

THE IMPACT OF PARENTAL MINDFULNESS ON FAMILY HEALTH AND CHILD WELLBEING: A FOCUS ON MECHANISMS

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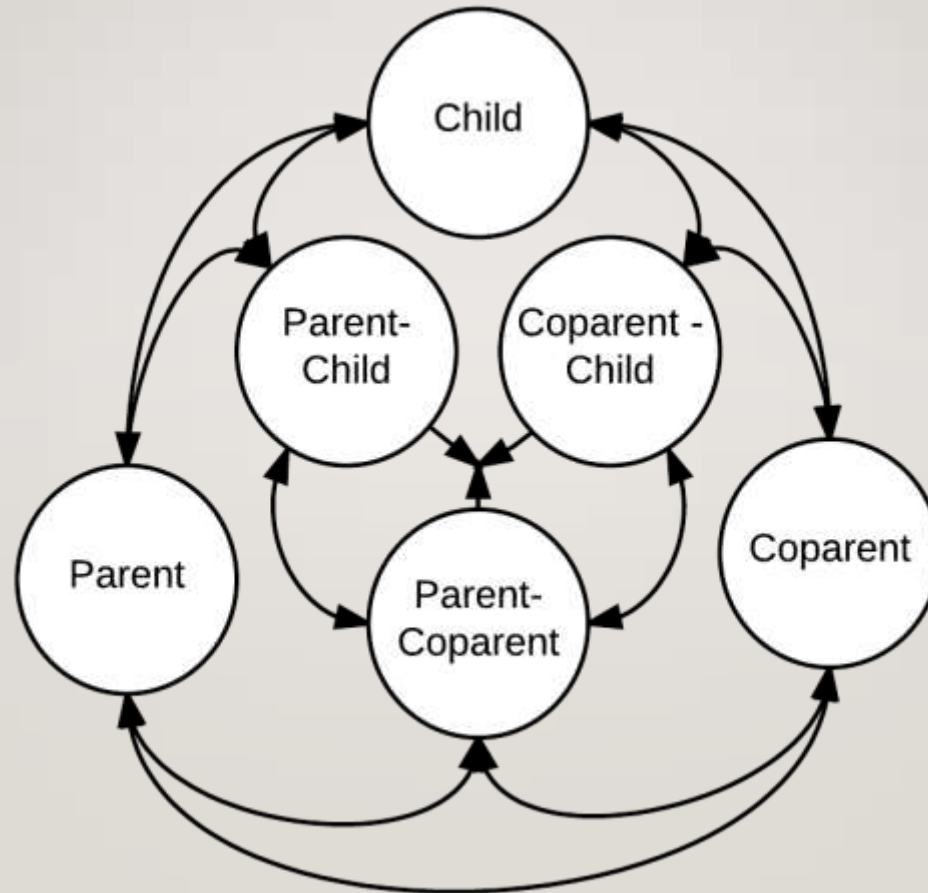
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DISCLOSURES

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 - CAPTR Intramural Grants
 - UVM Psychology Competitive Grant
- No conflicts of interest

FAMILIES AS SYSTEMS



PARENTAL MINDFULNESS

“The awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment”

- Kabat-Zinn, 2003

- Cultivates intrapersonal awareness of emotional response, thoughts, and feelings
- Cultivates interpersonal awareness of others' feelings, states of mind, and reactions

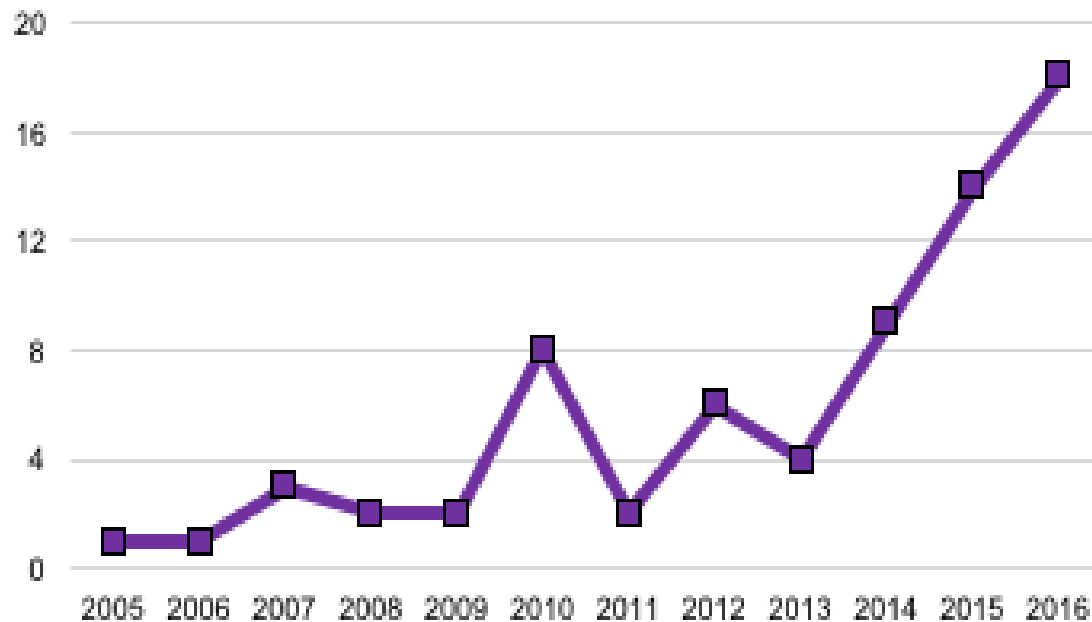
MINDFULNESS & PARENTING

Mindfulness in parenting might help

- (1) awareness and present-centered attention during parenting interactions
- (2) non-judgmental receptivity to the child's behavior
- (3) the ability to regulate reactivity to their children's behavior
- (4) Shift out of “automatic” cycles of parent-youth interactions (Coercive)

GROWING AREA OF RESEARCH

Publications Per Year

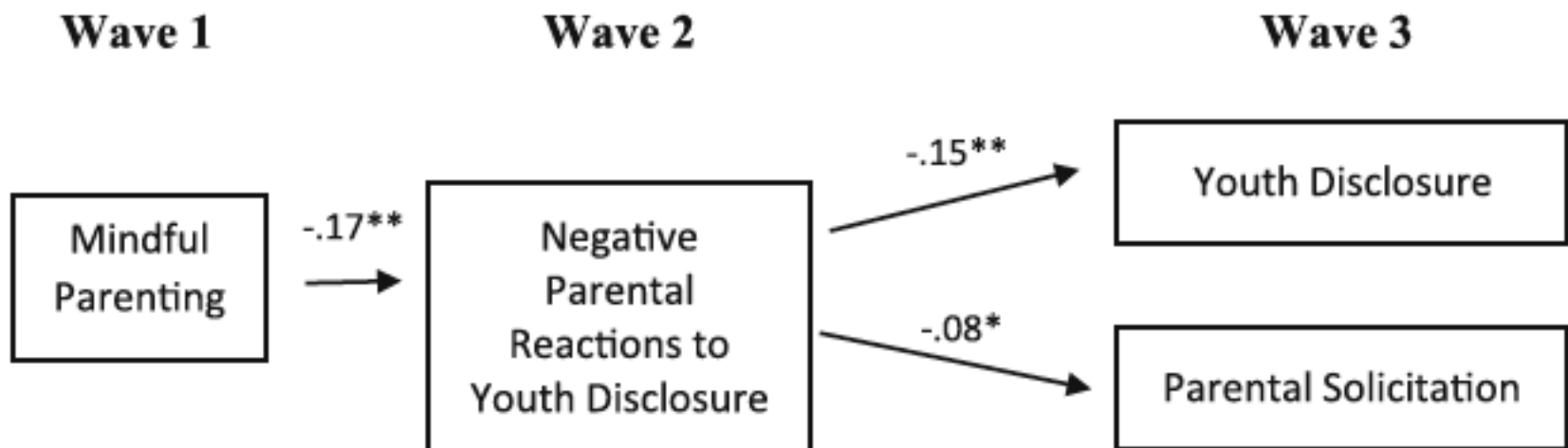


Mechanisms?

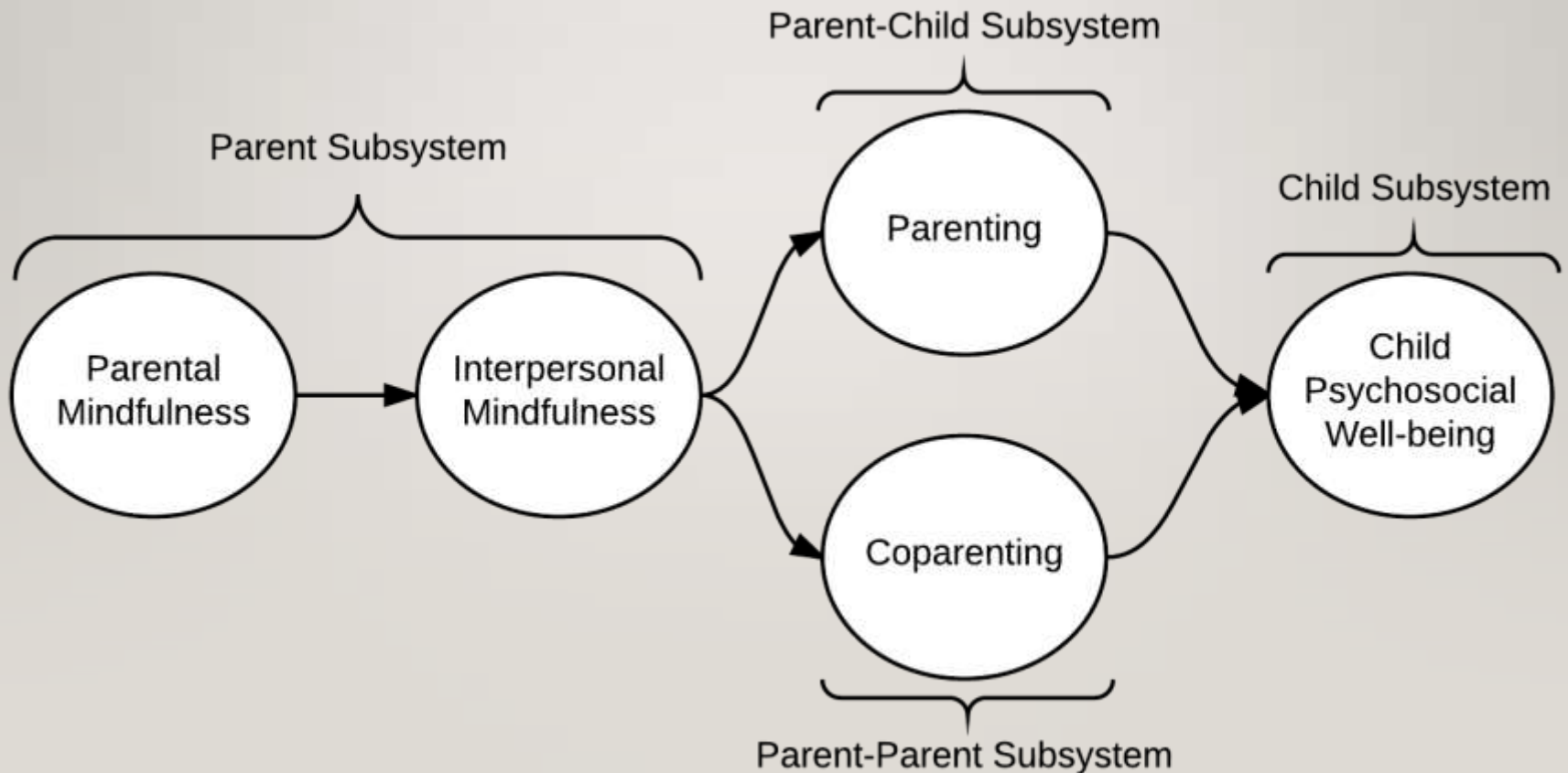


PROSPECTIVE LONGITUDINAL

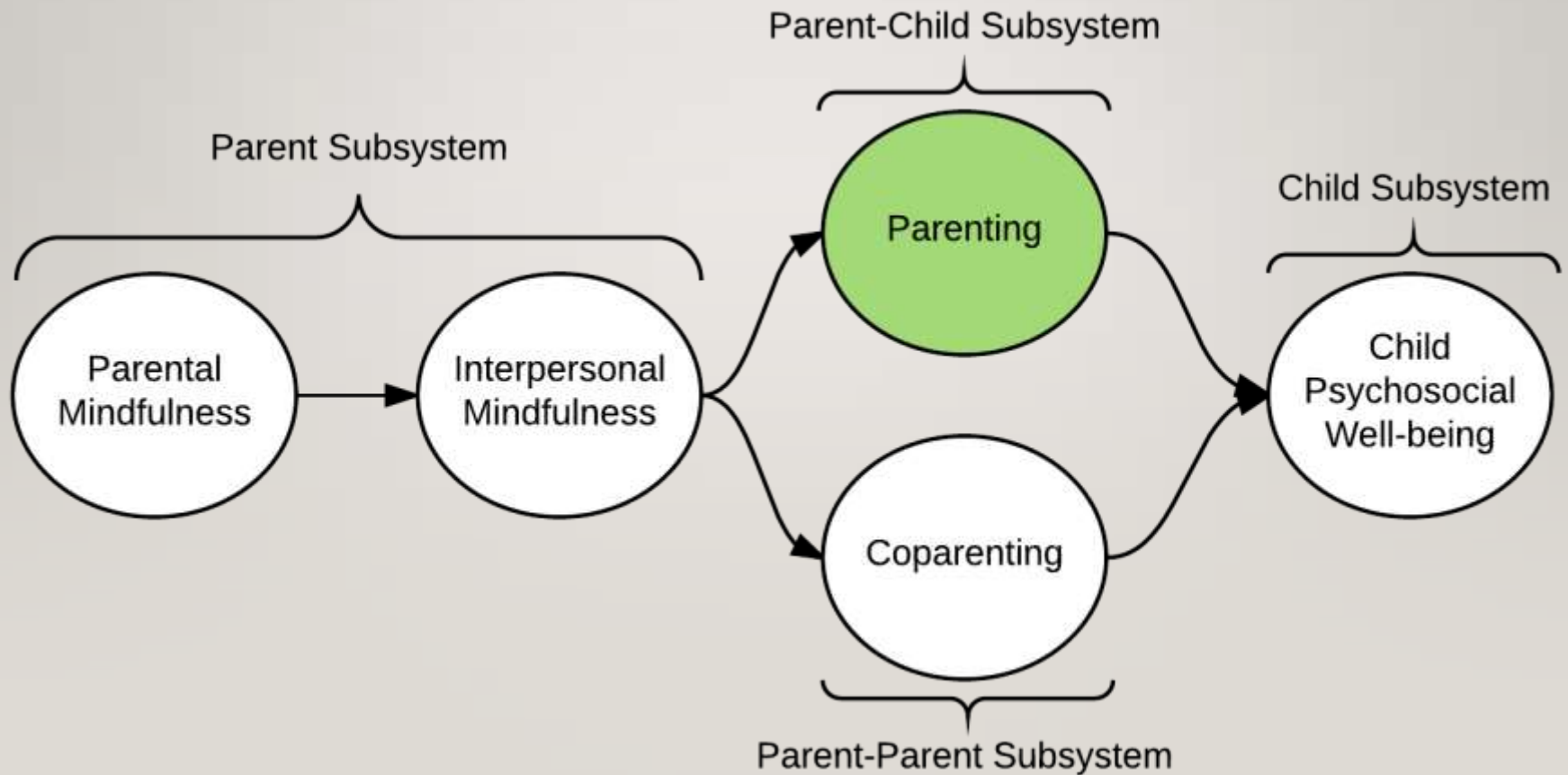
- Only 2 studies!!
- Tak et al. (2015) - no direct link
- Lippold et al (2015) – first support (actually an RCT)



