

This is appendix C to the EIF report *Reducing parental conflict in the context of Covid-19: Adapting to virtual and digital provision of support*, published in August 2020.<sup>2</sup>

These appendices should not be read without referring to the main report for background and a summary of findings.

# Appendix C: Methodological approach and details of the virtual and digital interventions reviewed

## Methodological approach

### Identifying virtual and digital interventions targeting interparental relationships

Relevant RPC interventions were searched for by examining:

- previous EIF reports on parental conflict, including the 2016 What Works review<sup>3</sup> and the 2017 report focusing on poverty and economic pressure<sup>4</sup>
- the annual research review published by Professor Gordon Harold in the *Journal of Child Psychology and Psychiatry*<sup>5</sup>
- the results of an online survey conducted by the DWP, which sought to establish what support local authorities were offering to parents in conflict.<sup>6</sup>

2 See: <https://www.eif.org.uk/report/reducing-parental-conflict-in-the-context-of-covid-19-adapting-to-virtual-and-digital-provision-of-support>

3 Harold, G., Acquah, D., Sellers, R., & Chowdry, H. (2016). *What works to enhance inter-parental relationships and improve outcomes for children*. London: Early Intervention Foundation. <https://www.eif.org.uk/report/what-works-to-enhanceinterparental-relationships-and-improve-outcomes-for-children>

4 Acquah, D., Sellers, R., Stock, L., & Harold, G. (2017). *Inter-parental conflict and outcomes for children in the contexts of poverty and economic pressure*. London: Early Intervention Foundation. <https://www.eif.org.uk/report/interparental-conflictand-outcomes-for-children-in-the-contexts-of-poverty-and-economic-pressure>

5 Harold, G. T., & Sellers, R. (2018). Annual research review: Interparental conflict and youth psychopathology: An evidence review and practice focused update. *Journal of Child Psychology and Psychiatry*, 59(4), 374–402.

6 This survey closed in January 2019.

50 interventions were extracted from EIF materials, 10 additional interventions were found in the annual research review, and a further 16 interventions were identified through the online survey conducted by the DWP. A total of 67 additional interventions were identified during these searches.

Overall, 24 interventions were deemed to be consistent with our definition of virtual and digital interventions. Of these:

- three were excluded because they could not be conceptualised as interventions
- one was excluded because it had already been identified under a different name
- eight were excluded because they did not target the interparental relationship, focusing instead on training practitioners or on improving the parenting or child behaviour.

The remaining 12 interventions are included in the report.

Information about the selected interventions was recorded on six dimensions:

#### **1. Level of need:**

- universal: interventions that are not targeted on the basis of risk
- targeted selected: interventions targeted at those with an elevated risk of experiencing adverse outcomes
- targeted indicated: interventions targeted at those for whom adverse outcomes have materialised, where the intervention seeks to prevent further harm.

#### **2. Mode of delivery:<sup>7</sup>**

- remote delivery of interventions delivered on a one-to-one basis
- remote delivery of group-based interventions
- digital delivery of guided self-help content
- digital delivery of unguided self-help content
- digital delivery of interactive content
- brief text-based messaging interventions.

#### **3. Category** – interventions were classified by distinguishing between those focused on:

- couple relationships in intact families
- couple relationships in intact families at key transition points (eg new parenthood)
- specific aspects of conflict within the couple relationship (eg separating couples)
- enhancing couple relationship skills, with an additional emphasis on improving parenting skills
- preventative-based approaches (eg education training in interpersonal skills).

#### **4. Target population**

**5. Intended outcomes** – the set of observed outcomes identified across all the studies, including:

- child outcomes
- parent/interparental outcomes.

#### **6. Country of origin**

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<sup>7</sup> In instances where an intervention combines different modes of delivery, we have made a judgment about which is the most substantive or dominant element and coded accordingly.

## Analysing the strength of evidence underpinning virtual and digital interventions targeting the interparental relationship

For each identified intervention, we searched for evidence of impact. Given time and resource constraints, we were unable to conduct a systematic review of all the literature published on our selected interventions. We therefore developed the following search strategy to ensure that we identified the most relevant studies.

**1:** We searched for impact evaluations of the selected interventions, from February to May 2020, using the following search string on Google Scholar: *impact OR evaluate OR evaluation OR intervention OR result OR affect OR effective OR efficacy OR efficacious OR trial OR study "intervention name"*

**2:** At least the first five result pages were screened for relevance of title and abstract, and where applicable full text level. Where there were relevant hits on pages four or five, three further pages were searched. Only papers with a full text available in English were included. We did not include time restrictions, and both peer-reviewed articles and grey literature were included.

**3:** Due to time and resource constraints, although some interventions have several impact evaluations underpinning them, we only assessed the most robust study. To select the most robust study, priority was given to impact evaluations:

- reporting parent/interparental outcomes and also measuring child outcomes, or reporting only child outcomes
- conducted in the most robust way (for instance, we prioritised RCTs over QEDs, or selected studies with the larger sample or those reporting information on attrition or baseline equivalence).

After having selected the most robust study underpinning each intervention, we conducted a preliminary assessment, examining the quality of the study design, sample, measurement, analysis and impact. Based on this, we then considered which of the following **strength of evidence ratings**<sup>8</sup> was applicable, awarding one rating in relation to the intervention's **impact on child outcomes** and another in relation to the intervention's **impact on parent/interparental outcomes**.

