

EFFECTS ON MOTHER-CHILD INTERACTIONS OF AN ATTACHMENT-BASED PROGRAM WITH SEVERELY DISADVANTAGED FAMILIES: THE VIPP-SD

Mariana Pereira*, Mariana Negrão**, Judi Mesman***, Isabel Soares*
*University of Minho, **Portuguese Catholic University, ***Leiden University

AIMS

Supporting families with early childhood intervention programs that target parent-child interactions is of particular significance, particularly under circumstances of deprivation. The present study was designed to test the effectiveness of the **Video Feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD; Juffer, Van IJzendoorn, & Bakermans-Kranenburg, 2008)** on parent-child interactions with a group of mothers of 1- to 4-year-old children referred by social or health professionals who considered them at risk for problematic parenting.

PARTICIPANTS (n = 43)

Child	Age (months) M = 29.07 (SD = 10.49) Gender 51.20% †
Mother	Age (years) M = 30 (18 - 46) Education Level 72% incomplete compulsory education [vs. 49% in the Portuguese population] Unemployment 72% [vs. 13% in the Portuguese population]
Father	Age (years) M = 33 (22 - 53) Education Level 86% incomplete compulsory education [vs. 49% in the Portuguese population] Unemployment 50% [vs. 12% in the Portuguese population]
Family Context	Total of Children M = 1.47 (SD = 1.05) [vs. 1.37 in the Portuguese population] Family Welfare Assistance 79% [vs. 4% in the Portuguese population]

RANDOMIZATION [BY CHILD AGE, GENDER AND TEMPERAMENT]

Experimental group (VIPP-SD): n=22
Control group (dummy intervention): n=21

INTERVENTION PROGRAM

- VIPP-SD aims to promote parental sensitivity and sensitive parental discipline.
- Home-based and short-term program that provides personal feedback on parenting and on child development using videotaped mother-child interactions.
- Intervention sessions themes:
 - S1: exploration vs. attachment + distraction & induction.
 - S2: speaking for the child + positive reinforcement.
 - S3: interaction chains of adequate and prompt response to the child's signals + sensitive time-out.
 - S4: sharing emotions (positive and negative) & promoting empathy for the child + consistent and adequate limit setting.
 - S5&6: feedback themes' consolidation + father invitation to participate in the process.
- Videofeedback adjustment to each specific mother-child dyad.

MEASURE

Emotional Availability Scales, 4th Edition (Biringen, Z., 2008)
Mother-child interaction was assessed throughout a free play (10m) period and a demanding task (5m). Emotional Availability Scales coding system comprises four parental scales (Sensitivity, Structuring, Nonintrusiveness and Nonhostility) and two child scales (Responsiveness and Involvement), each one coded on a *Lickert* scale (from 1- to 7-point).

RESULTS

Table 1: Intervention Effects on Mother-Child Interaction

		CONTROL GROUP		EXPERIMENTAL GROUP		TESTS RESULTS
		Pre M(SD)	Post M(SD)	Pre M(SD)	Post M(SD)	
EAS MOTHER	Sensitivity	4.60 (.96)	4.45 (1.03)	4.42 (1.20)	4.74 (1.18)	$F(1,40)=2.40, p=.13$
	Structuring	4.77 (1.06)	4.65 (1.02)	4.30 (1.25)	4.64 (1.20)	$F(1,41)=1.72, p=.20$
	Nonintrusiveness	4.50 (1.33)	4.02 (.98)	3.92 (1.07)	4.59 (1.11)	$F(1,38)=14.97, p=.00$
	Nonhostility	5.20 (1.02)	5.25 (1.08)	5.01 (1.19)	5.44 (.89)	$F(1,41)=1.26, p=.23$
EAS CHILD	Responsiveness	4.65 (1.27)	4.55 (1.44)	4.33 (1.40)	5.19 (1.03)	$F(1,41)=8.34, p=.01$
	Involvement	4.36 (1.44)	4.27 (1.47)	4.11 (1.43)	4.85 (1.03)	$F(1,41)=5.77, p=.02$

CONCLUSIONS

- Effects for both mother and child behavior
- Almost all scales progress in the right direction: n limitations
- Exception for *Nonhostility*

Our study provides evidence for the effectiveness of the VIPP-SD in enhancing positive mother-child interactions in a sample of severely deprived families.