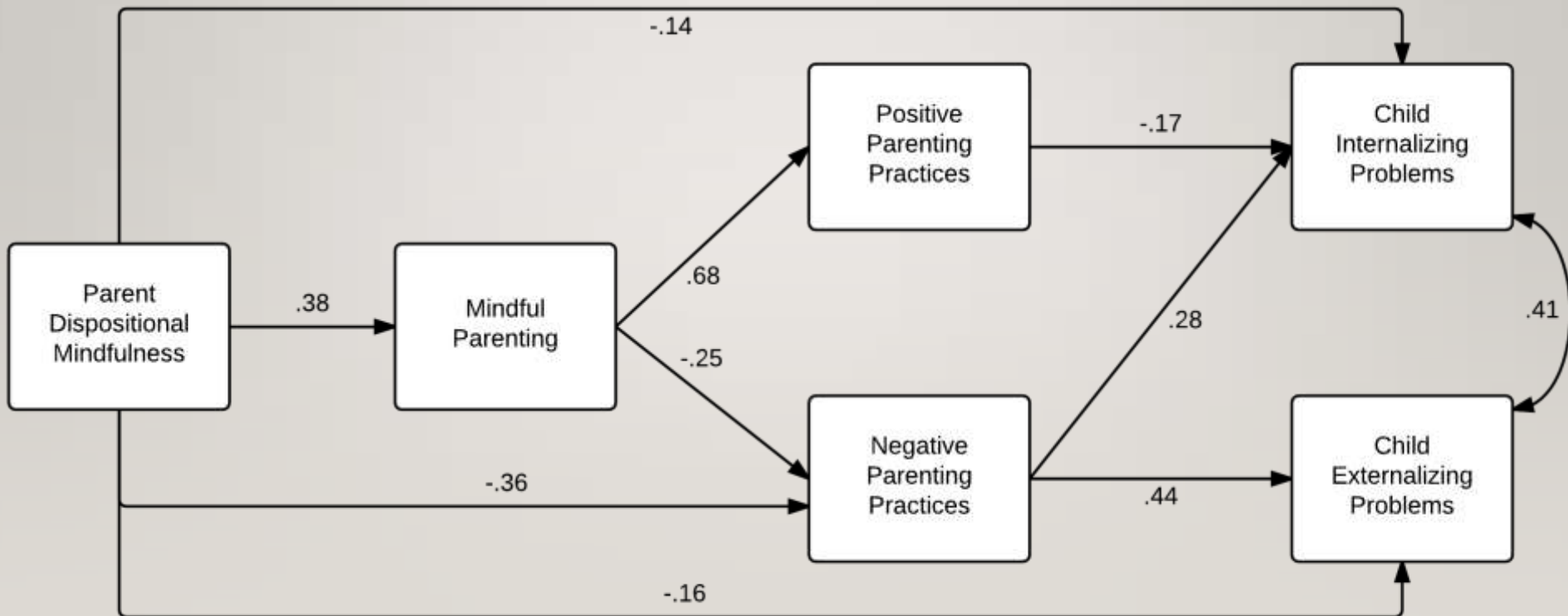
INITIAL INSIGHTS TO THEORETICAL MODEL



INITIAL INSIGHTS TO THEORETICAL MODEL

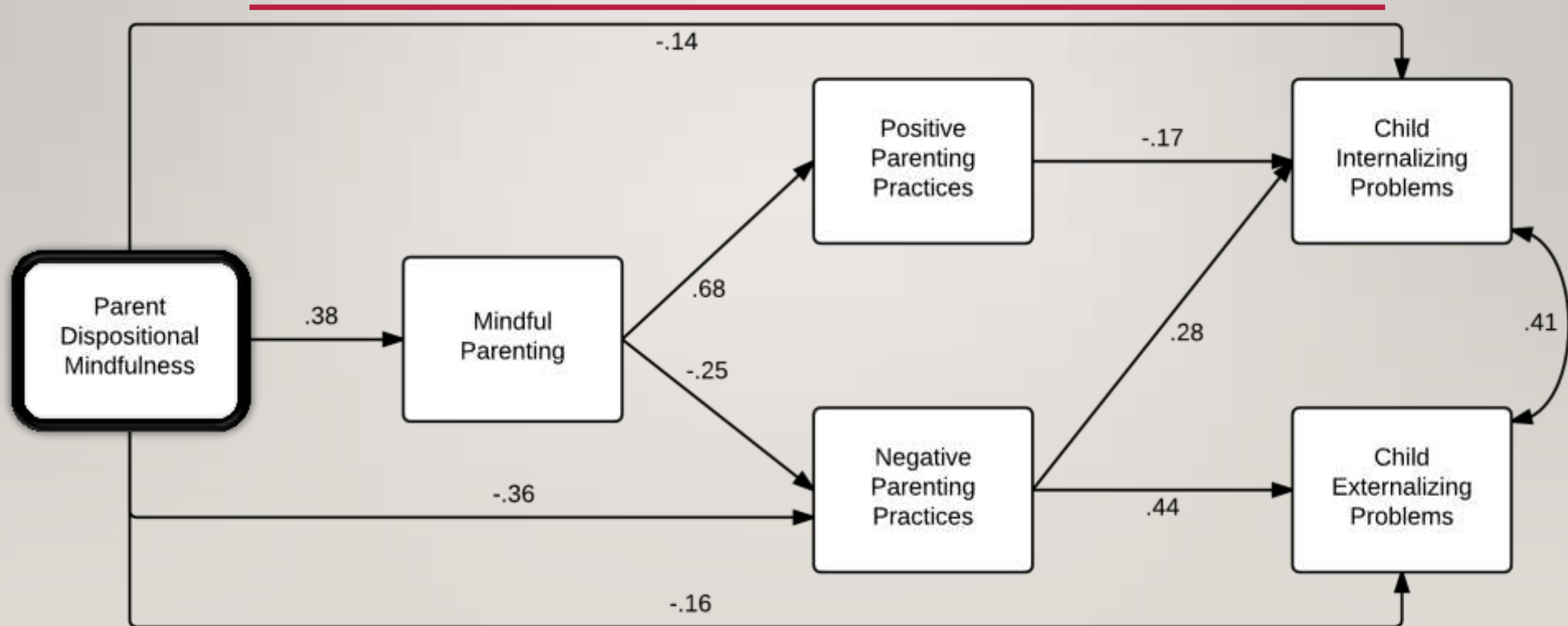


PARENTAL MINDFULNESS: PARENT-CHILD SUBSYSTEM



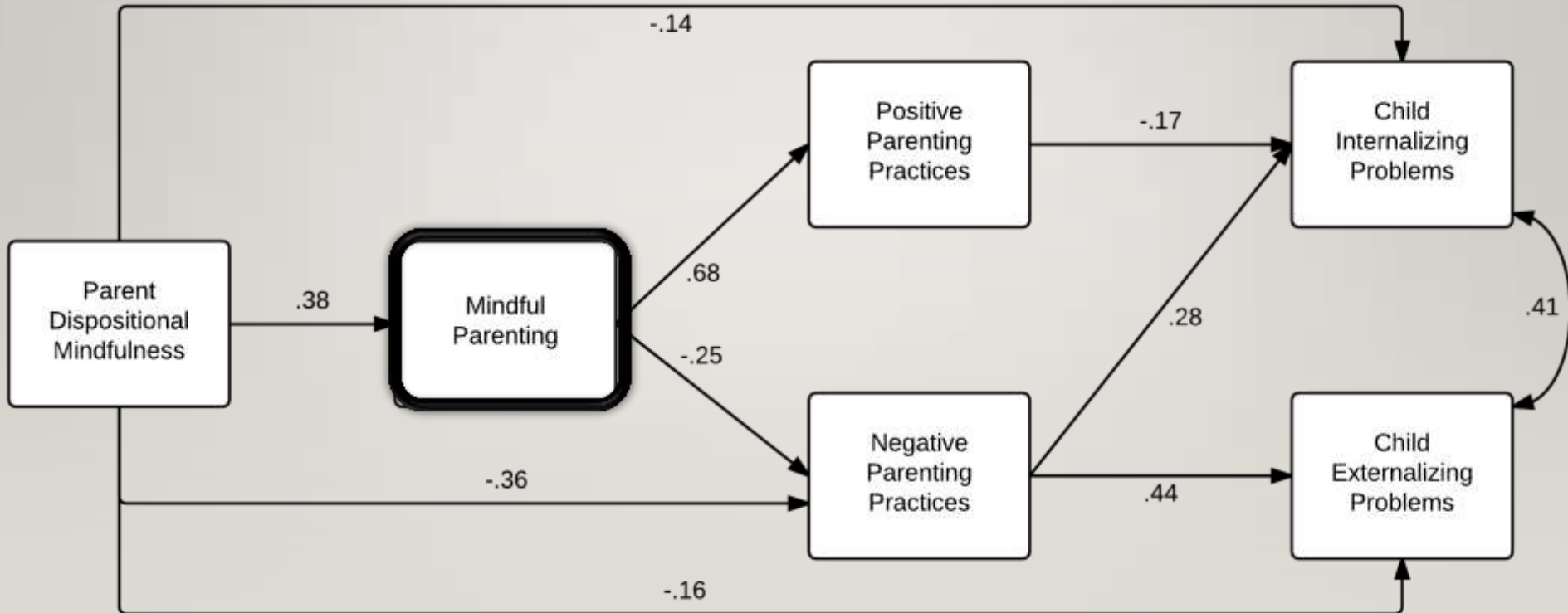
(Parent, McKee, Rough, & Forehand, 2016, *JACP*)

PARENTAL MINDFULNESS: PARENT-CHILD SUBSYSTEM



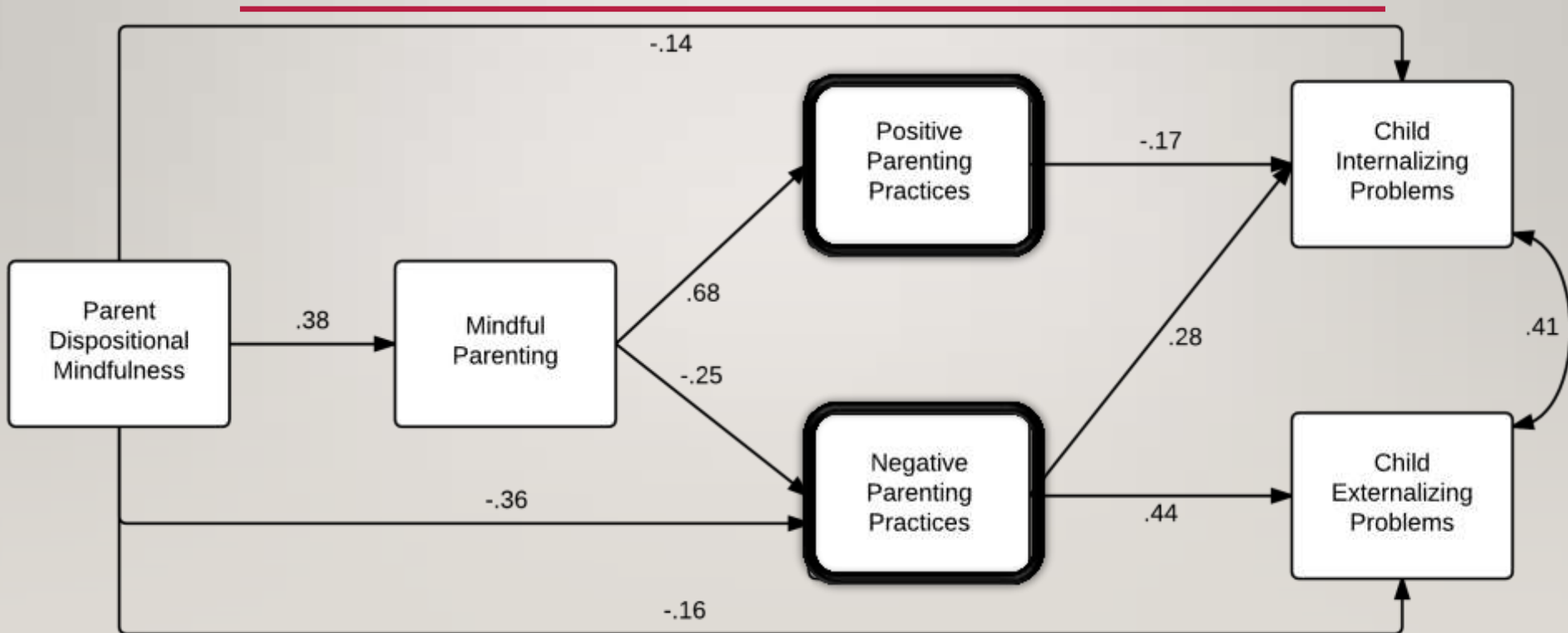
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PARENTAL MINDFULNESS: PARENT-CHILD SUBSYSTEM



