

ICDP Evaluation Matrix

2017

The International Child Development Programme:
A summary of evaluations, reports, and studies

Prepared by Ane-Marthe Solheim Skar

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

Num ber	Publ icati on year	Auth or/s	Title	Cooper ative parties and fundin g source	Focus area (Count ry/ies or theme)	Report langua ge	Type of publica tion	Publicat ion source (e.g. journal or web link)	Interventio n (+ quality when known)	Target group	Methodolo gy/ Study design	Instrume nts	Analytic al strategy	Sampl e size	Key findings (please note 3)
1.	1991	Hundeide, K.	Helping Disadvanta ged Children					Jessica Kingsley: London.							

								Reproduced in 2003 by ComPress.							
2.	1992	Hundeide, K.	Cultural Constraints on cognitive enrichment					In P. Klein (Ed), To be young and gifted. Ablex Publishing Corporation.							
3.	1992	Hundeide, K. & Hillestad	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	K		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
4.	1993	Hennings Rye	Tidlig hjelp til bedre samspill		Methodological and theoretical foundation of ICDP	Norwegian	Book	Universitetsforlaget							
5.	1994	Hundeide,	Kan psykologis				Book chapter	I Evans og							

		K. & Hilles tad	k omsorg læres?					Frønes (1994), Velferds samfunnets barn. NORAS publikasjon.								
6.	1996	Rodri go Popo and Maria Eugenia Eche verri	Final Phase Project Evaluation in Colombia		Colombia, Jamundi	English	Report	http://www.icdp.info/var/uploaded/2013/1/2013-11-15_08-32-colombia_1996_poor_communities_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 prohibitions, which helped the children accept the limits to their actions with more ease. 3: The intrafamily and interpersonal relationships in the community improved.	
7.	1996	Hund eide, K.	Facilitating cultural mediation: Indonesia				Book chapter	In P. Klein (Ed), Early Intervent								

								ion: Cross-cultural experiences with a mediational approach. N.Y. Garland Publishing.							
8.	1997	Fjellvang							Medium intervention quality. Retrospective investigation of practical usefulness of the program	Health-nurses	Retrospective investigation with interviews of practical usefulness of the program			23	1: 95%: Yes, useful 2: 97%: New knowledge and skills
9.	1998	Hund eide, K.	Essays on war traumas, adaptation and rehabilitation				ICDP publication	http://www.icdp.info/api/media/111							

10.	1999	Hundeide, K.	Направляемый диалог (Directed dialogue)				Book	St Petersburg Early Childhood Institute							
11.	1999	De Klinkert, M. P. P., Calderón, G. I. R. & Ramírez, C. P. T.	Interacción emocional y mediación cognitiva, como estrategias de intervención preventiva, activadoras de procesos de resiliencia en familias con miembros adictos a sustancias psicoactivas.	Medellín, Colombia			Report.								

12.	2000	Arnesen	Barns omsorgssituasjon og utviklingsmuligheter i barnehjem i nordvestrussland. En studie av et tidlig intervensjonsprogram. The International Child Development Programme.				Master thesis for spesialpedagogikk, Universitetet i Oslo.	Good intervention quality. Sensitisation meetings every week over 8 months. Follow-up.	Staff in institutions	Pre-post design Interview with "subjective estimation" Video-casistics			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
13.	2000	Egebjerg, I., Hundede, K. & Mendes, P.	Evaluation of the quality and the effect of the ICDP program in schools in Angola.		Angola, Luanda	English	Internal report http://www.icdp.info/var/uploads/2014/01/2014-01-09-05-59-07-angola-2000-teacher-s.pdf	Medium intervention quality. 10 sensitisation meetings over three months	Teachers in public schools and school-children	Six focus group interviews with teachers From their responses a questionnaire was constructed and handed out to 18 teachers. The final questionnaire was based on these			373	1: They become better teachers, better school atmosphere. Adjust to local culture 2: More 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

											results. 373 Angolan teachers completed it after intervention (23 statements about the programme)				4: The child like school better, more trust in the teacher, less afraid.
14.	2000		A preliminar y report on the evaluation of the ICDP project in Angola		Angola , Luanda	English			Good implemen tation quality. Video- control Visits every two weeks for 3 months	Teachers	Casuistics and field notes with video			48 questio nnaires 10 case- studies	1: Better emotional communication 2: Dramatic change in child in a few cases 3: Child less afraid of adults
15.	2000	Flakk , G.	ICDP Macedonia . Evaluation Report.	UNICE F Funded by UNICE F	Maced onia			http://www.icdp.info/var/uploads/2013/11/2013-11-15-08-32-51_macedonia_2000_country_programme.pdf	Medium intervention quality. Sensitisation meetings every two weeks over 6 months	Staff from Centres for social work, children's instituti ons and family centers had self training with refugees, parents of handicap	Interview after intervention Qualitative impressions from supervisor, facilitators, parents and youth leaders			39 (out of 48)	1: Evoke enthusiasm - 82% described the program as 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

										ped children, parents of juvenile delinquents, foster parents, single mothers, Roma mothers, adoptive parents					
16.	2000				South Africa										
17.	2001	Klein, P.	Seeds of Hope. Twelve years of Early Intervention in Africa.		African countries	English	Book	Unipub							
18.	2001	Hund eide, K.	Ledet samspill fra spedbarn til skolealder.				Book	Vett og Viten.							
19.	2001	Rye, H.	Twelve Years of early Intervention in Ethiopia.				Book chapter	In P. Klein (2001), Seeds of Hope. Unipub. Forlag. Oslo							
20.	2001	Hund eide,	Reactivation of					Psychology and							

