



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

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1. INTRODUCTION

Title: Video-feedback Intervention to Promote Positive Parenting and Sensitive Discipline (VIPP-SD)

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2. DESCRIPTION OF THE GOOD PRACTICE

Target group:

VIPP-SD has been developed for parents with children aged 1 to 3, suffering from difficult behaviour (e.g. disobedience, tantrums, hitting.)

Objectives:

The ultimate aim of VIPP-SD is to prevent or reduce behavioural problems by strengthening parenting skills. The programme is primarily focused on increasing positive parent-child interactions by increasing parental sensitivity and improving parental disciplining strategies.

Intervention structure:

The VIPP-SD intervention is family-focused and is short term. Interventions take place at home and are led by a trained support worker. The heart of the approach is that mother and child are filmed in episodes of 10-30 minutes. During six home visits, a support worker will then give personal feedback about the interaction with the child in order to encourage positive interaction and sensitive disciplining. The first 4 sessions take place every three to four weeks, the final two sessions (review sessions) can be spread further apart. The support worker will work using a detailed handbook, as this helps every family receive the same, standardized programme. While the basis of the intervention is the same for every family, the feedback on the video clips is adjusted to each specific mother-child pair. Feedback on the video clips is prepared by the support worker in the period between two home visits, using the script provided in the training.

Methodology:

In the VIPP-SD programme, support is given via a number of themes that are dealt with in a set sequence. Sensitive disciplining means being empathetic, clear



and consistent when disciplining a child. As well as general verbal information about parenting and child development, parents are given specific information on the themes of sensitivity and discipline, during each session. These are, in sequence:

1. Exploration vs. attachment behaviour: a child displaying contact-seeking behaviour and playing, with an explanation of various reactions required from the parent. When it comes to discipline, there are strategies such as induction (explanation about why there is a rule) and distraction.
2. 'Speaking for the child': encouraging careful observation of signals from the child based on its facial expressions, and verbalizing non-verbal signals. Encouraging positive reinforcement as a method of discipline.
3. 'Sensitive chain': explaining the importance of proper reactions to signals from the child (chain: signal from child - response from parent - reaction of child). Using a sensitive 'time out'.
4. Sharing feelings: showing and encouraging the affective adjustment of the parent to the child's positive and negative emotions. Learning to show empathy and understanding for the child in discipline situations.

The final two sessions contain a repetition of the themes.

The method is as follows. The support worker provides general information about the development of the child and personal advice based on the video clips of the interactions between parent and child (video feedback) during daily situations, e.g. when playing together or tidying up toys. During filming, the role of the support worker is limited to inviting the parent to be filmed in a given situation with the child. Parents are encouraged to respond to the child in the way they would do under normal circumstances. The support worker will not give tips or advice or intervene in any way.

The intervention protocol provides guidelines for commentary on video clips. During preparation for the intervention, the support worker will link back to the session themes (such as complimenting the child when they carry out small parts of a given task as asked.) During the home visit, the support worker will show the video recording to the parent and discuss the selected sections with her.

The idea is to mainly use positive and successful moments of interaction, the aim being to show parents that they are able to respond sensitively when dealing with their child, even when disciplining them. In order to focus the parent's attention on positive moments, the tape is stopped at moments in which there are positive interactions or in which the child is happy. By repeating the positive clips, important messages about the intervention are emphasized and a balance is offered against the negative moments. While the basis for the intervention is the same for every family (in terms of theme/ messages), the feedback from the video clips is customized to the specific parent-child pair.

The parents can also receive written information in the form of a brochure about sensitive parenting, with tips on dealing with behaviour which children find difficult. In such cases, these are given to parents at the end of the intervention as



reference materials, aimed at helping them stick to the strategies they have learned.

Costs related:

A comprehensive script has been written for support workers. This is available in combination with the demonstration DVD. The intervention is scheduled across five days of workshops, with additional training exercises about which personal feedback is given.

The cost of the intervention is not (yet) known.

Further information:

Contra-indications: children with developmental disorders (autism, ADHD) or mental retardation; parents with potentially life-threatening psychiatric problems, parents suspected of child abuse.

A series of amended versions of VIPP-SD is currently being developed and tested for immigrant families and for parents with mental retardation, (VIPP-TM for Turkish parents and VIPP-MR for Moroccan parents, respectively), as well as for families with a child with an autism spectrum disorder (VIPP-AUTI).

Resources available:

An extensive description and contact details are included in the database of the Nederlands Jeugdinstituut (Dutch Youth Institute). See. <http://www.nji.nl/nl/Databank/Databank-Effectieve-Jeugdinterventies>.

VIPP-SD is recognized by the sub-commission of Youth Care and Psycho-social/pedagogical prevention dated 27 January 2017.

Assessment: Effective according to significant indications

The reference to this document is: Bakermans-Kranenburg, M.J., Juffer, F. & Van IJzendoorn, M.H. (November 2015). Een uitgebreide beschrijving en contactgegevens zijn opgenomen in de database van het Nederlands Jeugdinstituut. Zie <http://www.nji.nl/nl/Databank/Databank-Effectieve-Jeugdinterventies>.

3. DIMENSIONS

Please make the cross if the good practice meets the proposed items. Also, try to expand the information in each section.

3.1. EVIDENCE OF POSITIVE AND/OR PROMISING RESULTS IN ORDER TO ELIMINATE CORPORAL PUNISHMENT

Training/Education

The program increases the use of positive disciplinary methods for parents and educators/teachers:



- Promoting the positive parenting (promoting positive relationships, care and development the child's capacities, offering recognition and guidance to the child, establishing limits that allow the full development of the child).
- Offering alternative educational strategies to corporal punishment, that promotes democratic family educational model.
- The program promotes to caregivers, the knowledge and skills for protect the children.
- The program promotes a positive dynamic and healthy family relationships.