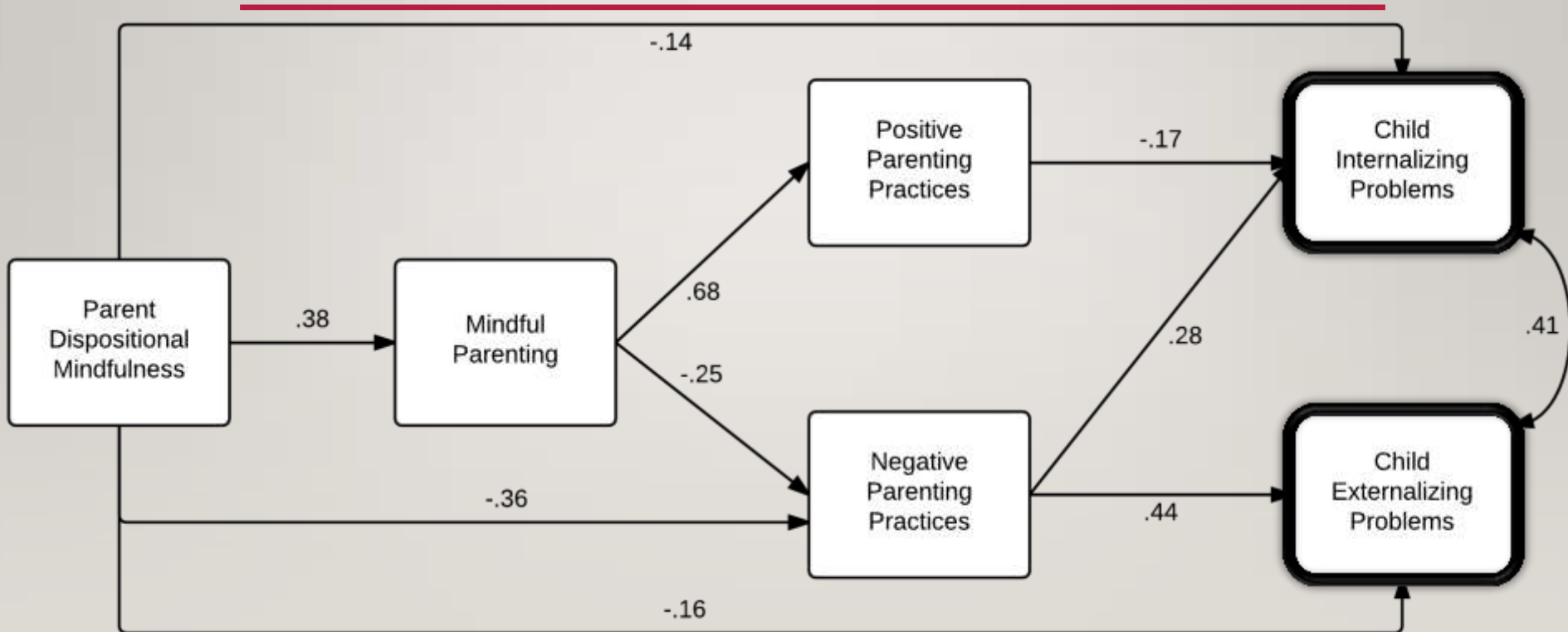
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PARENTAL MINDFULNESS: PARENT-CHILD SUBSYSTEM



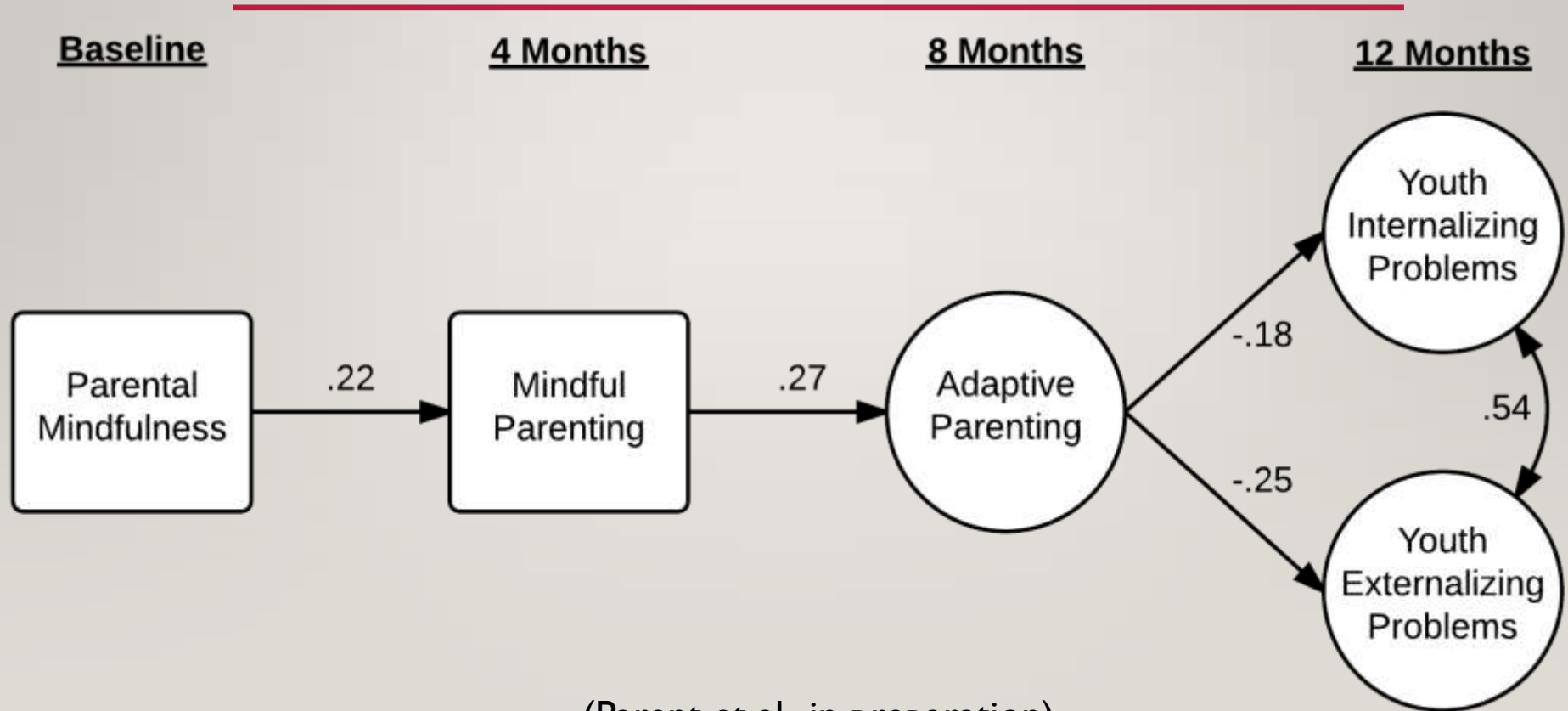
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PARENTAL MINDFULNESS: PARENT-CHILD SUBSYSTEM



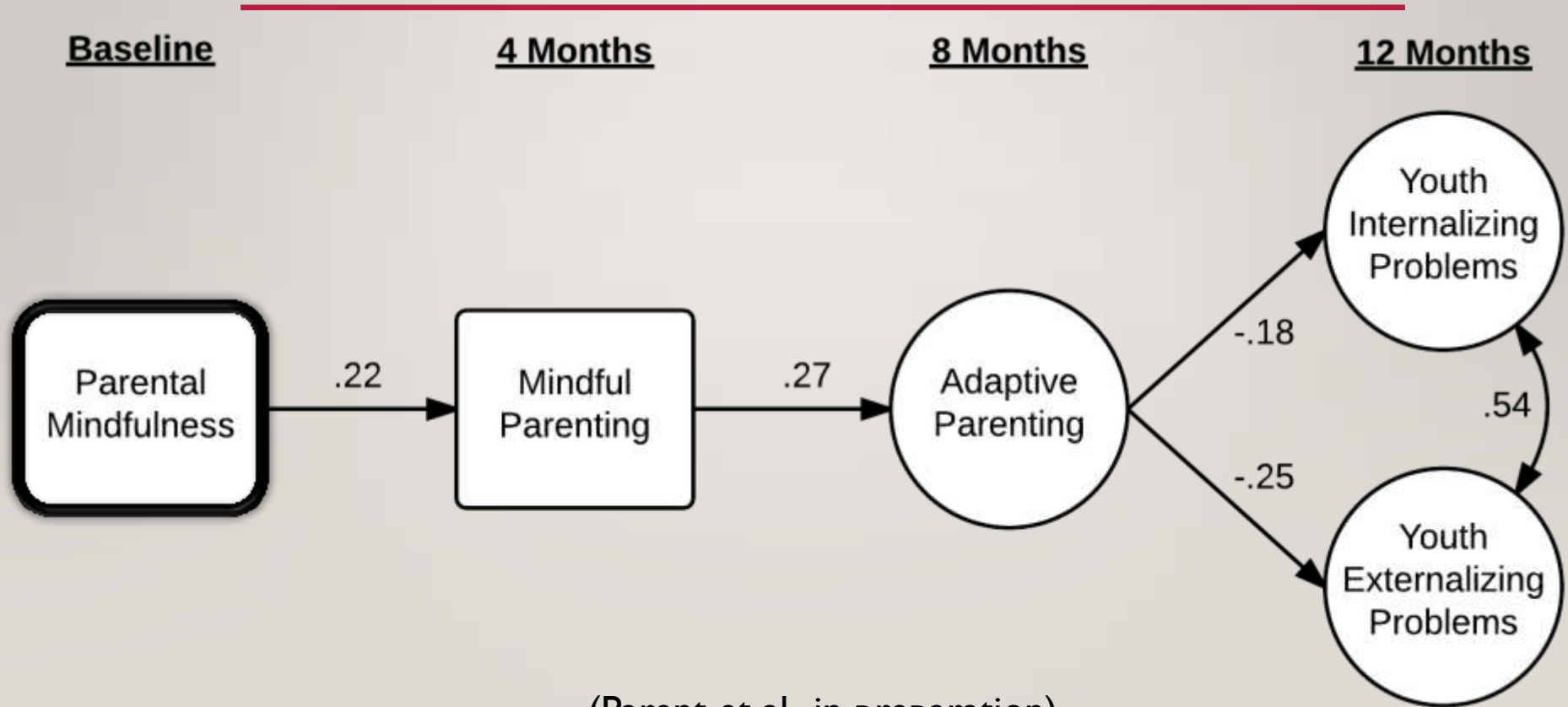
(Parent, McKee, Rough, & Forehand, 2016, *JACP*)

PARENTAL MINDFULNESS LONGITUDINAL



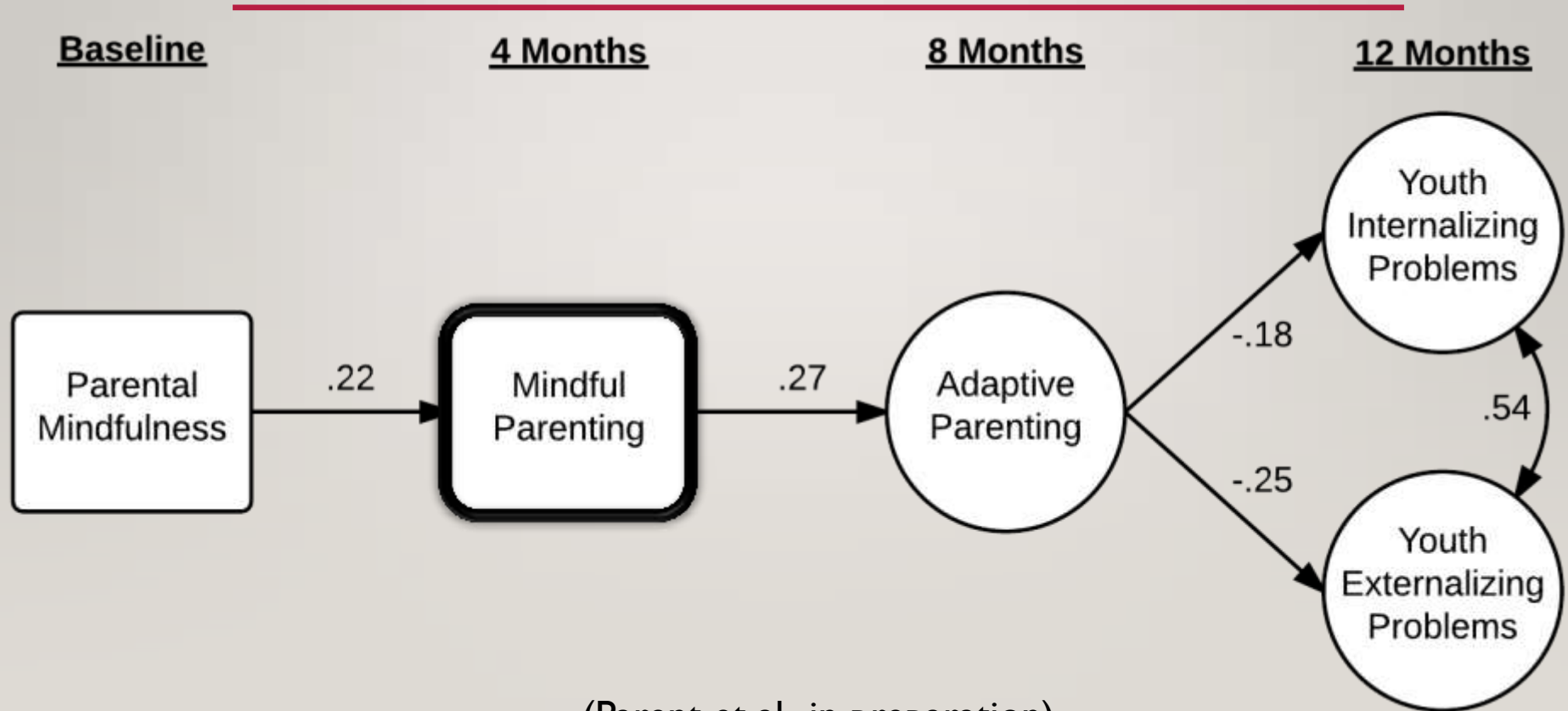
(Parent et al., in preparation)