		K.	cultural mediation practices.					Developing Societies, volume 2, p 23-44.							
21.	2002	Rye, H.	Tidlig hjelp til bedre samspill.		Norway	Norwegian	Book	Gyldendal (Universitetsforlaget, 1993)							
22.	2002	Hundeide, K.	Rapport fra utprøving av ICDP Programmet i fem skoler på Sunnmøre		Norway	Norwegian	Internal report		Medium intervention quality	Teachers	Reflective groups based on the ICDP program			15	1: An important change due to redefinition of each pupil 2: According to teacher a clearly positive change
23.	2003	Hundeide, K.	Barns livsverden: Sosiokulturelle rammer for barns utvikling.					Cappelen Akademiske							
24.	2003	Rye, H. & Hundeide, K.	Early Intervention and Children with Special needs in Developing Countries.				Book chapter	In M. Guralnick (Ed.), A Developing Systems Approach to Early Intervention: National							

								and International Perspectives. Paul Brookes Publishing Co.: N.Y.						
25.	2003	Hund eide, K.	Forandring gjennom bvisstgjøring av egen praksis		Norway	Norwegian								
26.	2003	Jareg g, Hund eide, K. (ed.)	Mid Term Review of the Project "Psycho-Social 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.
27.	2004	Klein , P. S., & Rye, H.	Interaction -oriented Early Intervention in Ethiopia:					Infants & Young Children , 17(4), 340.						

			The MISC Approach.												
28.	2004	Hund eide, K. & Arms torng, N.	Para reconocer a tu hijo como persona" (To see your child as a person),				Reportt	UNICE F							
29.	2004	Hund eide, K.	Institusjon s og relasjonsar beide.					Dafolo Forlag: Danmar k							
30.	2004	Hund eide, K.	Omsorg og overgrep i og utenfor sonen for intimitet.				Book chapter	In Nafstad, H. (Ed.). Det omsorgs fulle mennesk et. Gyldend al Akadem iske: Oslo.							
31.	2004	Tekle , T. K.	Care and support in the classroom : the case of three teachers in their classroom in an elementary school in	Univers ity of Oslo	Ethiopi a	English	Master thesis	http://hdl.handle.net/10852/31558							

			Addis Ababa, Ethiopia												
32.	2005	Hundeide, K.	ICDP – et relasjonsorientert og empatibasert program.				Book chapter	M. Kreuser & N. Rosendal Jensen (red): "Family Support" – empowerment av foreldre i internasjonalt perspektiv. Danmarks Pædagogiske Universitets Forlag.							
33.	2005	Dayra Elizabeth Ojedero, Nubia Rocío Sánchez Martínez, Zene	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.colombiana.org/Nariño.pdf	Agents and caregivers from the ICBF network that operates in 8 zones of the province of Nariño	Interviews Questionnaires (214) Likert questionnaires (93) Case studies (9) Observation			214	1: Increased parent-child contact and communication 2: Adults understood their value as caregivers: From aggression and lack of tolerance, to emotional, attunements, empathy, patience,	

		yda Rocío Cebal los Villa da, ... María Cristi na Muño z Villar real								were trained as facilitato rs	Video recordings Documents Verbal and written reports				collaboration. 3: Children appear more affectionate, social and understanding; expresses their feelings and emotions.
34.	2005	Toaca , M.	Bortom givandet och övergivand et : en fallstudie från en öppen förskola om personalen s upplevelse r av riskföräldr ar, och den handlednin g personalen kan ge dessa föräldrar i uppfostran av de yngsta förskolebar nen	Univers ity of Oslo	Norwa y	Norwe gian	Master thesis	http://hdl.handle.net/10852/31609							

			(Beyond giving and abandonment: a case study from an open preschool on staff perceptions of risk parents, and the guidance staff provide these parents in the upbringing of the younger preschool children)												
35.	2005	Hundeide, K. & Hannestad, M.	ICDP Programmet tilpasset etniske minoriteter i barnevern		Norway	Norwegian	Report to Ministry of Children, Equality, and Social Inclusion								
36.	2005	Sanchez, N. et al. and the	Evaluación del programa "tambien soy persona"	San Juan de Pasto: Universidad de Nariño.	Colombia	Spanish	Report	http://www.icdp.info/var/uploads/2014/01/2014-		The ICDP project trained staff from					

		psychology department of the University of Nariño	desde la percepción de facilitadores y multiplicadores, en tres centros zonales de ICDP en el departamento de Nariño (Pasto, Tumaco y la Unión).					01-09 05-35-56 colombia 2005 64 municipalities narino.pdf		ICBF (social services network) and they in turn trained more of their own staff who works with families and children.					
37.	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. Funded by the University of Antioquia	Colombia, Antioquia.			http://www.icdp.org/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
38.	2005	Maria Claudia Varga	Evaluación del programa "también	UPTC, UNAD, Universidad de	Colombia	Spanish	Report	http://www.icdp.org/Bo		The ICDP project trained	Questionnaires and interviews, case studies,			252 facilitators, 132pr	Caregivers expressed that ICDP was useful as they reflected

		s Martino et al.	soy persona" desde la percepción de los agentes institucionales y las madres capacitadas en seis municipios del departamento de Boyaca.	Boyacá				yaca.pdf		staff 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.	pre and post observation of caregiver-child interaction			omoters, 18 case studies	on 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
39.	2005	Egebjeg, I. et. al.	ICDP Programmet tilpasset omsorgsgiverne I barnevern	University of Oslo	Norway	Norwegian	Internal report								
40.	2005	Hundeide, K. & Armstrong, N.	Mochila ICDP	University of Oslo				UNICEF							
41.	2005	Godana, A. H.	Positive teacher-pupil interaction and challenging	University of Oslo	Ethiopia	English	Master thesis	http://hdl.handle.net/10852/31602							

			behaviours in elementary classrooms : an intervention study in an elementary school in Addis Ababa, Ethiopia												
42.	2005	Pavlovic, T.	Communication between teacher and pupils in the classroom	University of Oslo	Norway	Norwegian	Master thesis	http://hdl.handle.net/10852/31633							
43.	2005	Enzabo, B. A.	Care and the influence of frame factors in the classroom : a case study of three teachers in one of the primary schools in Addis Ababa	University of Oslo	Ethiopia	English	Master thesis	http://hdl.handle.net/10852/31603							
44.	2006	Varunek, V.	Teachers' mediation in initiating	University of Oslo	Bosnia	English	Master thesis	http://hdl.handle.net/10852/31729							

