

Wayne State University

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Project Title: Recognizing, Reflecting, and Responding to Infant/Toddler Cues: An Integrated Parent-Teacher Intervention to Support Social-Emotional Development through Caregiver Mindfulness and Sensitivity

Project Abstract: Faculty from the Michigan Infant-Toddler Research Exchange are developing and testing an integrated parent-teacher intervention to support infant/toddler social emotional (SE) development based on an established and tested model, the Mom Power (MP) intervention. MP was developed for high-risk mothers and targets caregiver sensitivity by building capacity for reflection and empathy to children's emotional needs. This attachment-based group intervention helps parents understand children's attachment needs using video and activities designed to promote parental reflective functioning. It also increases caregiver coping through mindfulness practices. Evidence suggests that MP is effective at improving both caregiving sensitivity and reflective functioning. This 5-year project will be completed in four main study phases:

1. refinement and Implementation evaluation of a teacher intervention component based on MP model;
2. refinement and Implementation evaluation of an integrated teacher-parent modification of MP;
3. evaluation of effectiveness of the integrated teacher-parent intervention to change caregiver outcomes, caregiver-child interactions, and child outcomes, including tests of moderators and mediators;
4. Implementation evaluation to assess sustainability and scalability of the integrated intervention within the Early Head Start (EHS) context.

Sample: The study will be conducted at 4 EHS programs that serve families in 8 Michigan counties. Phase 1 will include piloting the teacher intervention component with 20 teachers. Phase 2 will include the integrated intervention with 36 teachers (4 intervention groups) and 60 parents (6 intervention groups). Phase 3 will include 100 teachers and 120 parents randomized into intervention and control groups (50 teachers in each group; 60 families in each group).

Proposed Measures:

- Teacher Outcomes
 - Caregiver-child interactions
 - The Quality of Caregiver-Child Interactions for Infant and Toddlers (Q-CCIIT) Scale
 - Teacher reflective functioning
 - Teacher Reflective Functioning Interview

- Mindfulness
 - Observe, Listen, Wonder and Respond Scale
 - Interpersonal Mindfulness in Teaching
- Beliefs and well-being
 - Childcare Worker Job Stress Survey
 - The Teacher Care Patterns Questionnaire
 - Center for Epidemiologic Studies Depression Scale
- Parenting Outcomes
 - Parent-child interactions
 - Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)
 - Parent reflective functioning
 - Parent Development Interview – Revised Short Form
 - Mindfulness
 - Interpersonal Mindfulness in Parenting
 - Beliefs and well-being
 - Center for Epidemiologic Studies Depression Scale
 - Parent Stress Index – Short Form
- Parent-Teacher Partnership
 - Family and Provider/Teacher Relationship Quality (parents and teachers)
 - Parent-Teacher Relationships Scale (parents and teachers)
- Child Social-Emotional Development
 - Brief Infant Toddler Social-Emotional Assessment (parent and teacher)
- Moderators
 - Mindfulness disposition
 - Philadelphia Mindfulness Scale (parents and teachers)
 - Adverse childhood Experiences (parents and teachers)
 - ACES Scale
 - Attachment representations (parents and teachers)
 - Attachment Script Assessment
 - Child Temperament
 - Infant Behavior Questionnaire
- Implementation Evaluation
 - Dosage
 - Attendance Records
 - Fidelity
 - Videotapes of group sessions
 - Acceptability, feasibility, appropriateness, facilitators and barriers
 - Satisfaction surveys

- Implementation interviews
- Self-care skills survey