



Development of maltreated or at risk children: what are the predictors?

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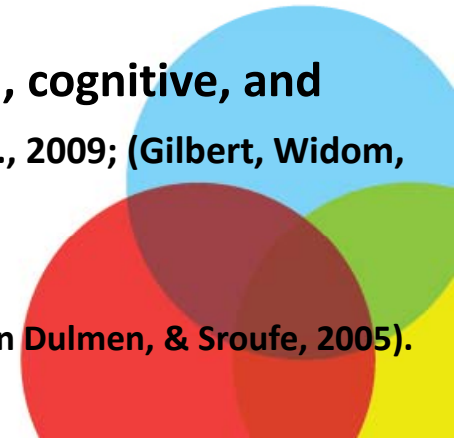
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THEORETICAL CONTEXT

- **Home environment and emotional support → positively associated with indicators of child development** (Harden & Whittaker, 2011; Jaffee, 2007; Rijlaarsdam et al., 2012; Stahmer et al., 2009).
- **Young maternal age at childbirth, number of children in the family, and economic insecurity → low cognitive, social, and behavioural performance in children** (Harden & Whittaker, 2011; McKenzie & al. 2011 ; Park, Fertig, & Allison, 2011; Slack et al., 2011).
- **Emotional negativity, parental stress, family conflict → strongly related to risk of maltreatment (MT)** (Slack et al., 2011; Stith et al., 2009)
- **Child victims of MT are more likely to have physical, psychological, cognitive, and behavioural problems in childhood and adulthood** (Gilbert, Kemp & al., 2009; (Gilbert, Widom, & al., 2009 ; Nikulina, Widom & Czaja 2011).
- **Accumulation of risk factors makes a difference** (Appleyard, Egeland, van Dulmen, & Sroufe, 2005).





AIM OF THE STUDY

Identify the best predictors of social-emotional and cognitive/language development from a group of vulnerable children and their families

From an intervention project implemented in Québec.





SAMPLE

- **184** children aged from 2 to 120 month ;
 - Mean age (SD) : 49.4 (31.9)
 - Male : 59% ; Female : 41%
- Recruited through institutions providing protection (n=103) and prevention services (n=81) ;
- 68% of children recruited through preventive services were reported (mostly neglect).



DATA COLLECTION (HOME VISIT)

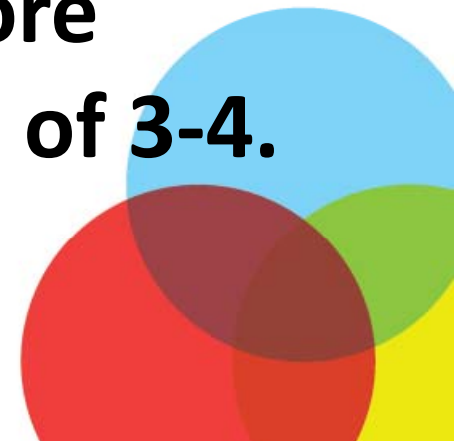
	Dimensions (n=184)	Sources/Collection methods
<p>Predictor 1</p> <p style="text-align: center;">Socio-demographic characteristics</p>	<ul style="list-style-type: none"> • Age of the parent, education level • Number of children 18 years and under at home, occupation density, family income 	<p>Parent</p> <ul style="list-style-type: none"> • In-house questionnaire (Family information)
<p>Predictor 2</p> <p style="text-align: center;">Family environment</p>	<ul style="list-style-type: none"> • Child victimisation • Adaptation of parental figures to their role and exercise of their responsibilities toward the child • Quality of the family environment to which the child is exposed 	<p>Parent</p> <ul style="list-style-type: none"> • Child Abuse Potential Inventory (CAPI) • Parental stress index (PSI) • Family support inventory (FSI) • Home Observation for Measurement of the Environment (HOME)
<p>Outcome</p> <p style="text-align: center;">Development of the child</p>	<ul style="list-style-type: none"> • Cognitive/language (N=181) • Behavioural and emotional (n=184) 	<p>Child</p> <ul style="list-style-type: none"> • Grille d'évaluation du développement (GED)(≤ 5 ans) • Peabody Picture Vocabulary Test (PPVT) (≥ 5 years) <p>Parent</p> <ul style="list-style-type: none"> • Child Behaviour CheckList (CBCL) (≥ 18 month)



SCORES CREATION

Predictor - Socio-demographic characteristics

- **Socio-Economic Risk Index varies between 0 (no risk) and 8 (very high risk)**
- **88% of the sample obtained a score between 0-2. 12% obtained a score of 3-4.**





