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Hannah A. Pelleboer-Gunnink, Inge E. Van der Valk, Susan J. T. Branje, Muriel D. Van Doorn, and Maja Deković

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BRIEF REPORT

Effectiveness and Moderators of the Preventive Intervention Kids in Divorce Situations: A Randomized Controlled Trial

Hannah A. Pelleboer-Gunnink
Tilburg University and Dichterbij, Genneep, the Netherlands

Inge E. Van der Valk, Susan J. T. Branje,
Muriel D. Van Doorn, and Maja Deković
Utrecht University

Children of divorced parents have an increased risk of a variety of problems in comparison to children from intact families. Therefore, several intervention programs have been developed directed at children of divorced parents. Yet, empirical data on the effectiveness of these interventions are limited. This study evaluated the school-based, child-directed prevention program Kids In Divorce Situations (KIDS) using a randomized controlled trial. The sample consisted of 156 children randomly assigned at the school level into an experimental (80 children) and control condition (76 children). In addition, 131 mothers and 76 fathers participated in the study. Four assessments took place: a pretest, a posttest, and two follow-up assessments conducted 6 months and 1 year after finishing KIDS. Latent growth analyses demonstrated that the intervention significantly reduced child-reported emotional problems and enhanced child-reported communication with the father and mother-reported communication with the child. The effect sizes ranged from .30–.63. Few moderation effects of gender, time since divorce, or perceived parental conflict on the intervention effects were found. After parental divorce, a limited school-based intervention for children can be efficacious in promoting children's emotional well-being and parent-child communication.

Keywords: parental divorce, preventive intervention, child-focused, effectiveness, moderation

Parental divorce is prevalent in Western societies. For example, in the Netherlands, one third of all marriages end in divorce, with children involved in half of the cases (Centraal Bureau voor de Statistiek, 2010/2011). The adverse effects of parental divorce on children have been well documented (see Amato, 2010 for a review). Thus, supporting the children of divorced parents is a key concern. The aim of the present study was to evaluate whether children with divorced parents benefit from the school-based, child-directed prevention program Kids in Divorce Situations (KIDS; Snels-Dolron & De Kort, 2008).

Several preventive interventions have been developed for children from divorced families, such as the KIDS-Connect intervention program (Abel, Chung-Canine, & Broussard, 2013), Children of Divorce Intervention Program (CODIP), the Rainbows for Children program, and the Children's Support Group (CSG); see O'Halloran and Carr (2000) for a review. These programs are

based on psychoeducational and cognitive-behavioral principles and deal with misconceptions about divorce (e.g., children frequently believe that they are partly responsible for the divorce of their parents), acquiring coping skills such as problem-solving skills, and seeking social support (O'Halloran & Carr, 2000; Pruett & Barker, 2010). Empirical evaluations of these programs demonstrated positive results on several adjustment measures, for example, on internalizing or externalizing problems (see Haine, Sandler, Wolchik, Tein, & Dawson-McClure, 2003 for a review).

The current study into the effectiveness of the KIDS program aims to extend previous intervention studies. First, the present study emphasizes ecological validity. That is, in contrast to the CODIP and CSG programs, KIDS was developed in practice and was already widely implemented in the Netherlands prior to the start of this study. Furthermore, in contrast to previous studies, all children with divorced parents were allowed to participate in KIDS—there were no restrictions for participation regarding the time since divorce or the living situation after divorce; in addition, children did not need to have obvious difficulties with the divorce (e.g., Pedro-Carroll, Sutton, & Wyman, 1999; Stolberg & Mahler, 1994). Second, a methodological advantage of this study is the use of four measurement moments in contrast to two or three moments used in previous intervention studies. Thereby, the reliability of the assessment of change due to the intervention is increased. Third, the present study uses multilevel statistics, which have the advantage of including incomplete cases in the analyses, and individual growth curves can be modeled (Hox, 2010). Fourth, the sample size in the present study is doubled and tripled compared to the

Hannah A. Pelleboer-Gunnink, Scientific Center of Care and Welfare, School of Social and Behavioral Sciences, Tilburg University and Dichterbij, Genneep, The Netherlands; Inge E. Van der Valk, Susan J. T. Branje, Muriel D. Van Doorn, and Maja Deković, Child and Adolescent Studies, Faculty of Social and Behavioral Sciences, Utrecht University.

