

Presenting Author Name

Alisa Torchia

Phonetic spelling of your (full) name

A-Lee-Sah

Presenting Author Category

Masters Student

Supervisor Name

Tasmia Hai

Research Category

Clinical

Abstract Title

Assessing the Feasibility of Changes in Maternal Emotion Dysregulation Through a Parenting Program

Authors

Name	Role	Profession
Alisa Torchia	Presenting Author	Graduate
Tasmia Hai	Co Author	Assistant Professor

Will they participate in the poster presentation at CHRD?

No

Background

Early exposure to stressors including elevated parenting stress and maternal mental health challenges significantly increases the risk for childhood emotional and behavioural difficulties. Maternal emotion dysregulation has been shown to adversely impacted parenting quality and practices, and parent-child dynamics, making family-focused interventions critical.

Objective

The current pilot study aims to evaluate the efficacy of the 12-week Building Regulation in Dual-Generations Program (BRIDGE) intervention in reducing parent emotional dysregulation from pre to post intervention. We expect that mothers will exhibit significant improvement in emotion regulation following participation in the intervention.

Methods

Twelve mothers (Mage = 35.83 years; 83% partnered) of children aged 4-7 years (58.3% female) residing in Quebec completed the 12-week BRIDGE program. Inclusion criteria required self-reported mild-to-moderate depressive symptoms and concurrent child attention or behavioural difficulties. Maternal emotion regulation was assessed at baseline (T0) and post-intervention (T1) using the Difficulties in Emotion Regulation Scale (DERS). Analysis plans include paired-sample t-tests and the Reliable Change Index (RCI) to evaluate pre-to-post changes in total DERS scores, subscales, and individual-level clinical significance.

Results

Preliminary descriptive analyses indicate a reduction in emotion dysregulation from baseline ($M = 41.33$, $SD = 6.33$) to post-treatment ($M = 32.08$, $SD = 6.97$). This represents a 9.25-point average drop in DERS scores post-treatment. Paired-sample t-tests and subscale evaluations will further confirm statistical significance. Analysis via RCI will quantify the proportion of participants demonstrating consistent improvement in emotion regulation, while effect sizes will help quantify the meaningful, real-work impact of the intervention.

Conclusion

Initial findings offer preliminary support for the potential feasibility of the BRIDGE program in addressing maternal emotion dysregulation. Pending full analyses, these early observations highlight the relevance of continued development and refinement of targeted parenting programs and family-focused interventions in early childhood.