

EFFICACY OF PARENT CHILD INTERACTION AND PARENTAL SELF ESTEEM WITH A VIDEO-FEEDBACK INTERVENTION IN CHILDREN WITH AUTISM SPECTRUM DISORDER

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INTRODUCTION

Visual video services are used in circumstances related to health and social care. A guider usually helps a client to improve communication within the relationships. The client is driven by their own experiences to interpret and comment on video clips. Video feedback intervention is based on the review of video clips taken during a participants natural social interactions and have been shown to enhance the quality of parent child interaction and parental well being.

Parent-child interaction strongly influences the emotional, behavioural, and cognitive development of young children. The essence of the relationship of parents with children varies in families with Autism Spectrum Disorder. Botnick, Warreyn and Roeyers (2018), documented that parent used an interaction style which is characterized by more support and structure, and clearer instructions in interaction with their children without ASD.

Parent-child contact also provide social primary learning context of infancy. During parent-child interactions a variety of social-cognitive and socio-emotional mechanisms such as control and awareness of feelings, referring, gaze-following, gesturing, and communication are first apparent. Although main parenting behaviours support growth in the learning of social skills (i.e.; Parental negativity and over reactivity).

The global concept of self esteem is typically defined as the overall affective evaluation of one's worth, value or importance Richardson, Ratner & Zumbo (2009). Increased demand for process increasing and its effects adversely affects self- esteem in parents and carers of children with ASD. An increased demand for process increasing and its effects adversely affects self esteem is typically defined as the overall affective evaluation of one's worth, value or importance Richardson, Ratner & Zumbo (2009). Since parent-child relationships requiring the incidents of sustained play and

involvement are crucial in the growth of autistic children, it is important to provide necessary tools to better promote communication with these parents. Hence the study aims at measuring the efficacy of Video Feedback intervention which can be effective in altering parent interactive behaviour in desired ways across child developmental age and family socioeconomic background, thereby improving parental self esteem of children with ASD.

METHODOLOGY

Aim of the study:

To assess the efficacy of parent child interaction and parental self esteem with a video feedback intervention in children with autism spectrum disorder.

Need of the study:

Video feedback intervention will help clinician to analyze the parent child interaction - relationship and allow parent to improve self esteem, which helpful for the clinician to effectively use in rehabilitation.

Subjects:

A total of 30 parents with children having Autism Spectrum Disorder (Toddlers) whose native language are Tamil.

Inclusion criteria:

- Subjects with age range 2 to 5 years.
- Subjects with Tamil as native language.
- Subjects with normal hearing sensitivity.
- Basic education for parents.

Exclusion criteria:

- Subjects having either congenital or acquired hearing loss.
- Subject with no other associated problems or developmental delays.
- Special population like intellectual disability.
- Comparison was not done prior to video-feedback intervention.

Materials:

Parental questionnaire was developed to rate the efficacy of videofeedback intervention and self esteem for parents of children with autism spectrum disorder. The questionnaire was developed in Tamil by Speech Language pathologist who is proficient in Tamil .Later, it was validated by 5 Speech

language pathologists who were proficient in Tamil and final questionnaire was proposed for the study.

Procedure:

30 Parents of children with Autism Spectrum Disorder were informed regarding aim and procedure of the study and prior consent was obtained. They were also given a short introduction on parental questionnaire and given a time period of 10 minutes to complete the questionnaire and were asked to rate each question between 1 to 5 on a visual analog scale, where 1 was strongly disagree and 5 was strongly agree.

Limitation of the study

- Equal proportion of gender was not available.
- The number of participants for the study was less.
- Seperate response from Mother and father was not obtained equally.
- Pre and post comparison was not done.

Future implication

- The questionnaire can be translated to different languages.
- The study can be conducted on different speech and language disorders.
- The study can be carried out across genders.
- The study can be conducted on people with central auditory processing disorders.

RESULT AND DISCUSSION

The present study aimed to assess the efficacy video feedback intervention and self esteem in children with autism spectrum disorder.