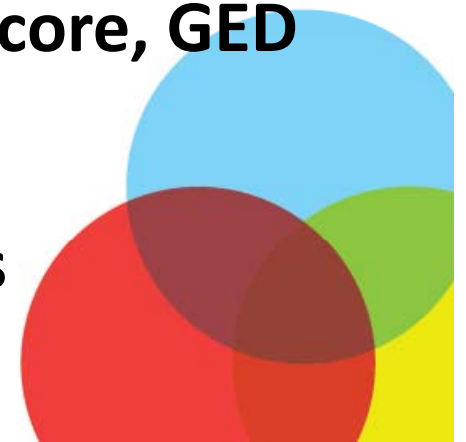
...SCORES CREATION

Outcome: development of the child

- **Z score (Derived from the mean and standard deviation)**
- **Cognitive and language development (PPVT normalized score, GED weighted score)**

Socio-emotional development (CBCL raw score, GED weighted score)

- **The higher the score, the better the child's development in all spheres**

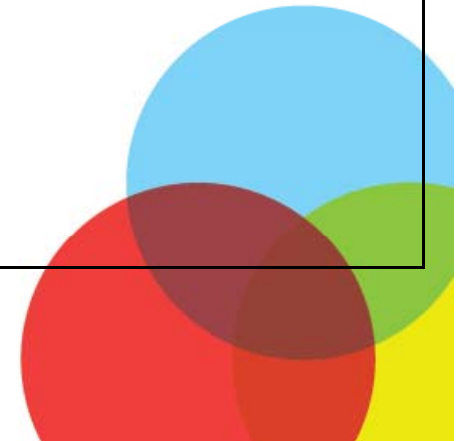




