163–170. <https://doi.org/10.1002/imhj.10093>

Sweenie, R., Mackey, E. R., & Streisand, R. (2014). Parent–child relationships in Type 1 diabetes: Associations among child behavior, parenting behavior, and pediatric parenting stress. *Families, Systems, & Health*, *32*(1), 31–42. <https://doi.org/10.1037/fsh0000001>

Tan, P., & Cole, P. M. (2019). Infant temperament and early self-regulation. *The Oxford Handbook of Infant, Toddler, and Preschool Mental Health Assessment, 2nd Ed.*, 175–223.

Tan, S. Y., Steding, L. H., Coates, E. E., & Agazzi, H. (2018). Parent-child interaction therapy and ADHD: A case study with a hearing child of a deaf father and a hearing mother. *Child & Family Behavior Therapy*, *40*(1), 65–83. <https://doi.org/10.1080/07317107.2018.1428071>

Taubenheim, A., & Tiano, J. D. (2012). Rationale and modifications for implementing parent-child interaction therapy with rural Appalachian parents. *Journal of Rural Mental Health*, *36*(2), 16–26. <https://doi.org/10.1037/h0095811>

Taylor, J., Ennis, C. R., Hart, S. A., Mikolajewski, A. J., & Schatschneider, C. (2017). Home environmental and behavioral risk indices for reading achievement. *Learning and Individual Differences*, *57*, 9–21. <https://doi.org/10.1016/j.lindif.2017.05.010>

Tellegen, C. L., & Sanders, M. R. (2013). Stepping Stones Triple P-Positive Parenting Program for children with disability: A systematic review and meta-analysis. *Research in Developmental Disabilities*, *34*(5), 1556–1571. <https://doi.org/10.1016/j.ridd.2013.01.022>

Tharayil, P. R., James, S., Morgan, R., & Freeman, K. (2012). Examining outcomes of acute psychiatric hospitalization among children. *Social Work in Mental Health*, *10*(3), 205–232. <https://doi.org/10.1080/15332985.2011.628602>

Thomas, C. R. (2016). Oppositional defiant disorder and conduct disorder. In *Dulcan’s textbook of child and adolescent psychiatry, 2nd ed.* (pp. 195–217). American Psychiatric Publishing, Inc.

Thomas, R., & Herschell, A. D. (2013). Parent–child interaction therapy: A manualized intervention for the therapeutic child welfare sector. *Child Abuse & Neglect*, *37*(8), 578–584. <https://doi.org/10.1016/j.chiabu.2013.02.003>

Thomas, R., & Zimmer‐Gembeck, M. J. (2011). Accumulating evidence for parent–child interaction therapy in the prevention of child maltreatment. *Child Development*, *82*(1), 177–192. <https://doi.org/10.1111/j.1467-8624.2010.01548.x>

Thomas, R., & Zimmer-Gembeck, M. J. (2012). Parent–Child Interaction Therapy: An evidence-based treatment for child maltreatment. *Child Maltreatment*, *17*(3), 253–266. <https://doi.org/10.1177/1077559512459555>

Tiano, J. D., & McNeil, C. B. (2014). Mothers’ and fathers’ knowledge of behavioral principles as applied to children: Data from a normative sample. *Behavioral Development Bulletin*, *19*(1), 25–29. <https://doi.org/10.1037/h0100570>

Tichovolsky, M. H., Arnold, D. H., & Baker, C. N. (2013). Parent predictors of changes in child behavior problems. *Journal of Applied Developmental Psychology*, *34*(6), 336–345. <https://doi.org/10.1016/j.appdev.2013.09.001>

Timmer, S. G., Hawk, B., Forte, L. A., Boys, D. K., & Urquiza, A. J. (2019). An open trial of parent–child care (PC-CARE)—A 6-week dyadic parenting intervention for children with externalizing behavior problems. *Child Psychiatry and Human Development*, *50*(1), 1–12. <https://doi.org/10.1007/s10578-018-0814-8>

Timmer, S. G., Ho, L. K. L., Urquiza, A. J., Zebell, N. M., Fernandez y Garcia, E., & Boys, D. (2011). The effectiveness of parent–child interaction therapy with depressive mothers: The changing relationship as the agent of individual change. *Child Psychiatry and Human Development*, *42*(4), 406–423. <https://doi.org/10.1007/s10578-011-0226-5>

Timmer, S. G., Sedlar, G., & Urquiza, A. J. (2004). Challenging Children in Kin Versus Nonkin Foster Care: Perceived Costs and Benefits to Caregivers. *Child Maltreatment*, *9*(3), 251–262. <https://doi.org/10.1177/1077559504266998>