Correspondence concerning this article should be addressed to Hannah A. Pelleboer-Gunnink (Room T302), Tranzo, Scientific Center of Care and Welfare, Tilburg University, P.O. Box 90153, 5000 le Tilburg, the Netherlands. E-mail: h.a.pelleboer@tilburguniversity.edu

CODIP and CSG experiments, respectively (Botha & Wild, 2013; O'Halloran & Carr, 2000; Pedro-Carroll et al., 1999; Stolberg & Mahler, 1994).

Present Study

As emotional distress and negative changes in parent-child relationships are major negative consequences of parental divorce (Amato, 2010; Hetherington, 2003; Pruett & Barker, 2010), the focal aim of this study is to examine the effect of KIDS on children's emotional problems and parent-child communication. Children following the KIDS program are expected to demonstrate a stronger decrease in emotional problems and more improvement in parent-child communication than children in the control condition without KIDS.

Furthermore, postdivorce intervention research thus far, has rarely studied moderators for the effectiveness of programs (Emery, Kitzmann, & Waldron, 1999; Pruett & Barker, 2010). Therefore, the second aim in this study was to examine for whom KIDS is most effective, considering gender, time since divorce, and perceived parental conflict as moderators. First, boys and girls are expected to show similar benefits from participating in KIDS. Although boys were previously thought to struggle more severely and longer following parental divorce than girls, in recent meta-analyses, clear gender differences were not found in the divorce effects on children (Amato, 2010). In addition, gender differences in the effect of child-based divorce interventions have yet to be reported (Haine et al., 2003). Second, we expect that the intervention effect will be enhanced for children with a shorter period of time since their parental divorce. The majority of children exhibit crisis-engendered responses the first two years after parental divorce, which increases the possibility of finding a significant intervention effect in that period (Kelly & Emery, 2003). Finally, we expect an enhanced effect of the intervention in high-conflict families. When there is more parental conflict, children may experience more emotional problems and poorer parent-child communication, and therefore the possibility for significant improvement through the intervention is increased (Cummings & Davies, 2002).

Method

Participants

Participants were 156 children randomly assigned at the school level to either the treatment ($n = 80$) or the control condition ($n =$

76). The ages of the 78 girls and 78 boys ranged from 7–13 years ($M = 10.1$ years, $SD = 1.2$ years). A total of 74% of the children were of Dutch/Caucasian origin ($n = 115$) and 26% of other origin. Parents' divorce had occurred on average 5 years ago ($SD = 3.0$ years, range = 0–12 years), and children's mean age at the time of divorce was 5 years ($SD = 2.9$ years, range = 0–11 years). Most of the children lived with their mothers (i.e., 79% of the children), some with their fathers (3%), and some with joint physical custody (18%). The study included 131 mothers and 76 fathers. No significant differences were found on demographic variables between participants in the two conditions. However, children in the intervention condition reported higher levels of emotional problems, $t(152) = 2.06$, $p = .041$, and better communication with their mother, $t(151) = 2.59$, $p = .011$, at baseline compared with the control condition (see Table 1).

Sampling Procedure

Following institutional review board approval, 20 primary schools in three Dutch regions were randomly assigned to either the KIDS or control condition. Using a step-by-step approach, additional schools were approached until the intended sample size (i.e., 80 participants per condition) was reached. The intended sample size was based on power analysis: with a medium effect size and an alpha of .05, a power of .80 is obtained by 64 participants per group. Five schools were included in the control condition and nine schools in the KIDS condition. In both conditions, parents received a letter and factsheet about the study in which the researchers explained that they examined the consequences of divorce for children. Within the KIDS condition, an additional brochure about the KIDS program was sent to parents and children. Children were informed about the study by their teachers or tutors. Informed consent was obtained from both parents. The participation rate of approached families was 33% in the KIDS condition and 65% in the control condition.

