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Francisco José Rubio Hernández  
M<sup>a</sup> Paz Trillo Miravalles  
María del Carmen Jiménez Fernández



# Programas grupales de parentalidad positiva: una revisión sistemática de la producción científica

## Group programs of positive parenting: a systematic review of scientific production

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### Resumen

El ejercicio de la parentalidad se intuye en la actualidad como una tarea difícil, tanto por la complejidad que encierra, como por la diversidad de formas familiares y los retos que implican los cambios de las últimas décadas. La investigación sugiere que los progenitores precisan de formación y apoyos para llevar a cabo la crianza, educación y socialización de sus vástagos. A estas necesidades podría dar respuesta la educación parental desde el enfoque de la parentalidad positiva. El presente estudio pretende mostrar un mapa global y general de la producción científica relacionada con los programas grupales de educación parental. Para ello se ha ejecutado una revisión sistemática siguiendo las directrices de la guía PRISMA y de las colaboraciones Cochrane y Campbell. La búsqueda se ha limitado fundamentalmente a artículos en inglés y español y publicados en revistas arbitradas entre 2006 y 2019. Se han consultado ocho bases de datos electrónicas: ERIC, MEDLINE, SCOPUS, WOS, SCIELO, KCI, PsycARTICLES y PsycINFO. Tras el proceso de selección, se han incluido 245 artículos de investigación. Los resultados han destacado los autores más prolíficos, las revistas con más publicaciones y 48 países donde se habían desarrollado las investigaciones, pertenecientes a América, Oceanía, Europa, Asia y África. En cuanto al diseño de los estudios, el 60 % han sido pre-experimentales o cuasi-experimentales. También se han identificado 115 intervenciones grupales

implementadas y evaluadas. Por tanto, se ha apreciado una tendencia creciente en la producción científica sobre el tema, se han descubierto investigaciones ejecutadas en países de menores ingresos, se ha constatado que no todas las intervenciones se encontraban en la misma etapa de consolidación y se han localizado los programas más implementados y evaluados internacionalmente, que parecieron coincidir con los definidos como modelos por guías de referencia, así como otros prometedores.

*Palabras clave:* revisión sistemática, educación parental, parentalidad positiva, intervenciones grupales, programas basados en evidencias.

### **Abstract**

The exercise of parenting is currently perceived as a difficult task, due to its complexity, the diversity of family forms and the challenges brought about by the changes of the last decades. Research suggests that parents need training and support in order to raise, educate and socialize their offspring. A solution to these needs may be found in parental education offered from the perspective of positive parenting. This study aims to show a global and general map of the scientific production related to group parental education programs. To do so we have carried out a systematic review following the guidelines of the PRISMA guide and the Cochrane and Campbell collaborations. The search is limited mainly to articles in English and Spanish and published in refereed journals between 2006 and 2019. Eight electronic databases were consulted: ERIC, MEDLINE, SCOPUS, WOS, SCIELO, KCI, PsycARTICLES and PsycINFO. After the selection process, 245 research articles were included. The results highlight the most prolific authors, the journals with the most publications and the 48 countries where research had been carried out, belonging to America, Oceania, Europe, Asia and Africa. Regarding the design of the studies, 60% were pre-experimental or quasi-experimental. We have also identified 115 group interventions that were implemented and evaluated. What we find is a growing trend in scientific production on the subject, and this includes the discovery of research carried out in lower income countries. In addition to observing that not all interventions were in the same stage of consolidation, we have also identified those programs that have been most widely implemented and evaluated internationally. These programs, which tend to coincide with those defined as models by reference guides, are complemented by other promising approaches.

*Key words:* systematic review, parental education, positive parenting, group interventions, evidence-based programs.

## Introducción

Los cambios acaecidos durante las últimas décadas han dejado su huella en las familias actuales (Grau y Fernández, 2015). Estas variaciones se han producido en las nuevas formas de familia, en el concepto mismo de ese contexto educativo, de desarrollo y socialización, así como en el reclamo de actuaciones profesionales en relación a ellas (Palacios, 2016).

Tales alteraciones se han traducido en necesidades anteriormente no detectadas o en una mayor visibilidad o urgencia por cubrir las carencias identificadas antaño en los núcleos familiares, como lo son el apoyo y la formación de los progenitores (Vaquero, Suárez, Fernández, Rodrigo y Balsells, 2019).

En esa tesitura surgió la Recomendación 19 del Comité de Ministros del Consejo de Europa sobre Políticas de Apoyo al Ejercicio de la Parentalidad Positiva (Consejo de Europa, 2006). Desde este organismo se instó a los Estados Miembros a desarrollar y poner en marcha medidas de soporte y apoyo a las familias, entre las que se encuentran los programas de educación parental. Con su implementación se pretendió mejorar la calidad de la convivencia de las familias, proteger los derechos de los menores y contribuir a un futuro próspero de sociedad (Martínez y Becedóniz, 2009). Más tarde, la Comisión publicó la Recomendación 112 (Comisión Europea, 2013), en la que se hace mención a la importancia de ayudar a los progenitores a desarrollar habilidades parentales para garantizar que los niños y adolescentes se eduquen en un entorno que se ajuste a sus necesidades. En esta misma línea trabaja la *American Society for the Positive Care of Children* (2019).

Asimismo, desde este enfoque se considera la parentalidad como el despliegue de las funciones de crianza y educación de los menores por parte de los educadores. El adjetivo positivo hace referencia al hecho de que el comportamiento de los adultos debe dirigirse al bienestar y desarrollo integral de los pequeños a través del afecto, la estructuración, la estimulación, el reconocimiento, la capacitación y la no violencia (Rodrigo, Máiquez y Martín, 2010; Rodrigo, 2015). En consecuencia, el menor es considerado como un sujeto activo y no un receptor pasivo de necesidades que progenitores y demás actores sociales deben satisfacer. También son tenidas en cuenta las necesidades de los padres y madres: autocuidado, reflexión y reorientación del modelo educativo familiar, tiempo en familia y consigo mismos, confianza y satisfacción con las

tareas parentales, apoyos formales e informales para reducir el estrés y superar las dificultades, etcétera (Rodrigo et al, 2015).

De esta forma, y al amparo de la recomendación anterior, surgieron propuestas de apoyo a las familias, esencialmente a través de tres formatos: atención individualizada y visita domiciliaria; atención grupal; atención comunitaria (Rodrigo, 2015).

En esta línea, los programas grupales de parentalidad positiva incluyen entrenamiento activo en habilidades para desarrollar la competencia y autoconfianza en los progenitores, posibilitándoles formas de crianza afectuosa, consistente, predecible y no violenta. Van más allá de la mera transmisión de conocimientos sobre las etapas del desarrollo de los menores o de ciertos trastornos, o del entrenamiento en técnicas de modificación de conducta. Además, la investigación sugiere que una mejora en el estilo de crianza y educación de los progenitores está están asociados con la reducción de problemas socioemocionales y de comportamiento de niños y adolescentes. Por ello, las intervenciones grupales promotoras de parentalidad positiva deben tener como objetivo reducir los factores de riesgo que podrían dar lugar a efectos negativos en los pequeños (como las prácticas disciplinarias severas, tanto verbales como físicas) y fortalecer los factores protectores, los cuales predicen resultados familiares más alentadores y positivos (Haslam, Mejía, Sanders y De Vries, 2017; Nelsen, 2006; Rodrigo, 2015). No obstante, este encuadre ha sido cuestionado por contar con un fuerte contenido psicológico que intenta desplazar al educativo (Fontana, Gil y Reyer, 2013), por las discrepancias sobre qué objetivos y temas abordar en la educación del entorno privado de las familias, así como por una puesta en duda de que los principios de parentalidad positiva sirvan para formar a padres y madres (Bernal y Sandoval, 2013).

Por consiguiente, instituciones, empresas y demás organismos ofrecen servicios de apoyo a las familias, entre los que se encuentran la formación a padres y madres (Rodrigo, 2016). Sin embargo, no toda intervención está basada en evidencias (Páramo y Hederich, 2014), pues para ello debe cumplir criterios que garanticen una mínima calidad y éxito, como partir del diagnóstico de necesidades y de prácticas válidas que guíen el diseño, implementación y evaluación del programa (Organización Mundial de la Salud, 2014).

De ahí que actualmente sea preciso disponer de las mejores evidencias para la toma de decisiones, aunque esto se hace complicado por distintos

motivos: el incremento exponencial de estudios y las deficiencias de las revisiones narrativas tradicionales, las cuales pueden suponer una pobre y sesgada acumulación del conocimiento científico; el limitado papel de los estudios primarios en el avance del conocimiento, pues son solo piezas de un rompecabezas (Botella y Sánchez-Meca, 2015)

En este sentido, las revisiones sistemáticas y meta-análisis pueden ser el estándar de referencia para integrar, analizar críticamente y sintetizar la evidencia científica relativa a las intervenciones (Botella y Sánchez-Meca, 2015; Higgins y Green, 2011).

Hasta el momento se han realizado diferentes revisiones narrativas, sistemáticas y meta-análisis de los programas de educación parental. Por ejemplo, César y Rey (2006) diferenciaron programas destinados a optimizar directamente la labor paterna y aquellos dirigidos a mejorar el bienestar de los progenitores, lo cual favorece la parentalidad positiva. Apuntaron que los programas de educación parental habían sido utilizados mayoritariamente para tratar los problemas de conducta infantiles y fortalecer a los padres y madres que se encuentran en situación de riesgo psicosocial.

Robles y Romero (2011) señalaron que las intervenciones parentales revisadas habían mostrado robustez en cuanto a la promoción de cambios positivos en la conducta de los menores, mejoras en las interacciones de los progenitores con sus vástagos, progresos en la dinámica familiar, la resolución de problemas, la comunicación y disminución del estrés parental.

Barlow, Smailagic, Huband y Roloff (2012) subrayaron que los programas de capacitación para progenitores habían mostrado tener impacto en el ajuste conductual y emocional de los niños, y efectos positivos sobre el bienestar de los progenitores a corto plazo, pero con pobre mantenimiento en el tiempo.

Por su parte, Mejia, Calam y Sanders (2012) revisaron la literatura sobre programas de crianza en países en desarrollo, puesto que los programas para padres habían demostrado ser estrategias preventivas efectivas en países de altos ingresos, pero la investigación sobre efectividad era muy limitada en países de bajos ingresos. Solo detectaron un estudio con una metodología sólida para prevenir resultados emocionales y conductuales.

En 2015, Pérez y Yániz analizaron y compararon las características de 15 programas de educación parental. La mayoría seguía un enfoque experiencial o técnico. La evaluación de las intervenciones y la formación

de las personas que implementan los programas fueron los aspectos detectados más necesitados de mejora.

Pisani y Martins (2016) revisaron 23 estudios. Todos los programas grupales se centraron en la prevención de la violencia y el maltrato mediante la promoción de prácticas positivas de crianza. Solo siete estudios fueron ensayos controlados aleatorios. 18 evaluaron las estrategias de crianza y el 90 % informaron de mejoras significativas en el comportamiento infantil.

Lozano y Valero (2017) analizaron 48 artículos científicos sobre la eficacia de los programas de entrenamiento a padres. Los resultados mostraron que este tipo de intervenciones reportaban beneficios en la reducción de los problemas de conducta de los menores, el maltrato infantil o el desarrollo de las habilidades parentales y de las estrategias de crianza.

Valero, Ballester, Orte y Amer (2017) analizaron las evidencias sobre los programas de prevención selectiva basados en la familia en relación al consumo de drogas en adolescentes. Incluyeron 9 estudios, cuyos resultados mostraban tamaños del efecto altos en cuanto a las relaciones familiares, la parentalidad positiva y el consumo de sustancias.

