



UPPSALA
UNIVERSITET

In My Shoes

Research results from Sweden





The CHAP research group

Child Health And Parenting



"Tack vare enkäten fick vårt barn rätt hjälp tidigare."

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Har du fått BVC-enkäterna?

Du som har barn i åldern 3-5 får ett brev inför ert nästa besök på BVC. Brevet innehåller enkäter med frågor om barns och föräldrars hälsa. För att det ska bli lite lättare för dig samarbetar vi på landsting och universitet samt samlar allt i ett paket.

Därför är BVC-enkäterna viktiga

- BVC får bättre information om ditt barn inför besöket.
- Du bidrar till ökad kunskap om barns och föräldrars hälsa till hjälp för alla i samhället.



STUDIE NR. "FÖRUS HÖRN OCH KORAI'DGAR" SKAPAD AV UPPSALA UNIVERSITET I SAMARBETE MED LANDSTINGET I UPPSALA LÄN OCH UPPSALA KOPPLIN.



Enkäterna finns även på ar...
The questionnaires are available in other lang...
Wärsäntöyökäät, w...
تعارف و أيضا بلغات اخرى.
www.kbh.uu.se/bvc-enkater



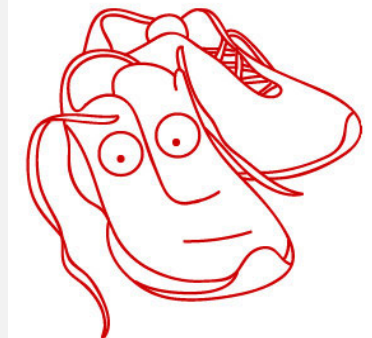
Förskola



It is not always easy to be a parent

— with Triple P you can strengthen your parenting skills

VI



Research on IMS in Sweden

- Is IMS valid for use with preschool children?
- Do some children benefit more from using IMS?
- Does IMS help children talk about difficult experiences and emotions?
- How do children experience their parents receiving parenting support?

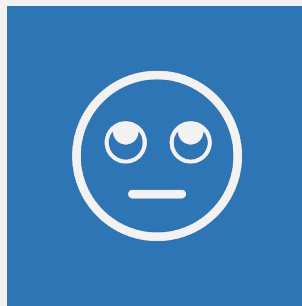


Research on IMS in Sweden



IN MY SHOES VALIDITY

Exploring the validity of IMS for preschool children



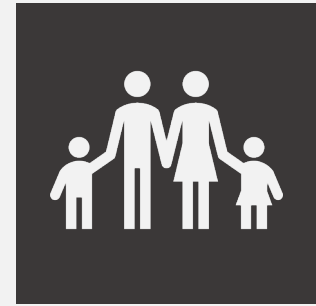
INTERVIEWING SHY CHILDREN

Using IMS for interviewing shy children



DIFFICULT EXPERIENCES

Helping children disclose emotionally difficult experiences



EVALUATION TOOL

Evaluating a parenting program through IMS



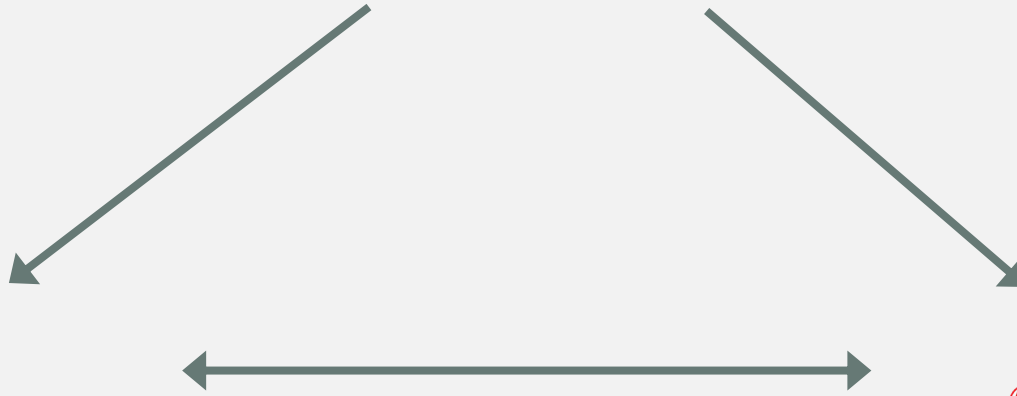
In My Shoes validity



**STANDARD
VERBAL INTERVIEW**



IMS





In My Shoes validity



AIM

To compare the IMS interview approach with the Standard verbal interview on accuracy and completeness of children's statements and through this assess the validity of IMS.