- **Robust evidence:** the intervention has evidence from one (or more) robust randomised control trial (RCT) or quasi-experimental design showing positive effects (equivalent to EIF's level 3 or 4 ratings).
- **Preliminary evidence:** the intervention has evidence from a quantitative evaluation that meets a preliminary standard, but which has methodological limitations that limit confidence in the findings (equivalent to EIF's level 2 ratings).
- **No or limited evidence:** no quantitative evidence was identified for this intervention, or very limited evidence was identified that does not meet the preliminary standard (equivalent to EIF's NL2 rating).
- **No effect:** the intervention has evidence from one (or more) RCT or quasi-experimental design showing null or negative effects (equivalent to EIF's NE rating).<sup>9</sup>

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8 Please note that EIF has not conducted a full assessment of these interventions, therefore, the ratings provided in this report should not be taken to be authoritative in the same way as EIF strength of evidence assessments published via the [Guidebook](#). For more information on EIF evidence standards, see: <https://guidebook.eif.org.uk/eif-evidence-standards>

9 None of the interventions we reviewed as part of this report were deemed to have 'no effect'.

# Details of the virtual and digital interventions reviewed as part of this report

Interventions with at least **preliminary evidence** of improving child or parent/interparental outcomes

## Family Check-Up for Children Online (FCU Online)

### About the intervention

FCU Online is a **universal intervention** developed in the US through the online adaptation of the face-to-face Family Check-Up for Children, which is a strengths-based, family-centred intervention that motivates parents to use parenting practices to support child competence, mental health and risk reduction. The intervention was developed in the US and can be delivered with an automated feedback session or with a coach discussing the assessment with the family over the phone or via videoconferencing. Coaches are doctoral or master’s level psychologists who have previously trained in the FCU.

The intervention includes an online assessment about family practices that parents are required to complete. After having completed it, parents receive a computer-generated feedback form that: describes the parents’ areas of strengths and challenges, engages in a motivationally enhanced discussion about promoting positive changes, and provides a menu of resources to facilitate the family change process. After the feedback, a menu of options tailored for the family is offered. These options include content and structured activities designed to help parents learn important skills, among which are cognitive and behavioural techniques for handling life stressors together.

See: <https://reachinstitute.asu.edu/>

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## FAMILY CHECK-UP FOR CHILDREN ONLINE (FCU ONLINE): SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of interactive content	Focus on enhancing parenting skills, with an additional emphasis on improving couple relationship skills	Families with children in year 7 or 8, aged 11–13 years	<ul style="list-style-type: none"><li>• Reduced teen problem behaviours</li><li>• Improved effortful attention control</li></ul>	<ul style="list-style-type: none"><li>• Improved parenting skills and parental self-efficacy</li></ul>

### About the evidence

FCU Online is underpinned by evidence from one RCT study conducted in the US, which measured both child and parent outcomes (Stormshak et al. 2019). Further details on this evaluation are included below.

## FAMILY CHECK-UP FOR CHILDREN ONLINE (FCU ONLINE): SUMMARY OF MOST ROBUST STUDY

Sample	Timing	Measures	Significant findings	Strength of evidence
322 families with children <ul style="list-style-type: none"> <li>FCU online (n=109)</li> <li>FCU online + coach (n=108)</li> <li>Waitlist control (n=105)</li> </ul>	<ul style="list-style-type: none"> <li>Baseline (T1)</li> <li>3 months post-intervention (T2)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>Effortful attention control (eight-item subscale of the Early Adolescent Temperament Questionnaire)</li> <li>Teen's problem behaviour (Strengths and Difficulties Questionnaire (SDQ))</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>Parenting skills</li> <li>Parenting self-efficacy (eight items adapted from the Parenting Task Checklist)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>Reduced emotional problems</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>No significant improvements based on non-validated measures</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li><b>Robust evidence</b></li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>No or limited evidence</li> </ul>

Based on the evidence we reviewed, we believe that Family Check-Up for Children Online (FCU Online) has **robust evidence** of improving child outcomes, and **no or limited evidence** of improving parent/interparental outcomes. The conclusions drawn from the key study reviewed are limited by methodological issues pertaining to:

- the use of inappropriate (not valid and reliable) parent/interparental outcome measures.

### References

Stormshak, E. A., Seeley, J. R., Caruthers, A. S., Cardenas, L., Moore, K. J., Tyler, M. S., & Danaher, B. (2019). Evaluating the efficacy of the Family Check-Up Online: A school-based, eHealth model for the prevention of problem behavior during the middle school years. *Development and Psychopathology, 31*(5), 1873–1886.

- » An RCT study conducted with 322 families with children in the US, which measured both child and parent outcomes.

## OurRelationship

### About the intervention

OurRelationship is a **universal intervention** developed in US through the adaptation of Integrative Behavioral Couple Therapy, a well-validated in-person couple therapy. OurRelationship consists of approximately seven hours of online content and one hour of calls with a staff coach. The online content involves activities that partners complete separately from one another through three phases: Observe, Understand, Respond. At the end of each section partners come together to engage in a programme-facilitated joint conversation to share with another what each has learned and completed.

See: <https://www.ourrelationship.com/>

## OURRELATIONSHIP: SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of interactive content	Focus on couple relationships in intact families	Intact couples	<ul style="list-style-type: none"> <li>Reduced child's internalising symptoms</li> </ul>	<ul style="list-style-type: none"> <li>Improved couples satisfaction</li> <li>Improved relationship quality</li> <li>Improved confidence</li> <li>Reduced depression</li> <li>Improved quality of life</li> <li>Decreased coparenting conflict</li> </ul>

### About the evidence

OurRelationship is underpinned by evidence from seven RCT studies conducted in the US, the majority of which only measured couple outcomes. We deemed that the most robust evaluation of OurRelationship was the study conducted by Doss et al. (2019a), an RCT conducted in the US. This was the only RCT measuring both child and parent outcomes. Further details on this particular evaluation are included below.