Promotes protection

- The program will focus attention on children to understand their worries and circumstances.
- The program works on emotional education as a protective factor for violent behavior.

Empowerment

- The practice provides skills for children, promote their resilience and resources to deal with situations of violence.
- The practice promotes and improves parental skills such as: behavior of control and emotional self-regulation.

Living environment approach

- The program has references to the real living environment of parents and children (social environment, living environment, etc.).
- The program takes into account, cultural differences in the intervention.

Formal networking

- The program implies networking and cooperation with other Institutions: with comprehensive services for care, recovering, children reintegration, teens at risk or victims of corporal punishment.
- There is a networking/cooperation with other stakeholders in the local and professional environments.
- The program is included in the structure of the national/regional system and it depends on several people.

VIPP-SD has been researched in the Netherlands as part of three studies:

Study 1

Authors: Zeijl, J. van, Mesman, J., IJzendoorn, M.H. van, Bakermans-Kranenburg, M.J., Juffer, F., Stolk, M., Alink, A., & Koot, H.

Year: 2006

Research type: Research with experimental design in practice and with follow-up

Most significant results:

- The attitude towards sensitivity and sensitive disciplining by the intervention mothers has improved.



- Intervention mothers showed more sensitive behaviour and understanding when disciplining their child.
- While the mothers in the intervention group more often showed positive disciplining behaviours, they did not use less negative disciplining behaviour after the intervention.
- Children in the intervention group later showed less overactive behaviour than those in the control group.
- The attitude and ideas of the parents do not significantly correlate to the actual behaviour of the mothers.

Evidential value of the study: very high

Results effectiveness: positive results

Study 1a

Authors: Bakermans-Kranenburg, M.J., IJzendoorn, M.H. van, Pijlman, F.T.A., Mesman, J. & Juffer, F.

Year: 2008a, 2008b

Research type: Research with experimental design in practice and with follow-up.

- Most significant results:
- Children with the DRD4-7R gene displayed the most significant decrease in the development of externalized problem behaviour as a result of the intervention.
- Children with the DRD4-7R gene displayed a very significant decrease in the development of externalized problem behaviour when their mother, as a result of the intervention, used more positive discipline methods.
- Children with a certain genotype (carriers of the DRD4-7R gene) profited more than average from the intervention, apparently due to a reduction in the daily production of the stress hormone cortisol, which is related to aggressive behaviour at this age.

Evidential value of the study: very high

Results effectiveness: positive results

Study 2

Authors: Klein Velderman, M. Bakermans-Kranenburg, M.J., Juffer, F. & Van IJzendoorn, M.H.

Year: 2006

Research type: Research with experimental design in practice and with follow-up.

Most significant results:



- VIPP children scored significantly lower for a 'clinical range of total problems'.
- Fewer VIPP children scored within the clinical range for externalized problems.
- There were no differences found between the control group and the VIPP-R children.

Evidential value of the study: very high

Results effectiveness: positive results

3.2. DATA ON IMPACT OF THE PRACTICE

Effectiveness of the elimination of corporal punishment

The practice has demonstrated a good impact on:

- The decreases of corporal punishment.
- The increase in positive interactions parents / mother / infant caregivers.
- The increase in timeshare.
- The improvement of communication and resolution of conflicts without using corporal punishment.
- A significant increase in knowledge, skills and confidence of parents or caregivers.
- An improvement of the welfare of the participants.

Sustainability of the impact

- The effects on the target group are sustainable.

3.3. COMPREHENSIVE NATURE

Please, tick the items the practice address to:

Dimension 1: Social and cultural context towards corporal punishment and alternative methods (including MEDIA analysis)

- The program promotes support and guidance to parents in developing a responsible parenthood that will reduce corporal punishment.
- The program supports teachers and school support staff in improving their skills and management skills of non-violent learning methods.
- It involves parents and tutors through established participatory Organizations (AMPA and others), prevention and elimination of corporal punishment.
- The practice promotes the child-youth movement through the creation and / or consolidation of representative organizations in communities.

Dimension 2: Legal framework conditions and other procedural, judicial frameworks related with the implementation of the law

- The practice responds to the objectives of education and social reintegration provided by law.



It is consistent with the existing legal framework for protection of violence against children and teenagers, to ban explicitly corporal punishment.

Dimension 3: Awareness and training efforts concerning corporal punishment and alternative methods:

The program raises awareness about the importance in eliminating corporal punishment.

The practice provides training about corporal punishment elimination methods.

Dimension 4: Resources available on positive parenting techniques and complementary knowledge

The practice provides resources available on positive parenting techniques and complementary knowledge.

3.4. INNOVATION

The program has an innovative character, or implies innovative aspects (e. g. actual knowledge, new ideas or methodology, etc.).

3.5. COST-EFFICIENCY

The cost-efficiency is adequate.

There are no lower cost alternatives to achieve the same impact.

3.6. TRANSFERABILITY POTENTIAL

There is access to the methodology and how the program has been implemented (e. g. process description, manual etc.).

The program has already been successfully transferred to another region.

The program can be transferred to other frame conditions in international contexts:

The program does not rely too much on specific aspects of the national/regional system.

The program does not depend too much on one/few specific professional qualifications and/ or profiles.

The program can be transferred if the material, program or license are paid.

The intervention is conducted by support workers with a doctoral or masters degree in pedagogy, (developmental) psychology or child/ family studies, by nurses and by supervisors within adoption care.

The VIPP training centre organises training courses that are also open to foreign participants.