The study included four assessments: a pretest (T1), a posttest (T2), and two follow-up assessments conducted 6 months (T3) and 1 year (T4) after finishing KIDS. Attrition rate was 4.5% for children, 6.7% for mothers, and 21.7% for fathers over time. Attrition rate at T4 was similar in the control and KIDS condition for both fathers ($p = .271$) and mothers ($p = .436$). However, for children, differences were found in the attrition rate between the control group and the treatment group ($p = .007$). Four children

Table 1

Means and Standard Deviations of the Model Variables at All Waves for the Control and KIDS Condition

Scale	KIDS, <i>M</i> (<i>SD</i>)				Control, <i>M</i> (<i>SD</i>)			
	T1	T2	T3	T4	T1	T2	T3	T4
Child report								
SDQ emotional problems	3.59 (2.31)	3.26 (2.49)	2.95 (2.04)	2.68 (2.14)	2.83 (2.28)	2.80 (2.27)	2.52 (2.24)	2.60 (2.23)
Communication mother	4.33 (1.46)	4.41 (1.37)	4.62 (1.16)	4.82 (1.91)	3.77 (1.21)	4.03 (1.38)	4.27 (1.23)	4.31 (1.32)
Communication father	3.28 (1.62)	3.46 (1.56)	3.68 (1.56)	3.90 (1.46)	3.19 (1.44)	3.71 (1.59)	3.68 (1.66)	3.41 (1.56)
Mother report								
Communication child	4.57 (0.82)	4.63 (0.81)	4.76 (0.72)	4.85 (0.70)	4.80 (0.83)	4.81 (0.74)	4.64 (0.87)	4.62 (0.75)
Father report								
Communication child	4.24 (1.01)	4.23 (1.04)	4.18 (0.94)	4.27 (0.93)	4.13 (0.81)	4.18 (0.81)	4.16 (1.10)	4.07 (0.92)

Note. Child report: KIDS ($n = 80$), control ($n = 76$). Mother report: KIDS ($n = 75$), control ($n = 56$). Father report: KIDS ($n = 52$), control ($n = 24$). KIDS = Kids in Divorce Situations; SDQ = Strength and Difficulties Questionnaire; T1 = pretest; T2 = posttest; T3 = 6-month assessment; T4 = 1-year assessment.

from the intervention group and 14 children from the control group dropped out; because of these small numbers, it was not possible to statistically compare those attrition groups on relevant variables.

Measures

Parent-child communication. Parent-child communication was evaluated by the three-item communication subscale of the shortened parent subscale of the Inventory for Parent and Peer Attachment (Armsden & Greenberg, 1987). Questionnaires were filled out by both mothers (i.e., “communication mother-child [m-c]”) and fathers (i.e., “communication father-child [f-c]”) and by the child independently for the mother (i.e., “communication child-mother [c-m]”) and father (i.e., “communication child-father [c-f]”). Cronbach’s alphas across the four assessments and over the four measurement moments ranged from .60–.85.

Emotional problems. Emotional problems were assessed by the child report of the five-item emotional problems subscale of the Strength and Difficulties Questionnaire (Goodman, Meltzer, & Bailey, 2003). Cronbach’s alphas across the four measurement moments ranged from .68–.71.

Level of perceived parental conflict. Level of child-perceived parental conflict was assessed by the five-item abbreviated version of the frequency and content subscales from the Children’s Perception of Interparental Conflict scale (Grych, Seid, & Fincham, 1992). Cronbach’s alphas across the four measurement moments ranged from .79–.85.

