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Search details

Use of virtual babies on young people in the prevention of pregnancy and on assessing their parenting capacity.

Resources searched

NICE Evidence; TRIP Database; Cochrane Library; BNI; CINAHL; EMBASE; MEDLINE; PsychINFO; Google Scholar

Database search terms: “virtual babies”; virtual adj2 (baby OR babies); realcare adj2 (baby OR babies); “infant simulator*”; robot* adj1 doll*; virtual adj2 child; robot* adj1 (baby OR babies OR child* OR infant*); simulat* adj1 (baby OR babies OR child* OR doll*); parenting; exp PARENTING; exp ADOLESCENT PREGNANCY; (teenage* OR adolescent*) adj2 pregan*; parent*; parent* adj2 (capacit* OR aptitude OR abilit*)

Evidence / Google Scholar search string(s): (“virtual child” OR “virtual baby” OR “virtual infant” OR “infant simulator” OR “baby simulator” OR “child simulator” OR “robotic doll” OR “robotic infant” OR “simulated baby” OR “simulated infant” OR “simulated child”) (pregnancy OR parenting) / (“virtual child” OR “virtual baby” OR “virtual infant” OR “infant simulator” OR “baby simulator” OR “child simulator” OR “robotic doll” OR “robotic infant” OR “simulated baby” OR “simulated infant” OR “simulated child”)

Summary

There’s some research on using virtual babies to prevent teenage pregnancy and to assess parenting capacity, although most of it does relate to the United States or further afield.
However there are a few papers relating to research conducted in Britain, which you may find useful.

Guidelines and Policy

None found.

Evidence Reviews

School of Health and Related Research (ScHARR)

A review of the effectiveness and cost effectiveness of contraceptive services and interventions to encourage use of those services for socially disadvantaged young people: Services and interventions in education settings 2014

Moderate evidence from two studies is inconclusive as to the benefits of using infant simulators to prevent adolescent pregnancy, especially over the longer term. In the first study, after two days with the infant simulators, the intervention group were more able to acknowledge that failure to use contraceptives significantly increased risk of unplanned pregnancy, leading the authors to suggesting that they would be more like to use contraception in the future (Out et al. 2001 CBA []). In the second study, there were no significant differences between pre and post test measures for either the intervention or control groups suggesting that the infant simulator was not effective when a follow up of several weeks is conducted (Charyl et al. 2001 CBA [+]).

International Council of Nurses

Delivering quality, serving communities : nurses leading care innovations 2009

The teenagers are provided with a computerised virtual baby for which they have to care. This includes taking the baby into school and waking up when it wakes through the night. Nurses support young people to consider a wide range of issues such as the impact of teenage pregnancy, divorce, single parenthood and abortion. The project is organised in community settings so those excluded from or not attending school can attend. The title, PACT, also stems from the fact that the young people who attend make a pact to attend all sessions, complete all tasks set and provide evidence (written, dictated, or pictorial) of their work. Impact evaluation of the programme shows change in attitudes toward early pregnancy and higher level of interest in personal future achievement by participants. As well, participants have reported an increase in their self esteem and confidence to voice their opinions.

Published Research – Databases

1. The leiden infant simulator sensitivity assessment (lissa): Parenting an infant simulator as your own baby.

Author(s) Bakermans-Kranenburg, Marian J., R.A. Alink, Lenneke, Biro, Szilvia, Voorthuis, Alexandra, IJzendoorn, Marinus H.

Citation: Infant and Child Development, Feb 2015, (Feb 2, 2015), 1522-7227 (Feb 2, 2015)