## OURRELATIONSHIP: SUMMARY OF MOST ROBUST STUDY

Sample	Timing	Measures	Significant findings	Strength of evidence
213 couples with one or more children between the ages of 3 and 17 <ul style="list-style-type: none"> <li>Intervention (n=112)</li> <li>Waitlist control (n=101)</li> </ul>	<ul style="list-style-type: none"> <li>Baseline (T1)</li> <li>3 months post-intervention (T2)</li> <li>1-year follow-up (T3)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>Child functioning (Strengths and Difficulties Questionnaire)</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>Relationship satisfaction (Couples Satisfaction Index)</li> <li>Coparenting conflict (Coparenting Questionnaire)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>Decrease in parent-reported emotional problems</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>Decrease in coparenting conflict</li> </ul>	<b>Child outcomes:</b> <ul style="list-style-type: none"> <li><b>Preliminary evidence</b></li> </ul> <b>Parent/interparental outcomes:</b> <ul style="list-style-type: none"> <li><b>Preliminary evidence</b></li> </ul>

Based on the evidence we reviewed, we believe that OurRelationship has **preliminary evidence** of improving child and parent/interparental outcomes. The conclusions drawn from the key study reviewed are limited by methodological issues pertaining to:

- a lack of clarity on equivalence between groups at baseline and post-attribution
- a lack of clarity regarding whether intention-to-treat analysis was used
- a lack of clarity in terms of attrition.

## References

- Benson, L. A. (2014). Integrative behavioral couple therapy for generalized anxiety disorder (doctoral dissertation, UCLA).
- » An RCT conducted in the US with 211 couples, which only measured couple outcomes.
- Doss B. D., Cicila L. N., Georgia E. J., Roddy M. K., Nowlan K. M., Benson L. A., & Christensen A. (2016). A randomized controlled trial of the web-based OurRelationship program: Effects on relationship and individual functioning. *Journal of Consulting and Clinical Psychology, 84*(4), 285–296.
- » An RCT conducted in the US with 300 couples, which only measured couple outcomes.
- Doss, B. D., Roddy, M. K., Llabre, M. M., Georgia Salivar, E., & Jensen-Doss, A. (2019a). Improvements in coparenting conflict and child adjustment following an online program for relationship distress. *Journal of Family Psychology.***
- » **An RCT conducted in the US with 211 couples, which measured both child and parent outcomes.**
- Doss BD, Roddy MK, Nowlan KM, Rothman K, & Christensen A (2019b). Maintenance of gains in relationship and individual functioning following the online OurRelationship program. *Behavior Therapy, 50*, 73–86.
- » An RCT conducted in the US with 300 couples, which only measured couple outcomes.
- Nowlan, K. M., Roddy, M. K., & Doss, B. D. (2017). The online OurRelationship program for relationally distressed individuals: A pilot randomized controlled trial. *Couple and Family Psychology: Research and Practice, 6*(3), 189.
- » An RCT conducted in the US with 90 individuals, which only measured couple outcomes.
- Roddy M. K., Rothman K., & Doss B. D. (2018) A randomized controlled trial of different levels of coach support in an online intervention for relationship distress. *Behaviour Research and Therapy, 110*, 47–54.
- » An RCT conducted in the US with 356 couples, which only measured couple outcomes.
- Roddy, M. K., Stamatis, C. A., Rothman, K., & Doss, B. D. (2020a). Mechanisms of change in a brief, online relationship intervention. *Journal of Family Psychology, 34*(1), 57–67.
- » An RCT conducted in the US with 300 couples, which only measured couple outcomes.
- Roddy, M. K., Rhoades, G. K., & Doss, B. D. (2020b). Effects of ePREP and OurRelationship on low-income couples' mental health and health behaviors: A randomized controlled trial. *Prevention Science, 1–11.*
- » An RCT conducted in the US with 742 couples, which only measured couple outcomes.
- Salivar, E. J. G., Roddy, M. K., Nowlan, K. M., & Doss, B. (2018). Effectiveness of the Online OurRelationship program for underserved couples. *Couple and Family Psychology: Research and Practice, 7*(3-4), 212–226.
- » An RCT conducted in the US with 300 couples, which only measured couple outcomes.

## e-Family Foundations (e-FF)

### About the intervention

e-FF is a **universal intervention** developed in US through the adaptation of Family Foundations (FF), and seeks to improve children's outcomes by improving the quality of interparental relationships in military couples expecting their first child. The intervention is designed for parents to undertake together, as some lessons include written and communication exercises for couples.

Parents attend five weekly sessions where they learn strategies for enhancing their communication, conflict resolution and the sharing of childcare duties. Couples return for four more weekly sessions, two to six months after the baby is born, to learn strategies about how to communicate effectively as parents and support their child's development. e-FF was tested with military families, but it is available for all families.

*No website available*

## E-FAMILY FOUNDATIONS (E-FF): SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of unguided self-help content	Focus on couple relationships in intact families at transitions (new parenthood)	Intact couples at the transition to parenthood	<ul style="list-style-type: none"> <li>• Reduced child distress</li> <li>• Reduced sadness</li> <li>• Improved soothability</li> </ul>	<ul style="list-style-type: none"> <li>• Improved parental adjustment</li> <li>• Improved coparenting</li> <li>• Improved conflict resolution</li> <li>• Reduced depression</li> </ul>

### About the evidence

e-FF is underpinned by evidence from one RCT study conducted in the US with a sample of 56 military couples, which measured both child and parent/interparental outcomes (Feinberg et al., 2020). Further details on this evaluation are included below.