Timmer, S. G., Urquiza, A. J., Boys, D. K., Forte, L. A., Quick-Abdullah, D., Chan, S., & Gould, W. (2016). Filling potholes on the implementation highway: Evaluating the implementation of Parent–Child Interaction Therapy in Los Angeles County. *Child Abuse & Neglect*, *53*, 40–50. <https://doi.org/10.1016/j.chiabu.2015.11.011>

Timmer, S. G., Urquiza, A. J., Herschell, A. D., McGrath, J. M., Zebell, N. M., Porter, A. L., & Vargas, E. C. (2006). Parent-Child Interaction Therapy: Application of an Empirically Supported Treatment to Maltreated Children in Foster Care. *Child Welfare: Journal of Policy, Practice, and Program*, *85*(6), 919–939.

Timmer, S. G., Urquiza, A. J., & Zebell, N. (2006). Challenging foster caregiver-maltreated child relationships: The effectiveness of parent-child interaction therapy. *Children and Youth Services Review*, *28*(1), 1–19. <https://doi.org/10.1016/j.childyouth.2005.01.006>

Timmer, S. G., Urquiza, A. J., Zebell, N. M., & McGrath, J. M. (2005). Parent-Child Interaction Therapy: Application to maltreating parent-child dyads. *Child Abuse & Neglect*, *29*(7), 825–842. <https://doi.org/10.1016/j.chiabu.2005.01.003>

Timmer, S. G., Urquiza, A. J., & Zone, S. R. (2015). Play therapy for oppositional/defiant children: Parent—Child interaction therapy. In *Short-term play therapy for children, 3rd ed.* (pp. 247–264). The Guilford Press.

Timmer, S. G., Ware, L. M., Urquiza, A. J., & Zebell, N. M. (2010). The effectiveness of parent–child interaction therapy for victims of interparental violence. *Violence and Victims*, *25*(4), 486–503. <https://doi.org/10.1891/0886-6708.25.4.486>

Timmer, S. G., Zebell, N. M., Culver, M. A., & Urquiza, A. J. (2010). Efficacy of adjunct in-home coaching to improve outcomes in parent−child interaction therapy. *Research on Social Work Practice*, *20*(1), 36–45. <https://doi.org/10.1177/1049731509332842>

Tømmerås, T., & Kjøbli, J. (2017). Family resources and effects on child behavior problem interventions: A cumulative risk approach. *Journal of Child and Family Studies*, *26*(10), 2936–2947. <https://doi.org/10.1007/s10826-017-0777-6>

Tømmerås, T., Kjøbli, J., & Forgatch, M. (2018). Benefits of child behavior interventions for parent well‐being. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, *67*(5), 644–659. <https://doi.org/10.1111/fare.12344>

Topham, G. L., & Wampler, K. S. (2008). Predicting dropout in a filial therapy program for parents and young children. *American Journal of Family Therapy*, *36*(1), 60–78. <https://doi.org/10.1080/01926180601057671>

Topham, G. L., Wampler, K. S., Titus, G., & Rolling, E. (2011). Predicting parent and child outcomes of a filial therapy program. *International Journal of Play Therapy*, *20*(2), 79–93. <https://doi.org/10.1037/a0023261>

Treble-Barna, A., Chapman, S. G., Schwartz, D. D., & Axelrad, M. E. (2013). Brief behavioral intervention for disruptive behavior in a child following frontal and temporal resection for medically intractable epilepsy: A case report. *Clinical Practice in Pediatric Psychology*, *1*(4), 355–360. <https://doi.org/10.1037/cpp0000039>

Triadó, C., Villar, F., Celdrán, M., & Solé, C. (2014). Grandparents who provide auxiliary care for their grandchildren: Satisfaction, difficulties, and impact on their health and well-being. *Journal of Intergenerational Relationships*, *12*(2), 113–127. <https://doi.org/10.1080/15350770.2014.901102>

Triemstra, K. T., Niec, L. N., Peer, S. O., & Christian-Brandt, A. S. (2017). The influence of conventional masculine gender role norms on parental attitudes toward seeking psychological services for children. *Psychology of Men & Masculinity*, *18*(4), 311–320. <https://doi.org/10.1037/men0000055>

Trillingsgaard, T., Trillingsgaard, A., & Webster‐Stratton, C. (2014). Assessing the effectiveness of the ‘incredible years® parent training’ to parents of young children with ADHD symptoms—A preliminary report. *Scandinavian Journal of Psychology*, *55*(6), 538–545. <https://doi.org/10.1111/sjop.12155>

Trotter, H., & Rafferty, H. (2014). A follow-up to the Incredible Years Parenting programme: The reflections of mothers one to two years later. *Educational and Child Psychology*, *31*(4), 40–57.