Publication Date: February 2015

Abstract: Observation of parental sensitivity in a standard procedure, in which caregivers are faced with the same level of infant demand, enables the comparison of sensitivity between caregivers. We developed an ecologically valid standardized setting using an infant simulator with interactive features, the Leiden Infant Simulator Sensitivity Assessment (LISSA). The infant simulator resembles a real infant in appearance and crying sounds. In a previous study, we documented the LISSA’s reliability and validity in a sample
of 181 female undergraduate students (Voorthuis et al., 2013). In the current study, we tested the convergent validity in a sample of 34 mothers who were observed during free play with their own child as well as with the LISSA. Sensitive parenting behaviour was rated independently with the Ainsworth Sensitivity Scale (Ainsworth et al., 1974). Sensitivity with the LISSA was strongly correlated to sensitivity to the mother's own child, \( r = 0.53, p = 0.001 \). Mother-reported infant temperament was not associated with sensitivity to the mother's own child, and the mother's own infant's temperament did not moderate the correlation between sensitivity with the LISSA and sensitivity to the mother's own child. We discuss the potential of the infant simulator for research on sensitive parenting in parents and non-parents, for (prenatal) preventive interventions, and for clinical practices. Copyright © 2015 John Wiley & Sons, Ltd. (PsycINFO Database Record (c) 2015 APA, all rights reserved)(journal abstract)

Source: PsycINFO

2. Evidence of psychological engagement when raising a virtual child.

Author(s) Symons, Douglas K., Smith, Kathleen H.

Citation: Psychology Learning & Teaching, Jan 2014, vol. 13, no. 1, p. 52-57, 1475-7257 (2014)

Publication Date: January 2014

Abstract: Students are very familiar with digital media and computers. The aim of this study was to take advantage of this skill-set and examine evidence of psychological engagement in a personalized web-based learning experience, given the more general interest in student engagement of students in Higher Education. In this study, 117 students each raised their own virtual child as a term-long project within a child development course. The website MyVirtualChild© was used, in which students make parenting decisions, receive feedback, and write assignments designed to integrate course material with their simulated parenting experience. Teaching evaluation data showed students felt the program helped with learning and critical thinking skills. In addition, an open-ended question on the final exam was coded for emotional and behavioral content, and showed that most students felt they formed a relationship with their child and had positive feelings such as happiness with and pride towards their child. Some also made comments that showed self-reflection about either their own parenting skills or childhood experiences, and related the program to course content. This suggests that students found the program emotionally engaging and personally meaningful, which are aspects of psychological engagement in learning. (PsycINFO Database Record (c) 2014 APA, all rights reserved)(journal abstract)

Source: PsycINFO

3. Effects of infant simulators on urban, minority, middle school students.

Author(s) Somers, Cheryl L.

Citation: Health Promotion Practice, Jan 2014, vol. 15, no. 1, p. 35-43, 1524-8399 (Jan 2014)

Publication Date: January 2014

Abstract: An experiential approach to preventing teen pregnancy, "Baby Think It Over" is a popular option in schools. The current study used an experimental design and a 1-year longitudinal follow-up with 93 experimental group and 92 control group male and female, primarily African American and Mexican American, low–socioeconomic status students from two middle schools in a large, urban district in the Midwest (mean age = 13.24 years, range = 12-15 years). The program was evaluated for a wide array of outcomes, including sexual behavior, contraceptive use, realism about parenting responsibilities, personal intentions to avoid teenage pregnancy, self-efficacy to avoid sexual risk taking and pregnancy, sexual attitudes, plans for pregnancy, and actual pregnancy rates. The program successfully increased the Baby Think It Over group’s sense of realism regarding lack of readiness to be a teenage parent, although no behaviors were changed. Differences emerged by demographic subgroup. All results are discussed in light of several contexts that must be considered, including the need to examine both costs and benefits of this type
of program. This has direct implication for organizational policies regarding the intervention selection and application. (PsycINFO Database Record (c) 2014 APA, all rights reserved)(journal abstract)

Source: PsycINFO


Author(s) Voorthuis, Alexandra, Out, Dorothée, van der Veen, Rixt, Bhandari, Ritu, van IJzendoorn, Marinus H., Bakermans-Kranenburg, Marian J.