Licencín, Martín y Rama (2017) revisaron 13 artículos científicos. Informaron que la mayor parte de los estudios coincidían en que los programas de parentalidad positiva son eficaces para que los progenitores pasasen de un estilo educativo permisivo o negligente a uno democrático, mejorando su asertividad, la comunicación con el resto de miembros de la familia o la resolución de conflictos. También, los progenitores se mostraban más satisfechos con la crianza de sus hijos, presentaban un aumento en la autoestima y la autoeficacia, menos estrés parental y mejor clima familiar. Además, se percibían menos problemas de conducta infantil.

Por último, Ruíz, Serrano y Mújica (2018) examinaron la evidencia disponible con respecto a la eficacia de las intervenciones para promover la competencia y las habilidades de los progenitores relacionadas con un estilo de vida saludable de los menores. Se incluyeron 15 estudios, realizados entre 2003 y 2016, 9 en los Estados Unidos, 4 en Europa y 2 en Asia. La autoeficacia parental fue el principal constructo evaluado en los artículos científicos. 4 estudios informaron un aumento en la autoeficacia de los padres. La mayoría no contaba con grupos de control.



Teniendo en cuenta lo señalado hasta aquí, en este estudio se pretende obtener una visión actualizada y panorámica de la producción científica relativa a la implementación y evaluación de programas grupales de educación parental desde el enfoque de la parentalidad positiva, pues se precisa detectar y analizar las intervenciones que parten de esta perspectiva (Rodrigo, 2016), parece relevante por el acopio de estudios primarios relacionados con el tema de interés y es necesario debido a que existen también programas que han demostrado ser eficaces fuera de las fronteras de países de altos ingresos (Organización Mundial de la Salud, 2014). Además, los resultados de la presente revisión sistemática pueden facilitar a los orientadores educativos y familiares la selección de programas de educación parental eficaces y potencialmente adecuados para las muestras poblacionales con las que trabajen en sus instituciones.

En relación con lo expuesto anteriormente, se formula la siguiente pregunta de investigación: ¿cómo se encuentra el estado de la producción científica internacional relacionada con la implementación y evaluación de programas grupales promotores de la parentalidad positiva? Para responder a tal cuestión, se plantea como objetivo general de este estudio realizar una revisión sistemática sobre la evidencia científica disponible respecto a los programas grupales promotores de parentalidad positiva dirigidos a progenitores de niños y adolescentes. Los objetivos específicos son: a) detectar los artículos de investigación que han abordado la implementación y evaluación de programas grupales de educación parental; b) analizar la evolución de la producción científica según los años de publicación; c) determinar las revistas científicas que han publicado más artículos sobre la temática de estudio; d) indicar la contingencia de aparición de los artículos científicos revisados en las diferentes bases de datos exploradas; e) identificar a los autores más prolíficos, así como las instituciones y países donde desarrollan su carrera profesional; f) establecer la tendencia en cuanto al número de autores firmantes de los artículos científicos incluidos en la revisión; g) reconocer los países donde se han aplicado y evaluado las intervenciones; h) exponer el porcentaje de artículos científicos según el idioma de publicación y el diseño de investigación utilizado; i) referir las palabras clave más repetidas en los informes revisados; j) y elaborar un listado con los programas más implementados y evaluados en los artículos científicos examinados.

## Método

Para el desarrollo de esta revisión sistemática de intervenciones se siguieron las directrices de la guía PRISMA (Moher et al., 2009; Moher et al., 2015; Shamseer et al., 2015), así como las indicaciones de Cochrane (Higgins y Green, 2011) y Campbell (The Campbell Collaboration, 2019). Es preciso señalar que las revisiones sistemáticas son un tipo de investigación en sí mismas. Con ellas se pretende identificar, analizar críticamente y sintetizar las características, resultados, conclusiones u otros aspectos de diferentes estudios primarios, y a través de un proceso sistemático diseñado previamente, para responder a cuestiones concretas, siguiendo una metodología explícita y rigurosa. Las unidades muestrales en las revisiones sistemáticas son todos y cada uno de los trabajos originales que se incluyen, en cualquiera de los formatos de presentación que se decida aceptar. En este estudio, la búsqueda y selección de fuentes se ha limitado a artículos científicos publicados en revistas arbitradas.

## Protocolo y registro

Existe un protocolo preliminar y final (Rubio, 2019, 2019c) de la revisión sistemática, cuyas publicaciones sirvieron de registro.

## Criterios de elegibilidad

Los estudios que han formado parte de la revisión sistemática están escritos en español o inglés y publicados en revistas científicas entre el 1 de enero de 2006 (año en el que se publicó la Recomendación 19/2006) y el 28 de febrero de 2019.

Por otro lado, han cumplido los siguientes criterios de elegibilidad, los cuales han sido definidos teniendo en cuenta el formato PICOS (*population, intervention/exposure, comparator, outcome, study characteristics*): a) participantes: padres y madres con hijos e hijas de entre 0 a 18 años (también se admitieron tutores legales, abuelos...); b) intervención: programas grupales de educación de progenitores; c) comparación: medidas pre-post intervención; d) resultados: cuantitativos; e) características de los estudios: diseños pre-experimentales, cuasi-experimentales y experimentales.

## Fuentes de información

Se han explorado 8 bases de datos electrónicas: WOS, SCOPUS, PsycINFO, PsycARTICLES, MEDLINE, ERIC, KCI y SCIELO.

Se ha optado por ERIC, PsycARTICLES y PsycINFO por ser bases de datos especializadas en educación y psicología; se han seleccionado Web of Science y SCOPUS por ser las bases de datos que recogen las referencias de las principales publicaciones científicas de cualquier área del conocimiento; se ha explorado MEDLINE por ser la base de bibliografía médica más amplia que existe y porque muchas de las intervenciones de parentalidad se llevan a cabo desde el ámbito de la enfermería y medicina, persiguiendo la prevención y promoción de la salud; Korean Journal Database se escogió por contar con una base de datos asiática que presentase su contenido también en inglés; por último, se ha decidido incluir SCIELO por ser una base de datos de revistas científicas iberoamericanas y sudafricanas.

## Estrategias de búsqueda

Los términos utilizados fueron: “positive parenting”, “positive parenthood”, “parent\* education”, “program\*”, “intervention\*”.

Para definir los términos de búsqueda se establecieron primero los temas principales relacionados con los programas grupales promotores de la parentalidad positiva. A continuación, se ejecutó una búsqueda preliminar de literatura en dos bases de datos (WOS y ERIC) para localizar palabras claves incluidas en los artículos científicos y términos utilizados en los títulos de los mismos. Posteriormente, se elaboró un listado con los descriptores con mayores frecuencias, sinónimos elegidos libremente y términos del tesoro en relación al tópico de investigación. Con todo ello se creó la estrategia de búsqueda, adaptada a cada una de las bases de datos consultadas.

En la Tabla I se exponen las distintas estrategias de búsqueda utilizadas para posibilitar la replicación.

**TABLA I.** Estrategias completas de búsqueda electrónica según la base de datos

Base de datos	Limitadores	Ecuación de búsqueda
<b>ERIC, PsycARTICLES, PsycINFO</b>	Artículos de revista, publicaciones arbitradas	TX "positive parenting" OR TX "positive parenthood" OR TX "parent* education" AND TX ("intervention*" OR "program*" )
<b>Web of Science, MEDLINE, KCI, SCIELO</b>	Artículos de revista, publicaciones arbitradas	TS=("positive parenting" OR "positive parenthood" OR "parent* education") AND TS=("program*" OR "intervention*")
<b>SCOPUS</b>	Artículos de revista, publicaciones arbitradas	( TITLE-ABS-KEY ( "positive parenting" OR "positive parenthood" OR "parent* education" ) AND TITLE-ABS-KEY ( "program*" OR "intervention*" ) )

Fuente: elaboración propia

## Selección de estudios

El proceso de selección de los estudios comprendió cuatro fases:

- Fase 1 o de identificación (febrero 2019): se realizaron búsquedas sistemáticas en las ocho bases de datos.
- Fase 2 o de cribado (marzo-abril 2019): se exportaron las referencias de la fase de identificación al gestor bibliográfico *RefWorks* (RefWorks, 2019), eliminándose los documentos duplicados. Tras esto, se preseleccionaron las referencias potencialmente relevantes para la revisión sistemática. Esto se hizo fijándose en los títulos y resúmenes, y en relación con los criterios de elegibilidad.
- Fase 3 o de elegibilidad (mayo-junio 2019): se leyeron los artículos preseleccionados a texto completo, sometiéndolos a una *checklist* (Rubio, 2019b). A través de ella se verificó la pertinencia de la elección de los informes. Los que cumplieron todos los criterios pasaron a la siguiente fase. El proceso quedó registrado en una hoja de cálculo de *Excel* que recogía: número de identificación del estudio, título, autores, año, bases de datos donde aparecía y los criterios de elegibilidad que cumplía.
- Fase 4 o de inclusión (julio 2019): se tomó la decisión definitiva sobre qué informes incluir en la revisión sistemática. Además,

puesto que suele ocurrir que de un estudio se publican diferentes artículos científicos, se optó por utilizar los diferentes informes derivados de un mismo estudio.

El resumen de los estudios seleccionados en cada etapa del proceso de selección de estudio se recogió en un diagrama de flujo.

Finalmente, se procedió a la recopilación, obtención o extracción de los datos de cada artículo científico en la fase de codificación.

## **Proceso de recopilación, obtención o extracción de los datos**

Tras la selección definitiva de estudios en la fase de inclusión, se extrajeron los datos de cada uno de los artículos seleccionados con la ayuda de un formulario online (*Google Forms*). Los artículos fueron enviados previamente en una carpeta de archivo con documentos *pdf* numerados.

Una vez vaciados los datos, con el fin de analizar y sintetizar los estudios, se utilizaron tablas y gráficos con la ayuda de los programas *Excel 2013* e *IBM SPSS Statistics 25*.

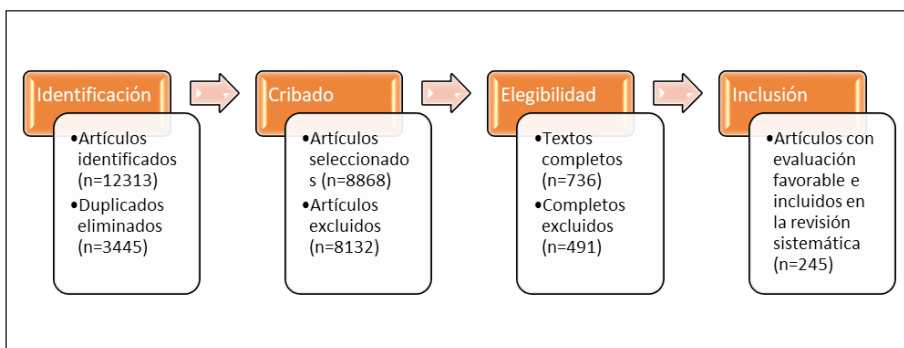
## **Lista de datos**

Las variables para las que se extrajeron datos para este informe fueron las siguientes: nombre y número de autores, filiación profesional y país de los mismos, año de publicación del artículo, título del artículo, nombre de la revista donde se encuentra publicado y número de artículos publicados en esa publicación, base o bases de datos donde aparece el artículo y contingencia de aparición, idioma de la publicación, tipo de acceso de la revista (abierto o restringido), palabras clave del artículo, país donde se llevó a cabo el estudio, nombre de los programas grupales de educación parental implementados y evaluados en los estudios y sus autores, y tipo de diseño de investigación.

## Resultados

El Gráfico I resume el proceso de selección de estudios con sus cuatro fases.

GRÁFICO I. Diagrama de flujo del proceso de selección de estudios



Fuente: elaboración propia

La búsqueda bibliográfica preliminar en ocho bases de datos electrónicas arrojó un total de 12263 artículos. El 59,6 % se encontraron en SCOPUS, PsycARTICLES y Web of Science.