## E-FAMILY FOUNDATIONS (E-FF): SUMMARY OF MOST ROBUST STUDY

Sample	Timing	Measures	Significant findings	Strength of evidence
56 families expecting <ul style="list-style-type: none"> <li>• Intervention (n=29)</li> <li>• Waitlist control (n=27)</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline (T1)</li> <li>• Post-intervention at 6 months after birth (T2)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>• Child behaviour (Infant Behavior Questionnaire)</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>• Parental depression (Center for Epidemiological Studies Depression Scale)</li> <li>• Parent efficacy (eight-item version of the Parenting Sense of Competence Scale)</li> <li>• Coparenting (Coparenting Scale)</li> <li>• Relationship conflict (subscale from the Relationship Questionnaire)</li> <li>• Couples' conflict resolution (eight-item version of the Ineffective Arguing Inventory)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>• Improved infant mood and soothability</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>• Reduced parental depression</li> <li>• Improved coparenting (mothers' report)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>• <b>Preliminary evidence</b></li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>• <b>Preliminary evidence</b></li> </ul>

Based on the evidence we reviewed, we believe that e-FF has **preliminary evidence** of improving child and parent/interparental outcomes. The conclusions drawn from the key study reviewed are limited by methodological issues pertaining to:

- high differential attrition
- statistical models not controlling for inequivalence due to attrition.

## References

Feinberg, M. E., Boring, J., Le, Y., Hostetler, M. L., Karre, J., Irvin, J., & Jones, D. E. (2020). Supporting Military Family Resilience at the Transition to Parenthood: A Randomized Pilot Trial of an Online Version of Family Foundations. *Family Relations*, 69(1), 109–124.

» An RCT conducted in the US with 56 couples, which measured both child and parent/couple outcomes.

## Partners in Parenting (PiP)

### About the intervention

PiP is a **targeted selected intervention** designed in the US to increase parental protective factors and decrease parental risk factors associated with adolescent depression and anxiety. PiP consists of three components:

- Parents complete a self-assessment scale to assesses their current parenting practices.
- Based on their responses, parents receive an individually tailored feedback report outlining their parenting strengths and areas for improvement and providing practical parenting strategies and links to further information.
- Parents are recommended a series of nine interactive online modules. One module is focused on adaptive conflict management between parents and between parent and adolescent and provides specific strategies to increase conflict management skills.

See: <https://preventionunited.org.au/programs-and-resources/pip/>

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## PARTNERS IN PARENTING (PIP): SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of unguided self-help content	Preventative-based approaches (with a focus on enhancing couple parenting skills, and an additional emphasis on improving relationship skills)	Intact or separated couples with an adolescent aged 12–15	<ul style="list-style-type: none"><li>• Reduced anxiety and depression</li></ul>	<ul style="list-style-type: none"><li>• Improved parenting attitudes</li><li>• Improved family functioning</li><li>• Positive parenting</li><li>• Improved parent/child-rearing attitudes</li><li>• Reduced parental stress</li></ul>

### About the evidence

PiP is underpinned by evidence from one RCT and three pre/post studies, the majority of which only measured couple outcomes. We deemed that the most robust evaluation was the study conducted by Yap et al. (2018; 2019), an RCT conducted in Australia which measured both child and parent outcomes. Further details on this evaluation are included below.

## PARTNERS IN PARENTING (PIP): SUMMARY OF MOST ROBUST STUDY

Sample	Timing	Measures	Significant findings	Strength of evidence
359 parent-adolescent dyads <ul style="list-style-type: none"> <li>• Intervention (n=179)</li> <li>• Control receiving access to 5 educational factsheets about adolescent development and mental health (n=180)</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline (T1)</li> <li>• 3 months post-intervention (T2)</li> <li>• 1-year follow-up (T3)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>• Internalising behaviours (Short Moods and Feelings Questionnaire (SMFQ))</li> <li>• Internalising behaviours (Spence Children's Anxiety Scale)</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>• Parenting (Parenting to Reduce Adolescent Depression and Anxiety Scale)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>• No significant short-term or long-term findings</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>• Improved self-reported parenting behaviours</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>• No or limited evidence</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>• Preliminary evidence</li> </ul>

Based on the evidence we reviewed, we believe that PiP has **no or limited evidence** of improving child outcomes, and **preliminary evidence** of improving parent/interparental outcomes. The conclusions drawn from the key study reviewed are limited by methodological issues pertaining to:

- statistical models not controlling for inequivalence due to attrition.

## References

- Gonzalez, P., Romero, T., & Cerbana, C. B. (2007). Parent education program for incarcerated mothers in Colorado. *Journal of Correctional Education*, 357–373.
- » A pre/post study conducted with 219 incarcerated mothers in the US, which only measured parent outcomes.
- Knight, D. K., Bartholomew, N. G., & Simpson, D. D. (2007). An exploratory study of "Partners in Parenting" within two substance abuse treatment programs for women. *Psychological Services*, 4(4), 262.
- » A pre/post study conducted with 46 substance-abusing women in the US, which only measured parent outcomes.
- Wilson, K., Hahn, L., Gonzalez, P., Henry, K., & Cerbana, C. (2011). An evaluation of partners in parenting: a parent education curriculum implemented by county extension agents in Colorado. *Journal of Extension*, 49(4), 1–11.
- » A pre/post study conducted with 54 parents in the US, which only measured parent outcomes.
- Yap, M. B. H., Mahtani, S., Rapee, R. M., Nicolas, C., Lawrence, K. A., Mackinnon, A., & Jorm, A. F. (2018). A tailored web-based intervention to improve parenting risk and protective factors for adolescent depression and anxiety problems: postintervention findings from a randomized controlled trial. *Journal of Medical Internet Research*, 20(1).
- Yap, M. B. H., Cardamone-Breen, M. C., Rapee, R. M., Lawrence, K. A., Mackinnon, A. J., Mahtani, S., & Jorm, A. F. (2019). Medium-term effects of a tailored web-based parenting intervention to reduce adolescent risk of depression and anxiety: 12-month findings from a randomized controlled trial. *Journal of Medical Internet Research*, 21(8).
- » An RCT study conducted with 359 parent-adolescent dyads in Australia, which measured both child and parent outcomes.

