

ICDP Evaluation Matrix

2013

The International Child Development Programme:
A summary of studies and publications

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Includes: Publication year, authors, title, cooperative parties, funding, country, language, type of document, publication source, intervention, target group, methodology, instruments, analysis, sample size, key findings

	Publication year	Author/s	Title	Cooperative parties and funding source	Focus area (Country/ies or theme)	Report language	Type of publication	Publication source (e.g. web link)	Intervention (+ quality when known)	Target group	Methodology/ study design	Instruments	Analytical strategy	Sample size	Key findings (please note 3)
1.	1991	Hundeide, K.	Helping Disadvantaged Children					Jessica Kingsley: London							
2.	1992	Hundeide, K.	Cultural Constraints on cognitive enrichment					In P. Klein (Ed), To be young and gifted. Ablex Publishing Corporation.							
1.	1992	Hundeide, K. & Hilleslad	The Bergen Research Study		Norway, Bergen	English/Norwegian	Internal report		Medium intervention quality. 3 months and 6 interventions	Health-nurses and mothers	Pre-post design with control-group Interview Self-reporting Observation Video			ICDP: 45 Comparison: 30 75 mother-child (9-24 months) dyads	1: A more positive conception of the child on Likert scales after ICDP 2: On 7 of 8 criteria of good interaction there was a significant improvement

2.	1993	Hennig Rye	Tidlig hjelp til bedre samspill		Methodological and theoretical foundation of ICDP	Norwegian	Book	Universitetsforlaget							
3.	1994	Hundeide, K. & Hillestad	Kan psykologisk omsorg læres?				Book chapter	I Evans og Frønes (1994), Velferdssamfunnets barn. NORAS publikasjon.							
4.	1994	Rodrigo Popo and Maria Eugenia Echeverry	Final Phase Project Evaluation in Colombia		Colombia, Jamundi	English	Report	http://www.icdp.info/Jamundi.pdf	Community mothers	Participatory study Random selection of the mothers for the application of the instruments. Pre-post questionnaires Field diaries of multiplying agents			145	1: In the field diaries the FAMI mothers expressed that all the beneficiary mothers corrected mistreatment attitudes in a larger or smaller degree. 2: In the home visits there is reported more tolerance, serenity and more explanations when there are	

									the program						
7.	2000	Arnesen							Good intervention quality. Sensitisation meetings every week over 8 months. Follow-up.	Staff in institutions	Pre-post design Interview with "subjective estimation" Video-casustics			7 employees in orphanage 5 students	1: Equal number "great" and "very great" benefit (all replies 2: Caregivers more positive, believe possible to promote development positively by interaction 3: 9 of 12 maintain strong effect on interaction and better emotional communication 4: Participants assume that children have benefitted greatly 7/11
8.	2000	Egeberg, I., Hundelde, K. & Mend	Evaluation of the quality and the effect of the ICDP program in		Angola, Luanda	English	Internal report	http://www.icedp.info/Angola.pdf	Medium intervention quality. 10 sensitisation meetings	Teachers in public schools and school-children	Six focus group interviews with teachers			373	1: They become better teachers, better school atmosphere. Adjust to local culture 2: More

		es, P.	schools in Angola.						over three months		From their responses a questionnaire was constructed and handed out to 18 teachers. The final questionnaire was based on these results. 373 Angolan teachers completed it after intervention (23 statements about the programme)				sensitive, focus more on the positive qualities of children. Better parents for own children. 3: Better emotional contact, listen more, follow more the child's initiatives, show more love, less brutality 4: The child like school better, more trust in the teacher, less afraid.
9.	2000		A preliminary report on the evaluation of the ICDP project in Angola		Angola, Luanda	English	http://www.icdp.info/evaluation.html (angola 2)	Good implementation quality. Video-control Visits every two weeks for 3 months	Teachers	Casustics and field notes with video			48 questionnaires 10 case-studies	1: Better emotional communication 2: Dramatic change in child in a few cases 3: Child less afraid of adults	
10	2000	Flakk, Grete	ICDP Macedonia Evaluation	UNICEF Funded	Macedonia		http://www.icdp.info/Maced	Medium intervention quality.	Staff from Centres for social	Interview after intervention			39 (out of 48)	1: Evoke enthusiasm - 82% described the program as	

