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Why are individual and context appreciating approaches valuable?

A. The Background Ideas

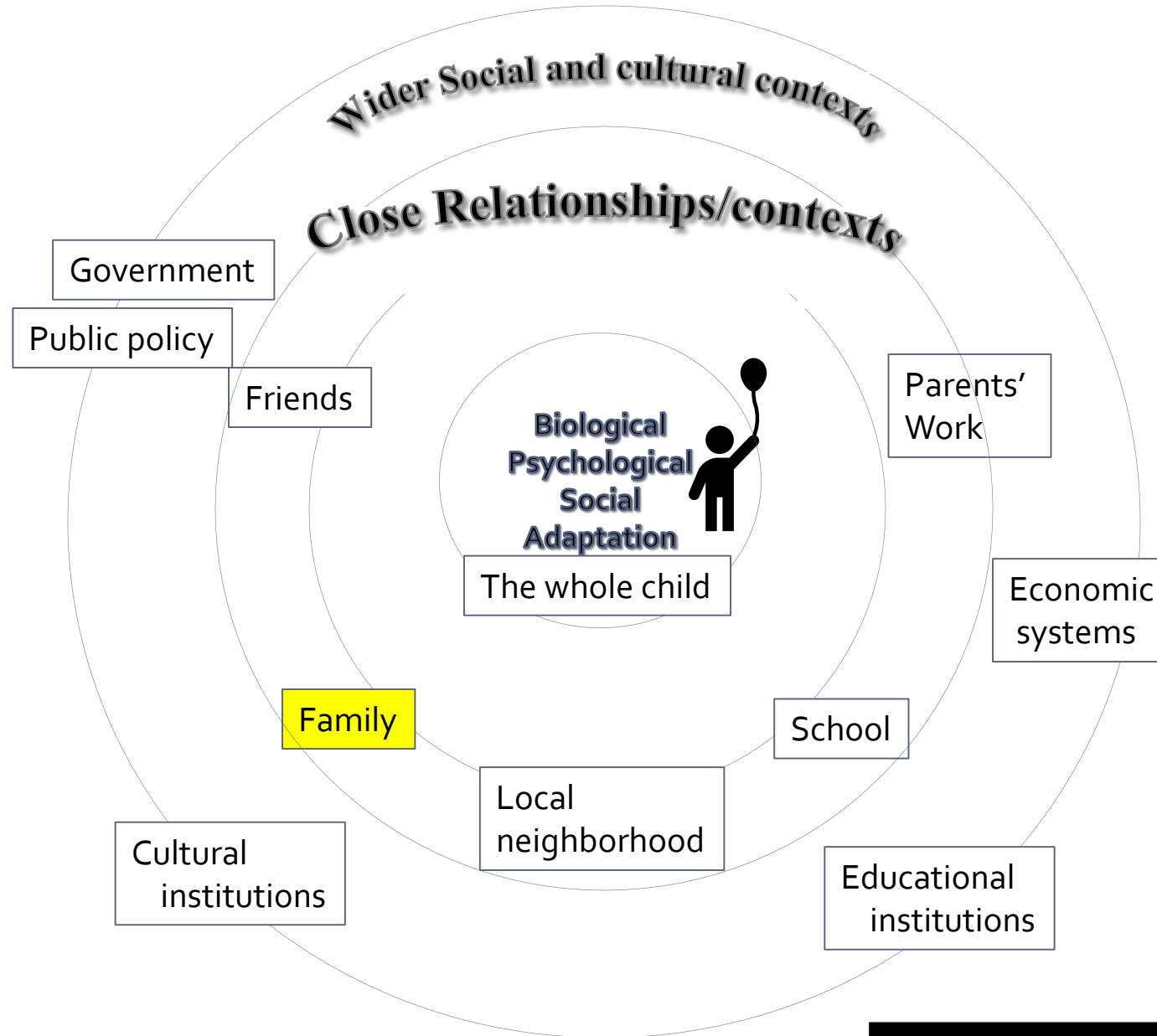
[Link to video](#) (with closed captioning in English)

The context of development is important

Youth have unique strengths and experiences that interact with their contexts

Understanding how individuals interact with their context, helps us to understand children's and teens' development and behavior

Ecological perspective



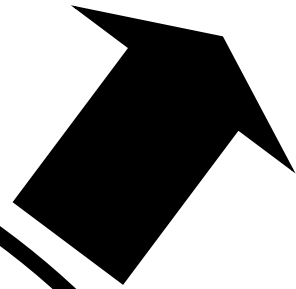
Family

Sibling Relationships

Parent - Child Relationships

Adult (Partner) Relationship

**Intergenerational
Relationships**



Why are individual and context appreciating approaches valuable?