## ePREP

### About the intervention

ePREP is a **universal intervention** developed in the US through the online adaptation of the in-person prevention and relationship education programme (PREP). ePREP is designed to train couples on strategies including communication danger signs, conflict management techniques, communication and problem-solving skills, and ways to build commitment and friendship. The

intervention consists of individually administered computer-based presentations (comprising written text and pictures), the pace of which is controlled by the participant.

See: <https://www.lovetakeslearning.com>

## EPREP: SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of unguided self-help content	Preventative-based approaches	Intact couples	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Improved anxiety and depression</li> <li>Improved relationship conflicts</li> <li>Improved relationship quality</li> <li>Improved communication</li> <li>Improved trust</li> </ul>

### About the evidence

ePREP is underpinned by evidence from six RCT studies, all of which only measured couple outcomes. We deemed that the most robust evaluation of ePREP was the study conducted by Doss et al. (2020) and Roddy et al. (2020a, 2020b), an RCT conducted in the US with 742 low-income couples. Further details on this evaluation are included below.

## EPREP: SUMMARY OF MOST ROBUST STUDY

Sample	Timing	Measures	Significant findings	Strength of evidence
742 low-income couples <ul style="list-style-type: none"> <li>ePREP Intervention (n=247 couples)</li> <li>OurRelationship Intervention (n=248 couples)</li> <li>Waitlist control (n=247)</li> </ul>	<ul style="list-style-type: none"> <li>Baseline (T1)</li> <li>Mid-treatment (T2)</li> <li>Post-intervention (T3)</li> <li>2-month follow-up (T4)</li> <li>4-month follow-up (T5)</li> <li>6-month follow-up (T6)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>Couple satisfaction (Couple Satisfaction Index (CSI-4))</li> <li>Communication conflict (seven-item measure developed for the Administration for Children and Families (ACF) Supporting Healthy Marriage initiative)</li> <li>Emotional support (five-item measure developed for the Administration for Children and Families (ACF) Supporting Healthy Marriage initiative)</li> <li>Intimate partner violence (seven items created for this study in consultation with the National Domestic Violence Hotline)</li> <li>Breakup potential (three-item Likert-style scale adapted from the Marital Instability Index)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>Increased relationship satisfaction</li> <li>Reduced breakup potential</li> <li>Improved emotional support</li> <li>Decreased communication conflict</li> <li>Decreased intimate partner violence</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>No or limited evidence</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>Preliminary evidence</li> </ul>

Based on the evidence we reviewed, we believe that ePREP has **no or limited evidence** of improving child outcomes, and **preliminary evidence** of improving parent/interparental outcomes. The conclusions drawn from the key study reviewed are limited by methodological issues pertaining to:

- a lack of clarity regarding whether intention-to-treat analysis was used.

## References

- Braithwaite, S. R., & Fincham, F. D. (2007). ePREP: Computer based prevention of relationship dysfunction, depression and anxiety. *Journal of Social and Clinical Psychology, 26*(5), 609–622.
- » An RCT conducted in the US with 91 young adults in a romantic relationship, which only measured couple outcomes.
- Braithwaite, S. R., & Fincham, F. D. (2009). A randomized clinical trial of a computer based preventive intervention: Replication and extension of ePREP. *Journal of Family Psychology, 23*(1), 32.
- » An RCT conducted in the US with 77 adults in a romantic relationship, which only measured couple outcomes.
- Braithwaite, S. R., & Fincham, F. D. (2011). Computer-based dissemination: A randomized clinical trial of ePREP using the actor partner interdependence model. *Behaviour Research and Therapy, 49*(2), 126–131.
- » An RCT conducted in the US with 77 adults in a romantic relationship, which only measured couple outcomes.
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- Holt, L. J., Mattanah, J. F., Schmidt, C. K., Daks, J. S., Brophy, E. N., Minnaar, P. Y., & Rorer, K. (2016). Effects of relationship education on emerging adults' relationship beliefs and behaviors. *Personal Relationships, 23*(4), 723–741.
- » An RCT conducted in the US with 112 adults in a romantic relationship, which only measured couple outcomes.
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- Roddy, M. K., Rhoades, G. K., & Doss, B. D. (2020a). Effects of ePREP and OurRelationship on low-income couples' mental health and health behaviors: A randomized controlled trial. *Prevention Science, 1*–11.
- Roddy, M. K., Knopp, K., Georgia Salivar, E., & Doss, B. D. (2020b). Maintenance of Relationship and Individual Functioning Gains Following Online Relationship Programs for Low-Income Couples. *Family Process*.
- » An RCT conducted in the US with 742 low-income couples, which only measured couple outcomes.

## Web-based marriage and relationship education

### About the intervention

This is a **universal intervention** developed in the US for married couples. Couples are asked to read some articles written in a lively, reader-friendly style and focusing on topics including Nurturing Love and Respect, Fondness and Admiration, Handling Conflict, and Solving Solvable Problems. Couples are also asked to complete two or three recommended exercises each week for a total of six weeks. For example, in one exercise couples are asked to think of something special or unique about their spouse (such as a talent, dream, or favourite thing) and to turn that thought into a kind act for their spouse, such as making their favourite dish. Other than providing couples with the initial instructions, couples are left entirely to direct themselves.