PARENTAL MINDFULNESS LONGITUDINAL



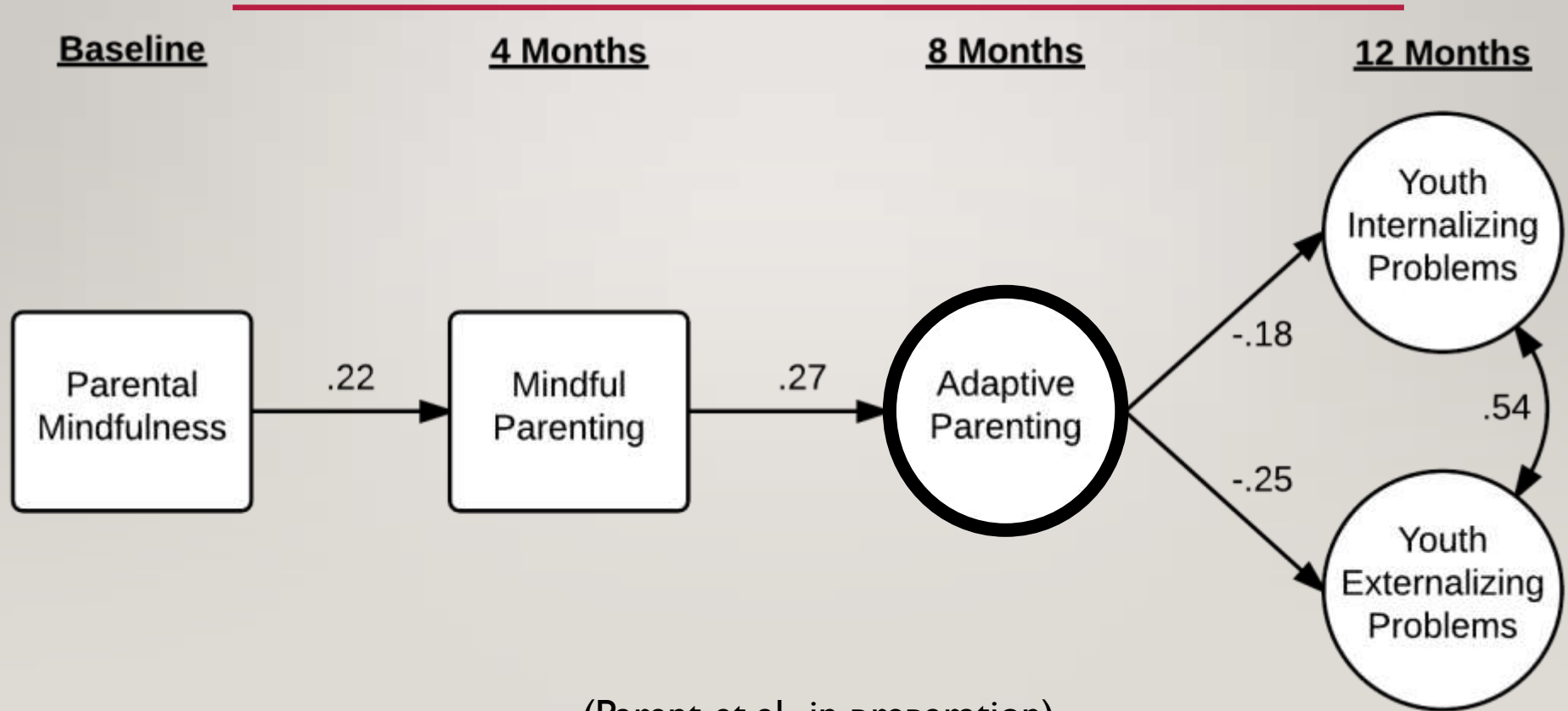
(Parent et al., in preparation)

PARENTAL MINDFULNESS LONGITUDINAL



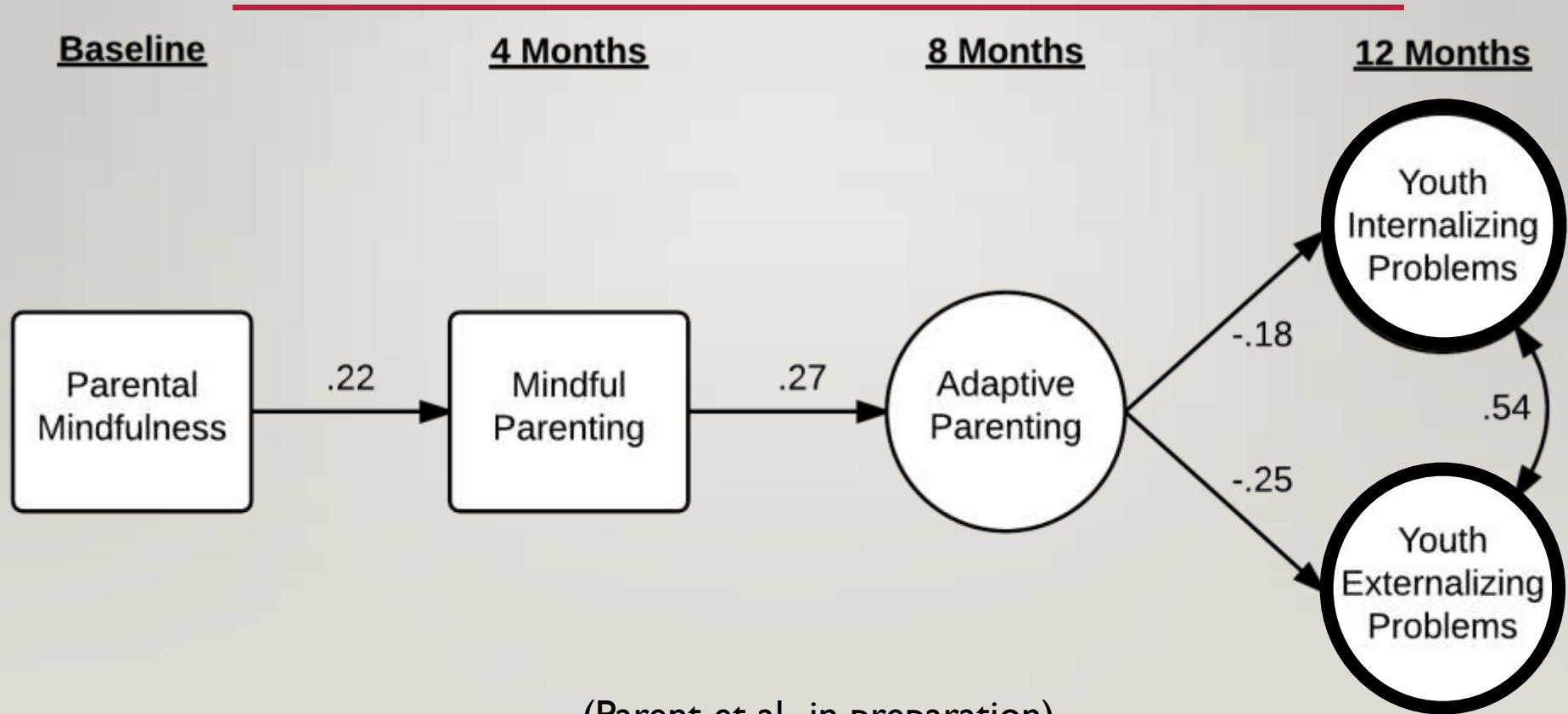
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PARENTAL MINDFULNESS LONGITUDINAL



(Parent et al., in preparation)

PARENTAL MINDFULNESS LONGITUDINAL



(Parent et al., in preparation)

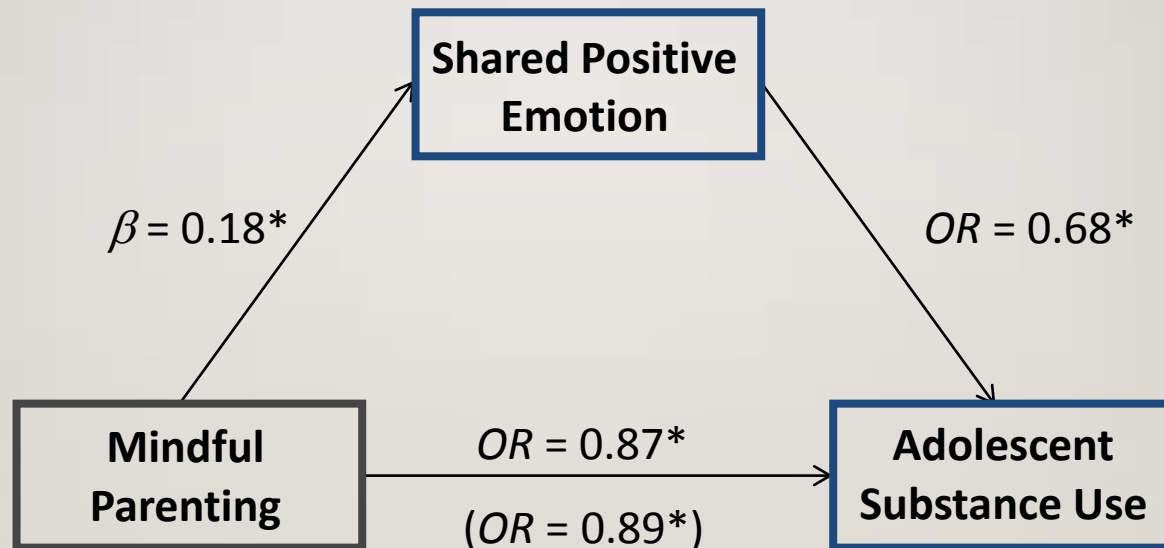
EMOTION SOCIALIZATION

Responses	Examples	Youth Outcome
Emotion-focused	Comfort, Distraction	Regulation
Problem-focused	Encourage problem solving	Regulation
Expressive Encouragement	Encourage expression; Validation	Regulation
Minimizing	Devaluing	Dysregulation
Punitive	Scolding; Disciplining	Dysregulation
Distress	Anger; Embarrassment	Dysregulation

MINDFUL PARENTING...ES

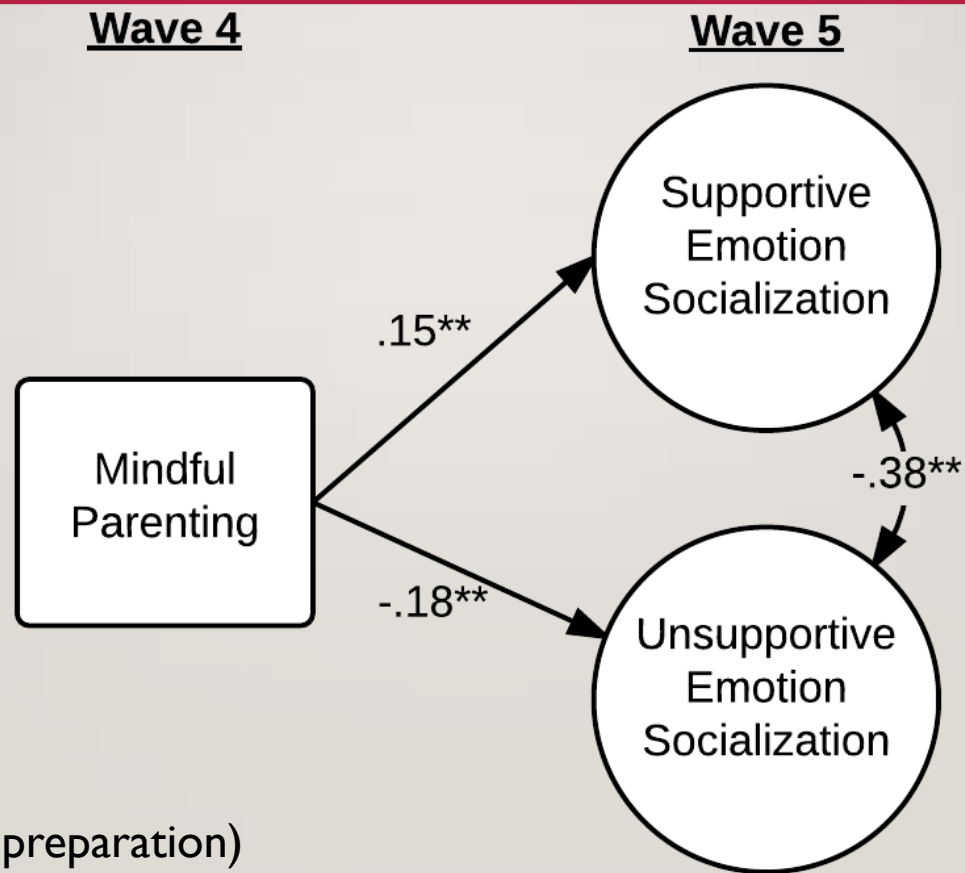
- Mindfulness associated with
 - Increased emotion awareness
 - Decreased emotion reactivity & increased emotional stability
 - Less negative, more positive
 - Decreased dysregulation