Además, se detectaron diferencias en cuanto al número de artículos en modalidad de acceso restringido (77,27 %) y abierto (22,73%), atendiendo a la base de datos consultada. Así, ERIC, SCOPUS, Web of Science y MEDLINE fueron las bases de datos electrónicas con mayor porcentaje de estudios con textos accesibles y completos (94,27 %).

Tras la eliminación de los duplicados, se cribaron 8868 referencias, llegando a la fase de elegibilidad 736 informes.

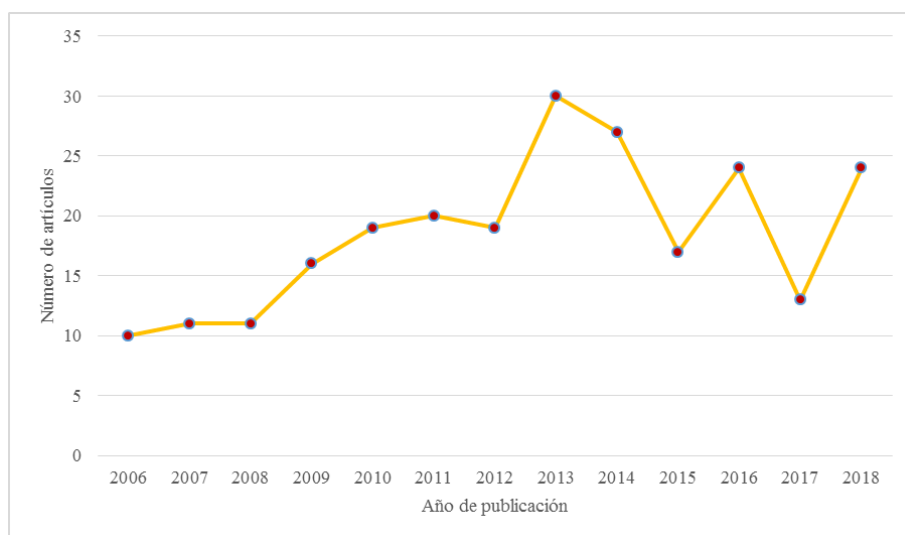
El texto completo de las restantes publicaciones se examinó para comprobar si superaba los criterios de inclusión recogidos en la lista de verificación. Se rechazaron 491 artículos.

Finalmente, se seleccionaron 245 artículos para la presente revisión sistemática, los cuales pueden ser consultados en <https://doi.org/10.6084/m9.figshare.9199376>

Como puede observarse en el Gráfico II, se apreció una tendencia creciente en la producción científica sobre la implementación y evaluación

de programas promotores de la parentalidad positiva, cuyo punto álgido se encontró en el año 2013 con 30 artículos publicados. El 55 % de publicaciones correspondieron al último sexenio (2013-2018) y 4 al año 2019 (enero y febrero).

GRÁFICO II. Evolución de la producción científica



Fuente: elaboración propia

Por otro lado, los artículos fueron publicados en un número de revistas elevado, concretamente en 138 cabeceras diferentes. La Tabla II recoge aquellas que publicaron cuatro o más artículos, siendo la segunda, quinta y doceava especializadas en educación y ciencias sociales.

**TABLA II.** Revistas con cuatro o más artículos

<b>Revista</b>	<b>Número de artículos</b>
Journal of Child and Family Studies	14
Children and Youth Services Review	10
Prevention Science	8
Behaviour Research and Therapy	7
Research on Social Work Practice	7
Journal of Children's Services	6
Psychosocial Intervention	6
Journal of Child Psychology and Psychiatry	5
Behavior Therapy	4
Child Abuse & Neglect	4
Child Youth Care Forum	4
Journal of Clinical Child & Adolescent Psychology	4
Journal of Family Psychology	4
Research in Developmental Disabilities	4

Fuente: elaboración propia

Respecto a las bases de datos en las que se catalogan los artículos científicos, la Tabla III recoge la contingencia de aparición de los mismos y la frecuencia de presentación en exclusiva. Como se aprecia, las mayores frecuencias corresponden a los artículos que aparecen en las bases de datos WOS y SCOPUS. La base de datos ERIC, especializada en educación, recoge el mayor número de artículos en exclusiva.



**TABLA III.** Contingencia de aparición de los artículos en las diferentes bases de datos

	En exclusiva	También en WOS	También en SCOPUS	También en PsycINFO	También en PsycARTICLES	También en MEDLINE	También en ERIC	También en KCI	También en SCIELO	Total
<b>WOS</b>	22	---	90	25	4	43	9	0	6	126
<b>SCOPUS</b>	34	90	---	24	4	41	13	0	5	137
<b>PsycINFO</b>	7	25	24	---	0	9	2	0	3	35
<b>PsycARTICLES</b>	5	4	4	0	---	3	0	0	0	10
<b>MEDLINE</b>	9	43	41	9	3	---	3	0	1	59
<b>ERIC</b>	48	9	13	2	0	3	---	0	0	64
<b>KCI</b>	0	0	0	0	0	0	0	---	0	0
<b>SCIELO</b>	1	6	5	3	0	1	0	0	---	7

Fuente: elaboración propia

En cuanto a la autoría de los artículos, filiación profesional de los autores y país de la institución donde trabajan, se presentan los investigadores e investigadoras más prolíficos (con 3 o más publicaciones).

En primer lugar se encontraban los profesionales de la Universidad de Queensland (Australia), con Matthew R. Sanders con 23 publicaciones, Kate Sofronoff (10), Felicity L Brown (5), Alina Morawska (3) y Koa Whittingham (3).

En los Estados Unidos destacaron Carolyn Webster-Stratton (5) (University of Washington Seattle), Brian Wymbs (5) (Universidad de Ohio), Paul R. Smokowski (3) (University of North Carolina at Chapel Hill), Martica L. Bacallao (3) (University of Kansas), William E. Pelham (3) (Florida International University), Anil Chacko (3) (New York University) y Angela Moreland (3) (Begle Medical University of South Carolina).

Los autores españoles con más publicaciones fueron Sonia Byrne (4) y María José Rodrigo (3), de la Universidad de la Laguna, y Noelia Vázquez (3), Lucía Artazcoz (3) y Pilar Ramos (3), de la Agencia de Salud Pública de Barcelona y la Universidad de Barcelona.

Karen Jones (7) y Judy M. Hutchings (4), ambas de la Universidad de Bangor, así como Frances Gardner (4) y Tracey Bywater (4), de la

Universidad de Oxford y la Universidad de York respectivamente, fueron las autoras con más artículos científicos de Reino Unido.

En Alemania destacaron Nina Heinrichs (4) (Universidad de Bielefeld), Julia Plück (4) (Universidad de Cologne) y Heike Bertram (3) y Sebastian Naumann (3) de la Universidad Técnica de Braunschweig.

En Portugal, cuatro autoras de la Universidad de Coimbra contaban con 3 publicaciones cada una: Andreia Fernandes Azevedo, Maria João Seabra Santos, María Gaspar y Tatiana Homem.

Cynthia Leung (8) (Universidad Politécnica de Hong Kong) y Sandra Tsang (3) (Universidad de Hong Kong) fueron las representantes más destacadas de la región china.

En último lugar, Gail Chislett (3) (Health Promotion Division, Peterborough County-City Health), de Canadá, Jean E. Dumas (3) (Universidad de Ginebra), de Suiza, y Louise J. Keown (3) (University of Auckland), de Nueva Zelanda.

Respecto al número de autores, se dio una clara propensión a que los artículos científicos fuesen firmados por tres o cuatro investigadores (53 %). El número máximo de firmantes de un mismo texto fue de catorce autores (0,4 %) y el mínimo de un autor (3,3 %). La media fue de 4,19, la mediana de 4, la moda de 3 y la desviación típica de 2,17.

En el plano de la procedencia de las investigaciones, de los 245 artículos, los países con mayor número de publicaciones fueron: Estados Unidos (81), Australia (27), España (16), China (14), Alemania (12), Canadá (11), Reino Unido (11), Países Bajos (7), Irán (5), Irlanda (5), Nueva Zelanda (5), Noruega (5), Portugal (5) y Turquía (5).

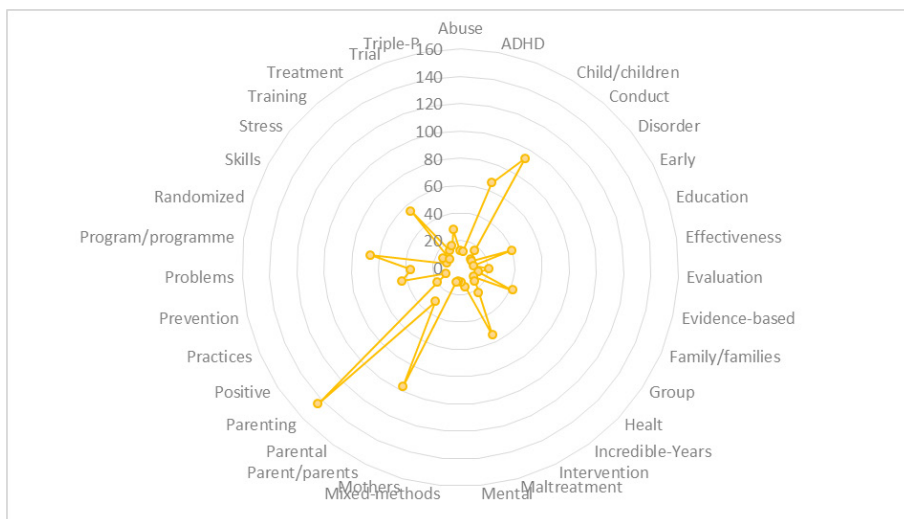
Suecia, Rumania y Corea del Sur contaban con 3 referencias cada uno. Por su parte, a Japón, Singapur y Sudáfrica le correspondieron tres artículos. El resto de países (Argentina, Bélgica, Bolivia, Burundi, Chile, Colombia, Ecuador, Finlandia, Francia, Gambia, Georgia, Guatemala, Indonesia, Italia, Jordania, Kósovo, Líbano, Lituania, Mongolia, Pakistán, Paraguay, Palestina, Filipinas, Puerto Rico, Rusia, Islas Salomón, Suiza y Venezuela) aglutinaron un único artículo.

En el Gráfico III se representa la distribución geográfica de los 48 países donde se han generado publicaciones.



autores afinen y perfeccionen sus búsquedas en cuanto a la evaluación de programas de educación parental.

GRÁFICO IV. Palabras clave más repetidas en los artículos científicos revisados



Fuente: elaboración propia

Finalmente, se identificaron los programas de educación parental implementados y evaluados en los distintos estudios. En los 245 artículos científicos revisados se utilizaron 115 programas diferentes. No obstante, 28 de ellos se repitieron en dos o más publicaciones, tal y como se muestra en el Gráfico V. Es decir, estos programas aparecieron en el 66,5 % de las publicaciones incluidas en la revisión sistemática. Las demás intervenciones grupales identificadas pueden consultarse en <https://doi.org/10.6084/m9.figshare.9199517>

Así, el programa grupal de Matthew Sanders (*Positive Parenting Program* o *Triple-P*) apareció en 50 artículos científicos solo o en combinación con otras versiones o modalidades, tales como: *All Day*, *Brief Parent Discussion Group*, *Building Bridges*, *Family Transitions*, *Gifted and Talented*, *Grandparents*, *Pathways*, *Primary Care*, *Seminar Series*, etcétera.