Citation: Attachment & Human Development, Nov 2013, vol. 15, no. 5-6, p. 603-617, 1461-6734 (Nov 2013)

Publication Date: November 2013

Abstract: Children vary hugely in how demanding of their caregivers they are. This creates differences in demands on parents during observation, making the comparison of sensitivity between parents difficult. It would therefore be of interest to create standard situations in which all caregivers are faced with the same level of demand. This study developed an ecologically valid but standardized setting using an infant simulator with interactive features, the Leiden Infant Simulator Sensitivity Assessment (LISSA). The infant simulator resembles a real infant in appearance and it produces crying sounds that are life-like. The simulator begins with fussing and progresses to more intense crying in case of no care or inappropriate care. It responds by being calm again if appropriate care is given. One hundred and eighty-one female participants took care of the infant simulator for two evenings and in a 30 min lab session with increasing competing demands. Sensitive parenting behavior during the lab session was coded with the Ainsworth Sensitivity Scale. Sensitivity ratings covered the whole range of the scale (1–9), and were stable across settings (free play, competing demands). Sensitivity was related to an increase of positive affect during caretaking, and insensitivity was related to intended harsh caregiving response during a computerized cry paradigm. Sensitivity was unrelated to social desirability and self-reported quality of care given to the infant simulator. We discuss the potentials of the infant simulator for research on sensitive parenting, for preventive interventions, and for clinical practices. (PsycINFO Database Record (c) 2014 APA, all rights reserved)(journal abstract)

Source: PsycINFO

Available in fulltext from Attachment & Human Development at EBSCOhost

5. Response patterns on the Parent–Child Relationship Inventory in a simulated child custody evaluation.

Author(s) Tobin, Natalie L., Seals, Robert W., Vincent, John P.


Publication Date: October 2011

Abstract: Custody evaluation likely induces a motivation for parents to distort self-reports of parenting behavior. This study examined the-susceptibility of the Parent–Child Relationship Inventory (PCRI) to exaggeration of positive parenting in an instructional manipulation simulating a custody evaluation versus research study in 64 university students who were parents of children between the ages of 3 and 15. Results suggested that the simulated custody context influenced PCRI scores in the expected direction. However, the social desirability indicator built into the measure was effective at detecting the attempt to present an overly favorable image of the parent–child relationship. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Source: PsycINFO

Abstract: Objective: To evaluate the effectiveness of simulation as a strategy to influence teens' perceptions of pregnancy and parenting. Design: This pilot study was a preexperimental, one group pre/posttest design. Setting: The school-based wellness center of a high school was the setting for the weekly sessions and the pre/posttest administration. Participants: Sample members participated in 6 weekly Baby Think it Over (BTIO) classes and an infant simulator experience. The final sample included 79 teens age 14 to 18 years who attended one of eight BTIO sessions. Methods: We used the Thoughts on Teen Parenting Survey (TTPS) to assess the perceptions of teens with regard to the costs and rewards associated with teen parenting. The TTPS yields a composite score of the teen attitudes toward the teen parenting experience and eight subscale scores that assess different areas of teen life. Results: No significant differences were found in the mean pre/posttest scores or in correlations of the demographic data and mean scores. Two significant differences in pre/posttest subscale scores were in the areas of friends and personal characteristics. Conclusions: The results of this study suggest that the effectiveness of using infant simulators to influence the perceptions of teens about the reality of teen parenting is minimal. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Author(s) de Anda, Diane


Publication Date: February 2006

Abstract: In an intervention aimed at showing students the amount of responsibility involved in caring for an infant, 353 predominantly ninth-grade and Latino students carried the Baby Think It Over simulation doll in an intervention and completed matched pre- and posttest measures. Statistically significant gains were found on the total score and the impact of having a baby on academics, social life, and other family members; emotional risks; understanding and handling an infant's crying; and apprehension of the amount of responsibility involved in infant care. On a posttest-only measure, 108 participants reported statistically significant differences before and after carrying the doll with regard to the age at which they wished to have a child, their career and education plans, and the perceived interference of an infant with those education and career plans and their social life. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Source: PsycINFO

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Available in fulltext from Health & Social Work at EBSCOhost
Available in fulltext from Health & Social Work at EBSCOhost
Available in fulltext from Health & Social Work at ProQuest

10. Teen pregnancy: a program for awareness and health education.

Author(s) McCormack B, Sim MG

Citation: Australian Family Physician, 01 January 2005, vol./is. 34/1/2(17-22), 03008495

Publication Date: 01 January 2005

Abstract: BACKGROUND: Baby Think It Over is a health program that provides Perth adolescents in metropolitan schools with a 'virtual' parenting experience using an infant simulation program. Baby Think It Over seeks to modify attitudes toward teen pregnancy and parenting and to delay pregnancy until the participants have a better understanding of the demands and responsibilities of caring for an infant. At the same time, this program provides an opportunity to introduce adolescents to health services within their community with a particular focus on general practice. OBJECTIVE: This article describes the methodology and qualitative assessment of the program, examines some outcomes associated with its uptake and lessons learnt in its implementation. DISCUSSION: The program demonstrates that divisions of general practice can work together with schools to deliver innovative programs. The value of projects like this is in the community partnerships and social capital that they build across the health and education sector.