Troutman, B. (2015). *Integrating behaviorism and attachment theory in parent coaching.* (pp. xv, 126). Springer Science + Business Media.

Tsujino, J., & Higa, M. O. (2004). Factors Related to Maternal Violence: Longitudinal Research from Prenatal to Age Four. *Journal of Prenatal & Perinatal Psychology & Health*, *18*(3), 241–253.

Tsujino, J., & Oyama-Higa, M. (2007). The relationship between emotional intelligence of mothers and problem behavior in their young children: A longitudinal analysis. *Journal of Prenatal & Perinatal Psychology & Health*, *21*(3), 215–229.

Turner, E. A., & Mills, C. J. (2016). Culturally relevant diagnosis and assessment of mental illness. In *Handbook of mental health in African American youth.* (pp. 21–35). Springer International Publishing. <https://doi.org/10.1007/978-3-319-25501-9_2>

Turner, K. M. T., Richards, M., & Sanders, M. R. (2007). Randomised clinical trial of a group parent education programme for Australian indigenous families. *Journal of Paediatrics and Child Health*, *43*(6), 429–437. <https://doi.org/10.1111/j.1440-1754.2007.01053.x>

Turner, K. M. T., & Sanders, M. R. (2006). Help When It’s Needed First: A Controlled Evaluation of Brief, Preventive Behavioral Family Intervention in a Primary Care Setting. *Behavior Therapy*, *37*(2), 131–142. <https://doi.org/10.1016/j.beth.2005.05.004>

Tyler-Merrick, G., & Church, J. (2013). The importance of effective behaviour screening in the early years. *Emotional & Behavioural Difficulties*, *18*(1), 77–87. <https://doi.org/10.1080/13632752.2012.697747>

Ubbesen, M. B., Petersen, L., & Kristensen, O. S. (2013). The transition from in-home services to out-of-home care: A Danish register-based study. *Children and Youth Services Review*, *35*(9), 1608–1617. <https://doi.org/10.1016/j.childyouth.2013.06.013>

Upshur, C., Wenz-Gross, M., & Reed, G. (2013). A pilot study of a primary prevention curriculum to address preschool behavior problems. *The Journal of Primary Prevention*, *34*(5), 309–327. <https://doi.org/10.1007/s10935-013-0316-1>

Urquiza, A. J., & Timmer, S. (2013). Parent—Child interaction therapy. In *Treating complex traumatic stress disorders in children and adolescents: Scientific foundations and therapeutic models.* (pp. 315–328). The Guilford Press.

Urquiza, A., & Timmer, S. (2014). Parent-child interaction therapy for maltreated children. In *Evidence-based approaches for the treatment of maltreated children: Considering core components and treatment effectiveness.* (pp. 123–144). Springer Science + Business Media. <https://doi.org/10.1007/978-94-007-7404-9_8>

Usacheva, M., Timmer, S., Choe, D., Liu, S., Thurston, H., & Urquiza, A. (2021). Long-term mental health services use in children referred to a clinical intervention. *Child Abuse & Neglect*, *111*. <https://doi.org/10.1016/j.chiabu.2020.104763>

van Aar, J., Leijten, P., Orobio de Castro, B., Weeland, J., Matthys, W., Chhangur, R., & Overbeek, G. (2019). Families who benefit and families who do not: Integrating person- and variable-centered analyses of parenting intervention responses. *Journal of the American Academy of Child & Adolescent Psychiatry*, *58*(10), 993–1003. <https://doi.org/10.1016/j.jaac.2019.02.004>

van Aar, J., Leijten, P., Overbeek, G., Thomaes, S., & Rothman, A. J. (2021). Does setting goals enhance parenting intervention effects? A field experiment. *Behavior Therapy*, *52*(2), 418–429. <https://doi.org/10.1016/j.beth.2020.05.004>

van der Veen‐Mulders, L., Hoekstra, P. J., Nauta, M. H., & van den Hoofdakker, B. J. (2018). Preschool children’s response to behavioural parent training and parental predictors of outcome in routine clinical care. *Clinical Psychology & Psychotherapy*, *25*(1), 1–9. <https://doi.org/10.1002/cpp.2117>

van der Veen-Mulders, L., van den Hoofdakker, B. J., Nauta, M. H., Emmelkamp, P., & Hoekstra, P. J. (2018). Methylphenidate has superior efficacy over parent–child interaction therapy for preschool children with disruptive behaviors. *Journal of Child and Adolescent Psychopharmacology*, *28*(1), 66–73. <https://doi.org/10.1089/cap.2017.0123>