METHOD

54 children (complete data from health visit and interview)

Coded the statements: people, actions, objects and descriptions

Coded the interviewer questions

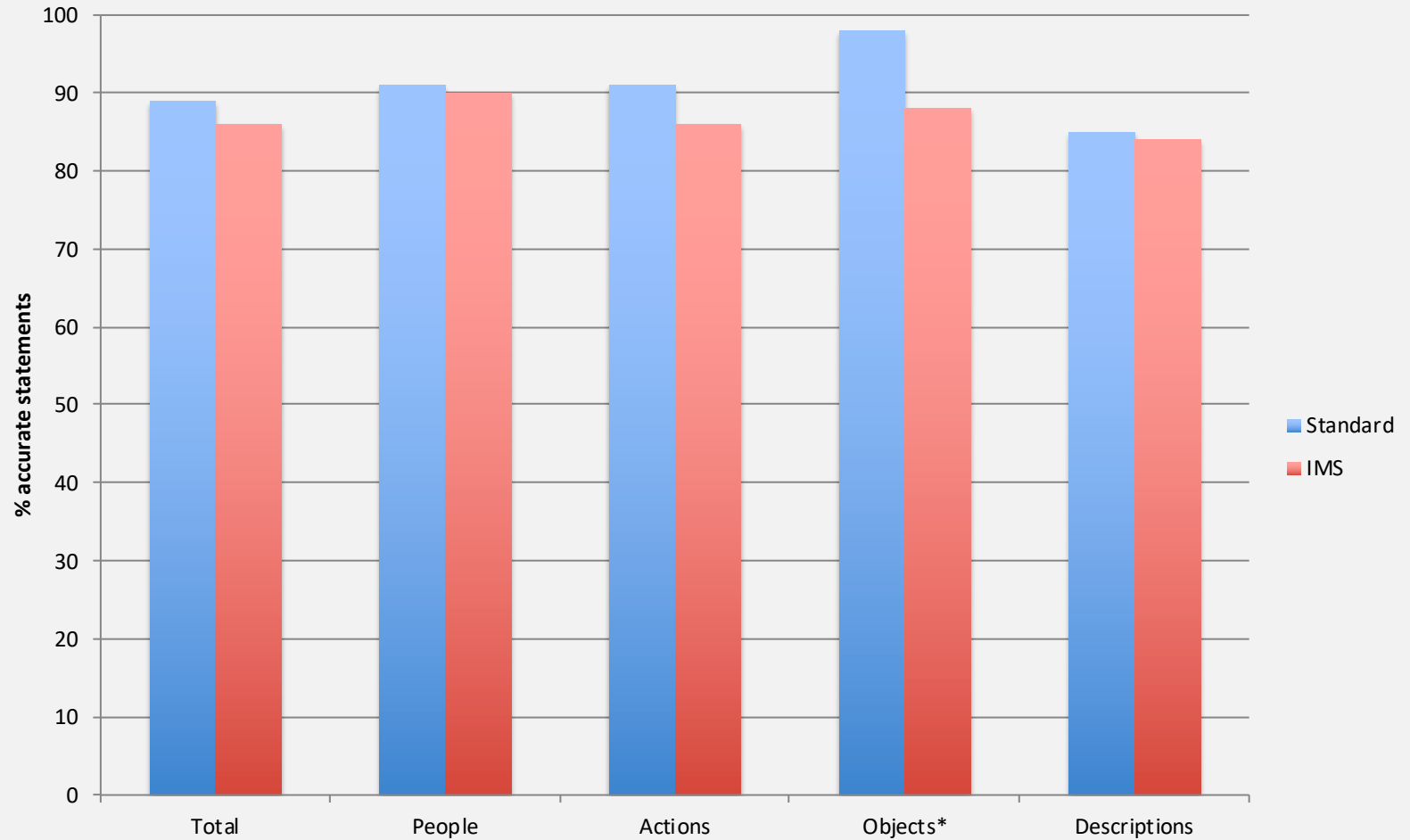
Compared with recorded health visit

Accuracy and completeness



In My Shoes validity

ACCURACY

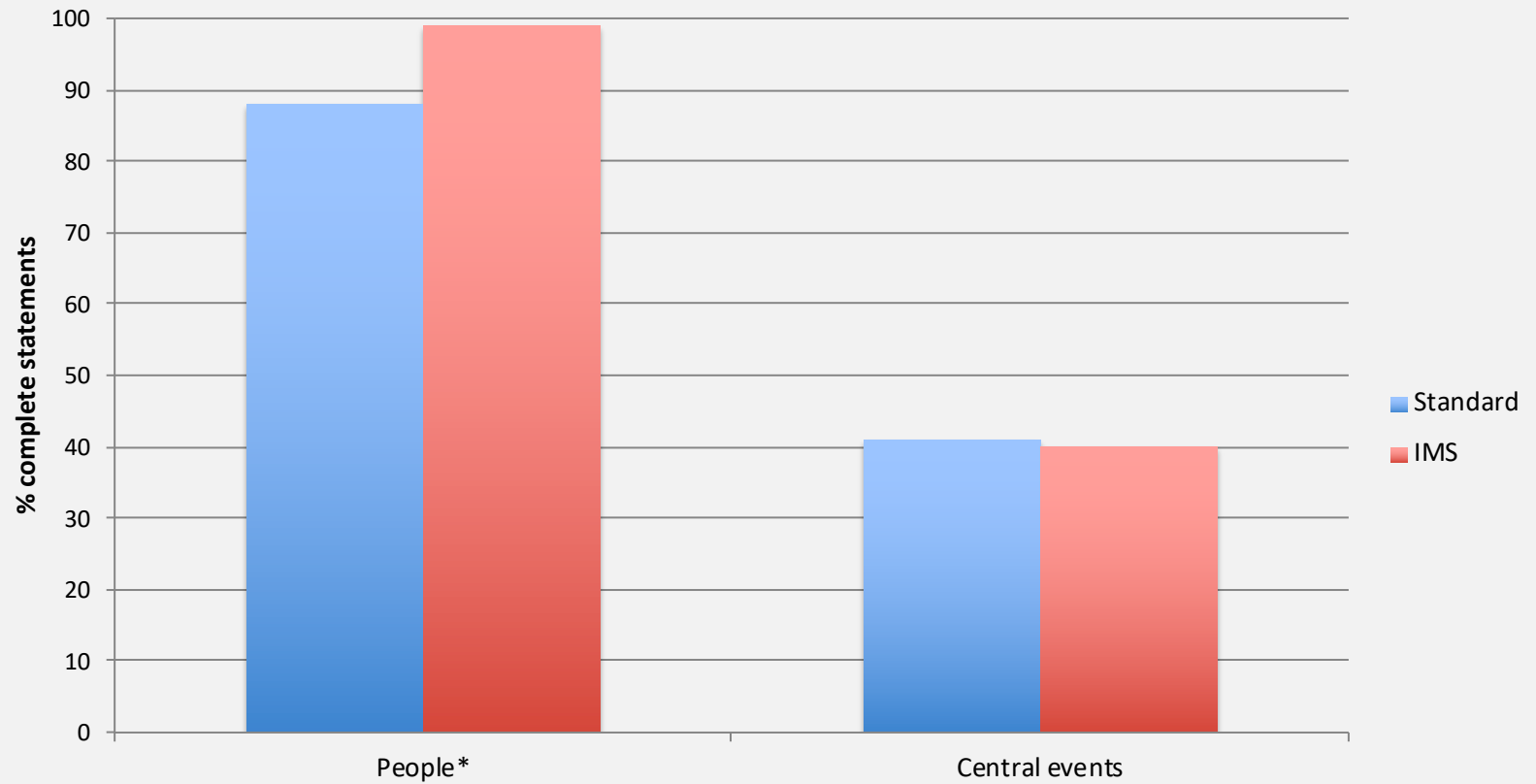


* $p < .05$



In My Shoes validity

COMPLETENESS



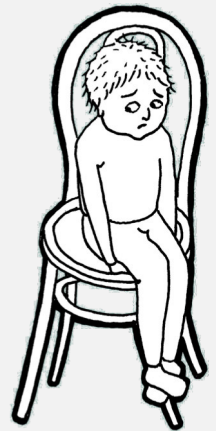
* $p > .05$



Interviewing shy children



Interviewing shy children