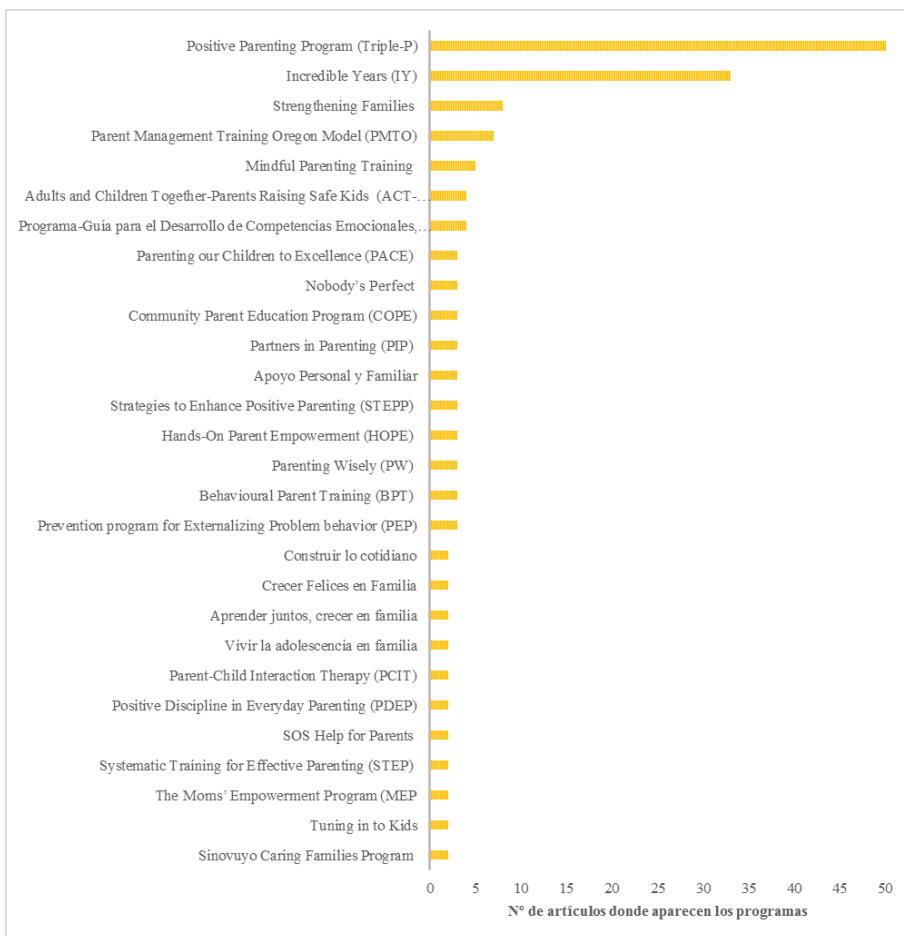
El *Incredible Years Parent Training* de Carolyn Webster-Stratton se referenció en 33 ocasiones y el *Strengthening Families Program*, de Karol Kumpfer, Virginia Molgaard y Richard Spoth, hizo lo propio 8 veces. Este último programa cuenta con adaptaciones para el contexto español (Programa de Competencia Familiar) y latinoamericano (Familias Fuertes).

Con una frecuencia de aparición de 7 y 5 respectivamente se encontraban el *Parent management training Oregon Model (PMTO)*, ideado y desarrollado por Gerald R. Patterson, Marion Forgatch y otros colaboradores de Oregon Social Learning Center, así como el *Mindful Parenting training* de Susan Bögels y Kathleen Restifo.

El *Programa-Guía para el Desarrollo de Competencias Emocionales, Educativas y Parentales* de Raquel-Amaya Martínez se mencionó en 4 artículos, al igual que el *programa Adults and Children Together-Parents Raising Kids* de Julia Silva.

En tres ocasiones fueron recogidos los siguientes programas en diversas publicaciones: *Nobody's Perfect* (desarrollado por Health Canada and the Departments of Health of the four Atlantic Provinces), *Community Parent Education Program* (de Cunningham, Bremmer y Secord- Gilbert), *Partners in Parenting* (diseñado y promovido por Colorado Family Education, Resources and Training y la Universidad de Colorado), *Parenting our Children to Excellence* (de Jean Dumas) y su adaptación al contexto hispanohablante (Criando a Nuestros Hijos hacia el Éxito), Apoyo Personal y Familiar (de María José Rodrigo, María Capote, María Luisa Máiquez, Juan Carlos Martín, Guacimara Rodríguez, Patricia Guimerá y Margarita Peña), *Hands-On Parent Empowerment Program* (de Leung, Tsang, Dean y Chow), *Parenting Wisely* (de Gordon), *Strategies to Enhance Positive Parenting* (de Anil Chacko, Brian Wymbbs, Lizette Flammer-Rivera, William Pelham, Kathryn Walker, Fran Arnold, Hema Visweswarajah, Michelle Swanger-Gagne, Erin Girio, Lauma Pirvics y Laura Herbst), *Behavioural Parent Training* (de Barkley, Wells, Abikoff, Abramowitz, Courtney, Cousins, Del Carmen y otros) y *Prevention for Externalizing Problem* (de Plück, Wiczorrek, Wolff Metternich y Döpfner)

## GRÁFICO V. Programas de educación parental más implementados y evaluados



Fuente: elaboración propia

Por otro lado, los programas que aparecieron con una frecuencia de dos veces fueron: *Construir lo cotidiano* (de Susana Torio, José Vicente Peña, María del Carmen Rodríguez, Carmen María Fernández, Susana Molina, Jesús Hernández y María de las Mercedes Inda), *Crecer Felices en Familia* (de María José Rodrigo, María Luisa Máiquez, Sonia Byrne, Beatriz Rodríguez, Juan Carlos Martín, Guacimara Rodríguez, Laura Pérez),

*Aprender juntos, crecer en familia* (de Pere Amorós, Núria Fuentes, Ainoa Mateos, Crescencia Pastor, M.<sup>a</sup> José Rodrigo, Sonia Byrne, M.<sup>a</sup> Àngels Balsells, Juan Carlos Martín y Mónica Guerra), *Vivir la adolescencia en familia* (de María José Rodrigo, Juan Carlos Martín, María Luisa Máiquez, Miriam Álvarez, Sonia Byrne, A. González, M. Guerra, M.A. Montesdeoca y Beatriz Rodríguez), *Parent-Child Interaction Therapy* (de Sheila Eyberg), *Positive Discipline in Everyday Parenting* (desarrollado por Save the Children y Joan Durrant), *SOS Help for Parents* (de Lynn Clark), *Systematic Training for Effective Parenting* (de Don Dinkmeyer Sr., Gary McKay y Don Dinkmeyer Jr.), *The Moms' Empowerment Program* (de Graham-Bermann), *Tuning in to Kids* (de Havighurst y Harley) y *Sinovuyo Caring Families Program* (de Jamie Lachman, Liora Sherr, Lucie Cluver, Catherine Ward, Judy Hutchings y Frances Gardner).

Finalmente, comentar que muchos de los programas abordan la conciencia de las características personales y de comportamiento de los menores según su etapa de desarrollo y circunstancias de vida, así como las habilidades de autorregulación emocional, autoestima y asertividad de los progenitores. Además, se enfocan en transmitir estrategias de comunicación adecuadas, de resolución de conflictos y negociación, de establecimiento de normas, límites y consecuencias claras y coherentes para promover una disciplina y relación positiva entre padres e hijos.

## Conclusiones

La mayor parte de los artículos de investigación examinados en este estudio se extrajeron de las bases de datos WOS y SCOPUS. PsycINFO también fue relevante en cuanto a la cantidad de artículos recuperados, al igual que ocurrió en otras revisiones sobre programas de educación parental (Pisani y Martins, 2016; Robles y Romero, 2011; Ruiz et al., 2018). Además, el número de artículos que se incluyeron es superior al que se maneja en estudios de este tipo. Esto puede ser debido a que se ha pretendido proporcionar una visión general y global de la investigación publicada relacionada con la implementación y evaluación de programas de educación parental en su modalidad grupal. Por este motivo, se aumentó el número de bases de datos recomendadas para minimizar el sesgo a la hora de detectar informes de investigación relevantes para el objetivo de la indagación

Por otro lado, se ha constatado una tendencia creciente en la producción científica sobre el tema en cuestión, lo cual podría estar relacionado con la relevancia, actualidad e interés internacional por el diseño, implementación y evaluación de intervenciones promotoras de la parentalidad positiva (Consejo de Europa, 2006; American Society for the Positive Care of Children, 2019) bajo el paraguas de las prácticas basadas en las evidencias (Páramo y Hederich, 2014). Así, que la mayor parte de artículos publicados se haya dado durante el último sexenio, podría ser interpretado como un indicador de la potencia y previsible crecimiento de esta línea de investigación.

Otros de los hallazgos de esta revisión sistemática es el de haber detectado las revistas con más publicaciones sobre el tópico tratado, así como los autores más prolíficos, lo cual puede ser valioso para otros que investiguen sobre los programas de educación parental. También las palabras claves más utilizadas en las diferentes investigaciones, lo cual puede ayudar a comprender mejor las características de las intervenciones grupales destinadas a promover la parentalidad positiva, tales como el enfoque (mayoritariamente educativo), los modelos teóricos sobre los que se asientan (principalmente el cognitivo conductual) o los aspectos sobre los que pretenden incidir las intervenciones (tales como el comportamiento infanto-juvenil, el estrés parental, las habilidades parentales o la prevención del maltrato).

En cuanto a la procedencia de las investigaciones, se han detectado aquellas llevadas a cabo en Estados Unidos, Australia y los países más desarrollados de Europa y Asia, como en Barlow et al. (2012) o en Ruíz et al (2018), pero también se han identificado otras provenientes de Sudamérica y África, siguiendo la necesidad detectada por Mejía et al. (2012) de localizar la investigación sobre la efectividad de programas de educación parental en los países de menores ingresos.

Respecto al idioma de publicación, la totalidad de artículos científicos incluidos en algunas revisiones sistemáticas están escritos en inglés (Altafim y Martins, 2016; Barlow et al, 2011; Valero et al., 2017). Por el contrario, en la presente revisión sistemática sí se han incluido artículos científicos relacionados con el tema de investigación en castellano, detectándose buena cantidad de estudios realizados en España, menos en el contexto latinoamericano.

Además, no todas las intervenciones grupales se encuentran en la misma etapa de consolidación. Algunos estudios de programas se



localizan en una fase inicial; otros están algo más consolidados o en una fase cuasi-experimental. Por último, se dan casos de indagaciones que ya se detectan en una fase de ensayos controlados aleatorizados. Este hecho diferencia la presente revisión sistemática de otras realizadas con anterioridad, pues para ampliar el descubrimiento de programas y de sus evaluaciones se han aceptado diseños pre-experimentales y cuasi-experimentales, ya que existe una clara dificultad de llevar a cabo diseños experimentales puros en disciplinas como la educación (Higgins y Green, 2011).

En último lugar, ha sido posible localizar los programas promotores de parentalidad positiva más implementados y evaluados a nivel internacional, similares a los recogidos como modelos en las guías de referencia. Dichos resultados, aunque bastante coincidentes con los de otras revisiones de literatura (César y Rey, 2006; Licencín et al., 2017; Pérez y Yániz, 2015), revisiones sistemáticas (Barlow et al., 2012; Lozano y Valero, 2017; Pisani y Martins, 2016) y meta-análisis (Valero et al., 2017), los amplía, pues se han identificado programas posiblemente prometedores. Esto permitirá comparar las características de las diferentes intervenciones, posibilitando una guía para futuros diseños de programas de educación parental, los cuales podrán recoger lo que mejor ha funcionado hasta el momento.

Como limitaciones y prospectivas del presente estudio, señalar que sería deseable replicar los procesos de selección de artículos y de extracción de los datos de la presente revisión sistemática por parte de otros investigadores, recogiendo algún índice de fiabilidad, tal como el grado de acuerdo entre los mismos (Higgins y Green, 2011).

Además, en el presente informe se han incluido artículos científicos que abordan la evaluación de programas de educación parental, descartándose los resultados recogidos en tesis doctorales, comunicaciones de congresos, libros, etcétera. Esto puede ser un motivo de sesgo, al igual que los descriptores utilizados para limitar la búsqueda y la elección de solo dos idiomas (español e inglés), lo cual hace que hayan quedado fuera estudios de países donde no se publica en las lenguas dominantes.