			Report.	by UNICEF				onia.pdf	Sensitisation meetings every two weeks over 6 months	work, children's institutions and family centers had self training with refugees, parents of handicapped children, parents of juvenile delinquents, foster parents, single mothers, Roma mothers, adoptive parents	Qualitative impressions from supervisor, facilitators, parents and youth leaders				useful and very useful 2: More positive attitude to children 3: Some mentioned that they used more time with children, also giving more praise 4: 97 % maintained progr. had positive effect on children
11	2000				South Africa										
12	2001	Klein, P.	Seeds of Hope. Twelve years of Early Intervention in Africa.		African countries	English	Book	Unipub							
13	2001	Hundevold, K.	Forandring gjennom bevisstgjøring		Norway				Medium intervention quality	Teachers	Reflective groups based on			15	1: An important change due to redefinition of

			ing av læreres egen praksis. En pilot-utprøving av ICDP Programmet i skolen.							the ICDP program					each pupil 2: According to teacher a clearly positive change
14	2001	Hundeide, K.	Ledet samspill fra spedbarn til skolealder.				Book	Vett og Viten.							
15	2001	Rye, H.	Twelve Years of early Intervention in Ethiopia.				Book chapter	In P. Klein (2001), Seeds of Hope. Unipub . Forlag. Oslo							
16	2001	Hundeide, K.	Reactivation of cultural mediational practices.					Psychology and Developing Societies, volume 2, p 23-44.							
17	2002	Rye, H.	Tidlig hjelp til bedre samspill.		Norway	Norwegian	Book	Gylden dal (Universitetsforlaget,							

								1993)								
18	2002	Hund eide, K.	Rapport fra utprøving av ICDP Programm et i fem skoler på Sunnmøre		Norwa y	Norwe gian	Internal report									
19	2003	Hund eide, K.	Barns livsverden: Sosiokultu relle rammer for barns utvikling.					Cappel en Akade miske								
20	2003	Rye, H. & Hund eide, K.	Early Interventio n and Children with Special needs in Developin g Countries.				Book chapter	In M. Guralni ck (Ed.), A Develo ping System s Approa ch to Early Interve ntion: Nationa l and Internat ional Perspec tives. Paul Brooke s Publish								

								ing Co.: N.Y.							
21	2003	Hundeide, K.	Forandring gjennom bvisstgjøring av egen praksis		Norway	Norwegian									
22	2003	Jaregg, Hundedeide, K. (ed.)	Mid Term Review of the Project "Psychosocial Training and Competence Building"	Research ordered by the Norwegian Embassy/NORAD, presented in 2001	Angola						Document reviews Observation of group activities Interviews with individual staff members, people from other NGOs, and the government agency				1: The work of ICDP Angola is relevant, good quality, workers are highly motivated and their support is much sought after the activities were extensive and in accordance to plans, and at times even more than planned 2: Recommendations with regards to documentation and funding.
23	2004	Dayra Elizabeth Ojedero, Nubia Rocío Sánchez	I am a person too: Programa ICDP "También soy persona". Proyecto con familias de	University of Nariño, ICBF	Colombia, Nariño	Spanish	Report	http://www.icdp.info/Narino.pdf		Agents and caregivers from the ICBF network that operates in 8 zones of	Interviews Questionnaires (214) Likert questionnaires (93) Case studies			214	1: Increased parent-child contact and communication 2: Adults understood their value as caregivers: From aggression and lack of