B. An example from a research study

Aim to illustrate the idea of taking an individual appreciating approach to understanding intervention benefits for different children

A comparison of interventions conducted by Björnsdotter, Ghaderi, & Enebrink (2020)

Interventions:

2 parent training interventions (no control/comparison group)

- **iComet (internet)**
- **Family Check Up (face to face intervention)**

Participants

231 families of 10 to 13 year olds with emotional behavior problems

Outcomes:

Several, but here we focus on the child's total difficulties (parent reported) Strengths and Difficulties Questionnaire (SDQ)

Björnsdotter, A., Ghaderi, A., & Enebrink, P. (2020). Cluster analysis of child externalizing and prosocial behaviors in a randomized effectiveness trial of the Family-Check Up and internet-delivered Parent Training (iComet). *Journal for Person-Oriented Research*, 6(2), 88-102. <https://doi.org/10.17505/jpor.2020.22403>

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<https://doi.org/10.17505/jpor.2020.22403>



Cluster Analysis of Child Externalizing and Prosocial Behaviors in a Randomized Effectiveness Trial of the Family-Check Up and Internet-Delivered Parent Training (iComet)

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Children with emotional behavior problems are diverse

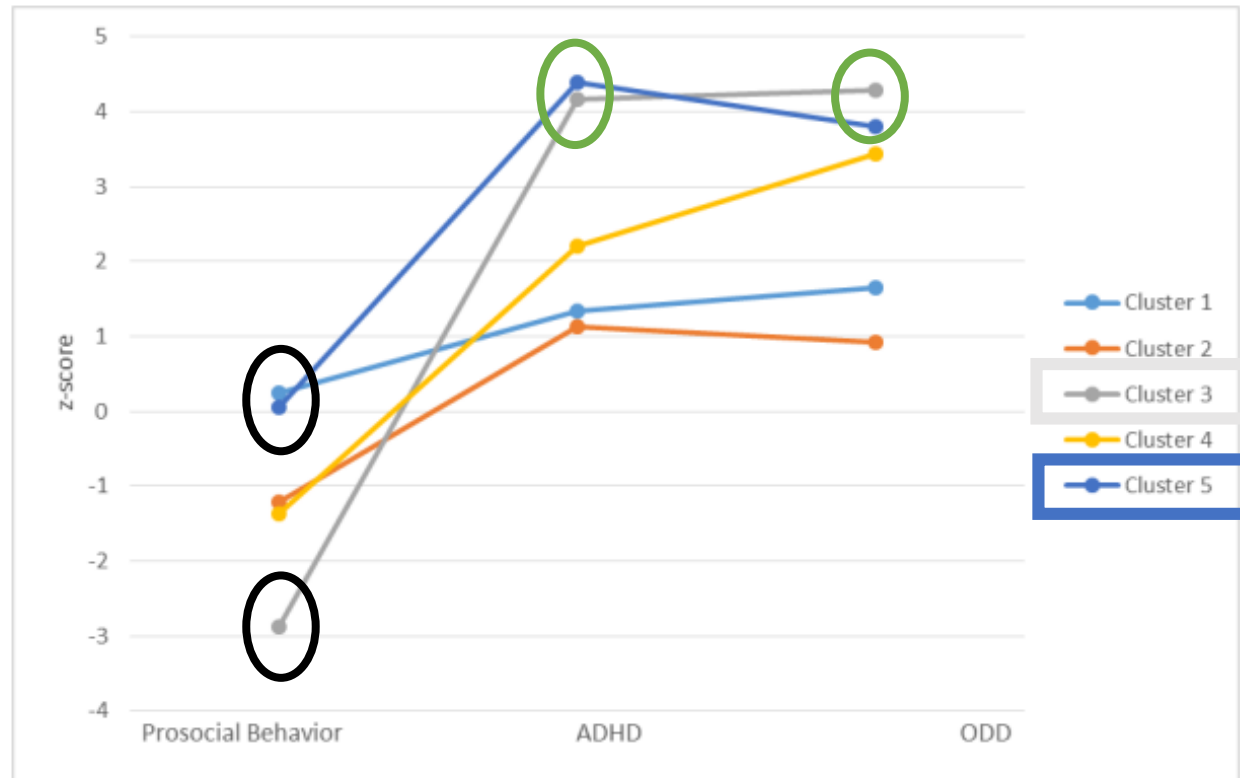
Will these interventions have similar benefits given this diversity?