KIDS Intervention

The KIDS program contains eight 1-hr group meetings, guided by two coaches, with 7–10 children. The focus is on social support and learning of social problem-solving skills, which are enhanced through role-playing, conversations, and assignments. Themes of the meetings are (a) getting acquainted; (b) sharing experiences; (c) recognizing feelings; (d) dealing with change and asking for help; (e) coping and present needs; (f) obstacles, pitfalls, and strengths; (g) leaving the past; and (h) letting go, self-reliance, and trusting the future. The 16 certified KIDS coaches participating in this study had several years of experience with the KIDS program, were mental health professionals with at least a bachelor’s degree, and were working in community institutions. Coaches guide the group process as well as the individual child. They attempt to have all children gain insight into their own feelings and not merely in empathy for others. If needed, coaches can refer children to more intensive support. Coaches had received group training of approximately 34 hr, which consisted of explaining the theoretical background of the KIDS program and divorce-related problems in children, as well as role-playing, skills training, and reflecting on own competencies (Snels-Dolron & De Kort, 2008; Van der Valk, Van Doorn, Spruijt, Meeus, & Deković, 2010). The attendance rate of the program was 69% ($n = 55$) of the children present at all eight meetings, 25% ($n = 20$) of the children present at seven meetings, and 6.3% ($n = 5$) present at six meetings.

In addition to the KIDS meetings for children, two meetings for parents are organized: an information meeting before the start of KIDS and an evaluation meeting at the end. Parents are informed about what their children experience during the program and during divorce of the parents, about what the possible reactions of

children may be, and how parents can adequately deal with these reactions. Over 50% of the mothers and over 30% of the fathers attended both meetings.

Overview of Analyses

Latent growth analysis (LGA) was conducted using Mplus 6.11 (Kline, 2011; Muthén & Muthén, 1998–2010). LGA proceeded in three steps. First, single-outcome models were assessed to determine the appropriate specification of the growth parameters (i.e., linear or quadratic growth) and examine its parameters (i.e., variance in slope and intercept). Second, the impact of the intervention was evaluated by regressing a condition variable ($KIDS = 1$, control = 0) on the slope and intercept. A significant effect of condition on the slope indicated an intervention effect. A Monte Carlo simulation study was conducted to control for enough power to detect small intervention effects (Muthén & Muthén, 2002). Given the current sample size, missing patterns, and latent growth statistics, the power to detect a small intervention effect of .10 on the slope was 68% for emotional problems, 93% for communication m-c, 88% for communication f-c, 95% for communication c-m, and 86% for communication c-f. Third, moderation analyses were conducted. For gender (boys and girls) and conflict (low < $-1 SD$, mean, high > $+1 SD$), multigroup analyses were used. A model with the condition effect on the slope and intercept constrained to be equal across groups was compared with a model in which the condition effect on the slope and intercept was freely estimated. Significance of incremental fit was indicated by the chi-square difference test. Wald tests were performed to contrast the separate groups and parameters. The moderation analysis of the continuous variable of duration since divorce was studied by adding an interaction between intervention condition and duration since divorce. A significant interaction term indicates a moderation effect (Kline, 2011).

Results

Descriptive Statistics

Table 1 presents descriptive statistics of model variables by conditions. Covariance matrices are available from the first author. Missing data were handled with full-information maximum likelihood, assuming data were missing at random, which was indicated by a nonsignificant Little’s missing completely at random test for children, $\chi^2(df = 192) = 202.07, p = .295$; for mothers, $\chi^2(df = 24) = 28.40, p = .244$; and for fathers, $\chi^2(df = 22) = 18.14, p = .698$ (Little, 1988).

Unconditional model. In Table 2, unconditional model statistics are presented. First, linear growth adequately described the data, and adding a quadratic slope did not significantly improve model fit. Significant variation in intercept factors for all variables is demonstrated. Due to minimal heterogeneity in linear growth for child-reported communication and father-reported communication, nonsignificant slope variances were found. However, parameters were estimable and thus retained for subsequent analyses.