INITIAL INSIGHTS



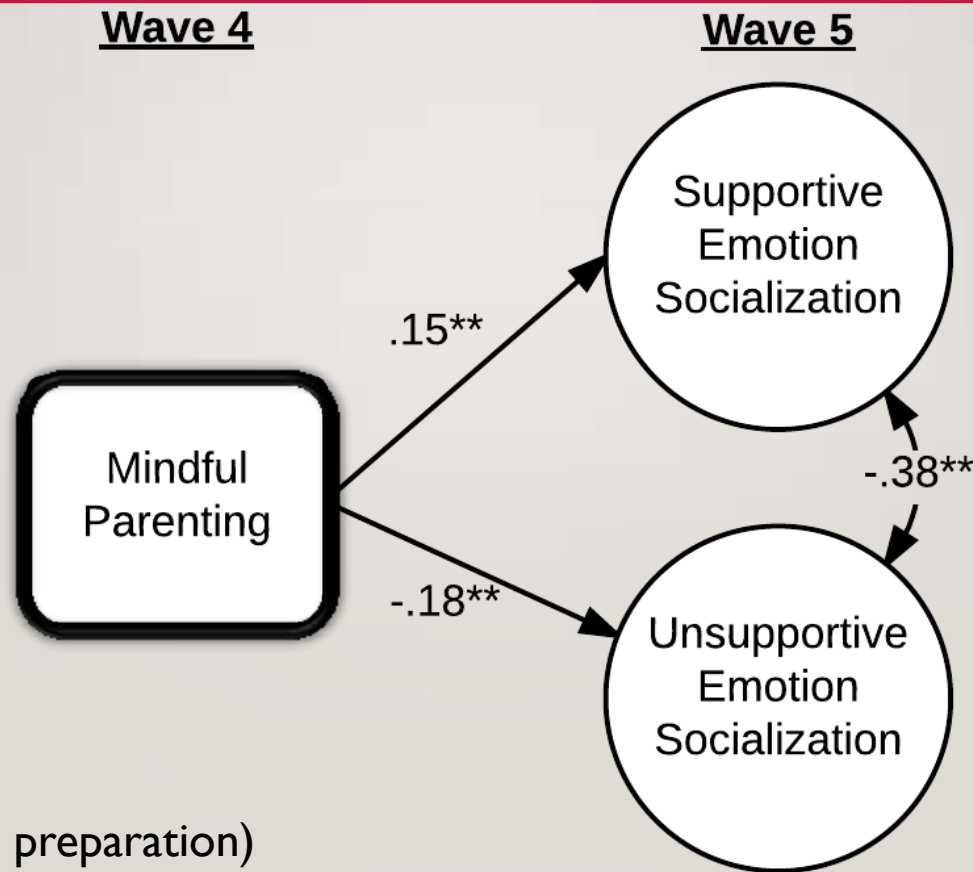
(Turpyn & Chaplin, 2016 - *Mindfulness*)

EMOTION SOCIALIZATION



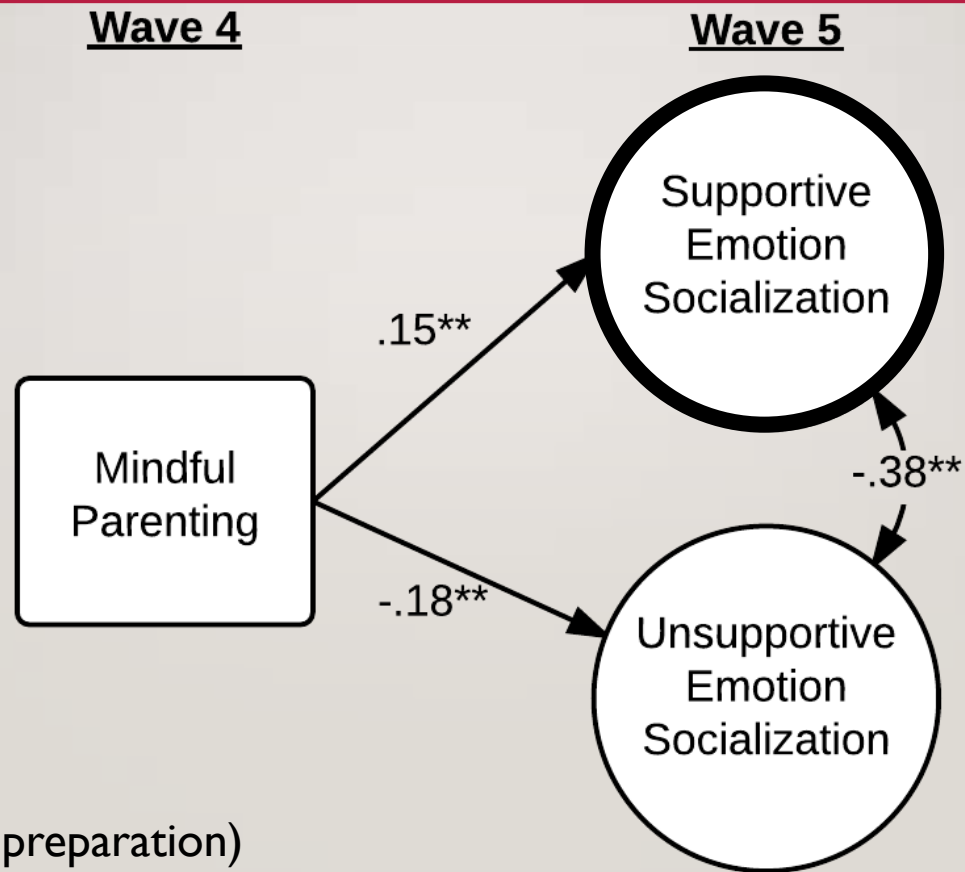
(McKee, Parent et al., in preparation)

EMOTION SOCIALIZATION



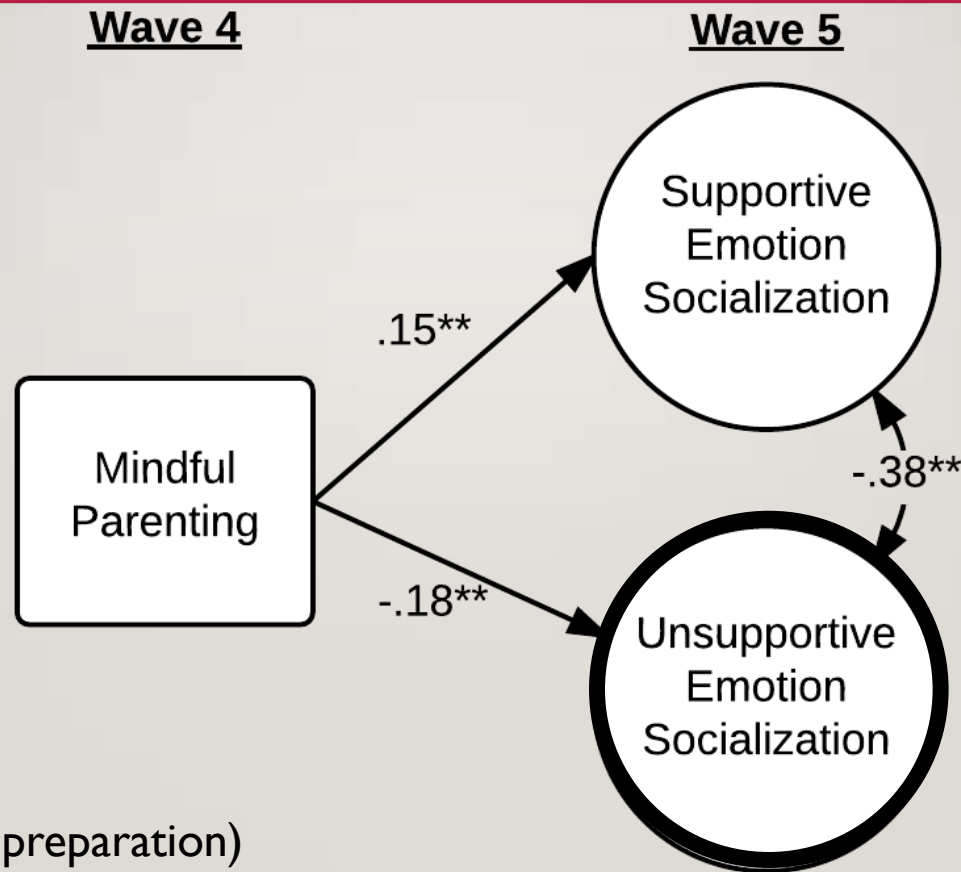
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EMOTION SOCIALIZATION



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EMOTION SOCIALIZATION

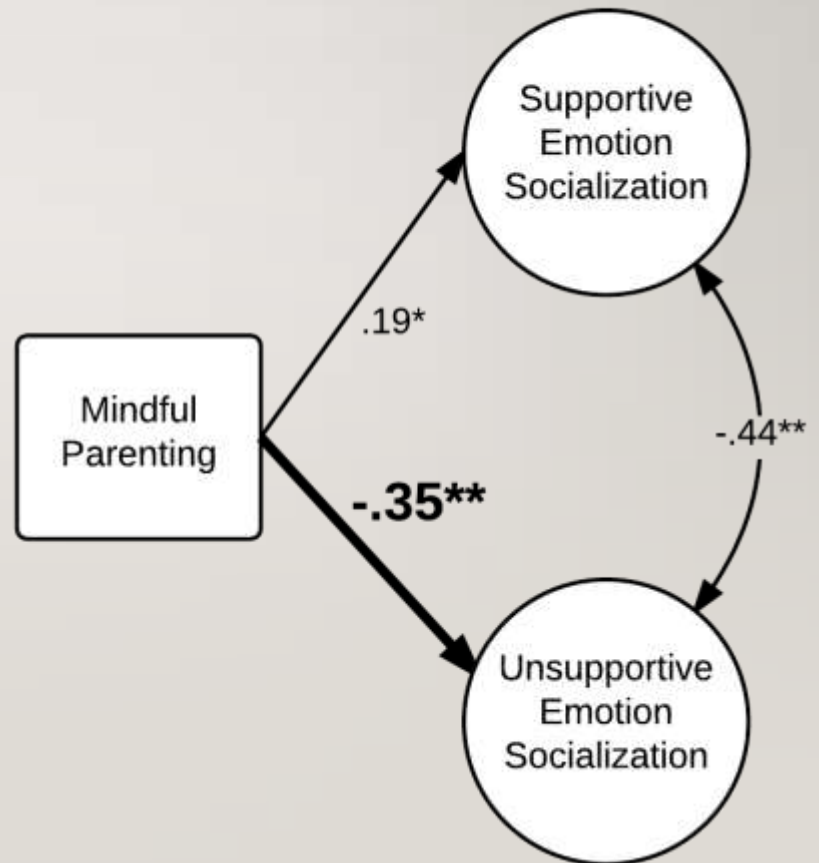
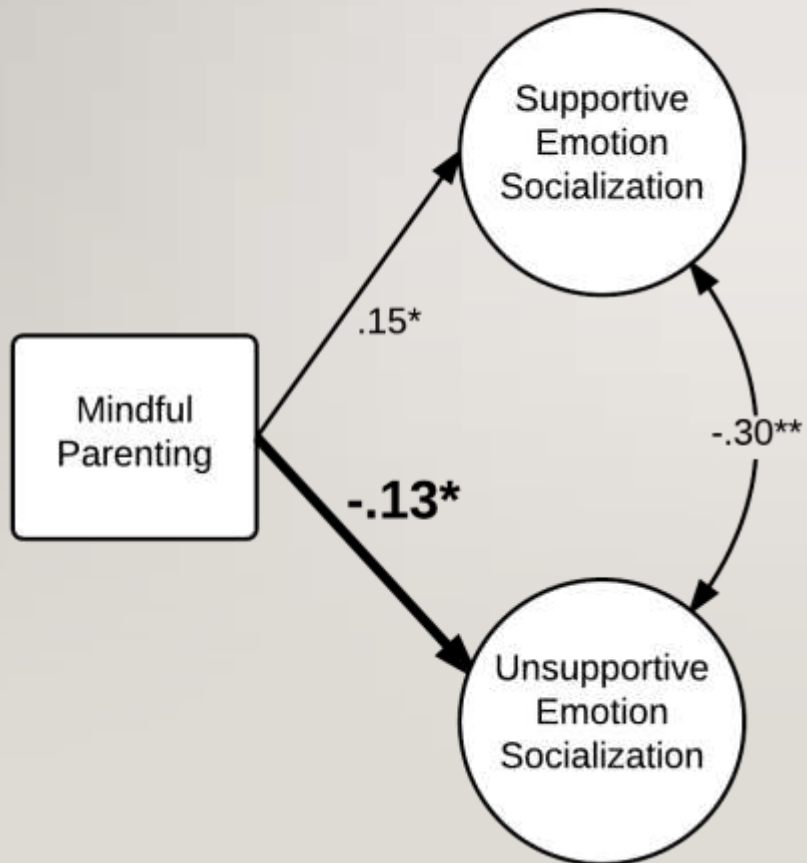


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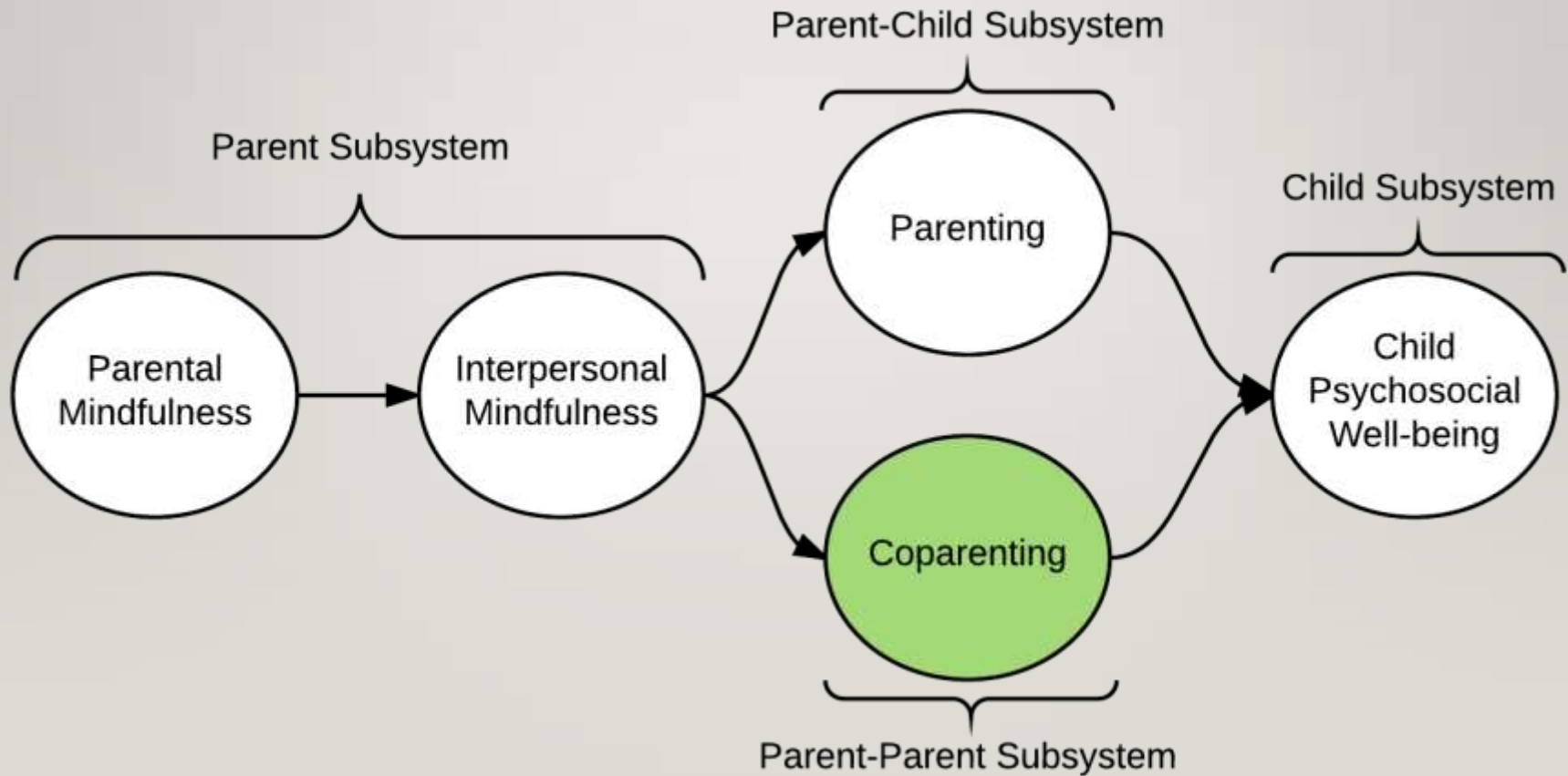
PARENT GENDER?