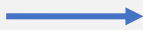
AIM

To investigate whether IMS or the Standard interview method suited shy children better, i.e. increased their verbal and non-verbal communication over time

METHOD

60 children (complete data from interview)

Coded verbal and non-verbal behaviour

Start of the interview  beginning of substantive phase

At the start: tensed, limited gestures = situationally shy

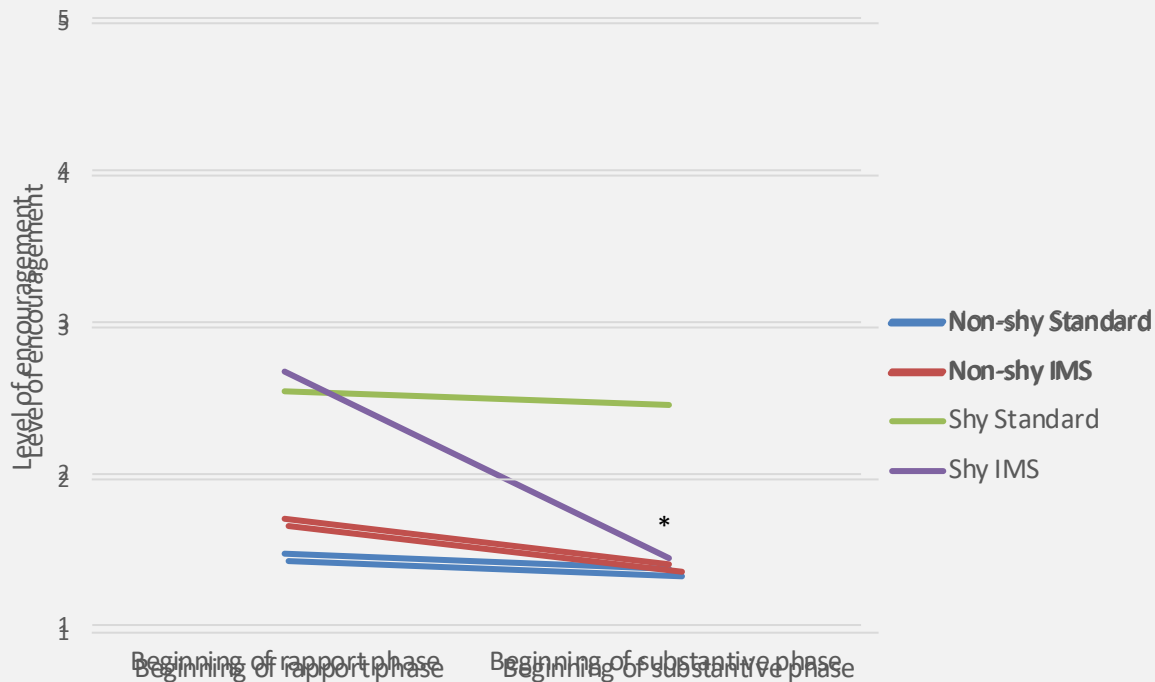
Over time: verblivity, answer latency, encouragement needed to talk, eye contact, facial expression

3 coders



Interviewing shy children

RESULTS: ENCOURAGEMENT NEEDED TO TALK



* $p > .05$

Shy children interviewed with IMS

- Talked more
- Answered more quickly
- No change in non-verbal behaviour

Non-shy children

- Similar change with both methods



Emotionally difficult experiences



Emotionally difficult experiences



AIM

To explore the ability of IMS in aiding children in verbalising their emotional experiences of distress or discomfort.