23	2004	Dayra Eliza beth Ojeda Rosero, Nubia Rocío Sánchez Martínez	I am a person too: Programa ICDP "También soy persona". Proyecto con familias de personas desmovilizadas	University of Nariño, ICBF	Colombia, Nariño	Spanish	Report	http://www.icdp.info/Narino.pdf		Agents and caregivers from the ICBF network that operates in 8 zones of the province of Nariño were trained as facilitators	Interviews Questionnaires (214) Likert questionnaires (93) Case studies (9) Observation Video recordings Documents Verbal and written reports			214	1: Increased parent-child contact and communication 2: Adults understood their value as caregivers: From aggression and lack of tolerance, to emotional, attentiveness, empathy, patience, collaboration. 3: Children appear more affectionate, social and understanding; expresses their feelings and emotions.
24	2004	Klein, P. S., & Rye, H.	Interaction-oriented Early Intervention in Ethiopia: The MISC Approach.					Infants & Young Children, 17(4), 340.							
25	2004	Hundeide, K.	Institusjon s og relasjonsar beide.					Dafolo Forlag: Danmark							
26	2004	Hundeide, K.	Omsorg og overgrep i og utenfor sonen for				Book chapter	In Nafstad, H. (Ed.).							

27	2005	Hund eide, K.	ICDP – et relasjonsorientert og empatibase rt program.				Book chapter	M. Kreuser & N. Rosendal Jensen (red): "Famil y Support " – empow erment av forældr e i internas jonalt perspek tiv. Danma rks Pædago giske Univers itets Forlag.									
28	2005	Hund eide, K. & Hann estad, M.	ICDP Programmet tilpasset etniske minoriteter i barnevern		Norwa y	Norwe gian	Internal report										
29	2005	Sanch erz, N. et al. and the psych	Evaluación del programa "tambien soy persona" desde la	San Juan de Pasto: Universidad de Nariño.	Colom bia	Spanish	Report	http://www.icdp.info/Narino.pdf		The ICDP project trained staff from ICBF							

		ology department of the University of Nariño	percepción de facilitadores y multiplicadores, en tres centros zonales de ICDP en el departamento de Nariño (Pasto, Tumaco y la Unión).							(social services network) and they in turn trained more of their own staff who works with families and children.					
30	2005	Hernández, R. E. G., Hurtado, H., Gómez, Y., Aristizabal, C. A., Montoya, D. et al.	Riesgo e interacción donde se implemento el programa internacional de desarrollo infantil (ICDP) en Antioquia – Colombia.	Universidad de Antioquia, Centro de Investigaciones Sociales Y Humanas	Colombia, Antioquia. Fundada by the University of Antioquia			http://www.icdp.info/Medellin.pdf		Parents in situation of displacement, refugees	Analysis of cultural context and evaluation of ICDP impact on caregiver-child interaction Visits, questionnaires and interviews Observation of caregiver – child pre and post interactions			Observation of 21 caregiver – child dyads	Caregivers increased their ability to apply show emotion, communicate and guide their children
31	2005	María Claudia Vargas	Evaluación del programa "también soy	UPTC, UNAD, Universidad de Boyacá	Colombia	Spanish	Report	http://www.icdp.info/Boyaca.pdf		The ICDP project trained staff	Questionnaires and interviews, case studies, pre and post			252 facilitators, 132 promoters, 18	Caregivers expressed that ICDP was useful as they reflected on

		Martino et al.	persona" desde la percepción de los agentes institucionales y las madres capacitadas en seis municipios del departamento de Boyaca.							from ICBF (social services network), education and health services and they in turn trained more of their own staff who works with families and children.	observation of caregiver-child interaction			case studies	their family lives, communication with children at work and at home, and made them more aware of what they need to do to improve their children's lives and their relationship with them
32	2005	Egebjerg, I. et. Al.	ICDP Programmet tilpasset omsorgsgiverne I barnevern		Norway	Norwegian	Internal report								
33	2006	Egebjerg, I. & Flakk, G.	ICDP Programmet tilpasset omsorgsgiverne i fengsel		Norway	Norwegian	Internal report								
34	2006	Hundeide, K.	When empathic care is blocked.				Book	chapter In Bråten S (Ed.), On Being Moved. Oxford							