Source: CINAHL

Available in fulltext from Australian Family Physician at ProQuest

11. The Effectiveness of Infant Simulators.

Author(s) Roberts, Scott W., McCowan, Richard J.

Citation: Adolescence, Sep 2004, vol. 39, no. 155, p. 475-487, 0001-8449 (Fal 2004)
Publication Date: September 2004

Abstract: This study investigated the effect of using infant simulators with a structured, competency-based curriculum by examining the infant care behavior of adolescents and their attitudes toward parenting and sexual behavior. The sample of 236 students included 112 males and 124 females ranging in age from 14 to 18 years. This sample was randomly assigned to an experimental group of 174 and a control group of 62. The experimental group completed the New York State parenting curriculum, which focused on reflection-based parenting skills with specific childcare competencies. The findings indicate that the infant simulator is an effective tool for teaching childcare skills. When combined with a well-designed curriculum, it enhances the likelihood that student attitudes toward sexuality/parenting issues can be significantly modified. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Source: PsycINFO

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Available in fulltext from Adolescence at ProQuest
Available in fulltext from Adolescence at EBSCOhost

12. The Baby Think It Over experience to prevent teen pregnancy: a postintervention evaluation.

Author(s) Didion, Judy, Gatzke, Helen

Citation: Public health nursing (Boston, Mass.), Jul 2004, vol. 21, no. 4, p. 331-337, 0737-1209 (2004 Jul-Aug)

Publication Date: July 2004

Abstract: An evaluation was conducted to describe the personal impact of the "In Your Care" pregnancy prevention intervention program using Baby Think It Over infant simulator. Data was collected regarding the attitudes, actual and intended sexual practices, feelings, and opinions of participants 2 or 3 years after the intervention. Student recommendations for program continuation and improvement were also solicited. Male and female 11(th) grade students in rural and suburban Midwestern communities, who had experienced the program 2 or 3 years earlier, completed surveys and were interviewed in focus groups. Participants vividly recalled and described the simulated experience in statements that reflected insight and feelings about parental responsibility and the consequences of teen pregnancy. The teens also made several recommendations for enhancing the program. The findings suggest that simulated experiences can be a powerful strategy for effective learning about complex decisions regarding the risks of sexual activity and the realities of parenting.

Source: Medline

Available in fulltext from Public Health Nursing at EBSCOhost

13. Do adolescents take "baby think it over" seriously?

Author(s) Barnett, Jerrold E., Hurst, Cynthia S.

Citation: Adolescence, Mar 2004, vol. 39, no. 153, p. 65-75, 0001-8449 (Spr 2004)

Publication Date: March 2004

Abstract: Infant simulators are a popular means for providing a realistic experience of caring for an infant and are often used as a supplement in sexuality education programs. The goal of this activity is to help adolescents realize the enormous responsibility that raising a child entails and to motivate them to avoid risking pregnancy. The little research conducted to date on the effectiveness of infant simulators has yielded mixed results. The present study compared the reactions of 8th- and 10th-grade males and females at the end of their experience with infant simulators. Data were collected via student surveys and technical readouts from the simulators. Overall, the findings support the use of infant simulators, with the impact being greater for females and the younger group (8th graders).
Data from the simulators were consistent with the self-reports. These promising results support the continued use of infant simulators, but further research with stronger experimental designs and long-term follow-up is needed. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

**Source:** PsycINFO

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Available in fulltext from Adolescence at ProQuest
Available in fulltext from Adolescence at EBSCOhost