METHOD

28 children (complete data from health visit and IMS interview)

Health visit: signs of discomfort or distress coded

Two groups : discomfort/distress, no discomfort/distress

Interviews: statements about discomfort or distress, the interviewer's questions and In My Shoes



Emotionally difficult experiences

PRELIMINARY RESULTS

Health visit

- 36% of the children showed signs of discomfort/distress

Interviews

- All 5-year-olds who displayed distress/discomfort at the visit could verbalise it
- The children could express both embodied experiences and negative emotions
- Rather elaborate descriptions of emotions



Rather elaborate descriptions of emotions

Extract 1, child 5 years old

I: Mm. Eh... let's see. Did you ever feel like this? That you were sad when you were at the children's place [child's name for the CHC]?

R: Yes, because I received a shot... I was a little sad then.

I: Okay, you were a little sad...you got a shot [---]

I: So. But [child's name], did you ever feel....

R: No...

I: ... like this [points to the screen]?

R: Eh... yes. I was a little afraid that it would hurt.



Emotionally difficult experiences

PRELIMINARY RESULTS

Health visit

- 36% of the children showed signs of discomfort/distress

Interviews

- All 5-year-olds who displayed distress/discomfort at the visit could verbalise it
- The children could express both embodied experiences and negative emotions
- Rather elaborate descriptions of emotions
- Several 4-year-olds verbalised negative emotions in other persons or situations



Several 4-year olds verbalised negative emotions

Extract 2, child 4 years old

I: Did you ever feel like that when you were there [refers to the emotion named Not so good]

R: No, I felt fine.

I: You felt fine.

R: Yes, because they didn't give me a shot, only to "little one". And "little one" did not feel fine.

CONCLUSIONS



IMS is a valid method for preschool children – equal to gold standard method



Shy children benefit more from IMS



IMS can help children verbalise negative experiences – both sensations and emotions



