



EACH CHILD IS SPECIAL

# INTRODUCTION

**VIPP-SD/FC**

# TEASER

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# VIPP-SD/FC

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- VIPP-SD
- Development
- Effectiveness
- Features
- FC
- Research

**VIPP-SD**

# VIPP-SD

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- Video-feedback
- Intervention to promote
- Positive
- Parenting
- &
- Sensitive
- Discipline

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**DEVELOPMENT**



# DEVELOPMENT

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- 1980's
- Leiden University Netherlands
- Professor Femmie Juffer
- Attachment - and coercion theorie
- Meta-analysis 70 studies 88 effects
- Adoption VIPP and adding the SD

- Attachment: Bowlby, Marie Ainsworth and Marie Maine
  - Defenition:
    - “To say of a child that he has an attachment to someone means that he is strongly disposed to seek proximity to and contact with a specific figure and to do so in certain situations, notably when he is frightened, tired or ill”*
  - Evolutionary base

- Differences in quality:
  - Secure attachment
  - Insecure ambivalent attachment
  - Insecure avoident attachment
  - Disorganised attachment
- Behaviour (strange situation test)
  - Balans exploration and contact

- Crucial role for parental or primary caregivers sensitivity
  - “Perceiving child signals in an accurate way & responding to these signals in an adequate and prompt way”*
- Predicts:
  - Social development in middle childhood and adolescence
  - Externalizing and internalizing behavior problems

# What did the meta-analysis teach us

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- Less is more
- Easier to influence sensitivity of parent than attachment of the child
- Significant modest effect on sensitivity
- Significant small effect on attachment
- Only sensitivity focused interventions significantly promote secure attachment
  - + reducing disorganized attachment
- Focus only on sensitivity > combined interventions

# Adoption VIPP & adding the SD

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- Study adoptive parents -> pre-VIPP
  - Modeling video's do not work
  - Adoptive parents were very satisfied
  - But had problems with disciplining:
    - Don't
    - Do
- ⇒ added the sensitive discipline side namely from coercion theory

# Coercion theorie

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- Coercion: Patterson
  - Positive communication
  - Ending negative communication spirals

## VIPP-SD

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**EFFECTIVENESS**



# EFFECTIVENESS

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- Significant effect on sensitive parenting
- Significant lower number of insecure disorganized attached children in the VIPP group
- Long-term effects (40 months): fewer VIPP children had total and externalizing problems in the clinical range compared with children in control group

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# VIPP-SD is evidence based

# Research on VIPP in the Netherlands

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- Insecure mothers
- Insensitive mothers
- Mothers with eating disorders
- Adoptive families
- Children with behavioural problems
- Families living in poverty
- Children with autism
- Turkish immigrant mothers

# International research on VIPP

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- Portugal: deprived families
- Turkey: low-income families
- United Kingdom: fathers and couples
- Italy: foster families and adoptive families
- Uruguay: professional caregivers in child care
- Perú: deprived families

# FEATURES

# FEATURES

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- Children between 6 months - 6 years
- Home based
- Short term
- Parent is her/his own model
- Here and now approach
- Focuses on strenghts and possitive moments
- Active involvement of the parent (“expert”)
- Supporting relationship with the parent

# FEATURES

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- Behavioural focus
- Standardized (protocol) and individualized
- Micro-analysis video's
- Practice observational skills of parent
- Reinforce parental sensitive behaviours
- 7 home visits
- Videotaping + Feedback

- 4 themes:
  1. Children's attachment and exploratory behaviour
  2. General child development -> technique "speaking for the child"
  3. Relevance of adequate and prompt responses to the signals of the child
  4. Sharing emotions and affective attunement



# Summary of VIPP-method

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- Short-term video-feedback intervention support parents and enhance sensitive care
- Offering opportunities to address both parts of Ainsworth's definition of sensitivity
  1. accurate perceiving (= observational skills)
  2. and responding to child signals (= reinforcing sensitive reactions)

FC

# Why?

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- Lots of kids with insecure attachment
- Behavioural problems
- Breakdown
  - Loss of healthy educational skills
  - Fosterparents need more support
  - To prevent another loss for the child

# Foster kids show insecure behavior by:

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- Care giving behaviour
  - They take care of you, it's what they know
- Controlling behaviour
  - If you control your environment as much as possible it is as safe as possible
- Fitting in behaviour
  - I will do what you ask of me so you won't get rid of me

# What was important:

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- The accurate observing of behaviour
  - The accurate interpreting of behaviour
  - Quick and
  - Correct response
- => Sensitive

**BUT**

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# FOSTER KIDS GIVE MISS-CUES

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they show behaviour that does not translate what they need

# Like:

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- Subtle or wrong attachment signals
  - Fleeting eyecontact
  - No crying when they hurt themselves
- Their difficult behavior is a way to regulate stress
- Avoiding of physical contact
  - And that is what they need to help regulate stress
- Not asking for help



# SD -> FC

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- Psycho-education about foster children
- Physical play instructions -> film
- You talk about attachment
- Greater awareness of subtle and wrong signals and pointing them out in the feedback

# Eye-openers in pilot study

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- Tipping points
  - Hv 4 -> hv5
- Children do practice in save situations
  - Auw
  - Not asking for help
  - Physical contact

# TEASER WITH ...

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**RESEARCH**

# Foster Care Doctorates

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- University of Leiden Netherlands
  - Nikita Schoemaker
  
- Vrije Universiteit Brussels
  - Delphine West



**THANK YOU FOR  
YOUR ATTENTION**

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