			positive communication with parents												
45.	2006	Åsa Linds tröm	International Child Development Programmes med utgångspunkt från en förändrad syn på barn i samhälle och utbildningen i Sverige (International Child Development Programmes based on a changed view of children in society and education in Sweden)	Örebro University	Sweden	Swedish	Master thesis special education teacher program	http://www.icdp.se/wp-content/uploads/2013/02/Sweden.pdf			Focus-groups				The working groups also become stronger in their professional capacity /they received confirmation of their work. They can describe in words what they do and they have a strengthened awareness of themselves as educators.
46.	2006	Snipstad, M. B., Flakk, G.	Reviving child care practices: Can a child be disciplined	University of Bergen, Norwegian Directorate	Tanzania		Book chapter	In Lothe, E. A., Daniel, M., Snipstad							

		& Mfan gavo, L.	without a stick?	rate for children, youth and Family Affairs, KIWA KKUK U Orphan department Kilimanjaro region				, M. B. & Sveaas, N. (Eds.). Strengths in Broken Places: Marginalisation and Empowerment. Oslo, Unipub forlag								
47.	2006	Egebjerg, I. & Flakk, G.	ICDP Programmet tilpasset omorgiverne i fengsel		Norway	Norwegian	Report to Ministry of Children, Equality, and Social Inclusion									
48.	2006	Hundeide, K.	When empathic care is blocked.				Book chapter in Bråten S (Ed.), On Being Moved. Oxford University Press.									
49.	2006		ICDP en Huila	University of Huila	Colombia	Spanish	Internal report				Questionnaires and interviews	ICDP specific questions				

50.	2006	Hundeide, K.	Det intersubjektive rum og bevidstgjørelse af samspil i klassen.			Danish and Norwegian version	Book chapter	Kristensen, R. (red.): Fantastiske forbindelser. Daflo Forlag								
51.	2006	Tørens, H. Et. Al.	ICDP Programmet tilpasset barn med spesielle behov i barnehagealder		Norway	Norwegian	Report to Ministry of Children, Equality, and Social Inclusion									
52.	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.colombia.org/Bogota.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	
53.	2007	Schulerud, M., og Fridjonsdottir, K. L.	Pilotprosjekt om ICDP og ungdom	ICDP Norge og bydel Grorud												
54.	2007	Hund	Rapport fra			Norway	Internal									

		eide, K.	”Forundersøkelse om barn og foreldre på asylmottak”.			gian	report								
55.	2007	Rye, H.	Barn med spesielle behov			Norwegian	Book	Oslo: Gyldendal							
56.	2007	Sherr, L.	Mozambique ICDP. Evaluation Report 10/2007	University College London Cooperation with K. Hundei de, Pedro Mendes and Santana Momade in ICDP Mozambique. Funded by NORA D	Mozambique	English	Report	http://www.norad.no/en/tools-and-publications/publication?key=117479	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-			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.

												Efficacy Question			
												ICDP specific scales			
57.	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	Available from ICDP international and the Ministry of children, Equality, and Social Inclusion	No intervention (process evaluation)	ICDP facilitators	Process evaluation	Demographic questions and study specific questions on the implementation of ICDP.	Statistical analysis and thematic analysis.	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
58.	2009	Kolstad, S.	"Du forstår hva jeg vil, ikke sant?" : ICDP-programmet brukt i utviklingsarbeid i forhold til barn med spesielle		Norway	Norwegian	Master thesis	https://www.duo.uio.no/bitstream/handle/10852/32106/lie.pdf?sequence=1							

			behov ("You understand what I want, right?" : The ICDP program used with children with special needs)												
59.	2009	Grut, H., Standnes, T.	Oppl�ring av barnehageansatte i ICDP-programmet (training of professional caregivers in kindergartens in the ICDP programme)	University of Oslo	Norway	Norwegian	Master thesis	https://www.duo.uio.no/bitstream/handle/10852/32135/DuoMasterFinal.pdf?sequence=1							
60.	2009	Jensen, B.	Kendetegn ved det gode samspill mellom voksne og barn i en barnehagegruppe med 3-6	University of Oslo	Norway	Danish	Master thesis	https://www.duo.uio.no/bitstream/handle/10852/32148/BirgitxH.xLxJensen.pdf?sequ							

			årlige					ence=1							
61.	2009	Hjetland, I., Næss, E. & Guste r, T.	Tilknytning og fremme n av samspill i adoptivfamilier (support of attachment interaction in adoption families)	University of Oslo	Norway	Norwegian	Master thesis	https://www.duo.uio.no/bitstream/handle/10852/32114/Masteroppgavex22.mai.pdf?sequence=1							
62.	2010	Toverud, S., Jain, P.	ICDP-programmets virkning: en evalueringssstudie om barnehagepersonells opplevelse av styrket omsorgskompetanse etter deltakelse i ICDP-programmets gruppeveiledning (the effects of the ICDP programme: an evaluation study on kindergarte		Norway	Norwegian	Master thesis	https://www.duo.uio.no/bitstream/handle/10852/31324/ICDP-programmetsvirking.pdf?sequence=1		Professional caregivers at kindergartens.	Questionnaire and interviews.		Statistical analysis and phenomenological analysis.	8	Strengthened parental competence, mainly due to increased consciousness.