van der Zanden, R. A. P., Speetjens, P. A. M., Arntz, K. S. E., & Onrust, S. A. (2010). Online group course for parents with mental illness: Development and pilot study. *Journal of Medical Internet Research*, *12*(5), 147–159. <https://doi.org/10.2196/jmir.1394>

van Golde, E. G. A., Gutter, T., & de Weerd, A. W. (2011). Sleep disturbances in people with epilepsy; prevalence, impact and treatment. *Sleep Medicine Reviews*, *15*(6), 357–368. <https://doi.org/10.1016/j.smrv.2011.01.002>

Van Meter, A. R., Henry, D. B., & West, A. E. (2013). What goes up must come down: The burden of bipolar depression in youth. *Journal of Affective Disorders*, *150*(3), 1048–1054. <https://doi.org/10.1016/j.jad.2013.05.039>

Velasquez, L. D., Cathcart, A., Kennedy, A., & Allen, K. D. (2016). The effect of warnings to timeout on child compliance to parental instructions. *Child & Family Behavior Therapy*, *38*(3), 225–244. <https://doi.org/10.1080/07317107.2016.1203148>

Venning, H. B., Blampied, N. M., & France, K. G. (2003). Effectiveness of a standard parenting-skills program in reducing stealing and lying in two boys. *Child & Family Behavior Therapy*, *25*(2), 31–44. <https://doi.org/10.1300/J019v25n02_03>

Verduin, T. L., Abikoff, H., & Kurtz, S. M. S. (2008). Evidence-based treatment of attention deficit/hyperactivity disorder in a preschool-age child: A case study. *Journal of Clinical Child and Adolescent Psychology*, *37*(2), 477–485. <https://doi.org/10.1080/15374410801955904>

Verhulst, F. C., & Van der Ende, J. (2008). Using rating scales in a clinical context. In *Rutter’s child and adolescent psychiatry, 5th ed.* (pp. 289–298). Wiley-Blackwell. <https://doi.org/10.1002/9781444300895.ch20>

Vigerland, S., Lenhard, F., Bonnert, M., Lalouni, M., Hedman, E., Ahlen, J., Olén, O., Serlachius, E., & Ljótsson, B. (2016). Internet-delivered cognitive behavior therapy for children and adolescents: A systematic review and meta-analysis. *Clinical Psychology Review*, *50*, 1–10. <https://doi.org/10.1016/j.cpr.2016.09.005>

Vives-Montero, C., Cortés-Pendón, D., López-Rubio, S., & Ascanio, L. (2017). Efectos de un programa de formación de padres para reducir conductas perturbadoras infantiles. [Effects of a parent-training program to reduce children’s disruptive behaviors.]. *Revista de Psicopatología y Psicología Clínica*, *22*(3), 219–227. <https://doi.org/10.5944/rppc.vol.22.num.3.2017.18299>

Wade, S. L., Cassedy, A. E., Shultz, E. L., Zang, H., Zhang, N., Kirkwood, M. W., Stancin, T., Yeates, K. O., & Taylor, H. G. (2017). Randomized clinical trial of online parent training for behavior problems after early brain injury. *Journal of the American Academy of Child & Adolescent Psychiatry*, *56*(11), 930–939. <https://doi.org/10.1016/j.jaac.2017.09.413>

Wade, S. L., Oberjohn, K., Burkhardt, A., & Greenberg, I. (2009). Feasibility and preliminary efficacy of a web-based parenting skills program for young children with traumatic brain injury. *The Journal of Head Trauma Rehabilitation*, *24*(4), 239–247. <https://doi.org/10.1097/HTR.0b013e3181ad6680>

Wagner, B., Latimer, J., Adams, E., Olson, H. C., Symons, M., Mazzucchelli, T. G., Jirikowic, T., Watkins, R., Cross, D., Carapetis, J., Boulton, J., Wright, E., McRae, T., Carter, M., & Fitzpatrick, J. P. (2020). School-based intervention to address self-regulation and executive functioning in children attending primary schools in remote Australian Aboriginal communities. *PLoS ONE*, *15*(6). <https://doi.org/10.1371/journal.pone.0234895>

Wallace, N. M., Quetsch, L. B., Robinson, C., McCoy, K., & McNeil, C. B. (2018). Infusing parent-child interaction therapy principles into community-based wraparound services: An evaluation of feasibility, child behavior problems, and staff sense of competence. *Children and Youth Services Review*, *88*, 567–581. <https://doi.org/10.1016/j.childyouth.2018.04.007>