Mothers

Fathers

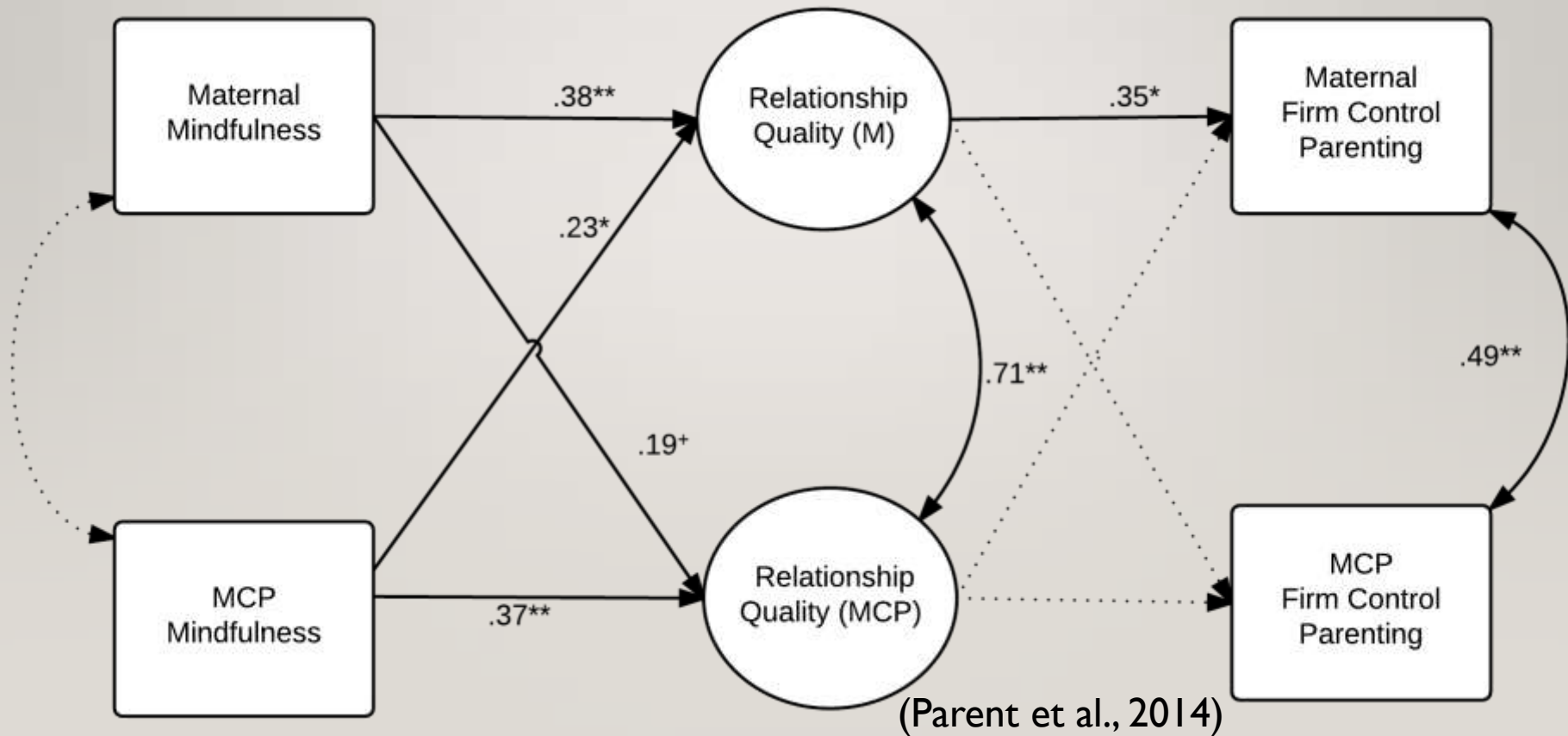


INITIAL INSIGHTS TO THEORETICAL MODEL



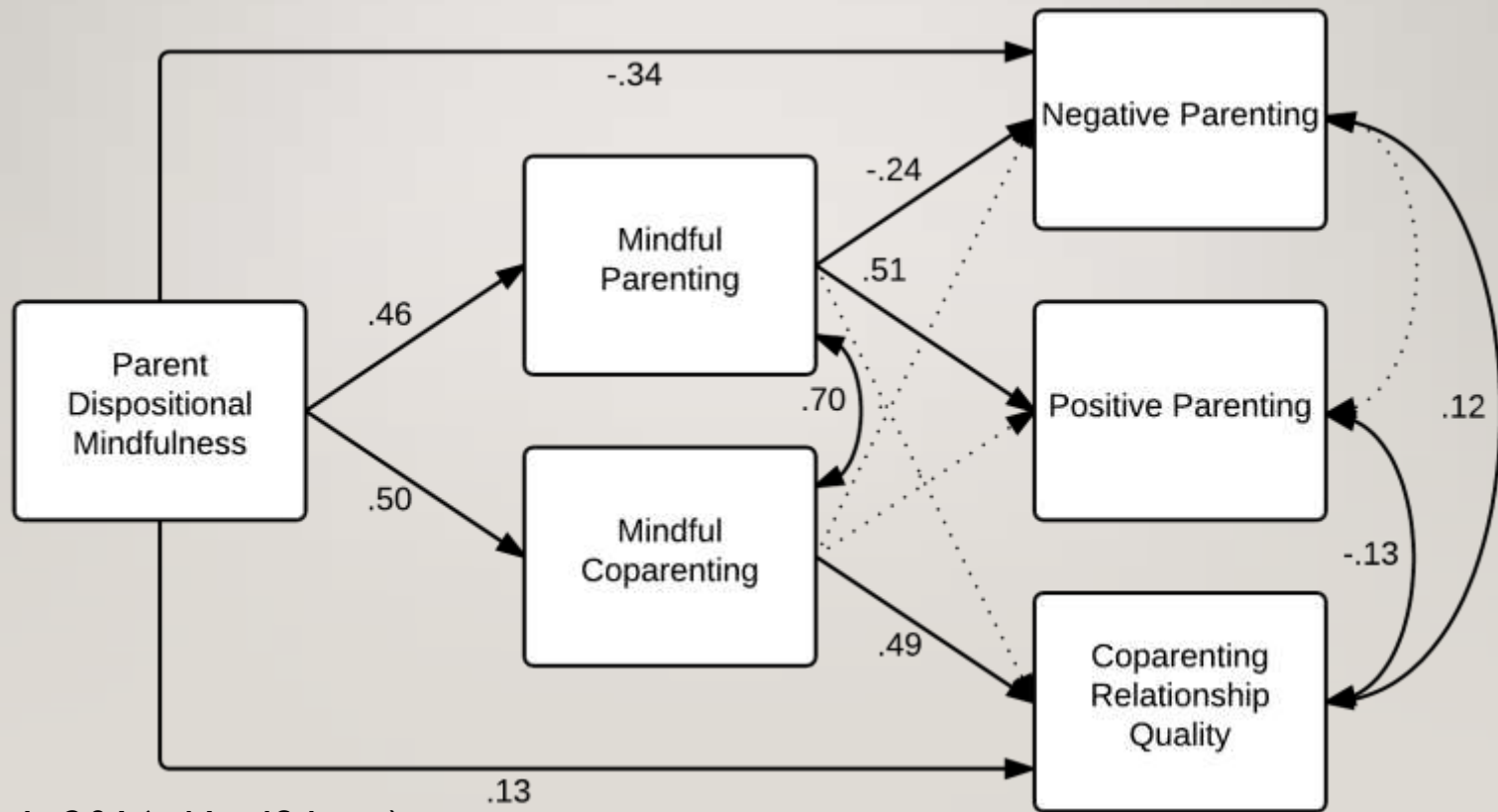
PARENTAL MINDFULNESS

PARENT-PARENT SUBSYSTEM



PARENTAL MINDFULNESS

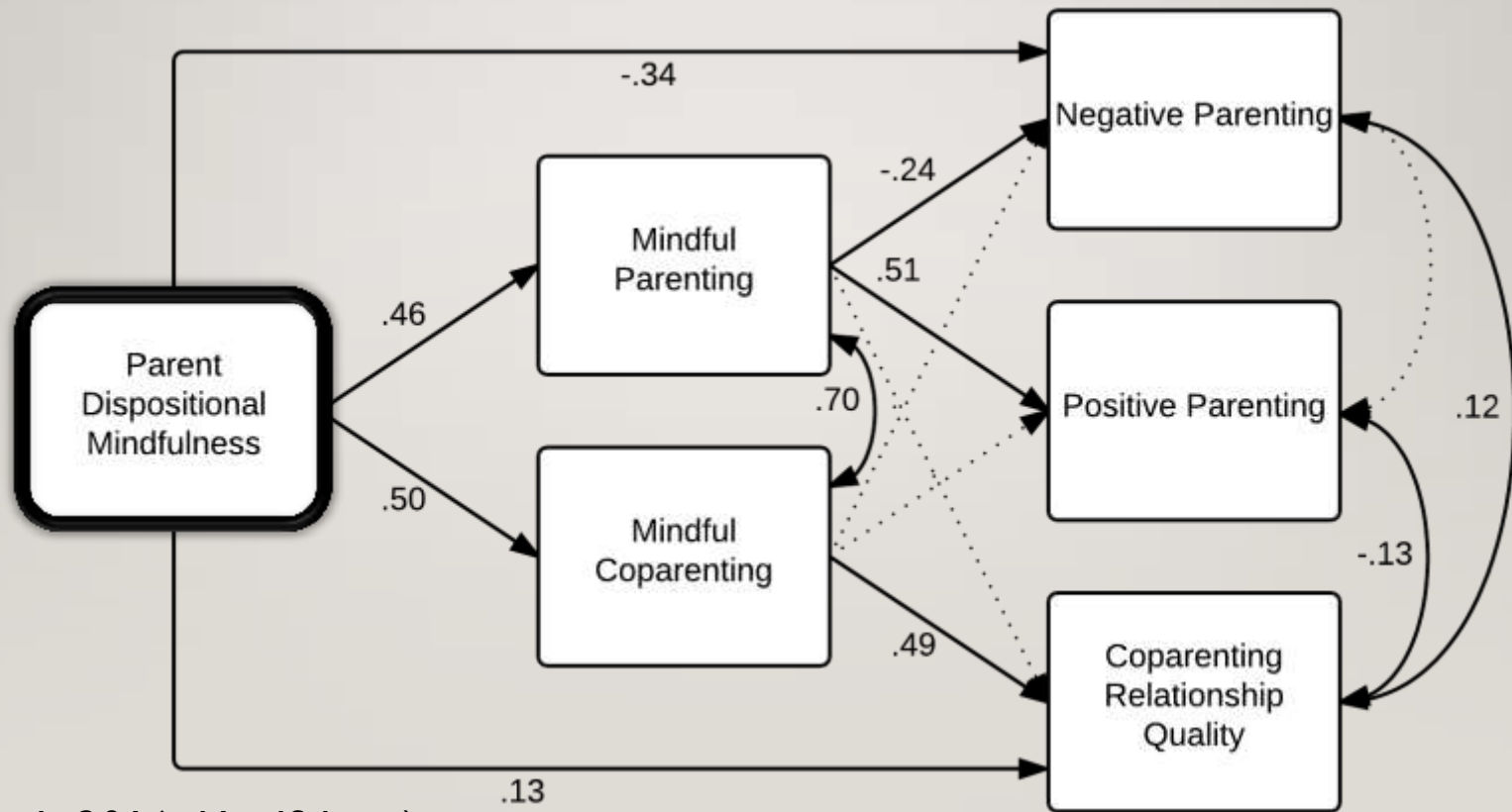
PARENT-PARENT SUBSYSTEM



(Parent et al., 2016, *Mindfulness*)