			n staff professionals experiences of improved care expertise after participation in the ICDP group counseling)												
63.	2010	Forero, O. S., Percepek, R. & Riagaa, S.	Evaluación del proyecto “Consolidación y fortalecimiento del programa ICDP “También soy persona” para el óptimo desarrollo psicosocial de niñas y niños menores de seis años, en el departamento del Huila, Colombia”	UNICEF Colombia, UNICEF New York	Colombia	Spanish	Report	http://www.icdp.info/var/uploads/2013/04/2013-04-11_08-28-43_evaluation_of_icdp_in_colombia_2010.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 experimental and control groups, analysis of project documentation, 45 case studies	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 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
64.	2010	Ellefsrud, E.	Ungdomskolelæreres vektlegging av samspill i sin relasjon til elevene : en empirisk studie (Secondary school teacher's emphasis of their relation with the pupils)	University of Oslo	Norway	Norwegian	Master thesis	http://hdl.handle.net/10852/31328							
65.	2010	Louise Forsgren	Bidrar Vägledande samspel/ICDP till att öka ungas affektmedvetenhet? (Do training in the ICDP programme increase affect consciousness)	Linköping university	Sweden	Swedish	Master thesis Psychoterapist program	http://www.icdp.se/wp-content/uploads/2013/03/louise_forsgren_uppsats_20100.pdf		Youth participating in ICDP training	Affect consciousness interview	Affect Consciousness Interview -Revised (ACI-R)		20 newly training ICDP facilitators	The reflective function does not increase but the methodology learned serves as a good tool.

			ess among adolescent ?)												
66.	2010	Elina Stranberg Ulrika Svensson Linköpings universitet	Lydhörhet I samspel med barn – en undersökning om reflekterande förmåga och emotionell tillgäng. (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/wp-content/uploads/2013/02/lyhordhet_i_samspel_med_barn.pdf		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 themselves as preoccupied with relationships at ASQ was more sensitive and responsive in the interaction with children than others in the group.
67.	2010	Waldau, A.	Slutrapport unga vägläder unga projectet. (Final report youth project.)	ICDP Sweden and Sparbanksstiftelsen Tjustbygdens sparbank	Sweden	Swedish	Project report	http://www.icdp.se/wp-content/uploads/2013/02/denna_skriver_jag_i2.pdf		Youth who are participating in ICDP training guiding youths in public school	1)Pre and Post measurement)The Youth where interviewed Forsgren 2010, Bodström, and Rydholm 2010	I think I am		30 girls 19 boys	All three classes have raised their estimates after completion guidance.
68.	2010	Sohl, K.	Vad händer	Linköpings	Sweden	Swedish	thesis Psychologist	http://www.icdp		Teachers participat	Interview	Affect Consciou			Results show that affect awareness

			<p>efter utbildningen? förändring av affektmedvetenhet, anknytning, alexitymi och empati efter utbildningen</p> <p>Vägledande samspel (What happened after the training? Change in affect consciousness, attachment, alexithymia and empathy after training in ICDP)</p>	university			logist line	.se/wp-content/uploads/2013/02/katja_slutversion11.pdf		ing in ICDP education.		<p>ness Interview -Revised (ACI-R), Attachment Style Questionnaire (ASQ), Toronto Alexithymia Scale (TAS-20) och Interpersonal Reactivity Index (IRI).</p>		<p>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.</p>
69.	2010	Boström, H. & Rydholm, P.	Påverkas ungdomars reflekterande förmåga (RF) av utbildnings	Linköpings university	Sweden	Swedish	Master thesis Psychoterapist program	http://www.icdp.se/wp-content/uploads/2013/03/uppsatse		Youth participating in ICDP training	The purpose of this study was to examine whether young			<p>The results of the mean RF at the first interview was 4.2 and the second interview, 4.5 (n = 11). The changes</p>

			<p>programmet Vägledande samspel/International Child Development Program, ICDP (Does the educational program – international child development program, ICDP – affect adolescents reflective function (RF)?)</p>					<p>n_bostro_mrydholm.pdf</p>			<p>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 Interview (ACI)</p>				<p>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 of the youths</p>
70.	2010	Larson, S. & Malgrem, V.	<p>Emotional Availability Scales in Tanzania – preliminary findings</p>	<p>Linköpings universitet Institutionen för beteendevetens</p>								<p>Emotional availability scale</p>			<p>When compared to other studies, the scores received by ICDP adults were generally higher.</p>

				kap och lärande Psykol ogprogrammet												
71.	2010	Barne-, ungdoms- og familiedirektoratet	Pilotprosjekt – tilpasning av Program for foreldreveiledning som metode for veiledning av fosterforeldre	Barne-, ungdoms- og familiedirektoratet	Norway	Norwegian	Pilot report to Ministry of Children, Equality, and Social Inclusion									
72.	2010	Schjoldager, H. H.	Evaluering af Relations- og Ressource orienteret Pædagogik (ICDP) i Rudersdal Kommune	Videncenter for Evaluering i Praksis, CEPR A, University College Nordjylland	Denmark	Danish	Report	http://www.icdp.dk/images/stories/downloadlitteratur/rudersdal.pdf	Training of ICDP providers through six months – six days of teaching, six hours each.	Professional caregivers	Pre-post, quantitative and qualitative, questionnaires, focus group interviews, observations. Research questions: 1) have the professional caregivers developed their relational competence? ? Factors	Study specific questions	Interpretation of the results based on Hundeide, and others (p. 9).	122 professional caregivers in the municipality. 72 filled in questions regarding expectations to the implementation, 43	ICDP is applicable to the universal work with vulnerable children. All professional caregivers reported increased sensitivity, better communication, and joint attention in their work. Motivation, the organization of the teaching and collegial support were important implementation factors.	

											that support/inhibit the process 2. In what way have the intervention supported cooperation ?			ICDP facilitators, self evaluation, focus group with five caregivers.	
73.	2011	Sherr, L., Skar, A-M. S., Clucas, C., Tetzner, S. & Hundeid, K.	Evaluation of the Parental guidance programme based on the International Child Development Programme	University College London, University of Oslo, ICDP International	Norway	English (summary in Norwegian)	Report	http://www.regjeringen.no/upload/BLD/Rapport/2011/foreldreveiledning1.pdf	Various	Parents and ICDP providers	Pre-post with comparison group, interviews with caregivers, and interviews, questionnaires and log books from ICDP providers	Several study specific and validated scales measuring parenting, mental health, and child's strengths and difficulties	Pre-post and follow up studies with semi-structured interviews.	N=294 caregivers and 207 professional caregivers	Positive effects on: 1: Positive discipline 2: Parenting 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
74.	2011	Hundeid, K. &	ICDP approach to	ICDP International	Theoretical article	English and Spanish	Journal article	Child Abuse and	--	--1	--	--	--	--	"Introducing children's rights is likely to have a