Before (pre-test) and after intervention of parent completed surveys on:

- **Attention Deficit Hyperactive symptoms (ADHD)**
- **Oppositional symptoms (ODD)**
- **Prosocial behavior**

Figure 2.

The emerging profiles based on z-scores of ODD, ADHD and Prosocial Behavior in each cluster



At pre-test

5 groups (or clusters) of children with different patterns of problems and strengths were identified from the data

Clusters 3 (grey line) and 5 (dark blue line) very high on ADHD and ODD (see green circles) but differ on prosocial behavior (cluster 3 low and cluster 5 high; black circles)

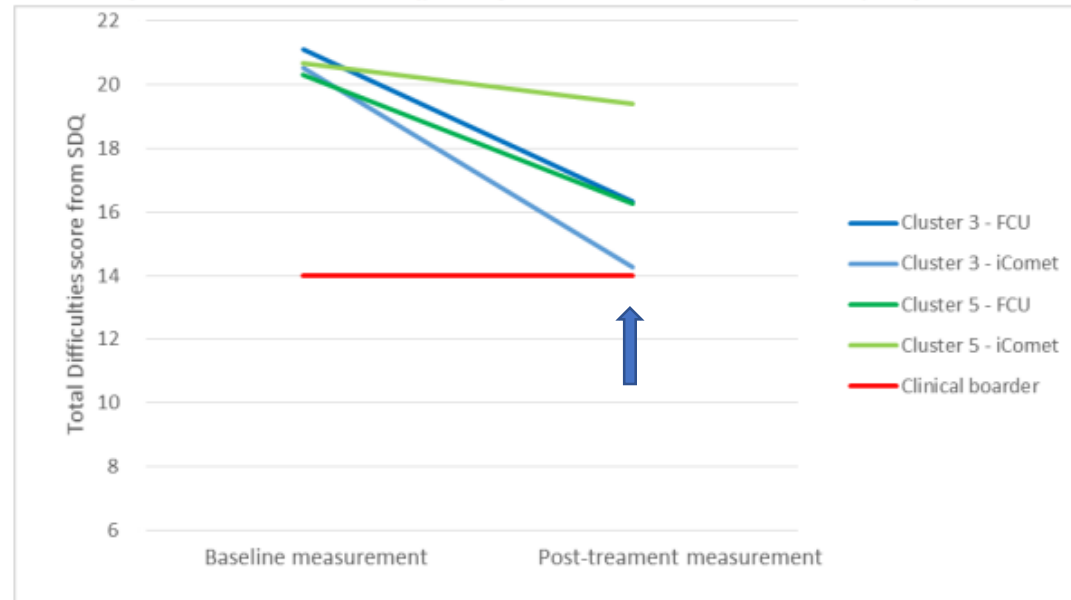
Main Findings

All 5 clusters significantly benefited from the interventions overall

Journal for Person-Oriented Research, 6(2) 88-102

Figure 4.

Baseline and post-treatment scores on Total Difficulties per intervention in Cluster 3 and 5 visually compared to clinical boarder.



Clusters 3 and 5 across the different interventions, benefit from pre to posttest on the total difficulties score but remain above the clinical cut off at post test

Take home message: When children are very elevated on ADHD and ODD additional intervention actions maybe needed to get difficulties down to a non clinical level, even within a group of children with emotional and behavioral problems there is important diversity to understand in the patterns of problems and strengths.

Figure 4 is directly from Björnsdotter et al., 2020, p. 97

Why are individual and context appreciating approaches valuable?

C. A Discussion Question

In your professional role, have you had any past experiences in which understanding the context (the culture, neighbourhood, home environment) or the life situation of an individual person was an important asset that allowed you to connect and work with children, youth, or adults?

If yes, reflect on this experience (if you are completing this module on your own) or share the details of this experience with others (if you are in a group setting). What conclusions do you draw from this experience that can help you in the future as a professional?

D. Supporting Academic sources for these slides:

[Björnsdotter, A., Ghaderi, A., & Enebrink, P.\(2020\). Cluster analysis of child externalizing and prosocial behaviors in a randomized effectiveness trial of the Family-Check Up and internet-delivered Parent Training \(iComet\).Journal for Person-Oriented Research, 6\(2\), 88-102.
https://doi.org/10.17505/jpor.2020.22403](https://doi.org/10.17505/jpor.2020.22403)

Bronfenbrenner, U. (2005) (Ed.), Making human beings human: Bioecological perspectives on human development. Thousand Oaks, CA: Sage Publications Ltd.

CREDITS

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