*No website available*

## WEB-BASED MARRIAGE AND RELATIONSHIP EDUCATION: SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of unguided self-help content	Focus on couple relationships in intact families	Intact married couples	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Improved relationship satisfaction</li> <li>Improved empathic communication</li> <li>Improved clarity in communication</li> <li>Decreased withdrawal</li> <li>A decrease in flooding</li> <li>Improved soothing skills</li> </ul>

### About the evidence

This web-based education intervention is underpinned by evidence from one RCT study, Duncan et al. (2009), which only measured parent/interparental outcomes. Further details on this evaluation are included below.

## WEB-BASED MARRIAGE AND RELATIONSHIP EDUCATION: SUMMARY OF MOST ROBUST STUDY

Sample	Timing	Measures	Significant findings	Strength of evidence
82 expecting families <ul style="list-style-type: none"> <li>Web-based marriage education intervention (n=31)</li> <li>Traditional face to face workshop (n=27)</li> <li>Waiting list control (n=24)</li> </ul>	<ul style="list-style-type: none"> <li>Baseline (T1)</li> <li>Post-intervention (T2)</li> <li>3-month follow-up (T3)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>Relationship satisfaction</li> <li>Empathic communication</li> <li>Clarity in communication</li> <li>Withdrawal</li> <li>Flooding (all measured using the RELATionship Evaluation)</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li>Increased relationship satisfaction</li> <li>Improved empathic communication</li> </ul>	<b>Child outcomes</b> <ul style="list-style-type: none"> <li>No or limited evidence</li> </ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"> <li><b>Preliminary evidence</b></li> </ul>

Based on the evidence we reviewed, we believe that ePREP has **no or limited evidence** of improving child outcomes, and **preliminary evidence** of improving parent/interparental outcomes. The conclusions drawn from the key study reviewed are limited by methodological issues pertaining to:

- a lack of clarity in terms of baseline equivalence.

### References

Duncan, S. F., Steed, A., & Needham, C. M. (2009). A comparison evaluation study of web-based and traditional marriage and relationship education. *Journal of Couple & Relationship Therapy*, 8(2), 162–180.

» **An RCT conducted in the US with 82 expecting families, which only measured couple outcomes.**

## Power of Two Online

### About the intervention

Power of Two Online is a **universal intervention** developed in the US for intact couples. It consists of 12 different online modules grouped into five areas: Overview, Communication, Emotion Regulation, Decision Making, and Positivity and Intimacy. Each module has specific activities that can be completed in any order, such as interactive flash games, videos, real-world challenges, and assignments related to sections from the Power of Two print and DVD resources also sent to each participant.

See: <https://www.poweroftwomarriage.com/>

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### POWER OF TWO ONLINE: SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of interactive content	Focus on couple relationships in intact families	Intact couples	<ul style="list-style-type: none"><li>• None</li></ul>	<ul style="list-style-type: none"><li>• Improved conflict resolution skills</li><li>• Increased relationship satisfaction</li><li>• Reduced depressive symptoms</li></ul>

### About the evidence

Power of Two Online is underpinned by evidence from one RCT study, Kalinka et al. (2012), which only measured parent/couple outcomes. Further details on this evaluation are included below.

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### POWER OF TWO ONLINE: SUMMARY OF MOST ROBUST STUDY

Sample	Timing	Measures	Significant findings	Strength of evidence
79 adults who are in a relationship trying to conceive, currently pregnant, or parenting an infant under age 1 <ul style="list-style-type: none"><li>• Intervention (n=45)</li><li>• Placebo control (n=34)</li></ul>	<ul style="list-style-type: none"><li>• Baseline (T1)</li><li>• 1-month post-intervention (T2)</li><li>• 2-month follow-up (T3)</li></ul>	<b>Child outcomes</b> <ul style="list-style-type: none"><li>• None</li></ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"><li>• Conflict resolution (Ineffective Arguing Inventory)</li><li>• Relationship satisfaction (Couples Satisfaction Index)</li><li>• Depressive symptoms (Center for Epidemiologic Studies Depression scale)</li></ul>	<b>Child outcomes</b> <ul style="list-style-type: none"><li>• None</li></ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"><li>• Increased effective arguing</li><li>• Improved relationship satisfaction</li></ul>	<b>Child outcomes</b> <ul style="list-style-type: none"><li>• No or limited evidence</li></ul> <b>Parent/interparental outcomes</b> <ul style="list-style-type: none"><li>• <b>Preliminary evidence</b></li></ul>

Based on the evidence we reviewed, we believe that Power of Two Online has **no or limited evidence** of improving child outcomes, and **preliminary evidence** of improving parent/interparental outcomes. The conclusions drawn from the key study reviewed are limited by methodological issues pertaining to:

- a lack of clarity regarding whether intention-to-treat analysis was used
- high differential attrition
- statistical models not controlling for inequivalence due to attrition.

## References

Kalinka, C. J., Fincham, F. D., & Hirsch, A. H. (2012). A randomized clinical trial of online–biblio relationship education for expectant couples. *Journal of Family Psychology, 26*(1), 159.

- » An RCT conducted in the US with 79 adults in a relationship trying to conceive, currently pregnant, or parenting an infant under age 1, which only measured couple outcomes.

## Interventions with no or limited evidence of improving child and parent/interparental outcomes

### Cooperation After Divorce (CAD) Online

#### About the intervention

CAD Online is a **universal intervention** developed in Denmark for separating and separated couples and consists of 17 digital learning modules, each of which takes 30–60 minutes to complete and can be assessed on a tablet, mobile device or computer. Participants decide which modules they want to complete, and how much time they want to spend on them. The modules cover three dimensions:

- yourself: how divorce affects you, and how to cope with grief and anger
- the children: how children experience divorce, how to communicate with them about it, and putting children’s needs first
- co-parenting: avoiding typical pitfalls, roads to good co-parenting communications, and common ground in child-rearing.