34	2006	Hundeide, K.	When empathic care is blocked.				Book	chapter In Bråten S (Ed.), On Being Moved. Oxford University Press.							
35	2006	Åsa Lindström	International Child Development Programmes based on a new approach to children in society and training in Sweden	Örebro University Pedagogiska Institutionen	Sweden	Swedish	Master thesis special education teacher program	http://www.icdp.se/forskning.aspx			Focus-groups			?	The working groups also become stronger in their professional capacity./they have received confirmation of his teaching work. They can describe in words what they do and they have a heightened awareness of themselves as educators
36	2006		ICDP en Huila	University of Huila	Colombia	Spanish	Internal report				Questionnaires and interviews	ICDP specific questions			
37	2006	Hundeide, K.	Det intersubjektive rum og bevidstgjørelse af samspil i klassen.				Book chapter	Et kapitel om skoleintervenjon med ICDP Programmet. Kristen							

38	2006	Tørnes, H. Et. Al.	ICDP Programmet tilpasset barn med spesielle behov i barnehagealder		Norway	Norwegian	Internal report								
39	2006	Lindstrøm, Å.	International Child Development Programmes med utgangspunkt fra en forandrad syn på barn i samhälle och utbildningen i Sverige	Pedagogiska Institutet, Örebro	Sweden, Örebro			D-uppsats 2006. Specialpedagogik D. http://www.icdp.info/Sweden.pdf							
40	2007	Armsstrong, N. et al.	Evaluación interna Programa ICDP "También soy persona"	• funded by IOM (International organization for migration)	Colombia	Spanish	Internal evaluation report for IOM	http://www.icdp.info/InternationofBogetaprojectwithhexgurerrillas.pdf	Parents - ex guerrilla fighters	Interviews, questionnaires, filmed interaction, observation, project monitoring tools/diaries, checklists,			40 filmed interactions, 45 interviews	Parents' reported positive changes in their own perceptions of their role as parents, and family; and that communication with their children improved	
41	2007	Hundevide, K.	Rapport fra "Forundersøkelse om barn og			Norwegian	Internal report								

			foreldre på asylmottak ”.												
42	2007	Rye, H.	Barn med spesielle behov			Norwegian	Book	Oslo: Gylden dal							
43	2007	Sherr, L.	Mozambique ICDP. Evaluation Report 10/2007	University College London . Cooperation with K. Hundei de, Pedreo Mendes and Santana Momade in ICDP Mozambique. Funded by NORAD	Mozambique	English	Report	http://www.icdp.info/Mozambique%20eval.pdf	12 weekly meetings	Community parents	Process/implementation evaluation Detailed set of documents as well as visits and interviews	Strength and Difficulty Questionnaire Shona Symptom Questionnaire SF-36 VAS Scale Prosocial and psychological aggression subscale from the Harsh Discipline scale Physical discipline question Self-Efficacy Question			1: Solid, sufficiently well organised resource which is taken up and used to seemingly good effect 2: Development of materials, especially with local language and cultural examples would be a good idea 3: There is evidence of systematic audit and record keeping. Yet the activities of the project should benefit from a set of clearer documentation. 4: An integrated health component addressing the specific issues of HIV/AIDS may need to be explored.

												ICDP specific scales			
44	2009	Sherr, L., Skar, A-M. S., Clucas, C., Tetzner, S. & Hundeid, K.	ICDP facilitator report	University College London, University of Oslo, ICDP International Funded by Ministry of Children, Equality, and Social Inclusion	Norway	English	Unpublished report, sent to the Ministry in 2009		No intervention (process evaluation)	ICDP facilitators	Process evaluation			172 facilitators filled in questionnaires	1: The majority of trained facilitators are lost to coordinated follow up, and facilitators generally did not run many groups in total 2: There appears to be good implementation of the program; e.g. more than half of facilitators reported having learned to discuss the 8 guidelines for good interaction
45	2010	Forero, O. S., Perezek, R. & Riagas, S.	Evaluación del proyecto “Consolidación y fortalecimiento del programa ICDP “También soy persona” para el	UNICEF Colombia, UNICEF New York	Colombia	Spanish	Report	http://www.icdp.info/EvaluacionHUILA2010.pdf	Good quality intervention; 8 meetings was the average number of meetings with caregivers	Caregivers and parents, facilitators, promoters	Pre-post design without comparison group. Questionnaires, interviews, analysis of 60 filmed interaction pre and post and with	ICDP specific scales, UNICEF standard evaluation scheme	Thematic analysis of interviews, films and questionnaires	222 project participants	ICDP implementation in cascade reached all municipalities of the department; the methodology was well adjusted to reach both professionals and community