Waller, R., Dishion, T. J., Shaw, D. S., Gardner, F., Wilson, M. N., & Hyde, L. W. (2016). Does early childhood callous-unemotional behavior uniquely predict behavior problems or callous-unemotional behavior in late childhood? *Developmental Psychology*, *52*(11), 1805–1819. <https://doi.org/10.1037/dev0000165>

Waller, R., Gardner, F., Hyde, L. W., Shaw, D. S., Dishion, T. J., & Wilson, M. N. (2012). Do harsh and positive parenting predict parent reports of deceitful‐callous behavior in early childhood? *Journal of Child Psychology and Psychiatry*, *53*(9), 946–953. <https://doi.org/10.1111/j.1469-7610.2012.02550.x>

Waller, R., Gardner, F., Shaw, D. S., Dishion, T. J., Wilson, M. N., & Hyde, L. W. (2015). Callous-unemotional behavior and early-childhood onset of behavior problems: The role of parental harshness and warmth. *Journal of Clinical Child and Adolescent Psychology*, *44*(4), 655–667. <https://doi.org/10.1080/15374416.2014.886252>

Waller, R., Gardner, F., Viding, E., Shaw, D. S., Dishion, T. J., Wilson, M. N., & Hyde, L. W. (2014). Bidirectional associations between parental warmth, callous unemotional behavior, and behavior problems in high-risk preschoolers. *Journal of Abnormal Child Psychology*, *42*(8), 1275–1285. <https://doi.org/10.1007/s10802-014-9871-z>

Walters, G. D., Ronen, T., & Rosenbaum, M. (2010). The latent structure of childhood aggression: A taxometric analysis of self-reported and teacher-rated aggression in Israeli schoolchildren. *Psychological Assessment*, *22*(3), 628–637. <https://doi.org/10.1037/a0019779>

Wan, M. W., & Green, J. (2010). Negative and atypical story content themes depicted by children with behaviour problems. *Journal of Child Psychology and Psychiatry*, *51*(10), 1125–1131. <https://doi.org/10.1111/j.1469-7610.2010.02239.x>

Ward, C. L., Wessels, I. M., Lachman, J. M., Hutchings, J., Cluver, L. D., Kassanjee, R., Nhapi, R., Little, F., & Gardner, F. (2020). Parenting for Lifelong Health for Young Children: A randomized controlled trial of a parenting program in South Africa to prevent harsh parenting and child conduct problems. *Journal of Child Psychology and Psychiatry*, *61*(4), 503–512. <https://doi.org/10.1111/jcpp.13129>

Ware, L. M., McNeil, C. B., Masse, J., & Stevens, S. (2008). Efficacy of in-home parent-child interaction therapy. *Child & Family Behavior Therapy*, *30*(2), 99–126. <https://doi.org/10.1080/07317100802060302>

Warner, T. D., Behnke, M., Hou, W., Garvan, C. W., Wobie, K., & Eyler, F. D. (2006). Predicting Caregiver-Reported Behavior Problems in Cocaine-Exposed Children at 3 Years. *Journal of Developmental and Behavioral Pediatrics*, *27*(2), 83–92. <https://doi.org/10.1097/00004703-200604000-00001>

Weaver, C. M., Shaw, D. S., Dishion, T. J., & Wilson, M. N. (2008). Parenting self-efficacy and problem behavior in children at high risk for early conduct problems: The mediating role of maternal depression. *Infant Behavior & Development*, *31*(4), 594–605. <https://doi.org/10.1016/j.infbeh.2008.07.006>

Webb, H. J., Thomas, R., McGregor, L., Avdagic, E., & Zimmer-Gembeck, M. J. (2017). An evaluation of Parent–Child Interaction Therapy with and without motivational enhancement to reduce attrition. *Journal of Clinical Child and Adolescent Psychology*, *46*(4), 537–550. <https://doi.org/10.1080/15374416.2016.1247357>

Webster-Stratton, C. H., Reid, M. J., & Beauchaine, T. (2011). Combining parent and child training for young children with ADHD. *Journal of Clinical Child and Adolescent Psychology*, *40*(2), 191–203. <https://doi.org/10.1080/15374416.2011.546044>

Webster-Stratton, C., & Herman, K. C. (2008). The impact of parent behavior-management training on child depressive symptoms. *Journal of Counseling Psychology*, *55*(4), 473–484. <https://doi.org/10.1037/a0013664>

Webster-Stratton, C., Reid, M. J., & Beauchaine, T. P. (2013). One-year follow-up of combined parent and child intervention for young children with ADHD. *Journal of Clinical Child and Adolescent Psychology*, *42*(2), 251–261. <https://doi.org/10.1080/15374416.2012.723263>