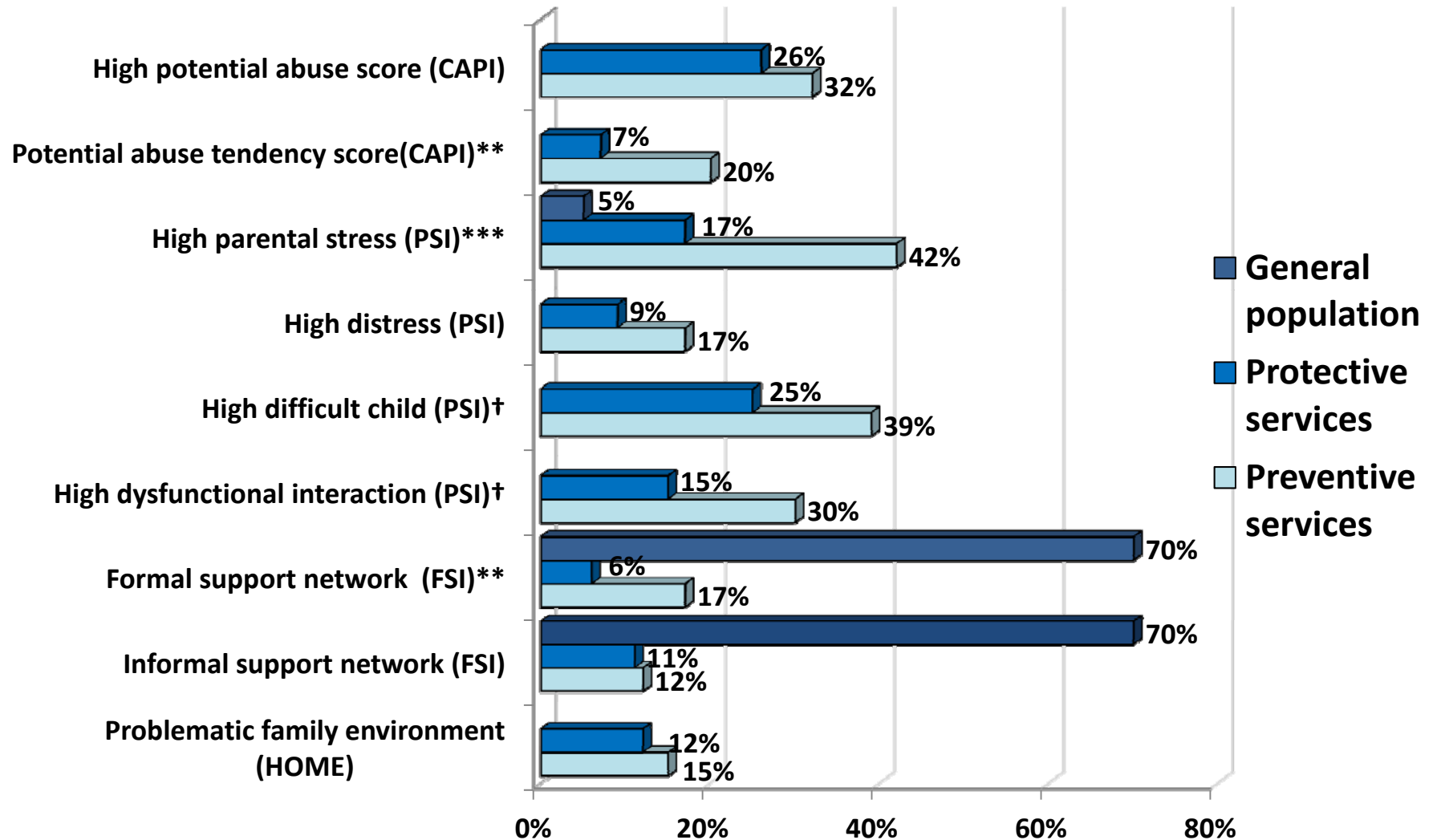
SAMPLE DESCRIPTION

PREDICTOR 1 - SOCIO-DEMOGRAPHIC CHARACTERISTICS

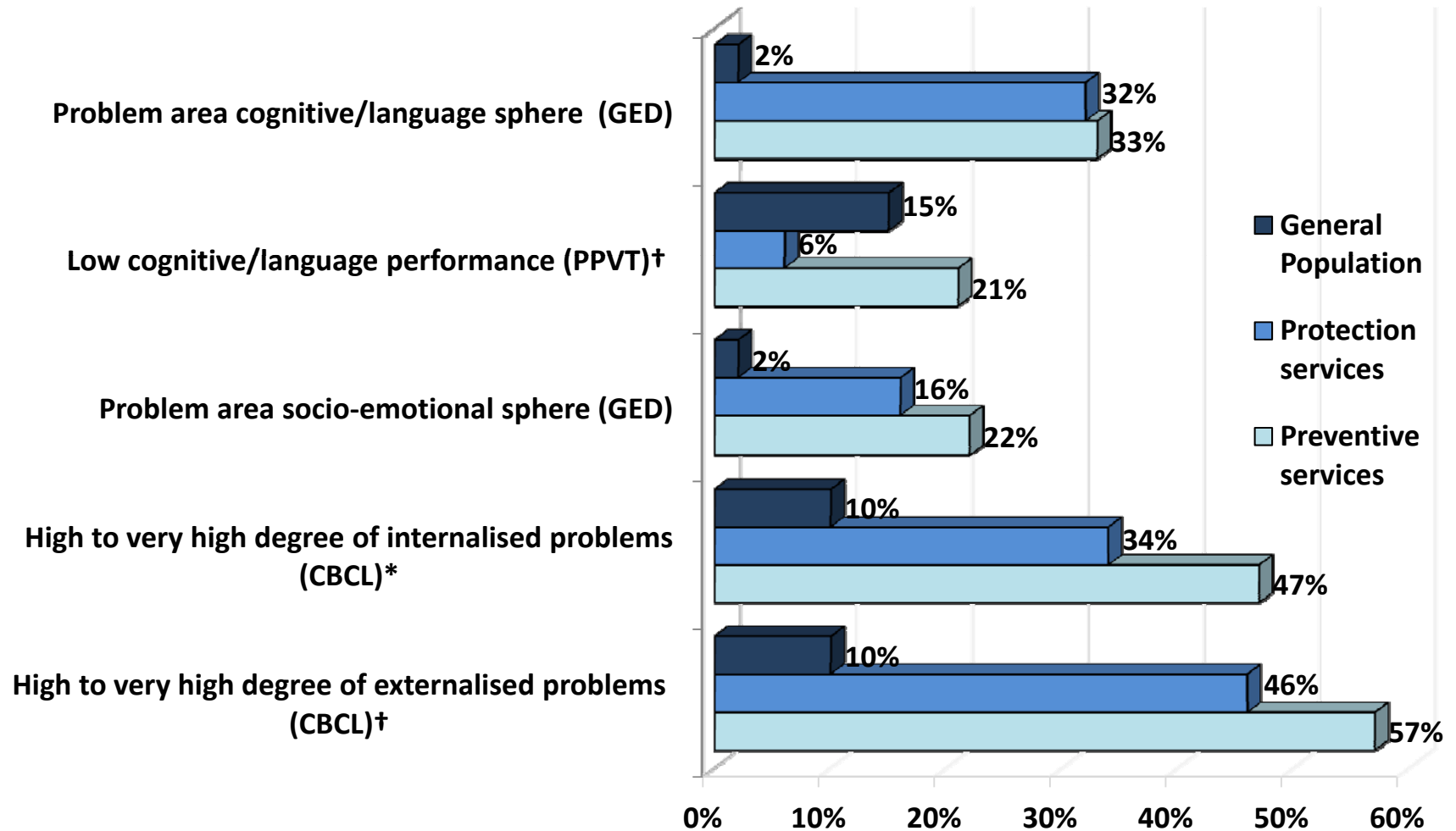
Parent	Mean age (SD) : 30.3 (7.4) Secondary school not completed : 61,2%
Family	Average number of children : 2.1 (1.2) High occupational density : 10% Annual family income: < \$15K : 50.3% \$15-24K : 23.8% \$24-40K : 19.3% > \$40K : 6.6%