Using IMS to evaluate a parenting program

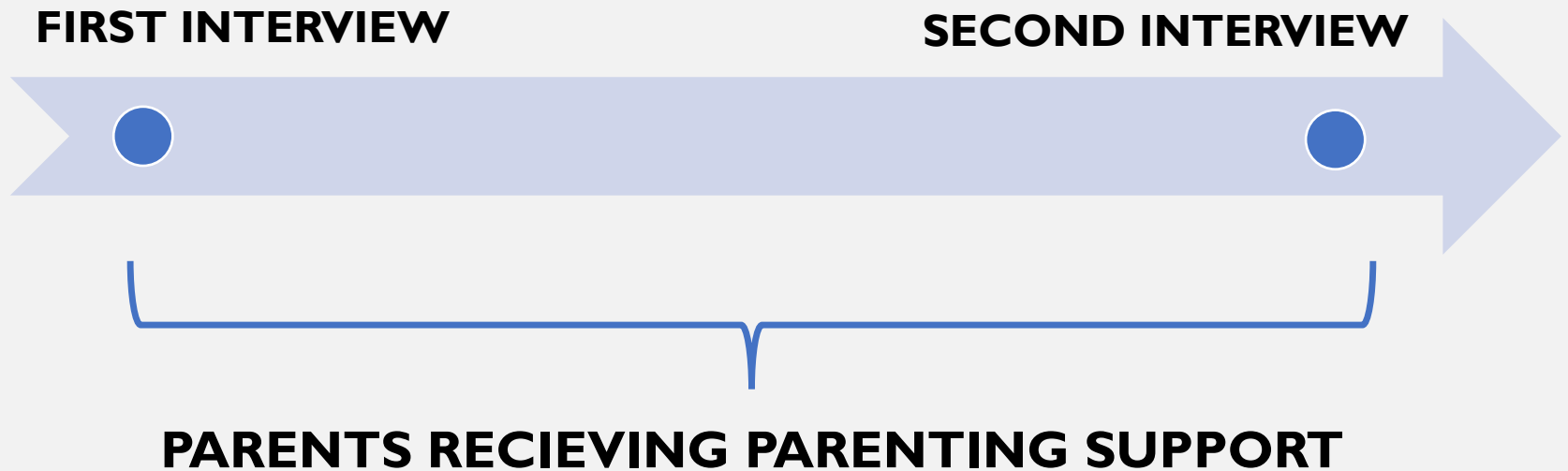


Using IMS to evaluate a parenting program

AIM

To explore children's experiences at home, in families where parents receive parenting support. Is there a difference in narratives before and after the parenting intervention?

METHOD





**FIRST
INTERVIEW**

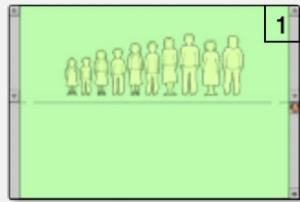
**SECOND
INTERVIEW**



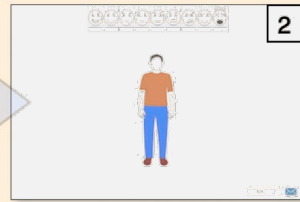
PARENTS RECEIVING PARENTING SUPPORT

- How does the child describe their situation at home?
- How is the interaction between parents and child described?
- Is there a difference in descriptions before and after the parents have participated in the parenting intervention?
- Do the children and parents agree?

In My Shoes



Introduction



Emotions




Emotions & Scenes

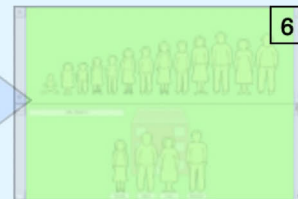


Have You Ever


Setting Where you live now ⌵ +

A screen with a white background showing various buildings and a bus. A small box with the number '5' is in the top right corner.

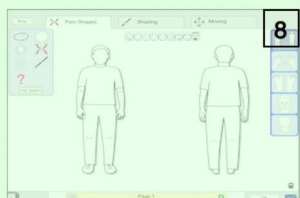
Places

A screen with a green background showing a group of ten stylized human figures of various heights and colors. A small box with the number '6' is in the top right corner.


People

A screen with a green background showing a person in a red shirt and blue pants inside a green square box. Below the box is a group of ten stylized human figures. A small box with the number '7' is in the top right corner.

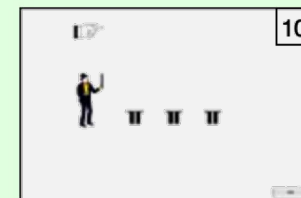
Emotions & People

A screen with a white background showing two stylized human figures. A small box with the number '8' is in the top right corner.