PARENTAL MINDFULNESS

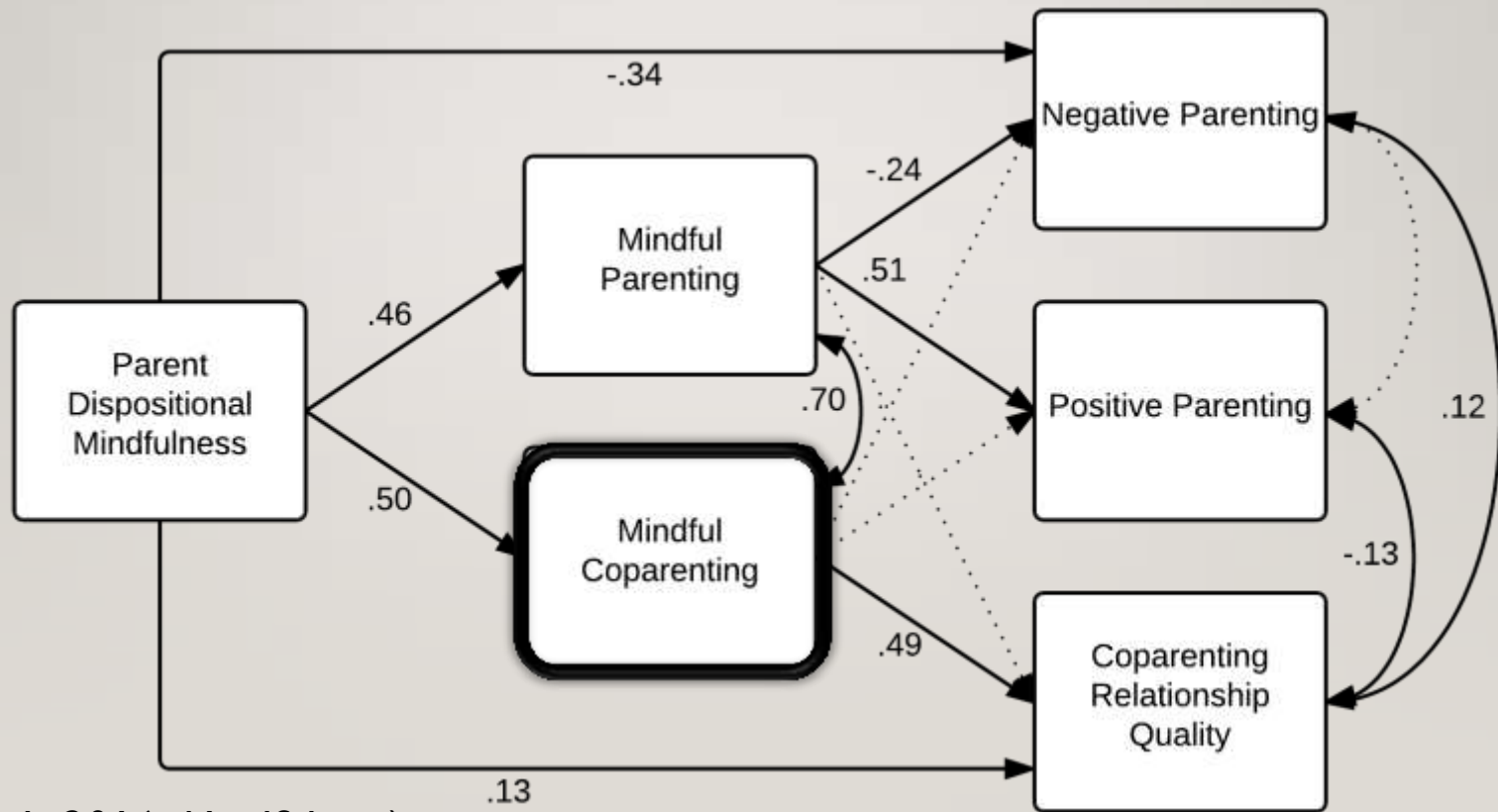
PARENT-PARENT SUBSYSTEM



(Parent et al., 2016, *Mindfulness*)

PARENTAL MINDFULNESS

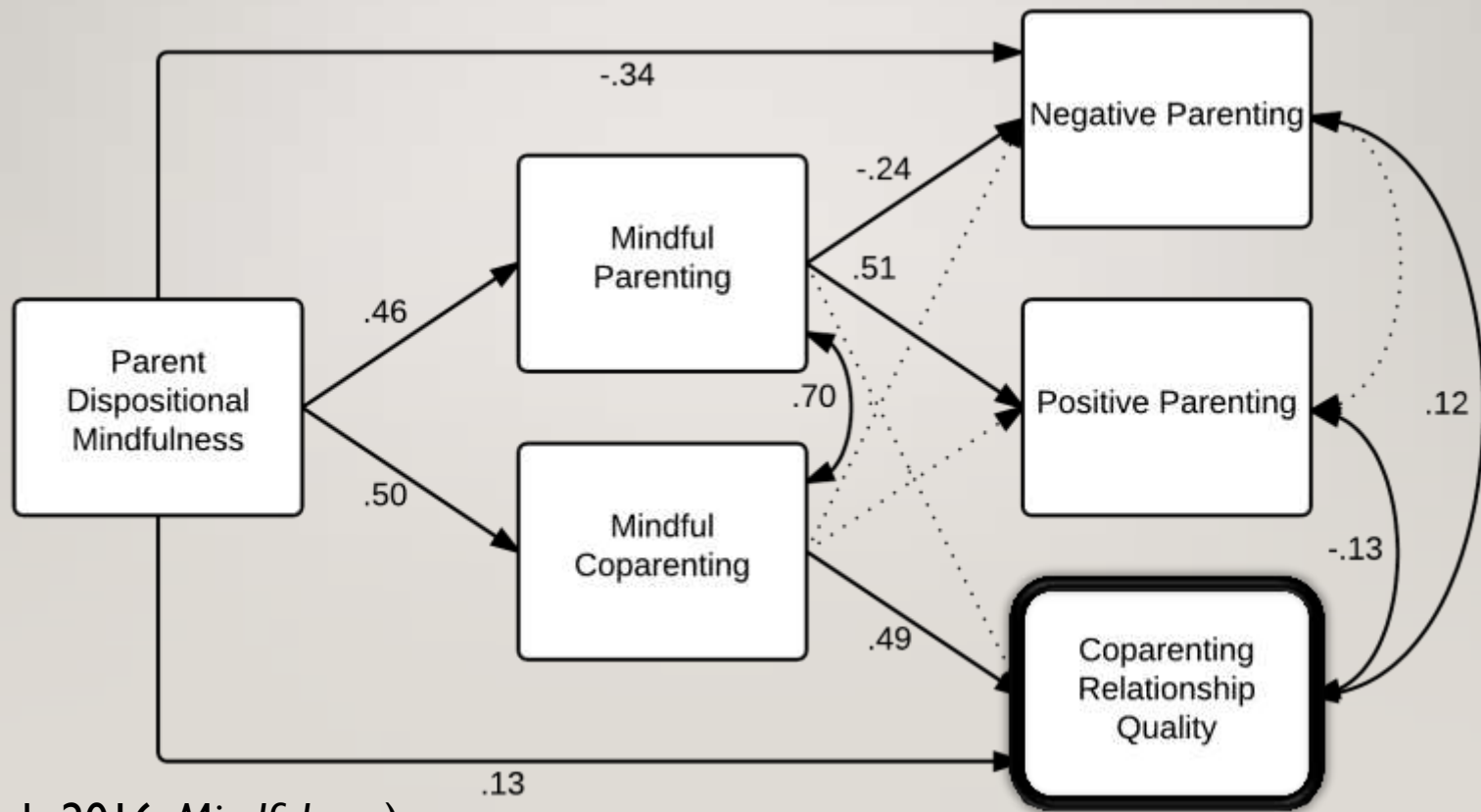
PARENT-PARENT SUBSYSTEM



(Parent et al., 2016, *Mindfulness*)

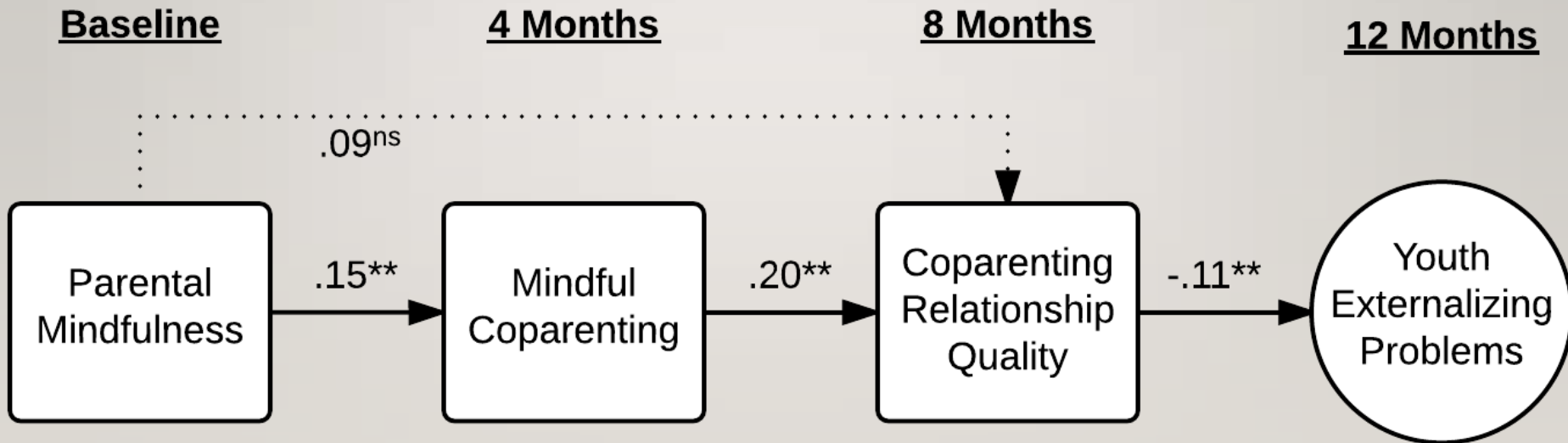
PARENTAL MINDFULNESS

PARENT-PARENT SUBSYSTEM



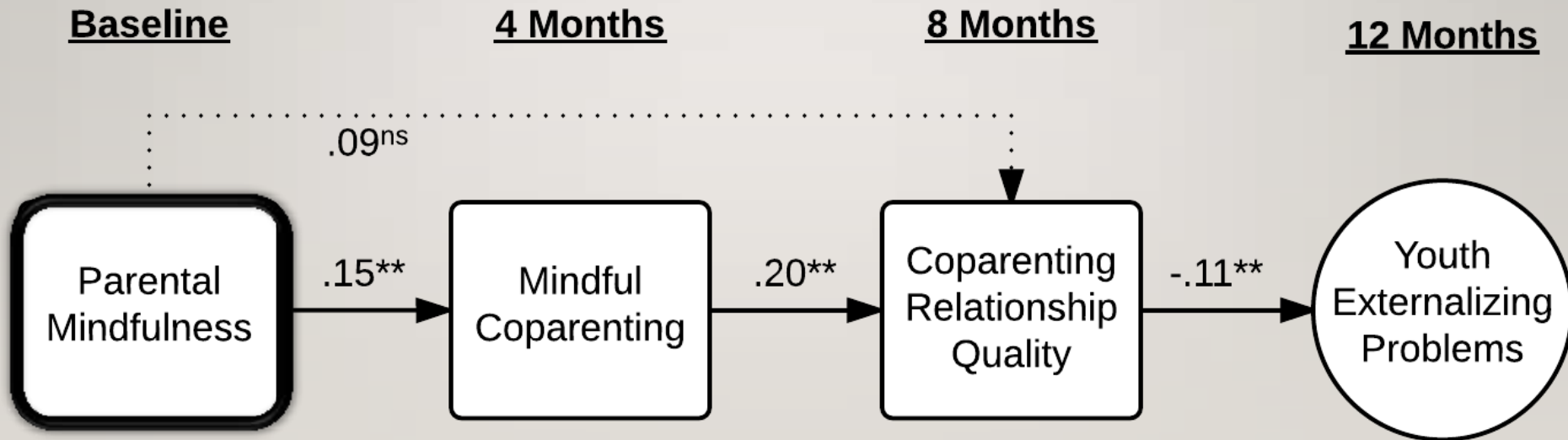
(Parent et al., 2016, *Mindfulness*)

PARENTAL MINDFULNESS PARENT-PARENT SUBSYSTEM



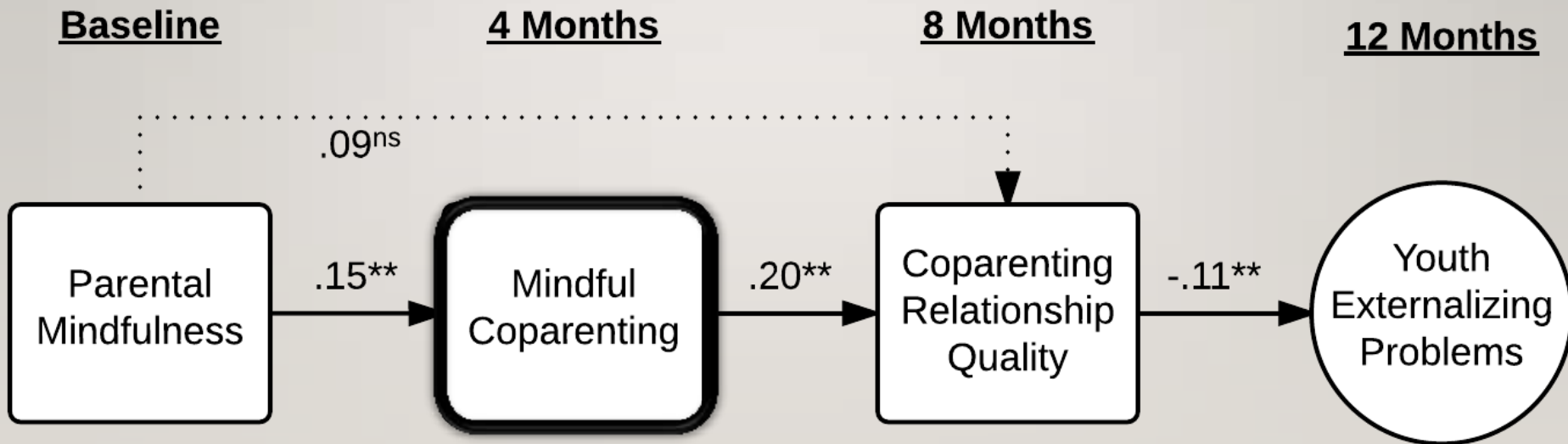
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PARENTAL MINDFULNESS PARENT-PARENT SUBSYSTEM



