

ARTICLE REFERENCE: Lam-Cassettari, C., Wadnerkar-kamble, MB, James, DM. (2015). Enhancing Parent–Child Communication and Parental Self-Esteem with a Video-Feedback Intervention: Outcomes with Prelingual Deaf and Hard-of-Hearing Children. *Journal of Deaf Studies and Deaf Education*, 20(3), 266–274.
doi:10.1093/deafed/env008

KEYWORDS: Self-Esteem, Parent-Child, Emotional Availability

WHAT WAS STUDIED, HOW WAS IT STUDIED AND RESULTS: Is there a change in Emotional Availability Scales & Rosenberg Self-Esteem Scale (parent self-esteem) after intervention.

WHAT WAS THE INTERVENTION?

(a) A goal setting session;
(b) 3 filming sessions of parent–child interaction in the family home, and
(c) Three shared review sessions in which three short video clips (demonstrating attuned responses linked to the family’s goal) were played so families could microanalyze and discuss the behaviors that facilitated successful communication with their child. -Kennedy, H., Landor, M., & Todd, L. (2011). *Video interaction guidance: A relationship-based intervention to promote attunement, empathy and wellbeing*. London, UK: Jessica Kingsley Publishers

WHAT DID THIS STUDY FIND? Compared with measures before treatment, there were positive increases in the EA subscales: parental sensitivity, parental structuring, parental nonhostility, child responsiveness, and child involvement, and in reported self-esteem after the intervention. Video-feedback enhances communication in families with prelingual DHH children and encourages more connected parent–child interaction.

HOW THIS INFORMATION MAY BE USEFUL TO YOU AND YOUR CHILD: Compared with measures before treatment, there were positive increases in the EA subscales: parental sensitivity, parental structuring, parental nonhostility, child responsiveness, and child involvement, and in reported self-esteem after the intervention. Video-feedback enhances communication in families with prelingual DHH children and encourages more connected parent–child interaction.

WHO WAS STUDIED: *Number of participants: N=14 Hearing parents/deaf children dyads*

Pre and Post intervention: Video enhancement intervention – 3 sessions Exclusion: children who had greater than 50 signed/spoken words and were not at a prelinguistic stage.

WHAT STILL REMAINS TO BE ANSWERED: Does the change in parent EA and child EA impact language gain over time.

WHERE CAN I FIND MORE INFORMATION:

Fukkink, R. G. (2008). Video feedback in widescreen: A meta-analysis of family programs. *Clinical Psychology Review*, 28, 904–916.



Juffer, F., Bakermans-Kranenburg, M. J., & van IJzendoorn, M. H. (2005). The importance of parenting in the development of disorganized attachment: Evidence from a preventive intervention study in adoptive families. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 46, 263–274.