Webster‐Stratton, C., Rinaldi, J., & Reid, J. M. (2011). Long‐term outcomes of Incredible Years parenting program: Predictors of adolescent adjustment. *Child and Adolescent Mental Health*, *16*(1), 38–46. <https://doi.org/10.1111/j.1475-3588.2010.00576.x>

Weeland, J., Chhangur, R. R., Jaffee, S. R., Van Der Giessen, D., Matthys, W., Orobio De Castro, B., & Overbeek, G. (2018). Does the Incredible Years reduce child externalizing problems through improved parenting? The role of child negative affectivity and serotonin transporter linked polymorphic region (5-HTTLPR) genotype. *Development and Psychopathology*, *30*(1), 93–112. <https://doi.org/10.1017/S0954579417000499>

Weeland, J., Chhangur, R. R., van der Giessen, D., Matthys, W., Orobio de Castro, B., & Overbeek, G. (2017). Intervention effectiveness of the incredible years: New insights into sociodemographic and intervention-based moderators. *Behavior Therapy*, *48*(1), 1–18. <https://doi.org/10.1016/j.beth.2016.08.002>

Weeland, J., van Aar, J., & Overbeek, G. (2018). Dutch norms for the Eyberg Child Behavior Inventory: Comparisons with other Western countries. *Journal of Psychopathology and Behavioral Assessment*, *40*(2), 224–234. <https://doi.org/10.1007/s10862-017-9639-1>

Weinstein, A., Jent, J. F., Cejas, I., & De la Asuncion, M. (2015). Improving behavior using child-directed interaction skills: A case study determining cochlear implant candidacy. *Cochlear Implants International*, *16*(5), 285–289. <https://doi.org/10.1179/1754762815Y.0000000007>

Weis, R., Lovejoy, M. C., & Lundahl, B. W. (2005). Factor Structure and Discriminative Validity of the Eyberg Child Behavior Inventory With Young Children. *Journal of Psychopathology and Behavioral Assessment*, *27*(4), 269–278. <https://doi.org/10.1007/s10862-005-2407-7>

Weitzman, C. C., Edmonds, D., Davagnino, J., & Briggs-Gowan, M. (2011). The association between parent worry and young children’s social-emotional functioning. *Journal of Developmental and Behavioral Pediatrics*, *32*(9), 660–667. <https://doi.org/10.1097/DBP.0b013e31822bc76b>

Wells, M. B., Sarkadi, A., & Salari, R. (2016). Mothers’ and fathers’ attendance in a community-based universally offered parenting program in Sweden. *Scandinavian Journal of Public Health*, *44*(3), 274–280. <https://doi.org/10.1177/1403494815618841>

Wenz-Gross, M., & Upshur, C. (2012). Implementing a primary prevention social skills intervention in urban preschools: Factors associated with quality and fidelity. *Early Education and Development*, *23*(4), 427–450. <https://doi.org/10.1080/10409289.2011.589043>

Werba, B. E., Eyberg, S. M., Boggs, S. R., & Algina, J. (2006). Predicting Outcome in Parent-Child Interaction Therapy: Success and Attrition. *Behavior Modification*, *30*(5), 618–646. <https://doi.org/10.1177/0145445504272977>

West, F., & Sanders, M. R. (2009). The Lifestyle Behaviour Checklist: A measure of weight-related problem behaviour in obese children. *International Journal of Pediatric Obesity*, *4*(4), 266–273. <https://doi.org/10.3109/17477160902811199>

Whittingham, K., Sanders, M., McKinlay, L., & Boyd, R. N. (2013). Stepping stones Triple P and acceptance and commitment therapy for parents of children with cerebral palsy: Trial protocol. *Brain Impairment*, *14*(2), 270–280. <https://doi.org/10.1017/BrImp.2013.19>

Whittingham, K., Sanders, M., McKinlay, L., & Boyd, R. N. (2014). Interventions to reduce behavioral problems in children with cerebral palsy: An RCT. *Pediatrics*, *133*(5), e1249–e1257. <https://doi.org/10.1542/peds.2013-3620>

Whittingham, K., Sanders, M. R., McKinlay, L., & Boyd, R. N. (2019). Parenting intervention combined with acceptance and commitment therapy: Processes of change. *Journal of Child and Family Studies*, *28*(6), 1673–1680. <https://doi.org/10.1007/s10826-019-01386-9>