			Óptimo desarrollo psicosocial de niñas y niños menores de seis años, en el departamento del Huila, Colombia”							experimental and control groups, analysis of project documentation, 45 case studies				members. ICDP strengthened and promoted positive actions by health, education officials, community mothers, children’s day care staff, enriching their roles and actions with children. ICDP promotes a culture of (self-) evaluation and permanent monitoring, which are key factors for the success of the ICDP methodology
46	2010	Larson, S. Malgrem, V.	Emotional Availability Scales in Tanzania – preliminary findings	Linköping universitet Institutionen för beteendevetenskap och lärande Psykologprogram							Emotional availability scale			When compared to other studies, the scores received by ICDP adults were generally higher.

47	2010	Katja Sohl	What happen after the training? Change in affect consciousness, attachment, alexithymia and empathy after training in International Child Development Program, ICDP.	Linköpings universitet Linköpings universitet Institutionen för beteendevetenskap och lärande Psykologprogram	Sweden	Swedish	thesis Psychologist line	http://www.icdp.se/forskning.aspx		Teachers participating in ICDP education.	Interview	Affect Consciousness Interview-Revised (ACI-R), Attachment Style Questionnaire (ASQ), Toronto Alexithymia Scale (TAS-20) och Interpersonal Reactivity Index (IRI).			results show that affect awareness decreased, that empathy was significantly increased and that the estimates of alexitymi and attachment patterns were stable. It was found few significant associations between affect awareness, attachment patterns, alexitymi and empathy. The results do not say anything with certainty about the ICDP training effect on affect awareness, because no measurement was made before the start of the course
48	2010	Louise forsgrén	Do training in the ICDP programme increase affect consciousness among adolescent	Linköpings universitet Institutionen för beteendevetenskap	Sweden	Swedish	Master thesis Psychotherapist program	http://www.icdp.se/forskning.aspx		Youth participating in ICDP training	Affect consciousness interview	ACI_r Interview			study shows not reflective function increases but that the training given young people new tools of interaction and

				kap och lärande Psykologprog											feelings
49	2010	Hans Boström och Per Rydholm	Does the educational program – international child development program, ICDP – affect adolescents reflective function (RF)?	Linköpings universitet Institutionen för beteendevetenskap och lärande Psykologprog	Sweden	Swedish	Master thesis Psychotherapist program	http://www.icdp.se/forskning.aspx		Youth participating in ICDP training	The purpose of this study was to examine whether young adults (18-22) reflective functioning (RF) changed after undergoing the International Child Development Program (ICDP). Another part of the same study measured change of Affect Consciousness among the same group adolescents with the Affect Consciousness				The results of the mean RF at the first interview were, 4.2 and the second interview, 4.5 (n = 11). The changes were not significant. Furthermore, the correlation between RF and ACI were less at the second interview than at the first. Correlation between RF and AMI in total were on the first occasion .37 and at the second .06, none of these values was significant. Despite this, we could discern a positive trend in our results. RF improved positive between the first and second interview for six