PREDICTOR 2 - FAMILY ENVIRONMENT



OUTCOME: DEVELOPMENT OF THE CHILD



RESULTS

Bivariate analysis

	Socio-emotional dev. (N=184)	Cognitive/language dev. (N=181)
Parental stress distress	-0.37***	-0.05
Parental stress/ dysfunctional interaction	-0.37***	-0.22**
Parental stress – child with difficulty	-0.47***	-0.09
Parental stress – total	-0.48***	-0.13
CAPI	-0.29***	-0.04
HOME	0.19**	0.16*
Socio-economic risk	-0.01	-0.11

** p < 0.05; ** p < 0.01; *** p < 0.001*

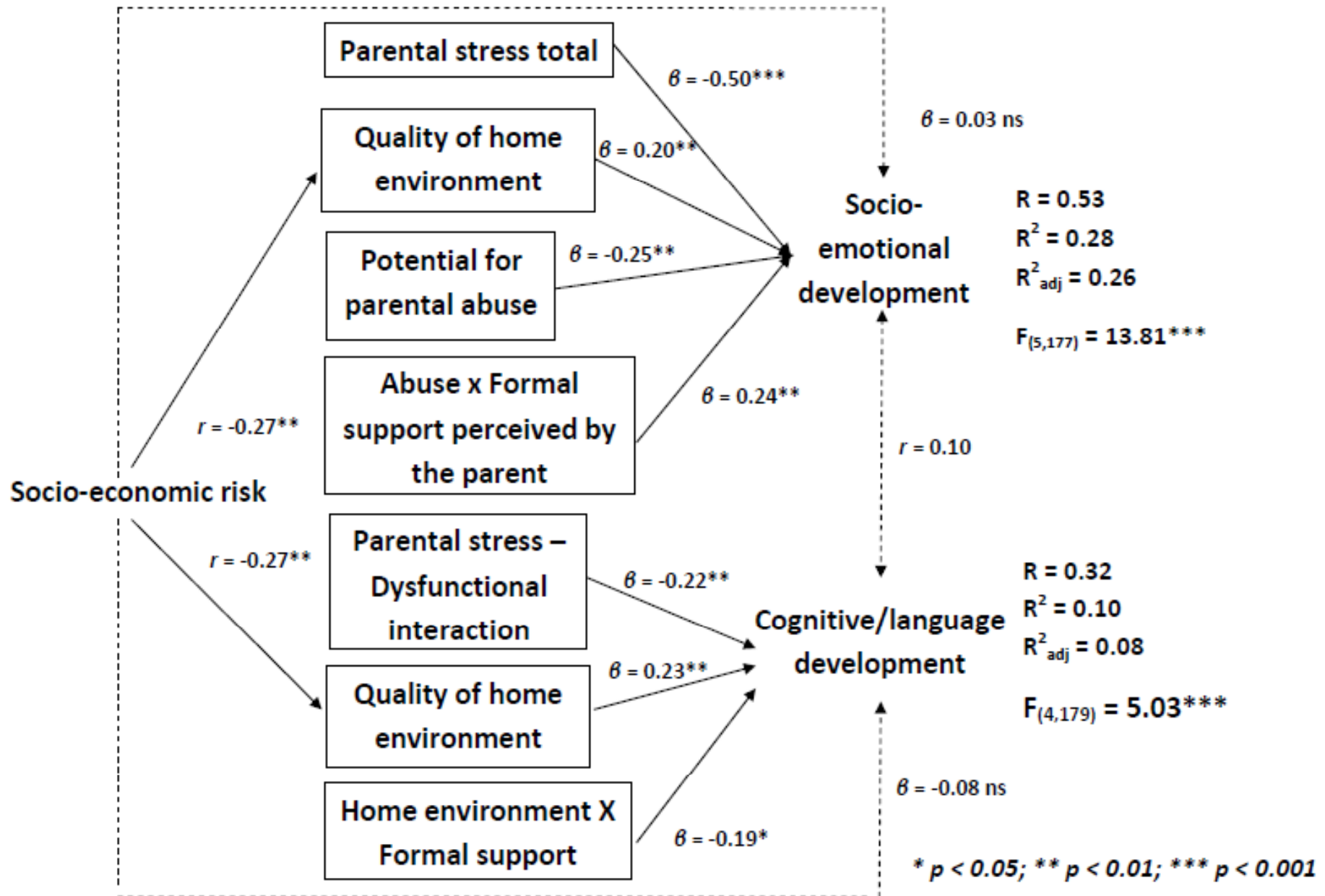
Relationship with development of the child on the basis of social support scores