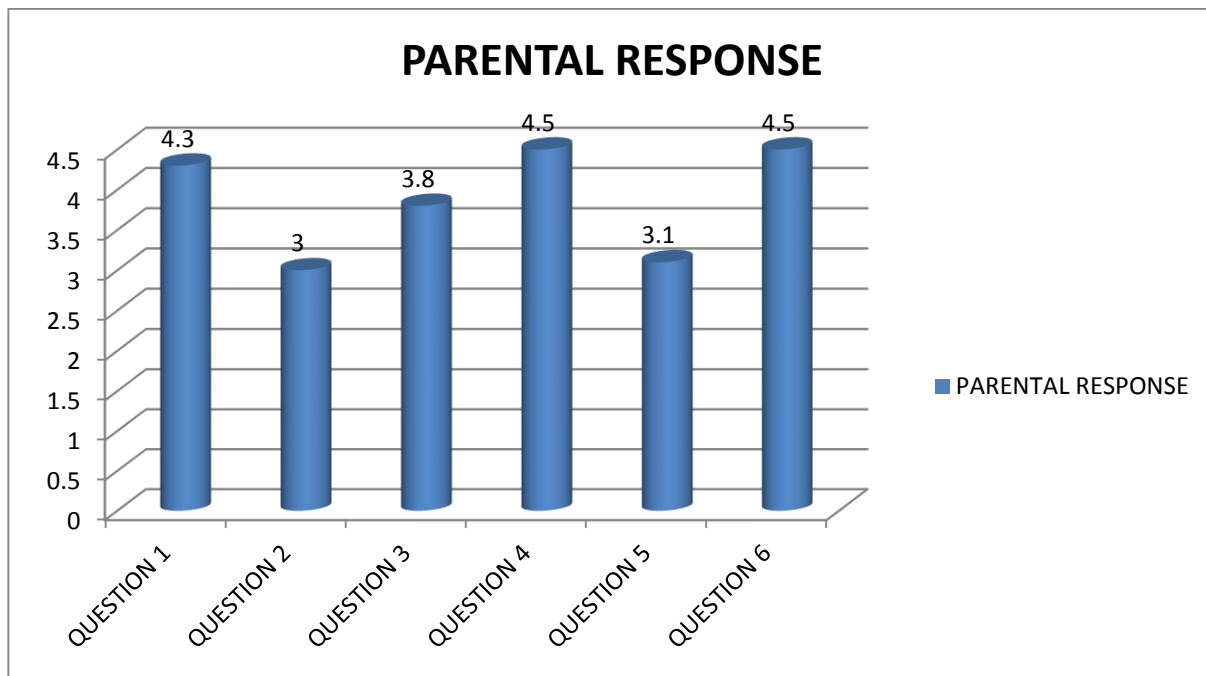


Fig 1.1 Showing the mean scores from question 1 to question 6 of parental questionnaire for assessing the efficacy of video feedback and parental self esteem.

	N	Total scores	Mean
QUESTION 1	30	130	4.3
QUESTION 2	30	90	3.0
QUESTION 3	30	115	3.8
QUESTION 4	30	135	4.5
QUESTION 5	30	95	3.1
QUESTION 6	30	135	4.5
Total	180	700	6

Table 1.1 Showing the mean scores from question 1 to question 6 of parental questionnaire for assessing the efficacy of video feedback and parental self esteem.

DISCUSSION:

The above results showed that there are higher ratings for Question No:1, which indicates there is an increased vocabulary for children with autism after giving video feedback, Question No:3, indicates reduction in parental anxiety regarding their communication skill, Question No:4, indicating parents ability to encourage language development through video feedback and parent child interaction. Question No: 5, indicating the ability of parents to support other parents who are having children with communication problems, Question No: 6, indicates the improvement in parental self esteem through video feedback and parent child interaction. The lower rating score was obtained for Question No: 2 related to the increased social skills for child with autistic through the same.

Poslawsky, Naber, Bakermans, Daalen, Engeland, IJzendoorn (2015) evaluated the early intervention program video feedback intervention to promote positive parenting adapted to autism (VIPP-AUTI) with caregivers and children with Autism Spectrum Disorder and at 3 months follow up, intervention effects were found on child- initiated joint attention skills and increased feeling for parents regarding self-efficacy in child rearing.

In summary, the intervention helps to create positive interactions between the child and caregiver/parent and improve the internal working memory models of these relationships of child, culminating in a change in behaviour of the child.

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APPENDIX

On a scale from 1 -5 please rate the following statement about the efficacy of parent child interaction video feedback and self esteem.

- 1= Strongly disagree
 2 = Disagree
 3 = Neutral
 4 = Agree
 5 = Strongly agree

1. வீடியோ கருத்து தலையீட்டில் கலந்து கொண்ட பிறகு, என்னுடைய குழந்தையின் சொல்வளம் அதிகரித்துள்ளது.
2. வீடியோ கருத்து தலையீட்டில் பங்கேற்றதற்கு பிறகு, என்னுடைய குழந்தையின் சமூகத்திறன்கள் அதிகரித்துள்ளது.
3. வீடியோ கருத்து தலையீட்டில் பங்கேற்றதற்கு பிறகு, எனது குழந்தையின் மொழி வளர்ச்சி குறித்த கவலை எனக்கு குறைந்துள்ளது.
4. வீடியோ கருத்து தலையீட்டில் பங்கேற்றதற்கு பிறகு, என்னுடைய குழந்தையின் மொழி வளர்ச்சியை ஊக்குவிக்கும் திறன் எனக்கு அதிகரித்துள்ளது.
5. வீடியோ கருத்து தலையீட்டில் பங்கேற்கும் பொழுது, மற்ற பெற்றோரின் ஆதரவைக்கண்டேன்.
6. நான்,வீடியோ கருத்து தலையீட்டில் பங்கேற்றதால்,என்னுடைய சுயதிறனை மேம்படுத்த முடிந்தது.