

THE VIDEO-FEEDBACK INTERVENTION TO PROMOTE POSITIVE PARENTING AND SENSITIVE DISCIPLINE (VIPP-SD) IN PORTUGAL: A RANDOMIZED CONTROLLED TRIAL



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1. INTRODUCTION

- Early exposure to psychosocial risk factors predicts significant child maladjustment

Interaction between **child temperamental** and **environmental influences**, particularly **poor parenting behavior**, mediate the relationship between exposure to risk and the adverse child outcomes

- Family-centered intervention programs assume an important role in preventing the early child maladjustment pathway



Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD)

Targets parental sensitivity and positive discipline strategies and has showed positive outcomes in a range of samples

2. GOALS

MAIN GOAL

Implement and evaluate the effectiveness of the **VIPP-SD** in a psychosocial risk sample

SPECIFIC GOALS

1. To test the efficacy of the **VIPP-SD** on **child's**:
 - socio-emotional and neurophysiologic functioning
 - attachment security
 - psychopathology
 - compliance and aggression in interaction with mother
2. To test the efficacy of the **VIPP-SD** on **mother's**:
 - sensitivity
 - discipline strategies
 - stress
3. To test differential intervention effects:
 - for **children** with easy or difficult temperament
 - on **mothers** with different qualities of attachment representations as well as high or low marital discord at pre-test

Screening

- *Family Risk Profile* (Short Version by Pereira, Negrão, Soares, Almeida & Machado, 2009)
- *Infant Characteristics Questionnaire (ICQ)*; Bates Freeland & Lounsbury, 1979)

VIPP-SD Methodology

- Home-based
- Short-term
- Videofeedback technique
- Focus on strengths
- Parents as 'experts'

Pre – Post-test Measures

CHILD

- *Ages and Stages Questionnaire: Socioemotional Development (ASQ: SE)*; Squires, Bricker & Twombly, 2002)
- *Child Behavior Checklist for ages 1 ½ -5, (CBCL)*; Achenbach & Rescorla, 2000)
- *Strange Situation Procedure (SSP)*; Ainsworth, Blehar, Waters & Wall, 1978)
- *Bio-Behavior Attachment Multimedia System (BioBeAMS)*; Soares, Silva, Cunha, Costa & Santos, 1999)
- *Daily Saliva Collection*
- *Child Compliance/Noncompliance system* (Kochanska & Aksan, 1995)
- *System for Coding Early Physical Aggression (SPECA)*; Mesman, Alink, Van Zeijl, Stolk, Bakermans-Kranenburg, Van IJzendoorn, Juffer & Koot, 2008)

MOTHER

- *Adult Attachment Interview (AAI)*; George, Kaplan & Main, 1985)
- *Maternal Attitudes Toward Sensitivity Questionnaire* (Bakermans-Kranenburg & Van IJzendoorn, 2003)
- *Brief Symptom Inventory (BSI)*; Derogatis, 1993)
- *Parenting Stress Index (PSI)*; Abidin, 1986)
- *Daily Hassles Questionnaire* (Kanner, Coyne, Schaffer & Lazarus, 1981)
- *McMaster Family Assessment Device* (Epstein, Baldwin, Bishop, 1983)
- *Maternal Sensitivity Scales* (Egeland, Erikson, Clemenhagen-Moon, Hiester & Korfmacher, 1990)
- *Maternal Discipline Scales* (Van der Mark, Van IJzendoorn & Bakermans-Kranenburg, 2002)

3. METHOD

PARTICIPANTS

100 children from 1 to 3 year old and their mothers, previously screened for psychosocial risk by health technicians

DESIGN

Screening for Family Psychosocial Risk

Pre-test

Randomization by child Temperament

- Intervention Group - **VIPP-SD** (N=50)
- Control Group - Dummy Intervention (N=50)

Post-Test