Table 2
Model Fit Statistics and Variance Estimates of Outcome Variables

Model	χ^2_m	<i>N</i>	<i>p</i>	RMSEA	CFI	Variance I (<i>SE</i>)	Variance S (<i>SE</i>)	I × S (<i>SE</i>)
Emotional problems	3.44	156	.632	<.001	1.00	3.53* (.54)	0.04* (.01)	−0.10 (.06)
Communication m-c	4.42	131	.491	<.001	1.00	0.55* (.08)	0.01* (.00)	−0.04* (.01)
Communication c-m	1.77	156	.880	<.001	1.00	1.14* (.18)	0.01 (.01)	−0.04 (.02)
Communication f-c	8.95	76	.111	.10	.97	0.64* (.14)	0.00 (.00)	−0.01 (.01)
Communication c-f	11.55	154	.042	.09	.97	1.73* (.26)	0.01 (.01)	−0.05 (.03)

Note. Model *df* = 5. RMSEA = Root Mean Square Error of Approximation, <.08 indicates satisfactory model fit; CFI = Comparative Fit Index, >.90 indicates satisfactory model fit; I = intercept; S = slope; m-c = mother-child; c-m = child-mother; f-c = father-child; c-f = child-father.
 * *p* < .05.

Effects of KIDS on Emotional Problems and Parent-Child Communication

Child-reported emotional problems. A significant effect of condition on intercept (0.71, *SE* = .34, *p* = .037) indicated higher baseline levels of emotional problems in the KIDS group than in the control group. In addition, a significant intervention effect was found for emotional problems (−0.09, *SE* = .05, *p* = .040, *d* = 0.30, 95% CI [−0.18, 0.00]). That is, emotional problems declined in the KIDS group (slope = −0.13, *p* < .001) but not in the control group (slope = −0.03, *p* = .303).

Mother-reported communication with the child. A nonsignificant effect of study condition on the intercept (−0.27, *p* = .055) indicated no baseline differences between conditions. A significant intervention effect was demonstrated for change in m-c communication, with a medium effect size (0.08, *SE* = .02, *p* < .001, *d* = 0.63, 95% CI [0.04, 0.11]). The KIDS group improved in m-c communication (slope = 0.05, *p* < .001), whereas the control group showed no significant change (slope = −0.03, *p* = .062).

Child-reported communication with the mother. A significant effect of condition on intercept (0.46, *SE* = 0.20, *p* = .022) indicated higher baseline levels of child-reported communication with the mother in the KIDS condition than in the control condition. No intervention effect was demonstrated for change in c-m communication (−0.01, *SE* = .03, *p* = .706, 95% CI [−0.07, 0.05]).

Father-reported communication with the child. A nonsignificant effect of condition on intercept (0.14, *SE* = 0.22, *p* = .516) indicated similar baseline levels of f-c communication for the KIDS and control condition. No intervention effect was demonstrated for change in communication f-c (0.03, *SE* = .03, *p* = .297, 95% CI [−0.02, 0.08]).

Child-reported communication with the father. No significant intercept difference between the conditions (−0.16, *p* = .497) was found. This indicated no baseline differences between conditions for child-reported communication with the father. A significant intervention effect was found for change in c-f communication with a medium effect size (0.07, *SE* = .04, *p* = .049, *d* = 0.32, 95% CI [0.00, 0.14]), indicating a greater increase in communication c-f in the KIDS group (slope = 0.07, *p* = .002) relative to the control group (slope = 0.01, *p* = .080).

Moderators of Effectiveness

Gender as moderator of the intervention effect. Only the moderation effect of gender on emotional problems was signifi-

cant, $\Delta\chi^2_m(2) = 7.99$, *p* = .018. No difference was found on change in emotional problems, yet a significant difference between boys and girls on the intervention effect on the intercept was found, Wald $\chi^2(1) = 7.77$, *p* = .006. Girls in the KIDS condition started with higher levels of emotional problems than girls in the control condition (1.28, *p* = .001), but this effect was not apparent for boys (−0.02, *p* = .968). No gender differences were found in the intervention effect on parent-child communication as reported by the mother, father, or child.