		Arms trong, N.	awareness-raising about children's rights and preventing violence, child abuse, and neglect / Enfoque ICDP para la sensibilización sobre los derechos del niño y prevención de la violencia, el abuso infantil y la negligencia					Neglect, 35, 12, p. 1053-1062.							major impact on families (and all levels of authorities) if efforts are also made to activate awareness and deeper bonding to children as persons. Without a deep activation of a more humanized and caring relationship to children, provided by social programs such as ICDP, the advocacy for children's rights may become an empty shell without its basis in human realities.”
75.	2011	Christie, H. J. & Doehlie, E.	Enhancing quality interaction between caregivers and children at risk: the international child development programme (ICDP)				Paper published in “Children and Trauma”, special issue of Journal of the National Network	http://sor.vvts.no/filestore/Filarkiv/Dokumenter/Faggstoff/Barnevern/ChildrenandTrauma7.pdf							

							Book for Professional in Preventing Child Abuse and Neglect, no. 30-31, June-September 2011.								
76.	2012	Larney, J.	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.
77.	2012	Cohen, N. B., Cook, M. & Armstrong, N.	Guía de formación sobre derechos de protección a la primera infancia contra las violencias				Report	© 2012 Fundación Cinde-IICRD-ICDP							
78.	Savonick, G.	2012	“Det er vanskelig å være mor I		Norway	Norwegian	Master thesis	http://brage.bibsys.no/hil		Ethnic minority mothers	Interviews			17 mothers	The mothers report a positive change, including more

			Norge": Oppdragelse I et flerkulturelt perspektiv. («it's hard to be a mother in Norway).					/handle/URN:NBN:no-bibsys_brage_37808							positive atmosphere at home, an improved everyday, and changed parental strategies, including a shift from authoritarian to authoritative parenting.
79.	2013	Sherr, L., Skar, A-M. S., Clucas, C., Tetzchner, S., & Hundeid, K.	Evaluation of the International Child Development Programme (ICDP) as a community-wide parenting programme.	Funded by Ministry of Children, Equality, and Social Inclusion	Norway	English	Peer reviewed article	European Journal of Developmental Psychology, p. 1-17, http://www.tandfonline.com/epri/nt/UaWg7j8eNqBJZGE47ZkK/full	Eight weekly two-hour sessions	Community parents	Pre-post with comparison group not in receipt of any parental training	Generalized Self-Efficacy Scale - Social Support Questionnaire - Parent-Child Activity Scale short form - Conflict Tactics Scale - Household Chaos Scale - Happiness with partner - Strength and Difficulties	2 (group: ICDP/comparison) X 2 (education: higher education/not higher education) X 2 (time of measurement: before/after) mixed ANOVA with repeated-measures on time of measurement Chi-squared tests and	Natural intervention group (N=14) Comparison group (N=79)	1: Parents in the ICDP group showed improved parenting strategies and attitudes and perceived ability towards child management and less child distress after the course. 2: In the comparison group some scores decreased and most did not show any significant change.

												Questionnaire -ICDP scales	t-tests		
80.	2013	Skar, A-M. S.	Samspillsv eiledning basert på International Child Development Programme innenfor idretten: Et pilotprosjekt i samarbeid med Vålerenga fotball	Vålerange football club, ICDP Interantional, University of Oslo	Norway,	Norwegian/English	Report	http://www.icdp.info/var/uploaded/2013/12/2013-12-17-09-39-25_norway_2013_icdp_in_sports_in_norwegian.pdf	Two full days seminar with self-training between the sessions	Football coaches for children aged 6-12	Questionnaires administered to football coaches Post questionnaires to football players Focus group interviews	Questionnaire about their coach style, their motivations and potential challenges associated with the coach role. A group interview was conducted with three coaches four months after completing the course.	T-tests and linear regression analysis, Wilcoxon Signed Ranks Test and thematic analysis.	17 coaches.	Significant change in the question of whether the coach feel that the children trust them if s/he is experiencing something difficult suggests that children rely more on the coach. they experienced the course as a useful support, both in terms of interaction with the players, but also in relation to own children. Typical responses relating to the ICDP course was that they have become more aware on how they behave and how they talk with people and children in particular, as well as more positive and more focused on understanding children.
81.	2013	Skar,	Foreldreve	Univers	Norway	Norwe	Report	http://w	Twelve	Fathers	Pre-post	Demogra	SPSS	22	The fathers

		A-M. S.	iledning for fedre (parental guidance for fathers)	ity of Oslo, ICDP, Oslo munici pally, and Reginal Centers for Child and Adoles cent Mental Health (RBUP)	y	gian		www.icdp.info/var/uploaded/2013/11/2013-11-15-08-37-30_norway_2013_icdp_with_fathers.pdf	weekly two-hour sessions		design Focus group interviews	phic questions, Parent-child conflict tactics scales, ICDP specific questions on parenting, household Chaos Scale, Shona Symptom Questionn aire, Self-efficacy scale, WHO alcohol use inventory, Strengths and Difficulti es Questionn aire, open response questions about the course.	and thematic analysis.	fathers	reported increased consciousness and engagement. They reported decreased level of negative punitive regulation and an increased level of positive regulation. They reported improved communication and a closer relationship with their child/ren.
82.	2013	Holm	"Jeg - Du"	Univers	Norwa	Norwe	Master	https://w							