	Socio-emotional development				Cognitive/language development			
Support	Formal		Informal		Formal		Informal	
	↘ (n=87)	↗ (n=96)	↘ (n=96)	↗ (n=88)	↘ (n=87)	↗ (n=96)	↘ (n=96)	↗ (n=88)
CAPI	-0.16	-0.45***	-0.30**	-0.29**	-0.14	0.04	-0.17	0.11
HOME	0.32**	0.07	0.20*	0.10	0.31**	0.08	0.26*	0.10

Correlation pairs in bold are those in which the difference was significant.

** $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$*

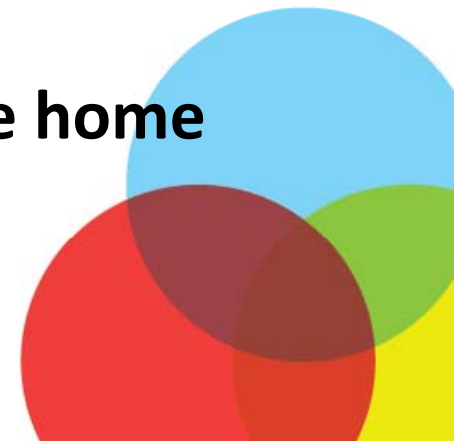
Path analysis of determinants of socio-emotional and cognitive/language





FINDINGS/CONCLUSION

- ***Social-emotional development*** : influenced by degree of perceived stress in exercising the parental role, potential for maltreatment, and quality of the home environment (regardless of socio-economic risk);
- ***Cognitive/language*** : influenced by stress of the parental figure with respect to interactions with the child, and quality of the home environment (regardless of socio-economic risk);
- ***Socio-economic risk*** : related to quality of the home environment.





FINDINGS/CONCLUSION

Formal social support is a moderating factor

Socio-emotional development and the potential for victimisation

More formal support is perceived by the parent as being helpful, the more the potential for abuse by the parent has a negative influence on the socio-emotional development of the child (relationship not observed when formal social support is perceived as being little helpful.)





FINDINGS/CONCLUSION

Formal social support is a moderating factor

Cognitive/language development and the quality of home environment

The less formal support is perceived by the parent as being helpful, the more the quality of the home environment parent has a positive influence on the cognitive/language development of the child. (relationship not observed when formal social support is perceived as being helpful)

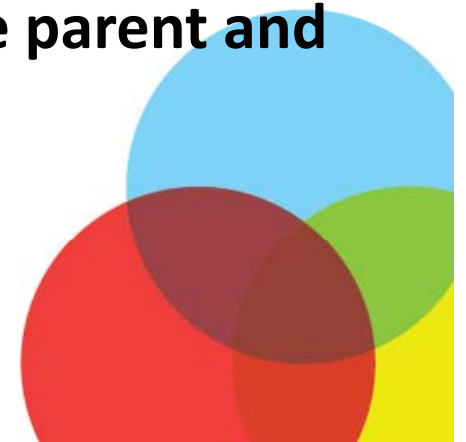




FINDINGS/CONCLUSION

Planning of support to families at several ecological levels

- ✓ Reduce the effects on children's development
- ✓ Reduce parental stress and distress (interactions with the child)
- ✓ Help the parent better structure the home environment (sensitive and stimulating environment)
- ✓ Provide support focused on the needs of the parent and the child
- ✓ Reduce socio-economic risk factors



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