Somatic Experiences

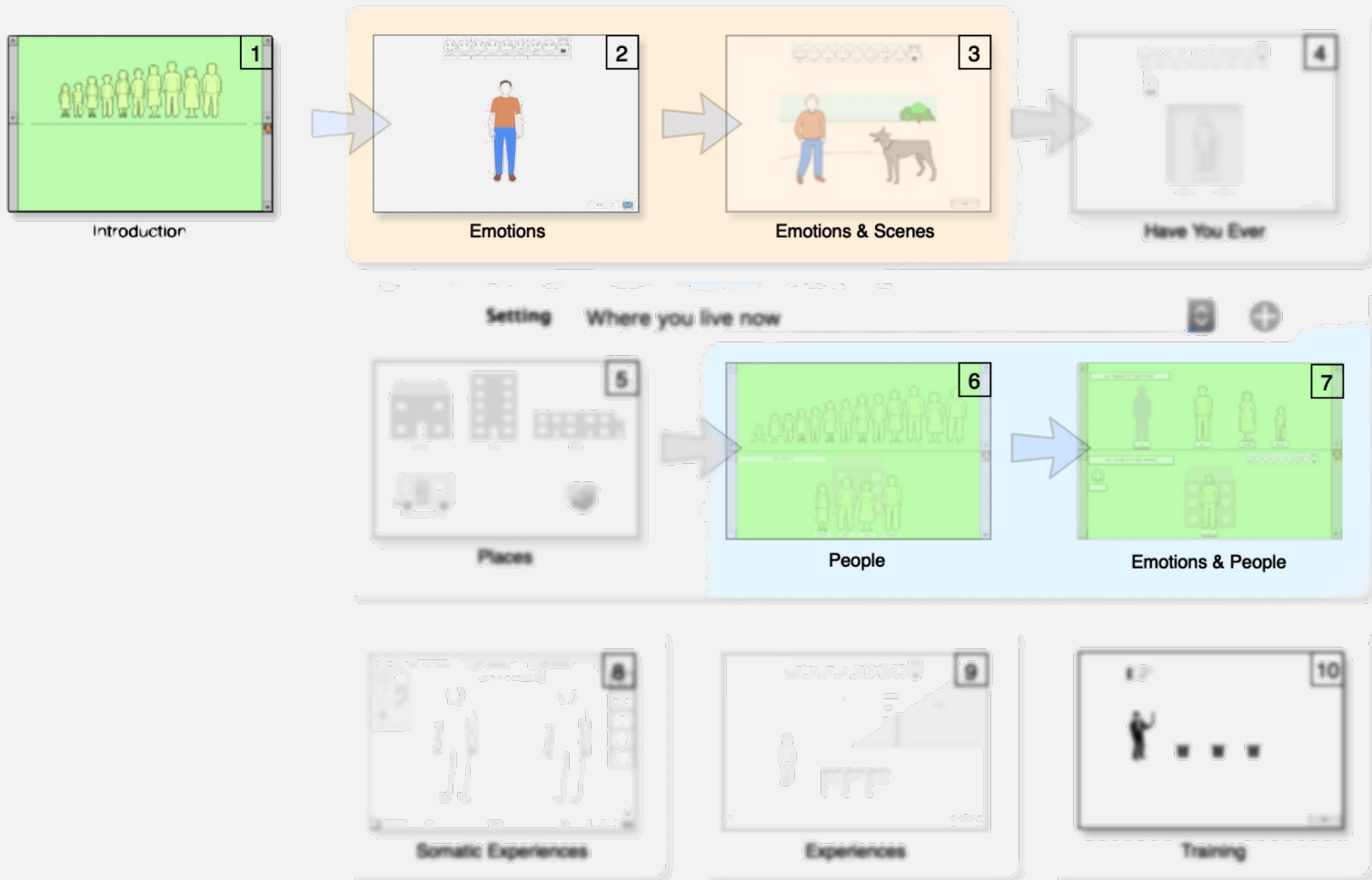
A screen with a white background showing a person in a red shirt and blue pants inside a green square box. To the right is a green area with a white line graph. A small box with the number '9' is in the top right corner.

Experiences

A screen with a white background showing a person in a red shirt and blue pants standing next to three trash cans. A small box with the number '10' is in the top right corner.

Training

In My Shoes





The first eleven interviews

- 11 preschool children aged 3–5
- Have you ever felt like this, being happy/sad/angry when you're at home?
- Who's with you then? Tell me more!
- Most children were able to share experiences related to several emotions
- 3 children disclosed experiences of violence at home



Thank you!



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Published papers

Fängström, K., Salari, R., Eriksson, M., & Sarkadi, A. (2017). The computer assisted interview In My Shoes can benefit shy preschool children's communication. PLoS ONE, 12.

Fängström, K., Bokström, P., Dahlberg, A., Calam, R., Lucas, S., & Sarkadi, A. (2016). In My Shoes – Validation of a computer assisted approach for interviewing children. Child Abuse and Neglect, 58:160–172.

Bokström, P., Fängström, K., Calam, R., Lucas, S., & Sarkadi, A. (2015). “I felt a little bubbly in my tummy” – Eliciting preschoolers' accounts of their health visit using a computer-assisted interview method. Child: Care, Health and Development, 42: 87–97.