		en, B.	: En kvalitativ undersøkelse av læreres vektlegging av relasjonelle dimensjoner i sitt arbeid med utviklingshemmede elever ("I - You": A qualitative study of teachers' emphasis on the relational dimensions of their work with handicapped students)	ity of Oslo	y	gian	thesis	www.duo.uio.no/bitstream/handle/10852/36587/masteroppgaveBjxrgxHolmen.pdf?sequence=2							
83.	Bjørnstad, S.	2013	Fra hard disiplin til regulerende dialog? Om endring av oppdragelsesstil etter deltakelse på International Child Developm	University of Oslo	South-Africa	Norwegian	Master thesis	http://www.icdp.info/evaluation-of-icdp-in-south-africa						50 caregivers participating in ICDP and 50 comparison participants	Positive changes in parenting strategies and in the perception of the child's difficulties, decrease in punitive parenting strategies, from 80% to 58%, lower scores on attribution of negative intentions

			ent Porgramm e (ICDP) i Sør-Afrika (From harsh discipline to regulative dialogue?)												to the child. Parental mental health difficulties decreased significantly. Parents reported an increased interest in the child's mental processes.
84.	Dere zote s, D.	2013	Internation al Child Developm ent Program Evaluation Review				Review report.								
85.	Bjør nsta d, S.	2013	Forskning på ICDP på omsorgsgi vernivå per 15.12.2013				Review report.								
86.	Kern , C.	2013	Prepared for the Changing Children's World Foundation				Review report.								
87.	2013	West erlund, A., Ivarsson, A., Eurenius, E., Garvare, R.	Facilitating implement ation of the Internation al Child Developm ent Program		Västerb otten, Sweden	Enslish	Report				Interviews, observation s and questionnair es .				A lack of process- management was obvious and reported by all respondent categories. It is therefore notable that the factor "motivation" seemed to be present to a high

															degree.
88.	2013	Krøys erth, A. L.	Et barn i dine hender – en undersøkelse av ICDP- programmets potensial for p utvikle relasjonsk mpetanse i skolen	Univer sity of Oslo, Depart ment of educati on and pedago gics	Norwa y	Norwe gian	Master thesis	http://m unin.uit. no/handl e/10037/ 6350	Six ICDP meetings	Teachers at a primary school	Participant observation and interviews	-	Critical realism.	Five partici pants	Change in teachers communicative skills, more conscious, able to put old knowledge to new frames and able to see new perspectives.
89.	2014	Ferdo wshi, N.	Positive interaction in early childhood. An ICDP baseline study of three cases of mother- child dyads in socio- economica lly underprivi leged families	Depar ment of special needs educati on, Univer sity of Oslo	Dhaka, Bangla desh	English	Master thesis	https://w ww.duo. uio.no/h andle/10 852/401 84	Baseline study	Mothers from socio- economi c deprived areas	Qualitative case study design. Observati ons and interviews to investigate the use of ICDP among three mothers living in underprivile ged areas	30 observati on sessions, 90 minutes each, three interview s, 100 minutes each	Qualitati ve analysis	Three mother -child dyads	The mothers use all of the eight guidelines in their interaction with their child and show positive interaction in the three dialogues.
90.	2014	Skar, A-M. S., von Tetz chner,	Paradoxica l Correlates of a Facilitative Parenting	Funded by Ministr y of Childre n,	Norwa y	English	Peer Review ed article	Journal of Scandin avian Studies in	Eight weekly two-hour sessions	Incarcera ted fathers and communi ty fathers	Pre-post measures of incarcerated intervention group and comparison	Discipline - Happines s with partner -Health	Chi- square, t tests and a 2 (group: prison/co	Natura l interven tion group (N=25)	1: Course attendance had a significant positive effect on the incarcerated fathers' parenting

		S., Clucas, C. & Sherr, L.	Programme in Prison – Counterproductive Intervention or First Signs of Responsible Parenthood?	Equality, and Social Inclusion				Criminology and Crime Prevention, 15(1), 35–54.			group of fathers attaining the regular ICDP programme Semi-structured interviews with incarcerated fathers Semi-structured interviews with ICDP prison facilitators	and quality of life - Loneliness -Life satisfaction -Self-esteem -Self-efficacy -Trait emotions -Anxiety and depression -ICDP specific questions	comparison) X 2 (time of measurement: before/after) mixed ANOVA with repeated-measures Thematic analysis of the interviews) Comparison group (N=36). 20 interviews with incarcerated fathers Six interviews with ICDP prison facilitators	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.
91.	2014	Skar, A-M. S., Clucas, C., Sherr, L. & von Tetzchner, S.	The impact of the International Child Development Programme (ICDP) for parents with an ethnic minority background	University College London, University of Oslo, ICDP International	Norway	English (summary in Norwegian)	Peer reviewed article	Nordic Journal of Migration Research, 4(3), 108–117.	Twelve weekly two-hour sessions	Ethnic Pakistani mothers and ethnic Norwegian mothers	Pre-post measures of an ethnic minority intervention group and comparison group of mothers attaining the regular ICDP programme Semi-structured	Parent-Child Activity Scale, The Household Chaos Scale, Emotional and Strategic Engagement Scale, HADS, The Satisfacti	Chi-squared tests and t-tests 2 (group: minority/comparison) X 2 (time of measurement: before/after course) mixed	Natural intervention group (N=29) Comparison group (N=105) Interview	1: Group 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

										interviews with a sub group	on with Life Scale, SF-36 VAS Scale, Generalised Self-Efficacy Scale, Rosenberg Self-Esteem Scale, Basic Emotions Trait Test, Social Support Questionnaire, SDQ, ICDP specific scales	ANOVA with repeated-measures on time of measurement Thematic analysis of the interviews	with 12 minority mothers	group showed a decrease in self-esteem, happiness with the partner, and total child difficulties, while the comparison group did not change. Few participants, no fathers, more research needed.	
92.	2014	Skar, A-M., Clucas, C., Sherr, L. & Hundeid, K.	Evaluation of follow-up effects of the International Child Development Programme on caregivers in Mozambique	University of Oslo, University College London	Mozambique	English	Peer reviewed paper	Infants and Young Children, 27(2), 120–135.	12-weekly 2-hour sessions	Community parents	Post intervention and comparison group design, one group who had previously taken part in ICDP training, and one group who had not	Demographics, 14 study specific questions about perceived reception, child prosocial behavior and child conduct problems from the	Mann-Whitney U analysis to assess differences between the ICDP and comparison group, chi-squared tests on	ICDP: 75 Comparison: 69	1: The ICDP 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