También, comentar que se optó por establecer el año 2006 como límite temporal por ser la fecha en la que se publicó la Recomendación 19 (Consejo de Europa, 2006). Esto no quiere decir que no existan experiencias anteriores de implementación y evaluación de programas de educación parental, sino que a partir de esa fecha se estimularon y

se popularizó el término de parentalidad positiva, aunque el enfoque y mentalidad de esa perspectiva existía desde mucho antes (Palacios, 2016).

No ha sido posible un análisis más minucioso de los estudios por la limitación de extensión, pero ello abre y ha abierto nuevas y futuras líneas de investigación. Una vez apuntado el mapa general de la producción científica, parece oportuno evaluar la calidad metodológica de los artículos científicos revisados, pues no se han valorado hasta el momento. Tras ello, podría realizarse una clasificación por tipos o una jerarquización de los informes según los resultados de la evaluación de la calidad metodológica de los mismos (Rodríguez, 2017; Rodríguez y Úbeda, 2017). Esto posibilitará reducir la cantidad de estudios a aquellos que presenten las mejores evidencias y validez.

Tras esto, se podrían extraer datos relacionados con las características generales de los informes de investigación y de los programas implementados y evaluados en ellos (Jiménez e Hidalgo, 2009; Hidalgo, 2009; Rodrigo et al, 2015; Ruíz et al, 2018) y detectar qué aspectos de la parentalidad positiva son abordados desde dichos programas (Rodrigo et al., 2015).

Con todo, desde un punto de vista educativo, los resultados de esta revisión sistemática ponen al alcance de investigadores y profesionales de la orientación educativa y familiar una síntesis de los programas de educación parental con mejores evidencias científicas, así como un punto de partida para después explorar los temas y contenidos acometidos en ellos, las metodologías de trabajo, etcétera. Por lo general, este tipo de intervenciones proporcionan a padres y madres espacios donde reflexionar de forma compartida sobre sus vivencias y experiencias en situaciones de la vida cotidiana con los menores. Se conduce a los progenitores a repensar su modo de criar y educar, a desarrollarse y perfeccionarse como educadores. El propósito no es que sigan un único modelo educativo idealizado, sino poner a su servicio guías que después tendrán que adaptar a las peculiaridades de sus hogares para promocionar el desarrollo óptimo físico, psicológico, social y académico de sus hijos e hijas.

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# Group programs of positive parenting: a systematic review of scientific production

## Programas grupales de parentalidad positiva: una revisión sistemática de la producción científica

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### Abstract

The exercise of parenting is currently perceived as a difficult task, due to its complexity, the diversity of family forms and the challenges brought about by the changes of the last decades. Research suggests that parents need training and support in order to raise, educate and socialize their offspring. A solution to these needs may be found in parental education offered from the perspective of positive parenting. This study aims to show a global and general map of the scientific production related to group parental education programs. To do so we have carried out a systematic review following the guidelines of the PRISMA guide and the Cochrane and Campbell collaborations. The search is limited mainly to articles in English and Spanish and published in refereed journals between 2006 and 2019. Eight electronic databases were consulted: ERIC, MEDLINE, SCOPUS, WOS, SCIELO, KCI, PsycARTICLES and PsycINFO. After the selection process, 245 research articles were included. The results highlight the most prolific authors, the journals with the most publications and the 48 countries where research had been carried out, belonging to America, Oceania, Europe, Asia and Africa. Regarding the design of the studies, 60% were pre-experimental or quasi-experimental. We have also identified 115 group interventions that were implemented and evaluated. What we find is a growing trend in scientific production on the subject, and this includes the discovery of research carried

out in lower income countries. In addition to observing that not all interventions were in the same stage of consolidation, we have also identified those programs that have been most widely implemented and evaluated internationally. These programs, which tend to coincide with those defined as models by reference guides, are complemented by other promising approaches.

*Key words:* systematic review, parental education, positive parenting, group interventions, evidence-based programs.

### **Resumen**

El ejercicio de la parentalidad se intuye en la actualidad como una tarea difícil, tanto por la complejidad que encierra, como por la diversidad de formas familiares y los retos que implican los cambios de las últimas décadas. La investigación sugiere que los progenitores precisan de formación y apoyos para llevar a cabo la crianza, educación y socialización de sus vástagos. A estas necesidades podría dar respuesta la educación parental desde el enfoque de la parentalidad positiva. El presente estudio pretende mostrar un mapa global y general de la producción científica relacionada con los programas grupales de educación parental. Para ello se ha ejecutado una revisión sistemática siguiendo las directrices de la guía PRISMA y de las colaboraciones Cochrane y Campbell. La búsqueda se ha limitado fundamentalmente a artículos en inglés y español y publicados en revistas arbitradas entre 2006 y 2019. Se han consultado ocho bases de datos electrónicas: ERIC, MEDLINE, SCOPUS, WOS, SCIELO, KCI, PsycARTICLES y PsycINFO. Tras el proceso de selección, se han incluido 245 artículos de investigación. Los resultados han destacado los autores más prolíficos, las revistas con más publicaciones y 48 países donde se habían desarrollado las investigaciones, pertenecientes a América, Oceanía, Europa, Asia y África. En cuanto al diseño de los estudios, el 60 % han sido pre-experimentales o cuasi-experimentales. También se han identificado 115 intervenciones grupales implementadas y evaluadas. Por tanto, se ha apreciado una tendencia creciente en la producción científica sobre el tema, se han descubierto investigaciones ejecutadas en países de menores ingresos, se ha constatado que no todas las intervenciones se encontraban en la misma etapa de consolidación y se han localizado los programas más implementados y evaluados internacionalmente, que parecieron coincidir con los definidos como modelos por guías de referencia, así como otros prometedores.

*Palabras clave:* revisión sistemática, educación parental, parentalidad positiva, intervenciones grupales, programas basados en evidencias.

## Introduction

The changes occurring over the last decades have left a mark on present-day families (Grau y Fernández, 2015). These alterations can be seen in new family forms, in the concept itself of the educational, developmental and socializing family context and in the advent of the call for professional intervention in such matters (Palacios, 2016).

These changes translate into needs that previously tended to go undetected, and to a greater visibility of – and urgency to address – those needs identified within the family, beginning with support and guidance for the parents (Vaquero, Suárez, Fernández, Rodrigo and Balsells, 2019).

It is this context that led to the formulation by the Ministerial Committee of the European Council of Recommendation 19 on Policy to Support Positive Parenting (European Council, 2006). This organism urged member states to develop and implement measures in support of families, including programs in parental education. The adoption of these measures was meant to improve domestic harmony while at the same time protecting children's rights and contributing to their future society's prosperity (Martínez and Becedóniz, 2009). The Commission subsequently published Recommendation 112 (European Commission, 2013), which stresses the importance of helping mothers and fathers develop parental skills which will serve to ensure that their children and adolescents will be brought up in a surrounding that is favorable to their development. The *American Society for the Positive Care of Children* (2019) works along very similar lines.

From this perspective we should start by affirming that parenting consists of the use of certain practices for the rearing and educating of children by their educators. The adjective *positive* refers to the notion that the adults' behavior must always have as its goal the overall well-being and development of the child and that it should be based on affection, structure, stimulation, recognition, empowerment and non-violence (Rodrigo, Máiquez and Martín, 2010; Rodrigo, 2015). Consequently, a minor ought to be considered an active subject rather than a passive receptor of needs that parents and other social agents are there to satisfy. But the needs of mothers and fathers are also taken into account; these include care of one's self, reflection and reorientation regarding the family educational model, time with the family and time by one's self, confidence and satisfaction with parental duties, formal and informal support aimed at reducing stress and overcoming difficulties, etc. (Rodrigo et al, 2015).

In response to these considerations, a number of proposals have emerged for providing support for families, proposals that fit into three basic formats: individualized attention and home visits; group support; and community support (Rodrigo, 2015).

The group programs of positive parenting include active training in skills for developing competence and self-confidence in parents so that they may undertake child rearing in an affectionate, consistent, reliable and non-violent way. These skills go beyond the mere transmission of knowledge about the different stages of the child's development or dealing with certain disorders or learning techniques for modifying conduct. Research has shown that improvements in the way that parents raise and educate their children are reflected in a reduced rate of socio-emotional problems and behavioral problems in childhood and adolescence. This is why it is so important that group interventions encouraging positive parenting strive to reduce those risk factors that could have adverse effects on children (such as severe disciplinary practices, be they verbal or physical), fostering instead protective approaches that will lead to positive, reassuring results for the family (Haslam, Mejía, Sanders and De Vries, 2017; Nelsen, 2006; Rodrigo, 2015). However, this approach has been questioned for several reasons. One is its substantial psychological content, which could be seen as trying to supplant educational content (Fontana, Gil y Reyeró, 2013). There are also discrepancies about what objectives and topics should be dealt with in education taking place within the private family setting. Doubts have also been expressed as to how effective the principles of positive parenting are for forming and training mothers and fathers (Bernal y Sandoval, 2013).

We have, then, a variety of institutions, businesses and other organisms offering support for families and, more specifically, for mothers and fathers (Rodrigo, 2016). However, not all interventions are based on evidence (Páramo y Hederich, 2014); in order to do so they would have to adhere to criteria guaranteeing a minimum of quality and success, in other words, criteria based on a diagnosis of valid needs and practices that can help guide the design, implementation and evaluation of the program (World Health Organization, 2014).

All of this makes it crucial that we rely on the most accurate evidence, although this in itself is complicated for several reasons. While there has been an exponential increase in the number of studies carried out on the subject, a revision of traditional narratives has been lacking, ultimately

leading to a deficient, biased accumulation of scientific knowledge. The role of primary studies in the advancement of our knowledge has also been limited, leaving us with what amount to little more than pieces of puzzle (Botella y Sánchez-Meca, 2015).

In this sense, systematic reviews and meta-analysis could represent the standard reference for integrating, synthesizing and critically analyzing the scientific evidence available with regard to these interventions (Botella and Sánchez-Meca, 2015; Higgins and Green, 2011).

At this point a number of reviews – narrative, systematic and meta-analytical – have been carried out on parental education programs. César and Rey (2006) differentiated between programs aimed directly at optimizing parents' practices and those meant to improve their well-being, which in turn would favor positive parenting. These authors noted that parental education programs had been used mostly to deal with problems in children's behavior and as a way of supporting mothers and fathers who found themselves in a precarious psycho-social state.

Robles and Romero (2011) pointed out that the parental interventions reviewed evidenced considerable effectiveness; in addition to encouraging positive changes in the children's behavior, they demonstrated an improvement in parent's interventions with their offspring, progress in the family dynamic and in the resolution of problems, greater communication and a reduction in parental stress.

Barlow, Smailagic, Huband and Roloff (2012) pointed to the fact that the programs for parental empowerment were shown to have had an impact in children's behavioral and emotional adjustment. This was accompanied by positive effects in the general well-being of the adults, although this improvement was short-lived and did not last.

Given how the preventive strategies of parental programs had proved effective in countries with a high standard of living, Mejia, Calam and Sanders (2012) set out to review the literature on programs for child-rearing in developing countries. They soon discovered that research on the effectiveness of such programs was very limited in poorer countries, encountering one single study with a solid methodology dealing with the prevention of emotional and behavioral problems.

In 2015 Pérez and Yániz analyzed and compared the characteristics of 15 parental education programs, most of which followed an experiential or technical approach. The authors discovered that the aspects of the programs in most need of improvement were the evaluations of the

interventions and the training of the people implementing them.

Pisani and Martins (2016) reviewed 23 studies, all about group programs focused on preventing violence and abuse by encouraging positive child-raising practices. Only seven of the studies were random, controlled trials. Eighteen of them evaluated child-rearing strategies, while 90% of the total registered a significant improvement in the children's conduct.

Lozano and Valero (2017) analyzed 48 scientific articles dealing with the efficiency of parent training programs. Their study showed that the interventions were beneficial, resulting in a reduction in young people's behavioral problems and in child abuse along with an improvement in parental skills and in child-rearing strategies.