Time since divorce as a moderator of the intervention effect. Only on communication m-c a significant effect was found of the added interaction between intervention condition and time since divorce (−0.02, *p* = .011). To interpret this effect, the slope values of communication m-c are calculated for both the KIDS and the control group for three values of time since divorce (−1 *SD* = 2 years, *M* = 5 years, +1 *SD* = 8 years) using a regression equation. The slope values for m-c communication are −0.037, −0.031, and −0.025, respectively, in the control condition and 0.086, 0.044, and 0.002, respectively, in the KIDS condition. Thus, within the KIDS condition, the longer the amount of time since the divorce, the less improvement in m-c communication during the intervention. No moderation effects were found for child-reported emotional problems or child-reported and father-reported parent-child communication.

Child-perceived parental conflict as a moderator of the intervention effect. Parental conflict did not significantly moderate the effect of KIDS on communication m-c, communication c-m, communication c-f, communication f-c, or emotional problems.

Discussion

The present study evaluated the school-based, child-focused, and preventive intervention program KIDS using a randomized controlled trial. The KIDS program was found to be effective in reducing emotional problems and improving parent-child communication, although the effects on parent-child communication were not consistent across reporters.

For the main effects of KIDS, effect sizes were small for emotional problems (.30) and child-reported communication with the father (.32) and moderate for mother-reported communication with the child (.63). These effect sizes are in line with effects found in other school-based group interventions for children of divorce—namely, CODIP and CSG, for which the average effect size was .27 (Lee, Picard, & Blain, 1994). Moreover, even though these effects are small, they are relevant in demonstrating that a nonindicated, relatively inexpensive, child-directed, school-based

intervention may affect the child's emotional well-being as well as parent-child communication (Prentice & Miller, 1992).

However, it should be noted that the participation rate of approached families was 33% in the KIDS condition and 65% in the control condition, suggesting a possible self-selection bias that might account for the higher baseline levels of emotional problems for girls and for mother-child communication in the KIDS condition compared to the control condition. Therefore, the effects of the intervention may be overestimated. However, because of the emphasis on ecological validity in the present study's design, the outcomes still provide useful information about real-world effectiveness of the KIDS program.

An intervention effect on father-child communication is specifically relevant, because father-child relationship quality is a resilience factor in postdivorce child adjustment. That is, children with a good father-child relationship are relatively unaffected by adversity surrounding divorce (Haine et al., 2003; Marsiglio, Amato, Day, & Lamb, 2000). In addition, children experience decreased contact with their father as a primary negative effect of divorce (Laumann-Billings & Emery, 2000; Pruett & Barker, 2010). Therefore, we aimed to include fathers in the study. However, they seemed to be less inclined to participate in the study compared to mothers. In addition, the attrition rate for fathers, although it did not differ across conditions, was higher than for mothers and children, which reduced the chance of valid father-reported results. The current study indicates that KIDS may enhance the child-reported father-child communication. Future studies should continue to strive to include fathers to expand knowledge about the role of fathers in child adjustment after divorce and in the effectiveness of interventions.

For Whom Does KIDS Work?

The general absence of moderation effects on measures of communication and emotional problems supports the broad preventive scope of KIDS. That is, prevention programs are essentially group or mass oriented, and thus it is important that KIDS works for many different children and not merely for children with, for example, obvious divorce-related problems.