14. Tackling teenage pregnancy: the 'Maybe Baby?' project.

**Author(s)** King, S

**Citation:** Nursing in Practice, Mar 2004, no. 15, p. 48-50, 1473-9445 (Mar-Apr 2004)

**Publication Date:** March 2004

**Abstract:** Description of a school-based sex education and relationship programme piloted in Birmingham that focuses on adolescents making informed choices regarding sexual health and parenting. The project was run by nurses and included the use of infant simulators, as well as a positive parenting roadshow. Questionnaires and focus groups were used to evaluate the impact of the project on the participants. [(BNI unique abstract)] 7 references

**Source:** BNI


**Author(s)** Barnett JE, Hurst CS

**Citation:** Journal of School Health, 01 September 2003, vol./is. 73/7(264-268), 00224391

**Publication Date:** 01 September 2003

**Abstract:** This paper summarizes an evaluation of a school-based sexuality education program, an abstinence-only program, taught in public schools to eighth- and 10th-graders. The program uses infant simulators to provide adolescents with a realistic view of parenting and to encourage them to delay initiation of sexual behavior until marriage. Two evaluations are summarized here. The first evaluation used a pretest-posttest design. Significant increases in parent-adolescent communication, knowledge about sexuality, and sexual behavior were found. No changes were found in attitudes toward teen sexual activity. The second evaluation employed a quasi-experimental design with a treatment group and a comparison group, with testing delayed four months after the program. No group differences were found in attitudes, behavior, or communication. Program effects were found only for knowledge about sexuality.

**Source:** CINAHL

Available in fulltext from Journal of School Health, The at ProQuest
Available in fulltext from Journal of School Health at EBSCOhost
Available in fulltext from Journal of School Health at EBSCOhost

16. Insights into parenthood.

**Author(s)** Toone, D, McLaren, P

**Citation:** Learning Disability Practice, Jul 2003, vol. 6, no. 6, p. 12-15, 1465-8712 (July 2003)

**Publication Date:** July 2003
Abstract: Merits of using an infant simulator for people with learning disabilities thinking of having children of their own. [(BNI unique abstract)] 6 references

Source: BNI
Available in fulltext from Learning Disability Practice at EBSCOhost

17. Adolescent girls' personal experience with Baby Think it Over infant simulator.

Author(s) Malinowski, Ann, Leeseberg Stamler, Lynnette


Publication Date: March 2003

Abstract: Purpose: To explore adolescent girls' personal experience with an infant simulator that had to be cared for over period of 1 to 2 weeks. Study Design and Methods: This qualitative study employed the phenomenological approach and utilized Colaizzi's method of analysis. Participants were nine adolescent high school girls who were interviewed and viewed and audiotaped. Interview data were coded using NUD*IST 4 software. Result: Three themes emerged from the data. They were (1) a parenting journey incorporating intellectual, emotive, and physical faculties; (2) recognizing the illusionary nature of previously held ideas about parenting an infant; and (3) offering counsel based on the BTIO experience. Clinical Implications: The new perspectives gained by the participants about parenting a newborn infant different markedly from the romantic fantasies they held prior to the experience. The teens started thinking more seriously about the consequences of sexual activity. Used for 1 to 2 weeks, in conjunction with budgeting exercises and provocative small-group discussions, the BTIO shows promise as an effective tool in helping to modify unrealistic and idealized teen views of adolescent pregnancy and parenting. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Source: PsycINFO
Available in fulltext from MCN, American Journal of Maternal Child Nursing at East Midlands Ovid Archive Collection

18. The effects of infant simulators on early adolescents.

Author(s) Divine, James H., Cobbs, Gene

Citation: Adolescence, Sep 2001, vol. 36, no. 143, p. 593-600, 0001-8449 (Fall 2001)

Publication Date: September 2001

Abstract: The researchers examined the effects of infant simulators (computerized dolls designed to simulate normal infants) on 236 eighth-grade students. As part of their health and sex education curriculum, students had to provide care--24 hours a day, over several days--to dolls that cried when they "were hungry," "needed a diaper change," or "needed attention." The dolls enabled teachers to evaluate the care given by students. Students kept daily charts and journals, and wrote essays about their experiences. One to two years later, the students were surveyed, along with 461 comparison students who did not have the infant simulator experience. The findings indicated that the doll experience had a significant impact on the students, especially the females. It helped them to learn about the challenges of infant care, and to think of the implications before engaging in sexual intercourse. The comparison group felt less knowledgeable about what it takes to care for an infant, and judged infant care as less time consuming, difficult, and expensive than did those who had (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Source: PsycINFO
Available in fulltext from Adolescence at EBSCOhost
Available in fulltext from Adolescence at EBSCOhost
Available in fulltext from Adolescence at ProQuest
Available in fulltext from Adolescence at EBSCOhost
19. Effectiveness of the "Baby Think It Over" teen pregnancy prevention program