Valero, Ballester, Orte and Amer (2017) analyzed evidence concerning family-based programs of selective prevention relating to drug consumption in adolescence. The authors worked with nine studies, the results of which showed a considerable effect size in terms of family relations, positive parenting and substance abuse.

Licencín, Martín and Rama (2017) examined 13 scientific articles and found that a majority of the studies coincided in corroborating the beneficial effects of positive parenting. Among these favorable results were the parents' adopting more democratic child-raising habits – as opposed to negligent or overly permissive ones –, an increase in assertiveness, improved communication with the rest of the family members, and more effective conflict resolution. The fact that parents also felt more satisfied with the job they had done raising their offspring was reflected in their increased self-esteem and self-efficacy, lower levels of parental stress and a better overall family atmosphere. All of this was accompanied by a lower rate of childhood behavioral issues.

And finally, Ruíz, Serrano and Mújica (2018) reviewed the evidence regarding the efficiency of interventions aimed at increasing parents' competence and skills as they relate to the healthiness of the minors' lifestyle. Of the 15 studies they analyzed, carried out between 2003 and 2016, nine took place in the United States, four in Europe and two in Asia. Parental self-efficacy was the principal construct evaluated in these scientific articles, most of which did not include control groups. Four of the studies registered an increase in parents' self-efficacy.

Along the lines of what has so far been shown here, this study aims to obtain an up-to-date, panoramic vision of scientific production relating to the implementation and evaluation of group programs on parental

education, more specifically, of those based on positive parenting. We believe it is crucial to detect and analyze such programs (Rodrigo, 2016) and to compile information from the primary studies relating to the subject, some of which have shown the efficacy of certain programs outside of prosperous countries (World Health Organization, 2014). We also believe that the results of this systematic review may serve to provide educational counselors and family members with a selection of parental education programs of proven effectiveness that could potentially prove ideal for demographic samples that they may be working with.

In consequence with what has been laid out above, we would like to formulate the following research question: what is the current state if international scientific production relating to the implementation and evaluation of group programs based on positive parenting? In order to respond to this question we propose as our general objective a systematic review of the available scientific evidence regarding group programs based on positive parenting offered to parents of children and adolescents. Our specific goals are: a) to identify research articles dealing with the implementation and evaluation of group programs of parental education; b) to analyze the evolution of this scientific production, based on the year of publication; c) to determine which scientific journals have published the most articles on the subject; d) to determine the contingency of the appearance of the scientific articles reviewed in the different data bases consulted; e) to identify the most prolific authors on the subject, as well as the institutions and countries where they have carried out their professional work; f) to identify tendencies regarding the number of authors of the scientific articles included in the review; g) to identify the countries where the interventions have been applied and evaluated; h) to provide a classification of the articles based on the language of publication and the research design employed; i) to identify the most often used key words; j) to draw up a list of the programs that have been implemented and evaluated most often.

## Method

To carry out this systematic review of interventions we followed the guidelines of the PRISMA guide (Moher et al., 2009; Moher et al., 2015; Shamseer et al., 2015) as well as the Cochrane indications (Higgins and

Green, 2011) and Campbell indications (The Campbell Collaboration, 2019). We should point out that systematic reviews are a form of research in themselves; they attempt to identify, synthesize and critically analyze the features, results, conclusions and other aspects of different primary studies, which, by means of a previously designed, systematic process, then serve to respond to concrete questions. The entire process follows an explicit, rigorous methodology. The sample units of these systematic reviews consist of each and every one of the original studies included in the format we have established. For this study we have limited the search and selection of articles to those published in refereed journals.

## Protocol and registry

There is a preliminary and final protocol (Rubio, 2019, 2019c) of the systematic review, whose publications serve as a register.

## Eligibility criteria

The studies included in this systematic review were published, in Spanish or English, in scientific journals between 1 January 2006 (the year in which Recommendation 19/2006 appeared) and 28 February 2019.

Furthermore, the eligibility criteria, based on the PICOS format (*population, intervention/exposure, comparator, outcome, study characteristics*), included the following: a) participants: fathers and mothers with male or female children between the ages of 0 and 18 (legal guardians, grandparents, etc. were also admitted); b) intervention: group programs of parental education; c) comparison: measures taken pre and post intervention; d) results: quantitative; e) characteristics of the studies: pre-experimental, quasi-experimental and experimental designs.

## Information sources

Eight electronic databases were explored for the review: WOS, SCOPUS, PsycINFO, PsycARTICLES, MEDLINE, ERIC, KCI y SCIELO.



We chose the databases ERIC, PsycARTICLES and PsycINFO, owing to the fact that they are specialized in education and psychology; we selected Web of Science and SCOPUS due to their being the databases that bring together references from the principal scientific publications in all fields of knowledge; MEDLINE was chosen because it has the world's most complete medical bibliographical database and because many parenting interventions, insofar as they address questions of prevention and health, are approached from the fields of nursing and medicine; Korean Journal Database provided an Asian database whose contents are presented in English; and finally, SCIELO was included as it provided a database associated with scientific journals from Latin American countries and South Africa.

## Search strategies

The terms used were: “positive parenting”, “positive parenthood”, “parent\* education”, “program\*”, “intervention\*”.

Before defining the search terms we first established the principal topics relating to group programs of positive parenting. We then performed a preliminary search of literature in two databases (WOS and ERIC) in order to find key words included with the articles as well as terms appearing in the titles. Next, we drew up a list of descriptors with the most frequently appearing terms, freely chosen synonyms and thesaurus terms relating to the research topic. All of these elements were used to create a search strategy, which was adapted to each of the databases consulted.

Chart I shows the different search strategies used, allowing for their replication.

CHART I. Complete electronic search strategies, in accordance with the different databases

Database	Limiters	Search equation
<b>ERIC, PsycARTICLES, PsycINFO</b>	Articles from journals, refereed publications	TX "positive parenting" OR TX "positive parenthood" OR TX "parent* education" AND TX ("intervention*" OR "program*")
<b>Web of Science, MEDLINE, KCI, SCIELO</b>	Articles from journals, refereed publications	TS= ("positive parenting" OR "positive parenthood" OR "parent* education") AND TS= ("program*" OR "intervention*")
<b>SCOPUS</b>	Articles from journals, refereed publications	(TITLE-ABS-KEY ("positive parenting" OR "positive parenthood" OR "parent* education") AND TITLE-ABS-KEY ("program*" OR "intervention*"))

Source: prepared by the authors

## Selection of studies

The process of selecting the studies consisted of four phases:

- Phase 1 or identification phase (February 2019): systematic searches were carried out on the eight databases.
- Phase 2 or screening phase (March-April 2019): the references from the identification phase were exported to the bibliographical manager *RefWorks* (RefWorks, 2019), eliminating the duplicated documents. Then the references deemed potentially relevant to the systematic review were preselected. This was done by examining titles and summaries and in accordance with the eligibility criteria.
- Phase 3 or eligibility phase (May-June 2019): preselected articles were read in their entirety and subjected to a *checklist* (Rubio, 2019b), which served to verify the relevance of the chosen article. Those meeting all of the criteria passed on to the next phase. The process was registered on an *Excel* calculus sheet that recorded: the identification number of the article, title, year, authors, databases where it appeared and the eligibility criteria that it met.
- Phase 4 or inclusion phase (July 2019): a definitive decision was taken as to which studies were to be included in the systematic review. Given that it is not unusual for a single study to give rise to

the publication of different scientific articles, we chose to use the different articles based on one same study.

A summary of the studies selected in each stage of the process of study selection is shown in a flow chart.

Finally, we proceeded to extract, gather and compile the data from each article in the codification phase.

## **The process of extracting, gathering and compiling data**

Once the definitive selection of studies was made in the inclusion phase, data was extracted from each of the articles by means of an online form, *Google Forms*. This was after the articles were sent to a file folder of numbered *pdf* documents.

Having extracted the data, and for the purpose of analyzing and synthesizing the studies, we used charts and diagrams from the programs *Excel 2013* and *IBM SPSS Statistics 25*.

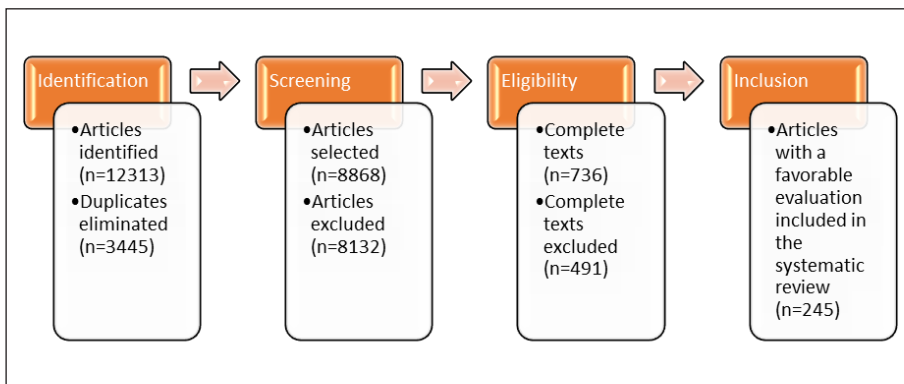
## **Data list**

The variables for which we extracted data for this review were: name and number of authors; professional affiliation and country; year of publication of the article; title of the article; name of the journal where the article was published along with the number of articles published in said journal; database or databases in which the article appears together with the contingency of its appearance; language of publication; type of access to the journal (whether open or restricted); key words; country where the study was carried out; names of the group programs of parental education implemented and evaluated along with their authors and the research design.

## **Results**

Chart I provides a summary of the study selection process and its four phases.

CHART I. Flow chart of the study selection process



Source: prepared by the authors

Our preliminary bibliographical search in the eight databases named above resulted in a total of 12,263 articles. 59,6 % of these were from the SCOPUS, PsycARTICLES and Web of Science databases.

The search revealed a difference between the number of articles published in restricted access mode (77,27 %) and open access mode (22,73%), depending upon the database consulted. Thus, the electronic databases with the greatest percentage of studies to which open and complete access was possible (94,27%) proved to be ERIC, SCOPUS, Web of Science and MEDLINE.

Once the duplicated articles had been eliminated, 8,868 references were screened, after which 736 reports passed on to the phase of eligibility.

The complete text of these publications was examined to determine whether they met the inclusion criteria from the verification list. This process resulted in 491 articles being rejected.

Finally, 245 articles were selected for this systematic review. These articles may be consulted at <https://doi.org/10.6084/m9.figshare.9199376>

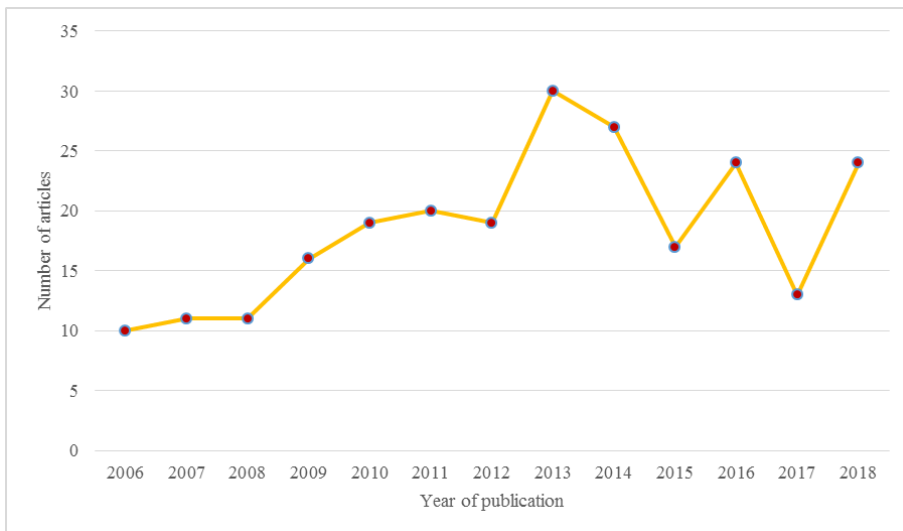
As can be observed in Chart II, there is an appreciable increase over time in the scientific production dealing with the implementation and evaluation of positive parenting programs. The apex of this tendency can be found in the year 2013, when 30 articles were published on the

topic. Some 55% of the articles were published in the last six-year period included in the review (2013-2018) and four more in the first two months of 2019.