											Interview (ACI)				of the youths
50	2010	Elina Stranderberg Ulrika Svensson Linköpings universitet	A study of reflective functioning and emotional availability in the interaction between adults and children.	Linköpings universitet Institutionen för beteendevetenskap och lärande Psykologprogram	Sweden	Swedish	thesis Psychologist line	http://www.icdp.se/forskning.aspx		Pre school teachers and teachers in Public school	Comparing reflective function and emotional Availability droning education in the ICDP-programme Groups	(Reflective Functioning Scale, Emotional Availability Scale, ASQ)			participants in the ICDP group who increasingly perceived themselves as preoccupied with relationships at ASQ was more sensitive and responsive in the interaction with children than others in the group.
51	2010	Annelie Walda	Final report youth project	ICDP Sweden and Sparbansstiftelsen Tjustbygdens sparbank	Sweden	Swedish	Project report	http://www.icdp.se/forskning.aspx		Youth who are participating in ICDP training guiding youths in public school	1)Pre and Post measurement 2)The Youth where interviewed Forsgren 2010, Bodström, and Rydholm 2010	"I think I am"	30 (11 girls) (19 boys)	The results of the survey show that all three classes have raised their estimates after completion guidance. The total increase equivalent to a stanine which is a result that can be interpreted as the program's impact	
52	2011	Sherr, L., Skar, A-M, S.,	Evaluation of the Parental guidance programme	University College London	Norway	English (summary in Norwegian)	Report	http://www.regjeringen.no/uppload/B	Various	Parents and ICDP providers	Pre-post with comparison group, interviews			Positive effects on: 1: Positive discipline 2: Parenting	

		Clucas, C., Tetzner, S. & Hundelde, K.	e based on the International Child Development Programme	University of Oslo, ICDP International				LD/Rapporter/2011/foreldreviledning1.pdf			with caregivers, and interviews, questionnaires and log books from ICDP providers				strategy and emotional engagement to child 3: Caregivers' attitudes towards child rearing and perceived ability to manage their child 4: Caregivers' self-efficacy 5: Caregivers' anxiety, anger and concentration 6: Household commotion 7: Children's overall distress and social impairment
53	2012	Joyce Larnyoh	Training of caregivers in the use of the ICDP principles in the developmental process of the child		Ghana	English	Pilot			5 month workshop for caregivers in pre-schools	Caregivers and women groups	Questionnaires through the Likert scale. Home task activities		16 caregivers and 120 children	Caregivers recorded some attitudinal change on how they interacted with the children. Their interaction with the children was child based. They were more patient with the children.
54	2012	Hundelde, K. &	ICDP approach to		Theoretical article	English	Journal article	Child Abuse and							

		Arms trong, N.	awareness- raising about children's rights and preventing violence, child abuse, and neglect.					Neglect , 35, 12, p. 1053- 1062.							
55	2013	Skar, A-M. S., von Tetz- ner, S., Cluca s, C. & Sherr, L	Parenting support during incarcerati on: The effects of the Internation al Child Developm ent Programme on incarcerate d fathers	Funded by Ministry of Childre n, Equalit y, and Social Inclusi on	Norwa y	English	Submitt ed article 2013		Eight weekly two- hour sessions	Incarcera ted fathers and communi ty fathers	Pre-post measures of incarcerated intervention group and comparison group of fathers attaining the regular ICDP programme Semi- structured interviews with incarcerated fathers Semi- structured interviews with ICDP prison facilitators	Discipline - Happines s with partner -Health and quality of life - Lonelines s -Life satisfactio n -Self- esteem -Self- efficacy -Trait emotions -Anxiety and depressio n -ICDP specific questions	Chi- square, t tests and a 2 (group: prison/co mparison) X 2 (time of measure ment: before/af ter) mixed ANOVA with repeated- measures Thematic analysis of the interview s	Natural interventi on group (N=25) Compari son group (N=36). 20 interview s with incarcera ted fathers Six interview s with ICDP prison facilitato rs	1: Course attendance had a significant positive effect on the incarcerated fathers' parenting practices and the child's distress. 2: The incarcerated group scored higher than the comparison group on some parenting behaviours before the course, whereas scoring lower after the course. Many incarcerated fathers found the course emotionally challenging.
56	2013	Skar,	The impact	Univers	Norwa	English	Submitt		Twelve	Minority	Pre-post	Parent-	Chi-	Natural	1: Group