**Author(s)** Somers C.L., Fahlman M.M.

**Citation:** The Journal of school health, May 2001, vol./is. 71/5(188-195), 0022-4391 (May 2001)

**Publication Date:** May 2001

**Abstract:** In an effort to reduce teen pregnancy, schools are purchasing a program called "Baby Think It Over," a computerized infant simulator intended to provide a realistic infant care experience. However, little empirical, especially experimental, program effectiveness data exist. This study determined if the program changed participants’ attitudes toward parenting, as well as sexual and contraceptive behaviors linked to avoidance of teen pregnancy. Development of measurement tools was a part of the purpose. The study also asked teen-agers, through narrative questions, about their conscious perceptions of the baby’s utility and impact. Participants included experimental (n = 151) and control (n = 62) groups of primarily White, middle class, suburban high school students (mean age = 16.2). The quasi-experimental portion of the study failed to reveal a statistically significant effect. Narrative data revealed several positive and notable program effects.

**Source:** EMBASE

Available in fulltext from *Journal of School Health*, The at ProQuest
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Available in fulltext from *Journal of School Health* at EBSCOhost

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20. Medical students’ attitudes to caring for a young infant--can parenting a doll influence these beliefs?

**Author(s)** Bath, L E, Cunningham, S, McIntosh, N

**Citation:** Archives of disease in childhood, Dec 2000, vol. 83, no. 6, p. 521-523 (December 2000)

**Publication Date:** December 2000

**Abstract:** To investigate whether attitudes to parenting were altered in final year medical students following a period spent caring for a simulated infant. Seventy medical students during their paediatric attachment in the final year completed a questionnaire regarding personal childcare attitudes. Students attached to a teaching hospital were allocated a 24 hour time period to care for "Baby Think It Over" (BTIO), a computerised doll that simulates a 6 week old infant and records care given. The students then completed a second questionnaire assessing the impact of the experience. Forty nine per cent of students thought their advice regarding sick children was less valid than if they had their own children; 96% of students believed their approach to parents caring for young infants could be improved by caring for a 6 week old infant. All the students felt their lifestyle would be affected. Following the BTIO care period, 79% considered the experience straightforward, with 35% expressing a little more empathy and 15% a lot more empathy for parents as a result. Thoughts regarding impact on lifestyle were unaltered. Caring for BTIO, however, was not considered to be a realistic experience and overall not particularly useful. Simulated infants are of only limited value in increasing medical student understanding of parental concerns.

**Source:** Medline

Available in fulltext from *Archives of disease in childhood* at Highwire Press
Available in fulltext from *Archives of Disease in Childhood* at National Library of Medicine
Available in fulltext from *Archives of Disease in Childhood* at Highwire Press
Available in fulltext from *Archives of Disease in Childhood* at ProQuest
21. Does mothering a doll change teens’ thoughts about pregnancy?

**Author(s)** Kralewski J., Stevens-Simon C.

**Citation:** Pediatrics, March 2000, vol./is. 105/3(E30), 1098-4275 (Mar 2000)

**Publication Date:** March 2000

**Abstract:** OBJECTIVE: To determine the effect of age on the efficacy of the computerized, infant simulator doll Baby Think It Over (BTIO) for increasing middle school girls' knowledge about the responsibilities of parenthood and discouraging plans for teen childbearing. We hypothesized: 1) 8th grade students would be less apt than 6th grade students to equate BTIO care with mothering because they would rationalize that their infant would be easier to care for than BTIO; and 2) BTIO would be a more effective teen pregnancy prevention program with 6th grade students than with 8th grade students.