Whittingham, K., Sofronoff, K., Sheffield, J., & Sanders, M. R. (2009). Stepping Stones Triple P: An RCT of a parenting program with parents of a child diagnosed with an autism spectrum disorder. *Journal of Abnormal Child Psychology*, *37*(4), 469–480. <https://doi.org/10.1007/s10802-008-9285-x>

Wildeman, C., Haskins, A. R., & Poehlmann-Tynan, J. (Eds.). (2018). *When parents are incarcerated: Interdisciplinary research and interventions to support children.* (pp. xii, 212). American Psychological Association. <https://doi.org/10.1037/0000062-000>

Wildman, B. G., & Langkamp, D. L. (2012). Impact of location and availability of behavioral health services for children. *Journal of Clinical Psychology in Medical Settings*, *19*(4), 393–400. <https://doi.org/10.1007/s10880-012-9324-1>

Willgerodt, M. A., Kieckhefer, G. M., Ward, T. M., & Lentz, M. J. (2014). Feasibility of using actigraphy and motivational-based interviewing to improve sleep among school-age children and their parents. *The Journal of School Nursing*, *30*(2), 136–148. <https://doi.org/10.1177/1059840513489711>

Williford, A. P., LoCasale‐Crouch, J., Whittaker, J. V., DeCoster, J., Hartz, K. A., Carter, L. M., Wolcott, C. S., & Hatfield, B. E. (2017). Changing teacher–child dyadic interactions to improve preschool children’s externalizing behaviors. *Child Development*, *88*(5), 1544–1553. <https://doi.org/10.1111/cdev.12703>

Wilson, A. C., DeCourcey, W. M., & Freeman, K. A. (2009). The impact of managing school-aged children’s diabetes: The role of child behavior problems and parental discipline strategies. *Journal of Clinical Psychology in Medical Settings*, *16*(3), 216–222. <https://doi.org/10.1007/s10880-009-9163-x>

Wilson, C., & White, C. (2006). A Preliminary Investigation of the Effect of Intervention on Parental Attributions and Reported Behaviour. *Behavioural and Cognitive Psychotherapy*, *34*(4), 503–507. <https://doi.org/10.1017/S1352465806003043>

Wilson, K. R., Havighurst, S. S., & Harley, A. E. (2012). Tuning in to Kids: An effectiveness trial of a parenting program targeting emotion socialization of preschoolers. *Journal of Family Psychology*, *26*(1), 56–65. <https://doi.org/10.1037/a0026480>

Wilson, M. N., Hurtt, C. L., Shaw, D. S., Dishion, T. J., & Gardner, F. (2009). Analysis and influence of demographic and risk factors on difficult child behaviors. *Prevention Science*, *10*(4), 353–365. <https://doi.org/10.1007/s11121-009-0137-x>

Winter, L., Morawska, A., & Sanders, M. (2012a). The Knowledge of Effective Parenting Scale (KEPS): A tool for public health approaches to universal parenting programs. *The Journal of Primary Prevention*, *33*(2–3), 85–97. <https://doi.org/10.1007/s10935-012-0268-x>

Winter, L., Morawska, A., & Sanders, M. R. (2012b). The effect of behavioral family intervention on knowledge of effective parenting strategies. *Journal of Child and Family Studies*, *21*(6), 881–890. <https://doi.org/10.1007/s10826-011-9548-y>

Wolcott, C. S., & Williford, A. P. (2015). Teacher and TA ratings of preschoolers’ externalizing behavior: Agreement and associations with observed classroom behavior. *Topics in Early Childhood Special Education*, *34*(4), 211–222. <https://doi.org/10.1177/0271121414546008>

Wright, A. W., Parent, J., Forehand, R., Edwards, M. C., Conners-Burrow, N. A., & Long, N. (2013). The relation of parent and child gender to parental tolerance of child disruptive behaviors. *Journal of Child and Family Studies*, *22*(6), 779–785. <https://doi.org/10.1007/s10826-012-9632-y>

Xu, Y., Neece, C. L., & Parker, K. H. (2014). Parental depression and child behavior problems: A pilot study examining pathways of influence. *Journal of Mental Health Research in Intellectual Disabilities*, *7*(2), 126–142. <https://doi.org/10.1080/19315864.2013.787479>

Yeganeh, R., Beidel, D. C., & Turner, S. M. (2006). Selective mutism: More than social anxiety? *Depression and Anxiety*, *23*(3), 117–123. <https://doi.org/10.1002/da.20139>

Young, A. S., Arnold, L. E., Wolfson, H. L., & Fristad, M. A. (2017). Psychoeducational psychotherapy and omega-3 supplementation improve co-occurring behavioral problems in youth with depression: Results from a pilot RCT. *Journal of Abnormal Child Psychology*, *45*(5), 1025–1037. <https://doi.org/10.1007/s10802-016-0203-3>

Zaccario, M., Sossin, K. M., & DeGroat, J. (2009). Assessment of infants and toddlers. In *Evidence-based practice in infant and early childhood psychology.* (pp. 93–127). John Wiley & Sons Inc.