A significant moderation for the intervention effect was found for time since divorce, with mothers in the KIDS condition reporting more improvement in communication in case of more recent divorce. The apparent beneficial effects of KIDS on other outcomes regardless of the amount of time since divorce may be due to the presence of divorce-related stressors that occur even years after the legal separation, such as remarriage of parents, mothers obtaining a full-time job, or continuing parental conflict, all of which are related to adjustment problem (e.g., Amato, 2010). However, it should be noted that this variable is confounded with child age (Hetherington & Stanley-Hagan, 1999). That is, a longer time since divorce in this study automatically means that children were younger at the time of divorce compared to other children. Age may affect how children experience and adjust to divorce. For example, for older children, divorce is related to more transitions than for younger children (e.g., Amato, 2010). Future studies should attempt to disentangle this confound.

In addition, a higher baseline level of emotional problems in girls in the KIDS condition compared to the control condition was

found. There is no straightforward reason for this, but it may be that parents are more attentive to emotional problems in girls than in boys, or alternatively, girls may exhibit emotional problems more readily than boys. Thereby, parents may encourage girls with emotional difficulties to participate in the KIDS condition with no such additional encouragement in the control condition or for boys in the KIDS condition.

Contrary to our expectations, we did not find parental conflict to be a significant moderator of the intervention effect. According to the emotional security hypothesis, destructive marital conflict undermines a sense of security within the family system and spills over into the parent-child relationship (Cummings & Davies, 2002). Thus, it was expected that children from high-conflict families started with low levels of parent-child communication and higher levels of emotional problems, thereby enhancing the possibility for intervention effects. Absence of the moderator effect of parental conflict on the change in emotional problems and parent-child communication might be due to small sample sizes of the subgroups in moderator analyses. Future studies may need to examine whether children from high-conflict families need additional resources.

Limitations and Future Studies

Despite the strengths of a randomized controlled design, an emphasis on ecological validity, and multi-informant measures (i.e., father, mother, child), there are also some limitations to the current study. As discussed, there was a possible self-selection bias. That is, in the real-world situation, the KIDS program may appeal to children for whom the current intervention need is more obvious. Also, higher levels of communication between mother and child may enhance the willingness to participate in the intervention. Thus, in practice, the intervention may not be a purely selective prevention program but instead simultaneously function as an indicated (i.e., focus on children with current problems) and selective (i.e., focus on all children with a certain risk factor: parental divorce) prevention program.

In addition, in some of the multigroup analyses used to determine moderator effects, the sample sizes of the groups were relatively small. This could have reduced the chance in finding significant results. Also, it should be noted that 3 of 5 intervention effects were found to be significant and 1 of 15 significant moderation effects on change were found. These results might be partly due to capitalization on chance, and replication of our findings in future research is needed to show the robustness of these findings. Furthermore, some low Cronbach's alphas reduced the amount of valid variability to be predicted, with possible implications for finding significant results. Finally, both in the KIDS condition and the control condition, children, mothers, and fathers filled out divorce-related questionnaires four times. The completion of questionnaires may have raised awareness of children's divorce-related distresses and furthered communication about the divorce, possibly inducing nonspecific intervention effects. The larger effect for the intervention group is then especially informative (Grych & Fincham, 1992). Finally, the present study used a 1-year follow-up period in which linear growth best described the data. Very few studies have examined the long-term effects of the preventive interventions for children of divorce. An exception is a 15-year follow-up randomized controlled trial into the combined parent-

child focused prevention program, New Beginnings (Wolchik et al., 2013). This trial demonstrated a reduced incidence of internalizing disorders (for females) and substance-related disorders and substance (for males) due to the program (Wolchik et al., 2013). Future studies should discover whether similar results are found for child-focused programs.

Conclusion

Altogether, KIDS, a school-based, preventive intervention for children of divorced parents, can reduce emotional problems and enhance parent-child communication. The vast amount of evidence of the negative consequences of parental divorce for children constitutes the value of interventions that may prevent long-term adjustment problems as well as reduce current problems. The general absence of differential intervention effects for gender, time since divorce, and parental conflict, with the exception of an effect for time since divorce for mother-reported parent-child communication, may support the broad scope of selective prevention aiming at all at-risk children.

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