		A-M S., Clucas, C., Sherr, L. & von Tetzner, S.	of the International Child Development Programme (ICDP) for parents with an ethnic minority background	ity College London , University of Oslo, ICDP International	y	(summary in Norwegian)	ed article 2013		weekly two-hour sessions	mothers and ethnic Norwegian mothers	measures of an ethnic minority intervention group and comparison group of mothers attaining the regular ICDP programme Semi- structured interviews with a sub group	Child Activity Scale -The Household Chaos Scale - Emotional and Strategic Engagement Scale - Hospitalized Anxiety and Depression Scale -The Satisfaction with Life Scale -SF-36 VAS Scale - Generalized Self-Efficacy Scale - Rosenberg Self-Esteem Scale -Basic Emotions Trait Test	squared tests and t-tests 2 (group: minority/ comparison) X 2 (time of measurement: before/after course) mixed ANOVA with repeated- measures on time of measurement Thematic analysis of the interviews	intervention group (N=29) Comparison group (N=105) Interview with 12 minority mothers	differences on parenting and psychosocial outcomes. 2: Course attendance facilitated positive discipline and child management, improved parental strategies, and reduced anxiety and anger in both groups. 3: The minority group showed a decrease in self- esteem, happiness with the partner, and total child difficulties, while the comparison group did not change.
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												s with partner -Strength and Difficulties Questionnaire -ICDP specific scales	Chi-squared tests and t-tests		
58	2013	Skar, A-M. S.	Samspillsv eiledning basert på International Child Development Programme innenfor idretten: Et pilotprosjekt i samarbeid med Vålerenga Idrettsforening	Vålerange football club, ICDP International, University of Oslo	Norway	Norwegian/English	Report	Will be published mid 2013	Two full days seminar with self-training between the sessions	Football coaches	Questionnaires administered to football coaches Post questionnaires to football players Focus group interviews		SPSS and thematic analysis.		
59	2013	Skar, A-M. S.	Support of fathers: The International Child Development Programme as a preventive measure in Norway	University of Oslo, ICDP, Oslo municipally, and Regional Centers for Child	Norway	Norwegian/English	Ongoing project (finalized mid-2013)		Twelve weekly two-hour sessions	Fathers	Pre-post design Focus group interviews			22 fathers	

Unknown
Deleted:

				and Adolescent Mental Health (RBUP)											
				Funded by Norwegian Ministry of Children, Equality, and Social Inclusion and Ministry of Justice and Public Security											
60	2013	Skar, A-M. S.	Care for the whole Child: Upgrading the quality of care of children in Residential Care in the Maputo area		Mozambique	English	Ongoing project (finalized end of 2012)	Will be published mid 2013		Professional caregivers and orphaned and vulnerable children	Pre-post design with comparison group. Questionnaires for the professional caregivers and adolescents			80 professional caregivers and 80 children/adolescents	
61	Skar	2013	The effect	Univers	Mozam	English	Summa	Summa	12-weekly	Commun	Post			ICDP: 75	1: The ICDP

	, A-M., Clucas, C., Sherer, L. & Hundert, K.		of ICDP intervention on caregivers in Mozambique	University of Oslo, University College London, ICDP International	Intervention	Submitted to Norad	Available at http://www.icdp.info/EvaluationexecutivesummaryMoz.pdf	2-hour sessions	Intervention parents	Intervention and comparison group design, one group who had previously taken part in ICDP training, and one group who had not taken part in such training			Comparison: 69	Intervention group had lower mental health problems, and rated their quality of life higher than the comparison group 2: They also reported significantly lower conduct problems in their children 3: Intervention group showed significantly higher self-efficacy scores than the comparison group 4: Intervention caregivers were significantly more likely to report educational approaches
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	Publication year	Author/s	Title	Cooperative parties and funding source	Focus area (Country/ies or theme)	Report language	Type of publication	Publication source (e.g. web link)	Intervention (+ quality when known)	Target group	Methodology/study design	Instruments	Analytical strategy	Sample size	Key findings (please list)
1.	2006	Åsa Lindström	International Child Development Programmes based on a new approach to children in society and training in Sweden	Örebro University	Sweden	Swedish	Master thesis special education teacher program	http://www.icdp.se/forskning.aspx			Focus-groups			?	The work groups all become s in their professional capacity., have received confirmation his teaching. They can describe what they have heightened awareness themselves educator.
2.	2010	Louise Forsgren	Do training in the ICDP programme increase affect consciousness among adolescent	Linköping university Institutionen för beteendevetenskap och lärande Psykol	Sweden	Swedish	Master thesis Psychoterapist program	http://www.icdp.se/forskning.aspx		Youth participating in ICDP training	Affect consciousness interview	ACI_r Interview			study should reflectiv function increase that the given young people r tools of interaction feelings