											taken part in such training	SDQ, Shona Symptom Questionnaire, health and quality of life, self-efficacy, psychological aggression subscale from the Conflict Tactics Scale, physical discipline	categorical variables, linear regression.		higher self-efficacy scores than the comparison group 4: Intervention caregivers were significantly more likely to report educational approaches Not possible to know if ICDP created the changes-more research needed.
93.	2014	Clucas, C., Skar, A-M. S., Sherr, L., & von Tetzchner, S.	Mothers and fathers attending the International Child Development Programme in Norway	University of Oslo, University College London	Norway	English	Peer reviewed journal	The Family Journal, 22(4), 409-418	8 weekly 2-hour sessions.	Community parents	Pre and post intervention design with comparison group.	See number 78	Chi square tests, t-test, ANOVA, multiple linear regression.	105 mothers and 36 fathers	Mothers and fathers differed on parenting behaviors prior to the course but showed similar changes, including on emotional and regulative aspects of parenting and autonomy supportive behaviors. However, only the mothers perceived a decrease in their child's difficulties after the course, while the fathers showed a greater increase in

															behaviors assumed to support the child's meaning making and in self-efficacy and a greater decrease in anxiety
94.	2014	Skar, A-M. S., Bjørnstad, S., & David sen, H	ICDP-foreldreveiledning i Oslo Voksenopp læring som en del av Introduksjonsprogrammet for innvandrere og flyktninger : Et pilotprosjekt.	University of Oslo, Nanna Maria	Norway	Norwegian	Report to the Health Agency in Oslo	Helseetaten, Oslo kommune	15 hours through 5 days	Newly arrived immigrants in the Introduction program	Post intervention questionnaire and group interviews with caregivers. Online questionnaire to ICDP facilitators and program workers.	Questions about the program, effect, recommendations for improvement.	Qualitative analysis	72 caregivers, 12 facilitators, and 10 employees in the Introduction program.	Positive reception of the program. Improved relationship with their children, more knowledge about the Norwegian society and child rearing in Norway, improved knowledge about the Norwegian language.

95.	2015	Skar, A-M. S., von Tetzchner, S., Clucas, C., & Sherr, L. (2015).	The long-term effectiveness of the International Child Development Programme (ICDP) implemented as a community-wide parenting programme.	University of Oslo, University College London	Norway	English	Peer reviewed journal	European Journal of Developmental Psychology, 12(1), 54–68.	Eight 2-hour sessions	Parents	Pre-post-6 months follow-up design with an intervention and a comparison group	Generalized Self-Efficacy Scale - Social Support Questionnaire - Parent-Child Activity Scale short form - Conflict Tactics Scale - Household Chaos Scale - Happiness with partner - Strength and Difficulties Questionnaire - ICDP scales	2 (group: ICDP/comparison) £ 3 time (pre-ICDP/post-ICDP and 6–12 months follow-up) mixed design. Chi-square and t-tests were used to compare the groups. Repeated measures analysis of covariance (ANCOVA) with pre-scores as covariate, group and education as between-	79 in the ICDP group and 62 in the comparison group	Caregivers who attended more sessions had better effect of the programme in terms of scores on depression and self-esteem. Key positive effects sustained over time but at a somewhat lower level, The results revealed that the ICDP group showed significantly improved scores on parenting measures, less loneliness, and trends towards improved self-efficacy compared to the comparison group 6–12 months after programme completion. The ICDP group also reported that their children spent significantly less time on television and computer games and a trend towards fewer child difficulties.
-----	------	---	--	---	--------	---------	-----------------------	---	-----------------------	---------	--	--	--	---	--

													subject factors.		
96.	2015	Skar, A-M. S., von Tetzchner, S.,	Parenting support as community-oriented early intervention	University of Oslo	Theoretical	English and Russian	Journal	Journal "Early Intervention: Theory and Practice", 2.	--	--	--	--	--	--	Parent programmes such as the ICDP can support parents to become more secure in their parental role, and to provide more positive caregiving.
97.	2014	McBride, D., & Sveglio-Cianci, K.	International child/parent development program – USA. July 2014-June 2015 Evaluation Report	Changing Children's World Foundation	USA	English	Report	http://www.icdp.info/var/uploads/2015/08/2015-08-21-09-22-36_pritzkerreport_20142015.pdf	12-16 sessions of ICDP to parents/caregivers of children 0-13 years old	Parents and caregivers	Pre and post assessments	Measuring various related factors including parent self-efficacy, mental stress, quality of life, health,	Descriptive statistics, t-tests, and univariate analysis of variance. Qualitative data was	93 parents and caregivers	Significant increases in confidence and efficacy, mental health, and health and wellbeing

												perceptions and observations of the child of focus, and violence exposure	analyzed using content analysis		
98.	2015	Cordeiro, G. de O.	More dialogue, less violence	Funded by the Brazil Foundation.	Pernambuco, Brazil	Spanish, summary in English	Report	http://www.icdp.info/more-dialogue-less-violence		Parents					Greater involvement of men in child care, awareness of the need for more dialogue and less violence, consideration of affection and attention as important practices in relation to the child; and other learning such as, the significance of supporting the child's exploration of the world and of setting limits in a way that is appropriate for the child
99.	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)

