Many children and youth suffer from mental health problems such as depression, anxiety, social and emotional difficulties, and disruptive or aggressive behaviors. Parents are influential in early to late childhood. Therefore prevention programs aimed to improve parents' parenting and thus prevent children's mental health problems has been developed. Among these are group based parenting programs. When delivered in regular care the preventive parenting programs are given by different sectors within the welfare system. However, most of the programs have not been fully evaluated, either at all or not within a Swedish context. Hence, it is unclear if they prevent children's mental health problems effectively. Also, little is known about whether program effectiveness is influenced by the sector who is responsible for the deliverance of that program. Further, it seem to be difficult to implement these programs on a sustainable basis. Could it be that there are program specific challenges facing, for instance, group based parenting programs? If so, does these challenges influence the continued and sustained delivery of the programs? In this dissertation four group based parenting programs (Cope, Comet, Connect, and the Incredible Years program) and the sectors of care that deliver them (child and adolescent psychiatric clinics, social care and school) are evaluated. The results suggest that the improvement in children's externalizing behaviors one and two years after their parents attended a program did not differ significantly across the program. The results also suggest that program effectiveness does not depend on at which sector the program is delivered. Further, regarding the continued use of the programs in regular care, evidence of implementation challenges relating to program specific characteristics of group based parenting programs were found, for instance recruitment of parents and provision of child-care. There is a potential risk that challenges such as these affect the continued delivery of the programs, but research is scarce and therefore there is a need for further research. However, because previous research only investigated group based programs targeting children's externalizing problems there is an evident lack of research on programs targeting internalizing problems. Nonetheless, the results from this dissertation provides important information concerning program delivery and program effectiveness over time, and the implications for research and practice are discussed.