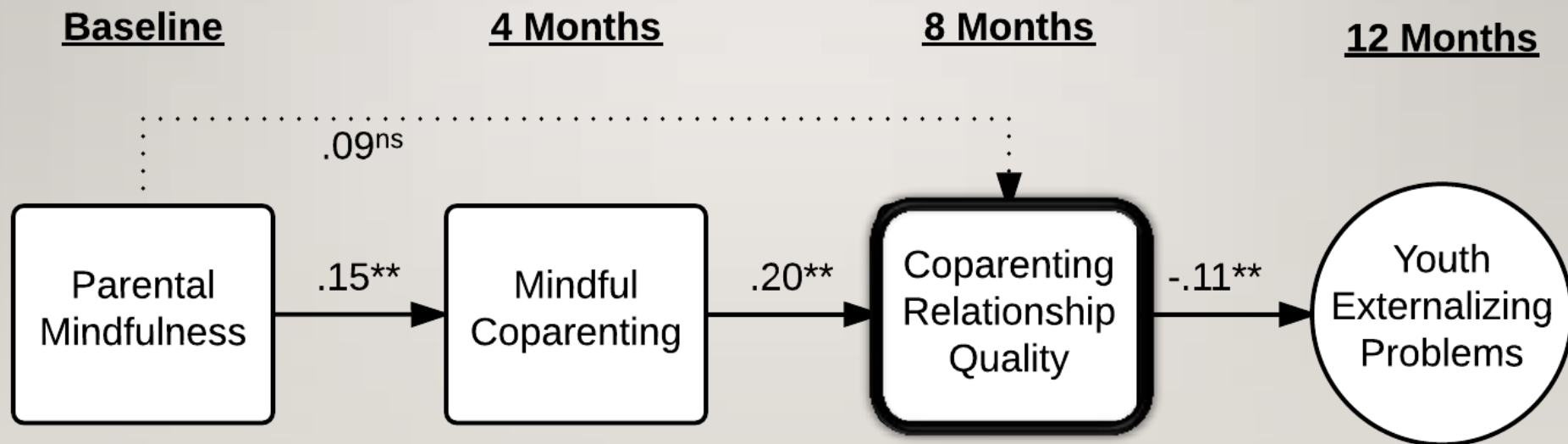
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PARENTAL MINDFULNESS PARENT-PARENT SUBSYSTEM



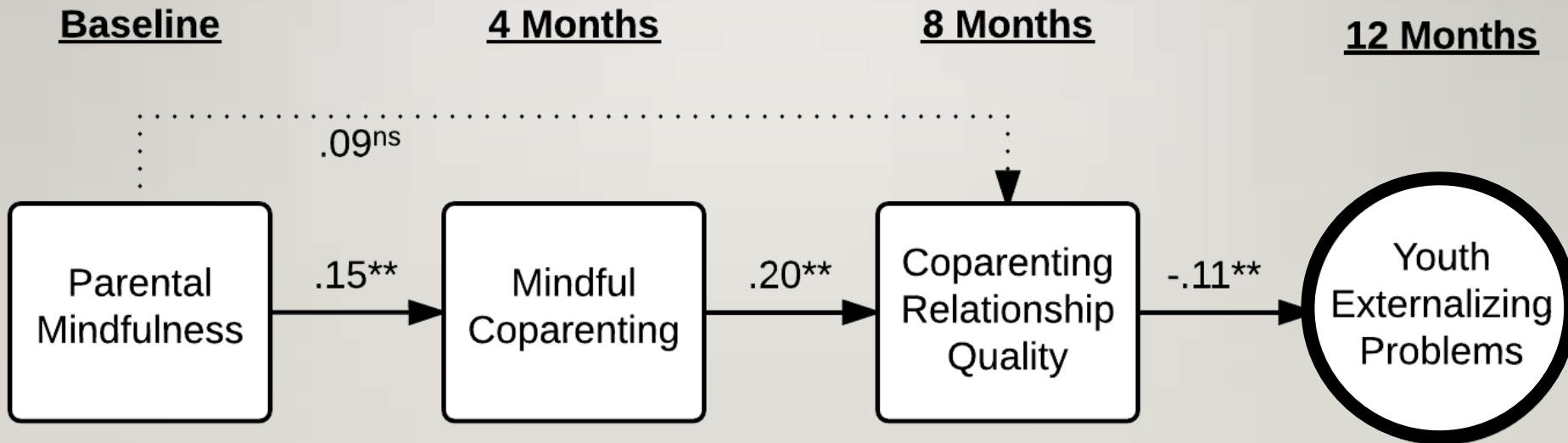
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PARENTAL MINDFULNESS PARENT-PARENT SUBSYSTEM



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PARENTAL MINDFULNESS PARENT-PARENT SUBSYSTEM



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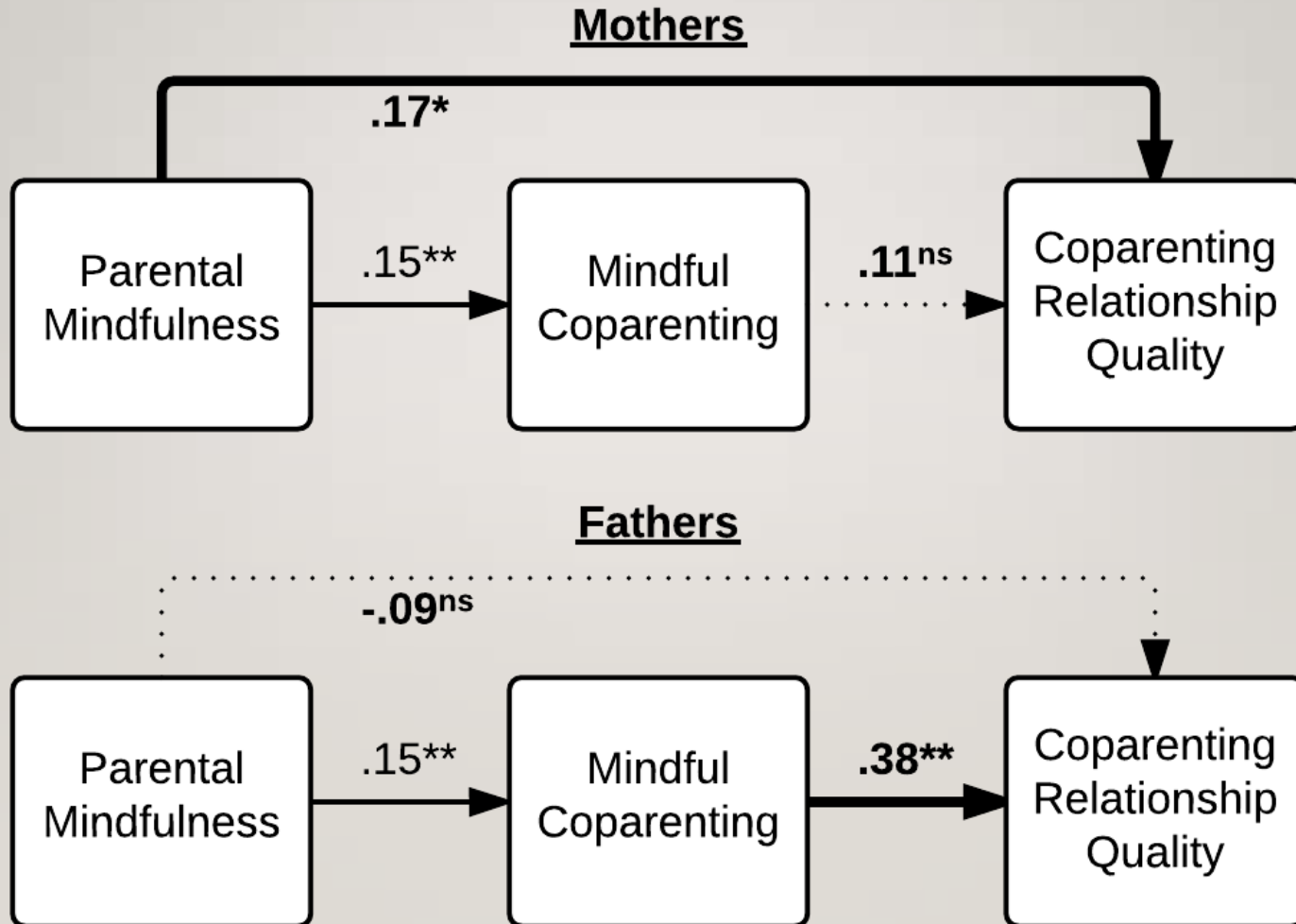
DEVELOPMENTAL DIFFERENCES?

- Multiple group models – constrain paths to be equal across groups
- Mindfulness \rightarrow Mindful Coparenting = $\Delta\chi^2$ ns
- Mindfulness \rightarrow Coparenting = $\Delta\chi^2$ ns
- Mindful Coparenting \rightarrow Coparenting = $\Delta\chi^2$ ns
- Coparenting \rightarrow Externalizing = $\Delta\chi^2$ ns

PARENT GENDER?

- Mindfulness \rightarrow Mindful Coparenting = $\Delta\chi^2$ ns
- **Mindfulness \rightarrow Coparenting**
 $\Delta\chi^2 (1) = 4.5, p = .034$
- **Mindful Coparenting \rightarrow Coparenting**
 $\Delta\chi^2 (1) = 4.45, p = .035$
- Coparenting \rightarrow Externalizing = $\Delta\chi^2$ ns

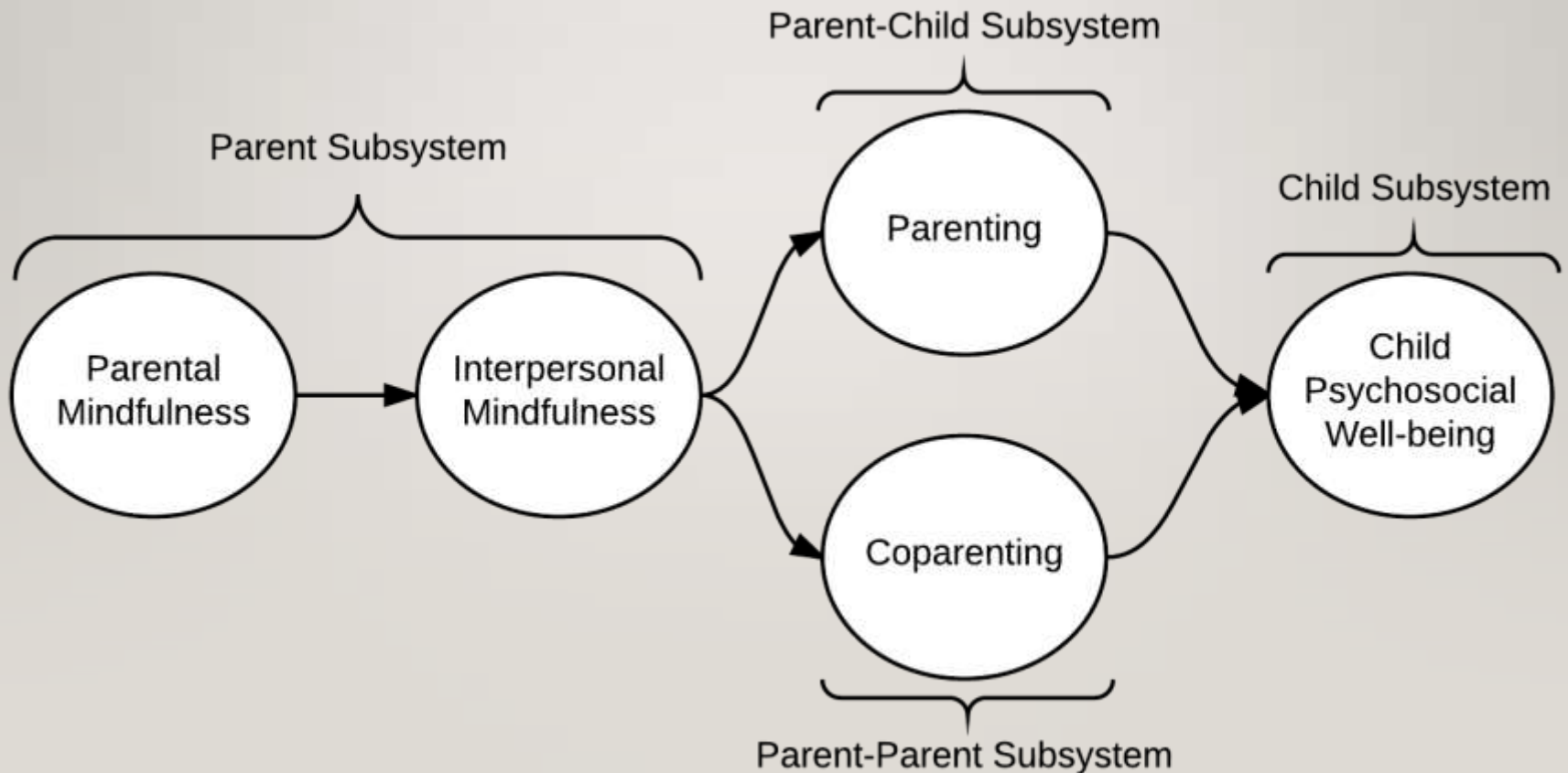
PARENT GENDER DIFFERENCES



DISCUSSION

- Replication of cross-sectional results
- Several different mechanisms
- Implications for intervention and prevention programs
- Fathers!

INITIAL INSIGHTS TO THEORETICAL MODEL



WHERE DO WE GO FROM HERE?

- Family-based intervention and prevention
- Parental psychopathology?
- Developmental timing?
- Biological mechanisms? (Laurent, Duncan et al)
- How do you effectively teach mindful parenting and coparenting?
- Do you *need* to teach parenting/coparenting?

ACKNOWLEDGMENTS

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Thank you to my collaborators

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- Laura McKee

THANK YOU!

Contact:

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Table 3 Interpersonal Mindfulness in Coparenting Scale (IMCS)

Statements

Instructions: The following statements describe different ways that parents interact with their coparent on a daily basis. Please indicate whether you think the statement is “never true,” “rarely true,” “sometimes true,” “often true,” or “always true” for you. There are no right or wrong answers and please answer according to what reflects your experience rather than what you think your experience should be

1. I find myself listening to my coparent with one ear, because I am busy doing or thinking about something else at the same time.
2. When I'm upset with my coparent, I notice how I am feeling before I take action.
3. I notice how changes in my coparent's mood affect my mood.
4. I listen carefully to my coparent's ideas, even when I disagree with them.
5. I am aware of how my moods affect the way I treat my coparent.
6. Even when it makes me uncomfortable, I allow my coparent to express his/her feelings.
7. When I am upset with my coparent, I calmly tell him/her how I am feeling.
8. I rush through activities with my coparent without being really attentive to him/her.

INSIGHTS FROM AN AT-RISK SAMPLE