100.	2015	Beckman, O. E. G.	ICDP som brobygger En kvalitativ studie av minoritetsforeldres erfaringer med foreldreveiledningsprogrammet International Child Development Programme (ICDP)	University of Agder	Norway, ethnic minorities	Norwegian	Master thesis	https://b Sage.bib sys.no/xmlui/handle/11250/2381254	Regular ICDP training, 12 group meetings, before study participation	Ethnic minorities	Qualitative	Qualitative interviews	Qualitative design and an interpretive phenomenological approach	5	ICDP as a tool to improved child-parent relationships. CDP experiences as a bridge builder. Supervisor and implementation had great impact.
	2015	Skar, A-M. S., Sherr, L., Ramirez, B. S., Armstrong, N., Blestad, C., Fostervold, K. I., Guerra, E. B. & von Tetz	The effects of the International Child Development Programme (ICDP) on experiences of child violence in Colombia A randomized controlled trial	Funded by the Child and Violence Evaluation Challenge Fund	Chocó, Colombia	English	Reprt		The ICDP group comprised 12 group meetings, whereas the ICDP plus violence prevention group consisted of six traditional ICDP group meetings followed by six group meetings which focused on violence	Poor families in a high-violence setting	Randomized controlled trial	Experiences of partner and community abuse, child discipline	chi squared tests on categorical/non parametric variables and analysis of variance on parametric variables	165	There was a significant reduction in violent physical discipline in the two ICDP groups after the intervention, and a decrease.

		hner, S.							prevention.						
101.	2016	The Norwegian Directorate for Children, Youth and Family Affairs	Håndbok for ICDP-veiledere (Handbook for ICDP facilitators)	Funded by the Norwegian government	Norway	Norwegian	Handbok								
102.	2016	Isaeva, O. M., & Volkova, E. N.	Psycho-social intervention program WHO/ICDP as an effective optimization method for child-parental relationship.	Procedia - Social and Behavioral Sciences, Volume 233(17), 423-427Russia	Russia	English	Article	http://www.sciencedirect.com/science/article/pii/S1877042816314112		Parents with normally developing children from ages 0-7	Baseline data	SDQ, attitude research instrument	Descriptive statistics	75 parents	Improved parental attitudes; strengthened an educator's positive role for a parent; developed the positive image of a child and positive parenting

103.	2016	West erlund, A. Garva re, R., & Nystr öm, M. L. P.	Managing the initiation and early implem entation of health promotion intervent ions: a study of a parental support programm e in primary care	Scandi navian Journal of Caring Science s	Sweden	English	Article	http://onlinelibrary.wiley.com/doi/10.1111/scs.12329/full		Professio nals in primary care	A case study with mixed methods, questionna ires, interviews	Questions to measure ”the involved actors’ views on factors likely to affect implemen tation and the strategies used to manage them”	Content analysis	82	“ Uncertainty on how to manage important factors and vague change strategies; discrepancies in the perceived levels of importance versus manifestation. Manifested factors were a need for change, motivation and the ICDP's compatibility with existing norms, values and practices”.
104.	2017	Skar, A-M. S., Sherr, L., Mace do, A., von Tetzc hner, S., & Foste rvold, K. I.	Evaluation of parenting intervent ions to prevent violence against children in Colombia – a randomise d controlled trial	Funded by the Child Violenc e Evaluat ion Challen ge Fund	Chocó, Colom bia	English	Article	Submitt ed	Child centre attendance+ ICDP, Child centre attendance+ ICDP+Viol ence prevention curriculum (ICDP+V), or a comparison group - Child	Parents	Randomize d controlled trial with two intervention and one control group	Child, communit y, and intimate partner violence, mental health	Univariat e logistic regressio ns were used to examine predictor s of violence and prevalen ce of mental health problems .		

									centre attendance only.				McNemar tests were used to assess differences between groups.		
105.	2017	Skar, A-M. S., de Abreu, R. M, Vaughn, M. J. & von Tetzchner, S.	Care for the whole Child: Upgrading the quality of care of children in Residential Care in Mozambique through psychosocial and nutritional guidance	University of Oslo, Atelier de Nutrição, Judson University	Mozambique	English	Peer reviewed paper	Submitted	Eight 2.5-hour sessions for each of the three phases (ICDP guidelines, ICDP sensitization principles, and nutrition and health.	Professional caregivers and orphaned and vulnerable children	Pre-post design with comparison group. Questionnaires for the professional caregivers and adolescents	Conflict Tactics Scale – Parent Child version, open question on work satisfaction, nutritional status of the children, related to the WHO growth curves, Strengths and Difficulties Questionnaire (SDQ)-self-completion 11–17 year olds.	Paired sample t-test.	80 professional caregivers and 80 children/adolescents, in addition to 334 children measured on nutritional status.	Strengthened relationships, increased consciousness on childcare, and decreased child difficulties for the intervention but not the comparison group. Malnutrition decreased.

	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)
106.	2017	Cook, P., Mack, E., & Manrique, M.	Protecting young children from violence in Colombia : Linking caregiver empathy with community child rights indicators as a pathway for peace in Medellin's Comuna.		Colombia	English	Peer reviewed article	Peace and Conflict : <i>Journal of Peace Psychology</i> , 23, 38-45. doi:10.1037/pac000194							
107.	2017	Skar, A-M. S., Flak, G.,	International Child Development Programme (pp.148-				Book chapter	Oslo: Gylden dal norsk							

		& von Tetzchner, S.	168). In Eng. H., Ertesvåg, S. K., Frønes, I., & Kjøbli, J. (eds). Den utfordrende foreldrerollen. Familierettede intervensjoner. [The challenging parenting role. Family-oriented interventions.]					forlag.							
108.	2017	Skar, A-M. S., Abreu, R., & Vaughn, M. J.	Strengthening a whole child approach within residential care settings through psychosocial	Mozambique	English	Peer reviewed article	Child Care in Practice , doi: 10.1080/13575279.2017.1371670								

			support and nutritional guidance.												
109.	2017	Skar, A-M. S., Sherr, L., Macedo, A., von Tetzc hner, S. & Fostervold, K.	Evaluation of parenting interventions to prevent violence against children in Colombia – a randomised controlled trial.		Colombia	English	Peer reviewed article	Journal of Interpersonal Violence, 1–29, doi: 10.1177 /0886260517736881							
110.	2017	Barne-, ungdoms- og familiedirektorat et	Håndbok for ICDP-veiledere (Handbook for ICDP facilitators)		Norway	Norwegian	Report								