No website available

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## COOPERATION AFTER DIVORCE (CAD) ONLINE: SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of unguided self-help content	Focus on specific aspects of conflict within the couple relationship (divorcing and separating couples)	Divorcing and separating couples	<ul style="list-style-type: none"><li>• None</li></ul>	<ul style="list-style-type: none"><li>• Decrease self-perceived stress among divorcees</li></ul>

#### About the evidence

CAD Online is underpinned by evidence from one RCT (Hald et al., 2020; Cipric et al., 2020), which only measured parent/couple outcomes and in which less than 30% of the original treatment group was retained. Further details on this evaluation are included below.

## COOPERATION AFTER DIVORCE (CAD) ONLINE: SUMMARY OF MOST ROBUST STUDY

Sample	Timing	Measures	Significant findings	Strength of evidence
<ul style="list-style-type: none"> <li>1,856 Danish divorcees Intervention (n=1,031)</li> <li>Control (n=825)</li> </ul>	<ul style="list-style-type: none"> <li>Baseline (T1)</li> <li>3-month follow-up (T2)</li> <li>6-month follow-up (T3)</li> <li>12-month follow-up (T4)</li> </ul>	<p><b>Child outcomes</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Parent/interparental outcomes</b></p> <ul style="list-style-type: none"> <li>Stress (Danish version of the Perceived Stress Scale)</li> <li>Depressive, anxiety and somatization symptoms (Danish version of the Symptom Checklist-90 – Revised)</li> </ul>	<p><b>Child outcomes</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Parent/interparental outcomes</b></p> <ul style="list-style-type: none"> <li>Reduced anxious, depressive, and somatization symptoms</li> <li>Accelerated reduction of perceived stress</li> </ul>	<p><b>Child outcomes</b></p> <ul style="list-style-type: none"> <li>No or limited evidence</li> </ul> <p><b>Parent/interparental outcomes</b></p> <ul style="list-style-type: none"> <li>No or limited evidence</li> </ul>

Based on the evidence we reviewed, we believe that CAD Online has **no or limited evidence** of improving child and parent/interparental outcomes. The conclusions drawn from the key study reviewed are limited by methodological issues pertaining to:

- the substantial loss of participants during the evaluation.

### References

Hald, G. M., Ciprić, A., Øverup, C. S., Štulhofer, A., Lange, T., Sander, S., Kjeld, S. G. & Strizzi, J. M. (2020). Randomized controlled trial study of the effects of an online divorce platform on anxiety, depression, and somatization. *Journal of Family Psychology*.

Cipric, A., Strizzi, J. M., Øveru, C. S., Lange, T., Sander, S., Gad-Kjeld, S., & Hald, G. M. (2020). Cooperation after Divorce: An RCT Study of the Effects of a Digital Intervention Platform on Self-Perceived Stress. *Psychosocial Intervention*, 29(2), 113–123.

» **An RCT conducted in Denmark with 1,856 divorcees, which only measured couple outcomes.**

### Focus On Kids Online

#### About the intervention

Focus On Kids Online is a 60-minute **universal intervention** for divorcing and separating parents developed in the US through the adaptation of the face-to-face intervention Focus On Kids. The web-based intervention consists of video vignettes showing common post-divorce and separation scenarios that might produce conflict (eg, late for child exchange, ex-partners' new relationships, child-related financial disputes, differences in parenting styles). Each scenario is shown in two parts, with the first part showing ineffective coparenting, and the second part showing how parents can use positive coparenting strategies to begin to resolve the scenario's dilemma.

Divorcing and separating parents are asked to answer a quiz on the scenarios, and at the end they receive feedback comments derived from group session observation, the intervention curriculum, children of divorce academic literature, and academic publications on coparenting following divorce and separation.

See: <https://extension2.missouri.edu/programs/focus-on-kids>

## FOCUS ON KIDS ONLINE: SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of unguided self-help content	Focus on specific aspects of conflict within the couple relationship (divorcing and separating couples)	Divorcing and separating couples	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Improved coparenting</li> <li>Reduced parental conflict</li> </ul>

### About the evidence

Focus On Kids Online is underpinned by evidence from one retrospective pre/post study (Schramm & McCaulley, 2012), which only measured parent/couple outcomes. Further details on this evaluation are included below.

## FOCUS ON KIDS ONLINE: SUMMARY OF MOST ROBUST STUDY

Sample	Timing	Measures	Significant findings	Strength of evidence
<ul style="list-style-type: none"> <li>1,295 parents who had participated in Focus On Kids Online Online Intervention (n=778)</li> <li>Face to face intervention (n=517)</li> </ul>	<ul style="list-style-type: none"> <li>Baseline (T1)</li> </ul>	<p><b>Child outcomes</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Parent/interparental outcomes</b></p> <ul style="list-style-type: none"> <li>Bespoke questionnaire to assess parenting and coparenting behaviours before the intervention and the current level of understanding and anticipated behaviours after completing the intervention</li> </ul>	<p><b>Child outcomes</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Parent/interparental outcomes</b></p> <ul style="list-style-type: none"> <li>Improved parenting and coparenting behaviours</li> </ul>	<p><b>Child outcomes</b></p> <ul style="list-style-type: none"> <li>No or limited evidence</li> </ul> <p><b>Parent/interparental outcomes</b></p> <ul style="list-style-type: none"> <li>No or limited evidence</li> </ul>

Based on the evidence we reviewed, we believe that Focus On Kids Online has **no or limited evidence** of improving child and parent/interparental outcomes. The conclusions drawn from the key study reviewed are limited by methodological issues pertaining to:

- a lack of clarity in terms of baseline equivalence
- the use of inappropriate (not valid and reliable) outcome measures.