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**CHART II.** Evolution of scientific production.

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Source: prepared by the authors

As for their provenance, the articles appeared in a large number of different journals, 138 to be exact. Chart II lists those journals that published four or more articles. The second, fifth and twelfth journals listed are specialized in education and social sciences.

**CHART II.** Journals with four or more articles on the subject

<b>Journal</b>	<b>Number of articles</b>
Journal of Child and Family Studies	14
Children and Youth Services Review	10
Prevention Science	8
Behaviour Research and Therapy	7
Research on Social Work Practice	7
Journal of Children's Services	6
Psychosocial Intervention	6
Journal of Child Psychology and Psychiatry	5
Behavior Therapy	4
Child Abuse & Neglect	4
Child Youth Care Forum	4
Journal of Clinical Child & Adolescent Psychology	4
Journal of Family Psychology	4
Research in Developmental Disabilities	4

Source: prepared by the authors

With regard to the databases in which the scientific articles were catalogued, Chart III shows the contingency of the articles' appearance in them along with the frequency of their exclusive presentation. As can be observed, the greater frequencies correspond to the articles appearing in the WOS and SCOPUS databases. The ERIC database, which is specialized in education, has the greatest number of exclusive articles.

CHART III. Contingency of articles' appearance in different databases.

	Exclusive	Also in WOS	Also in SCOPUS	Also in PsycINFO	Also in PsycARTICLES	Also in MEDLINE	Also in ERIC	Also in KCI	Also in SCIELO	Total
<b>WOS</b>	22	---	90	25	4	43	9	0	6	126
<b>SCOPUS</b>	34	90	---	24	4	41	13	0	5	137
<b>PsycINFO</b>	7	25	24	---	0	9	2	0	3	35
<b>PsycARTICLES</b>	5	4	4	0	---	3	0	0	0	10
<b>MEDLINE</b>	9	43	41	9	3	---	3	0	1	59
<b>ERIC</b>	48	9	13	2	0	3	---	0	0	64
<b>KCI</b>	0	0	0	0	0	0	0	---	0	0
<b>SCIELO</b>	1	6	5	3	0	1	0	0	---	7

Source: prepared by the authors

As for the authorship of the articles, their professional affiliation and the country of the institutions where they work, we will mention here the most prolific researchers – those with three or more articles published.

In first place we find the scholars from the University of Queensland (Australia), with Matthew R. Sanders (23 publications), Kate Sofronoff (10), Felicity L Brown (5), Alina Morawska (3) and Koa Whittingham (3).

Leading the field in the United States are Carolyn Webster-Stratton at the University of Washington Seattle (5), Brian Wymbs of the University of Ohio (5), Paul R. Smokowski of the University of North Carolina at Chapel Hill (3), Martica L. Bacallao of the University of Kansas (3), William E. Pelham of Florida International University (3), Anil Chacko of New York University (3) and Angela Moreland of Begle Medical University of South Carolina (3).

The Spanish authors with the greatest number of articles published were Sonia Byrne (4) and María José Rodrigo (3), both at the Universidad de la Laguna, and Noelia Vázquez (3), Lucía Artazcoz (3) and Pilar Ramos (3), of Barcelona's Agencia de Salud Pública (Agency for Public Health) and at the University of Barcelona.

Karen Jones (7) and Judy M. Hutchings (4), both at the University of Bangor, along with Frances Gardner (4) and Tracey Bywater (4), from the

University of Oxford and the University of York, respectively, were the most-published authors in the UK.

German authors with the greatest number of articles published were Nina Heinrichs from the University of Bielefeld (4), Julia Plück of the University of Cologne (4), and Heike Bertram and Sebastian Naumann of the Technical University Braunschweig (both with 3 articles).

In Portugal, four authors from the University of Coimbra published three articles each: Andreia Fernandes Azevedo, Maria João Seabra Santos, María Gaspar and Tatiana Homem.

Cynthia Leung of the Polytechnic University of Hong Kong (8) and Sandra Tsang of the University of Hong Kong (3) were the preeminent authors from the Chinese sphere.

And finally, representing various countries, we have Gail Chislett of the Health Promotion Division, Peterborough County-City Health of Canada (3), Jean E. Dumas of the University of Geneva, Switzerland (3) and Louise J. Keown of the University of Auckland, New Zealand (3).

With regard to the number of authors contributing to an article, there is a clear prevalence of those written by three or four researchers (53 %). The maximum number of authors of a single article was 14 (0,4%) while those signed by the minimum – a single author - represented 3,3% of the total. The average was 4,19, the median 4, the mode 3 and the standard deviation was 2,17. El número máximo de firmantes de un mismo texto fue de catorce autores (0,4 %) y el mínimo de un autor (3,3 %). La media fue de 4,19, la mediana de 4, la moda de 3 y la desviación típica de 2,17.

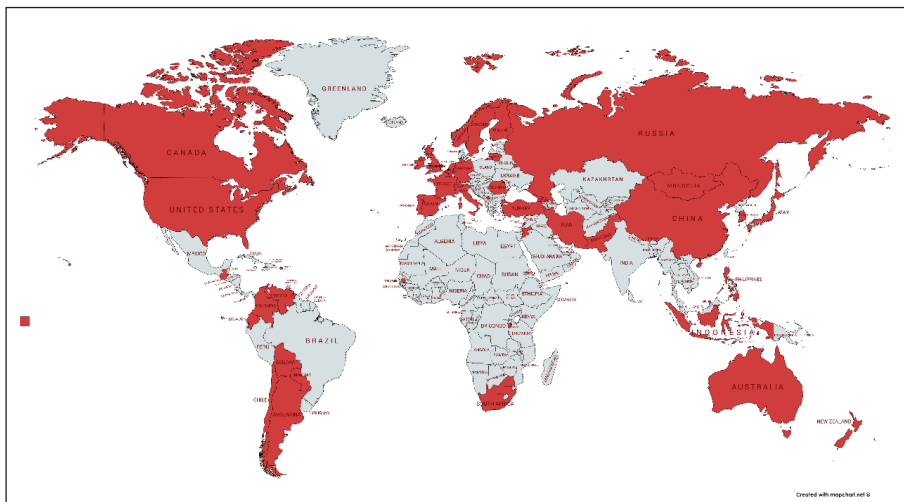
Insofar as the provenance of the 245 published articles, the leading country was the United States (81), followed by Australia (27), Spain (16), China (14), Germany (12), Canada (11), United Kingdom (11), Netherlands (7), Iran (5), Ireland (5), New Zealand (5), Norway (5), Portugal (5) and Turkey (5).

Sweden, Romania and South Korea had three references each, while Japan, Singapore and South Africa are each represented with three articles. A considerable number of countries (Argentina, Belgium, Bolivia, Burundi, Chile, Colombia, Ecuador, Finland, France, Gambia, Georgia, Guatemala, Indonesia, Italy, Jordan, Kosovo, Lebanon, Lithuania, Mongolia, Pakistan, Paraguay, Palestine, Philippines, Puerto Rico, Russia, Solomon Islands, Switzerland and Venezuela) were represented with a single article.

Chart III shows the geographical distribution of the 48 countries where research was published.



CHART III. Countries with publications.



Source: prepared by the authors

With regard to the language in which they appeared, 238 of the articles (97,1%) were published in English while 7 (2,9 %) were published in Spanish.

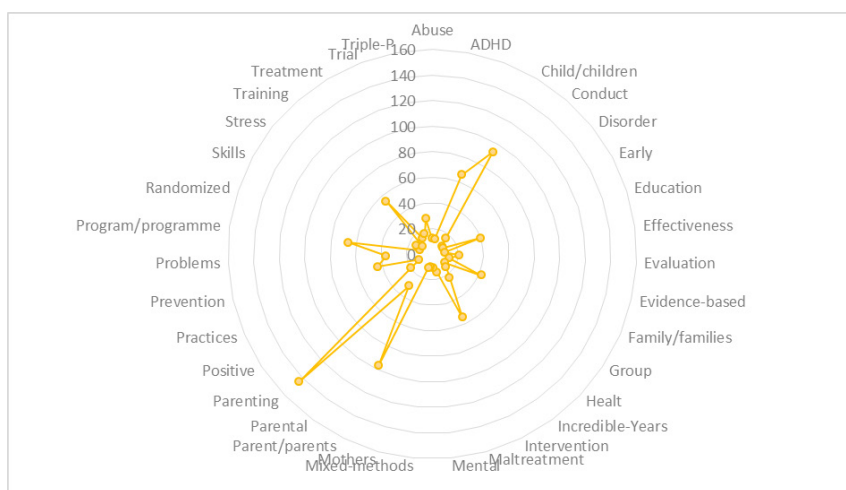
As for the design of the studies, six out of ten were pre-experimental or quasi-experimental (n=146). The purely experimental type was less common (n=99).

An interesting aspect of the articles has to do with the key words used with them. The frequency of the terms is shown in Chart IV, ten being the minimum number of repetitions for the key word to be included.

An analysis of the key words used in the articles allowed us to obtain a lexical group that would seem to characterize this field of research. It is important to take into account the use of synonyms (for example, *program*, *programme*, *intervention*) as well as abbreviations and acronyms (for example, *randomised* and *RCT*), given that the purpose of the key words is to identify research work in search engines and databases. The use of these terms which, while not identical, are in effect equivalent, can complicate such searches. The repetition of several dozen key words seems to indicate a degree of progress in this line of work. We

would hope that these results may help authors and readers to hone and perfect their search practices in the field of parental education.

**CHART IV.** Key words most often repeated in the scientific articles reviewed.



Source: prepared by the authors

Finally, we identified the parental education programs that were implemented and evaluated in the different studies. In the 245 scientific articles reviewed we discovered the use of 115 different programs. However, 28 of these were repeated in two or more publications, as can be observed in Chart V. In other words, these programs appeared in 66,5% of the publications included in the systematic review. The other group interventions that were identified can be consulted at <https://doi.org/10.6084/m9.figshare.9199517>

Matthew Sanders, for instance (*Positive Parenting Program*, or *Triple-P*) appears in 50 scientific articles, either as Triple-P or in combination with other versions or variants such as *All Day*, *Brief Parent Discussion Group*, *Building Bridges*, *Family Transitions*, *Gifted and Talented*, *Grandparents*, *Pathways*, *Primary Care*, *Seminar Series*, etcetera.