Zachary, C., Jones, D. J., McKee, L. G., Baucom, D. H., & Forehand, R. L. (2019). The role of emotion regulation and socialization in behavioral parent training: A proof-of-concept study. *Behavior Modification*, *43*(1), 3–25. <https://doi.org/10.1177/0145445517735492>

Zahn-Waxler, C., Park, J.-H., Usher, B., Belouad, F., Cole, P., & Gruber, R. (2008). Young children’s representations of conflict and distress: A longitudinal study of boys and girls with disruptive behavior problems. *Development and Psychopathology*, *20*(1), 99–119. <https://doi.org/10.1017/S0954579408000059>

Zand, D. H., Bultas, M. W., McMillin, S. E., Halloran, D., White, T., McNamara, D., & Pierce, K. J. (2018). A pilot of a brief positive parenting program on children newly diagnosed with autism spectrum disorder. *Family Process*, *57*(4), 901–914. <https://doi.org/10.1111/famp.12334>

Zemp, M., Milek, A., Davies, P. T., & Bodenmann, G. (2016). Improved child problem behavior enhances the parents’ relationship quality: A randomized trial. *Journal of Family Psychology*, *30*(8), 896–906. <https://doi.org/10.1037/fam0000212>

Zhang, D., Chan, S. K. C., Lo, H. H. M., Chan, C. Y. H., Chan, J. C. Y., Ting, K. T., Gao, T. T., Lai, K. Y. C., Bögels, S. M. ;, & Wong, S. Y. S. (2017). Mindfulness-based intervention for Chinese children with ADHD and their parents: A pilot mixed-method study. *Mindfulness*, *8*(4), 859–872.

Zhou, Y. Q., Chew, Q. R. C., Lee, M., Zhou, J., Chong, D., Quah, S. H., Ho, M., & Tan, L. J. (2017). Evaluation of Positive Parenting Programme (Triple P) in Singapore: Improving parenting practices and preventing risks for recurrence of maltreatment. *Children and Youth Services Review*, *83*, 274–284. <https://doi.org/10.1016/j.childyouth.2017.10.029>

Zima, B. T., Marti, F. A., Lee, C. E., & Pourat, N. (2019). Selection of a child clinical outcome measure for statewide use in publicly funded outpatient mental health programs. *Psychiatric Services*, *70*(5), 381–388. <https://doi.org/10.1176/appi.ps.201800424>

Ziviani, J., Feeney, R., Cuskelly, M., Meredith, P., & Hunt, K. (2012). Effectiveness of support services for children and young people with challenging behaviours related to or secondary to disability, who are in out-of-home care: A systematic review. *Children and Youth Services Review*, *34*(4), 758–770. <https://doi.org/10.1016/j.childyouth.2012.01.002>

Zlomke, K. R., Bauman, S., & Edwards, G. S. (2019). An exploratory study of the utility of the Dyadic Parent-Child Interaction Coding System for children with autism spectrum disorder. *Journal of Developmental and Physical Disabilities*, *31*(4), 501–518. <https://doi.org/10.1007/s10882-018-9648-3>

Zlomke, K. R., & Jeter, K. (2020). Comparative effectiveness of Parent–Child Interaction Therapy for children with and without autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *50*(6), 2041–2052. <https://doi.org/10.1007/s10803-019-03960-y>

Zlomke, K. R., Jeter, K., & Murphy, J. (2017). Open-trial pilot of Parent-Child Interaction Therapy for children with Autism Spectrum Disorder. *Child & Family Behavior Therapy*, *39*(1), 1–18. <https://doi.org/10.1080/07317107.2016.1267999>

Zlotnick, C., Tam, T., & Zerger, S. (2012). Common needs but divergent interventions for U.S. homeless and foster care children: Results from a systematic review. *Health & Social Care in the Community*, *20*(5), 449–476. <https://doi.org/10.1111/j.1365-2524.2011.01053.x>

Zubrick, S. R., Ward, K. A., Silburn, S. R., Lawrence, D., Williams, A. A., Blair, E., Robertson, D., & Sanders, M. R. (2005). Prevention of Child Behavior Problems Through Universal Implementation of a Group Behavioral Family Intervention. *Prevention Science*, *6*(4), 287–304. <https://doi.org/10.1007/s11121-005-0013-2>