### References

Schramm, D. G., & McCaulley, G. (2012). Divorce education for parents: A comparison of online and in-person delivery methods. *Journal of Divorce & Remarriage*, 53(8), 602–617.

» [A retrospective pre/post study conducted in the US.](#)

## Parents Forever Online

### About the intervention

Parents Forever Online is an eight-hour **universal intervention** developed in the US through the online adaptation of the face-to-face version of the intervention. The curriculum is divided into five sections of content: the impact of divorce on children, the impact of divorce on adults, legal issues and the role of mediation, money issues in divorce, and pathways to a new life. In the section on the impact of divorce on adults, the curriculum covers co-parenting

strategies and managing conflict. In the section on the impact of divorce on children, the curriculum provides evidence of the effects of parental conflict on children, and useful communication strategies.

See: <https://extension.umn.edu/courses-and-events/parents-forever-online>

## PARENTS FOREVER ONLINE: SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of unguided self-help content	Focus on specific aspects of conflict within the couple relationship (divorcing and separating couples)	Divorcing and separating couples	<ul style="list-style-type: none"> <li>Improved adjustment</li> </ul>	<ul style="list-style-type: none"> <li>Improved coparenting</li> <li>Reduced parental conflict</li> </ul>

### About the evidence

Parents Forever Online is underpinned by evidence from two pre/post studies (Becher et al., 2015; Cronin et al., 2017), which only measured parent/couple outcomes. We deemed that the most robust evaluation of Parents Forever Online was the study conducted by Cronin et al. (2017) a pre/post study conducted in the US with 272 parents. Further details on this evaluation are included below.

## PARENTS FOREVER ONLINE: SUMMARY OF MOST ROBUST STUDY

Sample	Timing	Measures	Significant findings	Strength of evidence
272 parents who had participated in Parents Forever Online	<ul style="list-style-type: none"> <li>Baseline (T1)</li> </ul>	<p><b>Child outcomes</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Parent/interparental outcomes</b></p> <ul style="list-style-type: none"> <li>Bespoke pre-test questionnaire about relational and co-parenting skills, coping, and wellbeing.</li> <li>Bespoke post-test questionnaire about relational and co-parenting skills, coping, and wellbeing.</li> </ul>	<p><b>Child outcomes</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Parent/interparental outcomes</b></p> <ul style="list-style-type: none"> <li>Improved coparenting behaviours</li> <li>Reduced parental conflict</li> </ul>	<p><b>Child outcomes</b></p> <ul style="list-style-type: none"> <li>No or limited evidence</li> </ul> <p><b>Parent/interparental outcomes</b></p> <ul style="list-style-type: none"> <li>No or limited evidence</li> </ul>

Based on the evidence we reviewed, we believe that Parents Forever Online has **no or limited evidence** of improving child and parent/interparental outcomes. The conclusions drawn from the key study reviewed are limited by methodological issues pertaining to:

- the use of inappropriate (not valid and reliable) outcome measures.

### References

Becher, E. H., Cronin, S., McCann, E., Olson, K. A., Powell, S., & Marczyk, M. S. (2015). Parents forever: Evaluation of an online divorce education program. *Journal of Divorce & Remarriage*, 56(4), 261–276.

» A pre/post study conducted in the US with 232 divorcing parents.

Cronin, S., Becher, E. H., McCann, E., McGuire, J., & Powell, S. (2017). Relational conflict and outcomes from an online divorce education program. *Evaluation and Program Planning*, 62, 49–55.

» A pre/post study conducted in the US with 272 divorcing parents.

## Crossroads of Parenting & Divorce

### About the intervention

Crossroads of Parenting & Divorce is a **universal intervention** designed in the US to prevent divorce abuse: a specific type of emotional abuse that divorcing parents might cause when they lose sight of their child's needs. This video-based four-hour intervention combines video, activities, skill development and discussions. It emphasises how parents' actions may inadvertently harm children and how to establish positive post-divorce co-parenting relationships, and provides parents with the skills they need to stay child-focused while minimising poor choices amid conflict and loss.

See: <https://activeparenting.com/product/crossroads-of-parenting-divorce/>

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### CROSSROADS OF PARENTING & DIVORCE: SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of interactive content	Focus on specific aspects of conflict within the couple relationship (divorcing and separating couples)	Divorcing and separating couples	<ul style="list-style-type: none"><li>Improved adjustment</li></ul>	<ul style="list-style-type: none"><li>Improved coparenting</li><li>Reduced parental conflict</li></ul>

### About the evidence

Crossroads of Parenting & Divorce is not underpinned by evidence from any published study.

## Children in Between Online

### About the intervention

Children in Between Online is a four-hour **universal intervention** designed in the US for divorcing and separating parents. It teaches parents how to manage the stress of divorce or separation, and how to mitigate the negative effect this can have on their children. The intervention is particularly focused on the skills needed to avoid putting children in the middle of parental conflicts.

See: <https://online.divorce-education.com/>

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### CHILDREN IN BETWEEN ONLINE: SUMMARY OF INTERVENTION

Mode of delivery	Category	Target population	Intended child outcomes	Intended parent/interparental outcomes
Digital delivery of interactive content	Focus on specific aspects of conflict within the couple relationship (divorcing and separating couples)	Divorcing and separating couples	<ul style="list-style-type: none"><li>Improved adjustment</li></ul>	<ul style="list-style-type: none"><li>Improved coparenting</li><li>Reduced parental conflict</li></ul>

### About the evidence

Children in Between Online is not underpinned by evidence from any published study.

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