				ogprog											
3.	2010	Elina Stranberg Ulrika Svensson Linköpings universitet	A study of reflective functioning and emotional availability in the interaction between adults and children.	Linköpings universitet	Sweden	Swedish	thesis Psychologist line	http://www.icdp.se/forskning.aspx		Pre school teachers and teachers in Public school	Comparing reflective function and emotional Availability droning education in trthe ICDP-programme Groups	(Reflective Functioning Scale, Emotional Availability Scale, ASQ			participate the ICDP who increase perceive themselves preoccupied with relationships ASQ was sensitive response in the interaction children others in group.

	Publication year	Author/s	Title	Cooperative parties and funding source	Focus area (Country/ies or theme)	Report language	Type of publication	Publication source (e.g. web link)	Intervention (+ quality when known)	Target group	Methodology/ study design	Instruments	Analytical strategy	Sample size	Key findings (please list)
4.	2010	Annelie Waldau	Final report youth project	ICDP Sweden and Sparbanksstiftelsen Tjustbygdens sparbank	Sweden	Swedish	Project report	http://www.icdp.se/forskning.aspx		Youth who are participating in ICDP training guiding youths in public school	1)Pre and Post measurement 2)The Youth where interviewed Forsgren 2010, Bodström, and Rydholm 2010	"I think I am"		30 11 girls 19 boys	The results of the survey show that all three groups have raised their self-esteem, completed guidance, total increase in self-esteem, equivalent to the increase in the results of the interpretation of the program'
5.	2010	Katja Sohl	What happens after the training? Change in affect consciousness, attachment, alexithymia and empathy after training in International Child Development	Linköping University Linköping University Institutet för beteendevetenskap och lärande	Sweden	Swedish	thesis Psychologist line	http://www.icdp.se/forskning.aspx		Teachers participating in ICDP education.	Interview	Affect Consciousness Interview-Revised (ACI-R), Attachment Style Questionnaire (ASQ), Toronto Alexithymia Scale (TAS-20) och Interperson			results show that affect awareness decrease, empathy significant increase that the effect of alexithymia attachment patterns is stable. It found few significant associations between awareness

			nt Program, ICDP.	Psykol ogprog								al Reactivity Index (IRI).			attachme patterns, alexitymi empathy. results dc anything certainty the ICDP effect on affect aw because i measurei was made the start course
6.	2010	Hans Boström och Per Rydholm	Does the educational program – international child development program, ICDP – affect adolescents reflective function (RF)?	Linköpings universitet Linköpings universitet Institutionen för beteendevetenskap och lärande Psykol ogprog	Sweden	Swedish	Master thesis Psychoterapist program	http://www.icdp.se/forskning.aspx		Youth participating in ICDP training	The purpose of this study was to examine whether young adults (18-22) reflective functioning (RF) changed after undergoing the International Child Development Program (ICDP). Another part of the same study measured change of				The results from the first interview (4.2 and 1 second interview = 11). There were no significant changes. Furthermore, the correlation between RF and ICDP were less at the first interview. Correlation between AMI in 1 were on occasion at the second interview. .06, none of these values

											<p>Affect Consciousness among the same group adolescents with the Affect Consciousness Interview (ACI)</p>				<p>significa Despite could di positive our resul improve positive between and seco interview of the yc</p>
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