The *Incredible Years Parent Training* of Carolyn Webster-Stratton's is referenced on 33 occasions, while the *Strengthening Families Program*,

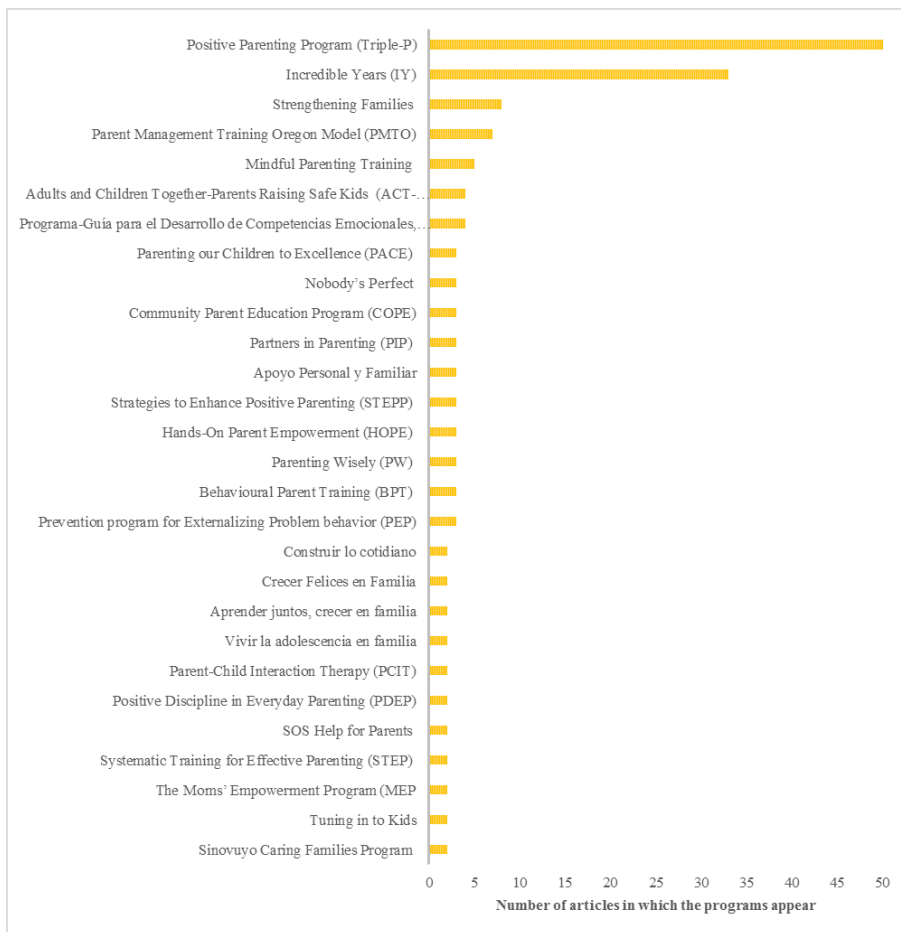
by Karol Kumpfer, Virginia Molgaard and Richard Spoth, is referenced 8 times. The latter program has been adapted and used in Spain and Latin America, whose versions are known as *Programa de Competencia Familiar* and *Familias Fuertes*, respectively.

The *Parent management training Oregon Model (PMTO)*, conceived and developed by Gerald R. Patterson, Marion Forgatch and other collaborators from the Oregon Social Learning Center, appears referenced 7 times, while the *Mindful Parenting training* of Susan Bögels and Kathleen Restifo appears on 5 occasions. .

The *Programa-Guía para el Desarrollo de Competencias Emocionales, Educativas y Parentales (Program-guide for the development of emotional, educational and parental competencies)* by Raquel-Amaya Martínez is mentioned in four articles, as is the program *Adults and Children Together-Parents Raising Kids*, by Julia Silva.

The following programs were included in a variety of publications three times: *Nobody's Perfect* (developed by Health Canada and the Departments of Health of the four Atlantic Provinces); *Community Parent Education Program* (by Cunningham, Bremmer and Secord- Gilbert); *Partners in Parenting* (designed and promoted by Colorado Family Education, Resources and Training and the University of Colorado); *Parenting our Children to Excellence* (by Jean Dumas) and its adaptation for the Spanish-speaking context (*Criando a Nuestros Hijos hacia el Éxito*); *Apoyo Personal y Familiar – Personal and Family Support -* (de María José Rodrigo, María Capote, María Luisa Máiquez, Juan Carlos Martín, Guacimara Rodríguez, Patricia Guimerá and Margarita Peña); *Hands-On Parent Empowerment Program* (by Leung, Tsang, Dean and Chow); *Parenting Wisely* (by Gordon); *Strategies to Enhance Positive Parenting* (by Anil Chacko, Brian Wymbbs, Lizette Flammer-Rivera, William Pelham, Kathryn Walker, Fran Arnold, Hema Visweswarajah, Michelle Swanger-Gagne, Erin Girio, Lauma Pirvics and Laura Herbst); *Behavioural Parent Training* (by Barkley, Wells, Abikoff, Abramowitz, Courtney, Cousins, Del Carmen and others); and *Prevention for Externalizing Problem* (by Plück, Wieczorrek, Wolff Metternich and Döpfner).

CHART V. Most often implemented and evaluated parental education programs



Source: prepared by the authors

Appearing twice were the following programs: *Construir lo cotidiano* (by Susana Torio, José Vicente Peña, María del Carmen Rodríguez, Carmen María Fernández, Susana Molina, Jesús Hernández and María de las Mercedes Inda); *Crecer Felices en Familia* (by María José Rodrigo, María Luisa Máiquez, Sonia Byrne, Beatriz Rodríguez, Juan Carlos Martín, Guacimara Rodríguez, Laura Pérez); *Aprender juntos, crecer en familia*

(by Pere Amorós, Núria Fuentes, Ainoa Mateos, Crescencia Pastor, M.<sup>a</sup> José Rodrigo, Sonia Byrne, M.<sup>a</sup> Àngels Balsells, Juan Carlos Martín and Mónica Guerra); *Vivir la adolescencia en familia* (by María José Rodrigo, Juan Carlos Martín, María Luisa Máiquez, Miriam Álvarez, Sonia Byrne, A. González, M. Guerra, M.A. Montesdeoca and Beatriz Rodríguez); *Parent-Child Interaction Therapy* (by Sheila Eyberg); *Positive Discipline in Everyday Parenting* (developed by Save the Children and Joan Durrant); *SOS Help for Parents* (by Lynn Clark); *Systematic Training for Effective Parenting* (by Don Dinkmeyer Sr., Gary McKay and Don Dinkmeyer Jr.); *The Moms' Empowerment Program* (by Graham-Bermann); *Tuning in to Kids* (by Havighurst and Harley); and *Sinovuyo Caring Families Program* (by Jamie Lachman, Liora Sherr, Lucie Cluver, Catherine Ward, Judy Hutchings and Frances Gardner).

Finally, we should like to remark that many of these programs deal with the awareness of the personal and behavioral characteristics of minors that stem from their stage of development and their life circumstances. They also touch upon the parents' skills in emotional self-control, their self-esteem and their assertiveness. The programs tend to focus on facilitating strategies for meaningful communication, for negotiating and for the resolution of conflicts and for establishing clear and coherent rules, limits and consequences, all in the name of achieving discipline and a positive relationship between parents and children.

## Conclusions

Most of the research articles analyzed in this study were taken from the databases WOS and SCOPUS. PsycINFO also proved relevant insofar as the number of articles retrieved, as was the case with other reviews of parental education programs (Pisani and Martins, 2016; Robles and Romero, 2011; Ruiz et al., 2018). Furthermore, the number of articles included is greater than those normally used in this kind of study. This owes to the fact that we have attempted to provide a general, global overview of published research involving the implementation and evaluation of parental education programs of the group variety. To accomplish this, we increased the number of recommended databases in order to reduce bias in the detection of research articles that were relevant to the object of our study.

We have also verified the increase in scientific production on the topic, which can in all likelihood be attributed to its relevance and timeliness as well as to an increased global interest in the design, implementation and evaluation of programs promoting positive parenting (European Council, 2006; American Society for the Positive Care of Children, 2019) within the framework of practices based on evidence (Páramo y Hederich, 2014). The fact that most of the articles published appeared in the last six years would seem to indicate the potential for this line of research as well as its foreseeable growth.

This systematic review has also served to discover and identify the journals publishing the greatest number of articles on the subject as well as the most prolific authors, valuable information for researchers working in the field of parental education programs. The same is true of the key words used in the different studies, which can help to better understand the characteristics of group interventions aimed at fostering positive parenting, such as the approach (principally educational), the theoretical models that they are based on (mostly of the cognitive-behavioral sort), or the aspects that the interventions are meant to have an effect on (infant-juvenile behavior, parental stress, parental skills or abuse prevention)

With regard to the origins of the research, we have identified the investigations carried out in the United States, Australia and the more developed countries in Europe and Asia, as had been noted by Barlow et al. (2012) and Ruíz et al (2018), but we also discovered others carried out in South America and Africa, thus addressing the need - identified by Mejía et al. (2012) - to find evidence of research about the effectiveness of parental education programs in less prosperous countries.

As regards the language of publication, in some of the systematic reviews (Altafim y Martins, 2016; Barlow et al, 2011; Valero et al., 2017), every single article included is in English. However, in this systematic review we have included articles on the subject written and published in Spanish, revealing a sizeable number of studies carried out both in Spain and, to a lesser extent, in Latin America.

Furthermore, we have discovered that not all group interventions are at the same stage of consolidation. Some studies focus on programs that are in their initial phase, while others are more consolidated or even in a quasi-experimental phase. In some cases the investigations are already in a stage of randomized, controlled tests. This is an aspect that

differentiates this systematic review from others that have been carried out. By including pre-experimental and quasi-experimental designs we were able to discover a broader range of programs and their evaluations; in disciplines such as education it is notoriously difficult to carry out purely experimental designs (Higgins y Green, 2011).

Finally, we were able to identify the programs promoting positive parenting that were most often implemented and evaluated internationally, which tended to coincide with those listed as models in reference guides. These results, while for the most part similar to those in other reviews of the literature (César and Rey, 2006; Licencín et al., 2017; Pérez and Yániz, 2015), in systematic reviews (Barlow et al., 2012; Lozano and Valero, 2017; Pisani and Martins, 2016) and in meta-analysis (Valero et al., 2017), provide a broader range of programs, including certain promising ones. This allows us to compare the different characteristics of the different interventions, providing us with guidelines for the design of future programs of parental education based on those that have proved most effective so far.

With regard to the limitations and potential afforded by this study, we believe that it would be worthwhile for other researchers to replicate the process of article selection and extraction of data used in this study, as a way of determining their reliability as reflected, for instance, in their degree of concurrence (Higgins y Green, 2011).

Another aspect of this study that should be kept in mind is that it deals only with scientific articles about the evaluation of parental education program, disregarding results from doctoral theses, seminars, published books, etc. This in itself could lead to bias, as can the descriptors used to limit the search; in resorting to only two languages in our search (English and Spanish), studies carried out in other countries/languages are left out.

We should also point out that our choice of 2006 as a starting point was due to it being the year when Recommendation 19 (European Council, 2006) was published. This is not to say that research had not been done previously on the implementation and evaluation of parental education programs, but rather that at this point such research received an important stimulus, accompanied by the popularization of the term positive parenting. The approach and mentality denoted by the term had of course existed for a long time already (Palacios, 2016).

While a more in-depth analysis of the studies encountered would surpass the limitations of this article's extension, we believe that this

review opens up new lines of investigation. Having drawn a general scheme of the scientific production, we feel that an assessment of the methodological quality of the articles is called for. After such an evaluation they could then be classified by types, or perhaps be subjected to a ranking of sorts, based on the results of the assessment of their methodological rigor (Rodríguez, 2017; Rodríguez and Úbeda, 2017). This would reduce the number of studies, leaving only those with the most solid evidence and validity.

In addition, data could be extracted relating to the general characteristics of the studies and of the programs implemented and evaluated that are analyzed in these studies (Jiménez and Hidalgo, 2009; Hidalgo, 2009; Rodrigo et al, 2015; Ruíz et al, 2018), allowing researchers to determine which aspects of positive parenting are dealt with in these programs (Rodrigo et al., 2015).

In summary, from an educational point of view the results of this systematic review provide researchers as well as professionals in the field of family education and orientation with a synthesis of the parental education programs backed up by the most reliable scientific evidence. It also offers a starting point for the further exploration of topics and contents addressed in the studies, of work methodologies, etc. In general, the type of interventions dealt with here offer parents a space for sharing their reflections on day-to-day experiences with their children. Parents are encouraged to rethink the way they bring up and educate their offspring and to develop and improve their own skills as educators. The idea is not for them to follow a single, idealized educational model but rather to offer them guidelines that they will then adapt to the idiosyncrasies of their own home in order to foster an optimal physical, psychological, social and academic development in their sons and daughters.

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