

Parenting Programs

Review 4

Fukkink, R. G. (2008). Video feedback in widescreen: A meta-analysis of family programs. *Clinical Psychology Review, 28*, 904–916. PubMed abstract available at <http://www.ncbi.nlm.nih.gov/pubmed/18359136>.

Objectives	Assess the effectiveness of video feedback interventions in improving parental behavior, parents’ attitudes, and children’s behavior.
Studies Included	Twenty-nine U.S. and international studies from 1988 to 2006
Participants in the Studies	Parents (aged 17–34) of children ranging in age from 0 to 8; participants were mostly of lower social economic status, and some were from clinical populations
Settings	Settings were not reported for the studies.
Outcomes	<p>Changes in parental outcomes: parental behavior (e.g., parent sensitivity), parent-child interaction, parents’ attitudes, parenting problems, stress, self-confidence</p> <p>Changes in child outcomes: attachment, problem behavior, language skills, general development and well-being</p>
Limitations of the Studies	Trainers’ backgrounds varied from professional to student trainee; video-specific characteristics varied; lack of random assignment to groups; the meta-analysis does not allow specific conclusions pertaining to the unique contribution of the video feedback as a separate, distinct intervention component; correlations between the pretest and posttest were never reported

Results

Studies were included in this review if they concerned the experimental study of an intervention, which incorporated the use of video feedback aimed at parents. Video feedback is a type of intervention in which parents are filmed interacting with their children. The video is then used as a mirror for parents to examine their behavior during the interaction and the effects their behavior has on the child. The meta-analysis conducted for this review does not allow for specific conclusions pertaining to the unique contribution of video feedback as a separate intervention component. However, interventions that included video feedback as a component of treatment were effective in improving how parents interact with their child and helping parents to have a positive perception of parenting. Specifically, video feedback interventions showed a small to moderate positive effect in the parental attitude domain, indicating reduced parental stress and increased self-confidence. Video feedback interventions also had a positive effect on children’s developmental outcomes (e.g., attachment, language skills). The effect of the intervention on parenting behavior was moderated by program duration, such that programs of a shorter duration were more effective. Other moderator variables, such as number of sessions or parents in a “high risk” group, were not found to impact effects on parent

behavior. Similarly, the positive effects on child behavior outcomes were smaller when parents were from a high-risk group, but whether a child was clinically referred for treatment did not affect child outcomes.