METHODS: Nulliparous 6th (n = 68) and 8th (n = 41) grade girls attending an urban middle school in a predominantly lower socioeconomic, Hispanic, neighborhood were asked to care for BTIO for 3 days and 2 nights. Responses to a self-administered questionnaire were used to assess the girls' understanding of the responsibilities and difficulties associated with parenting, their feelings about the similarity of BTIO care and real infant care, and their childbearing intentions before and after caring for BTIO. RESULTS: Only 32 (29%) of the 109 girls thought that real infant care would be like BTIO care. Although 8th grade students were less apt than 6th grade students to equate BTIO care with real infant care (17% vs 37%), 6th grade students were more likely than 8th grade students to endorse statements suggesting that real infant care would be easier than BTIO care (37% vs 24%). Multivariate analyses revealed that this was largely because 6th grade students found BTIO care more difficult than did 8th grade students. Also, regardless of age or grade, the more difficult a girl found it to care for BTIO than anticipated, the more likely she was to endorse statements indicating that it would be easier to care for her own infant than it had been for her to care for BTIO. Little learning about the difficulties of parenting took place during the study. On average, the 6th grade students did not find BTIO care more difficult than anticipated and the 8th grade students actually found it easier than anticipated. Finally, caring for BTIO had no affect on the intent of students to become teen parents: 13 (12%) of the 109 students wanted to be teen parents before they cared for BTIO and 16 (15%) wanted to be teen parents after they cared for the doll. CONCLUSION: The results of this study demonstrate that the propensity of people this age for rationalizing their own immunity to the nocuous aspects of potentially desirable situations (the personal fable of omnipotence) allows those who perceive parenthood to be attractive to overlook the negative aspects of any parenting experience they have.

**Source:** EMBASE

Available in fulltext from Pediatrics at Highwire Press

Available in fulltext from Pediatrics at EBSCOhost

22. Shaken and stirred.

**Author(s)** Pickles, J

**Citation:** Nursing Times, Nov 1999, vol. 95, no. 46, p. 28-29, 0954-7762 (November 17, 1999)

**Publication Date:** November 1999

**Abstract:** Use of a baby simulator to educate school children in the implications of teenage pregnancy and improve parenting skills. [(BNI unique abstract)]

**Source:** BNI


**Author(s)** Strachan, William, Gorey, Kevin M.

**Citation:** Child & Adolescent Social Work Journal, Jun 1997, vol. 14, no. 3, p. 171-180, 0738-0151 (Jun 1997)
Abstract: This quasi-experimental study of 48 high school students demonstrates the impact of a very realistic infant simulator on adolescents’ attitudes and beliefs about what their future parenting experiences might be like. After their experience of the three-day lifespace intervention, the teenagers who participated had much more realistic notions about the responsibilities and demands involved in childrearing. Nearly all of them (90%) scored higher on a measure of realistic parenting expectations than the average adolescent in a comparison group did. Also of practical significance was the finding that the intervention even seemed to positively impact classmates of the primary intervention group, adolescents who merely observed others tending to ‘infants.’ (PsycINFO Database Record (c) 2012 APA, all rights reserved)

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[PDF] Recognizing the Costs of Teen Pregnancy: "Baby Think it Over"
JA Weiss, K Gattamorta, S Davis, D Chabot - oap-journals.org
... each student was given a print-out of the "care" of the simulated baby and participated in a final discussion ... TTMS. Also, disappointment at not being chosen to take home an infant simulator may have influenced post-test answers. ... pregnancy in the county where the research was ...
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Baby please stop crying: an experimental approach to infant crying, affect, and expected parenting self-efficacy
ESA de Cock, J Henrichs, CHAM Rijk... - ... of Reproductive and ..., 2015 - Taylor & Francis
... crying on affect, anxiety and parenting self-efficacy by manipulating the amount of infant crying using a life-like baby doll with a recorded crying sound. This doll is normally intended for educational purposes and intervention programmes to prevent teenage pregnancy (Didion & ... Cite Save

Teenage Pregnancy Prevention and Adolescents' Sexual Outcomes: An Experiential Approach
CL Somers - American Secondary Education, 2006 - JSTOR
... of an experiential approach to teen pregnancy (TP) prevention called "Baby ThinkIt Over/ a computerized infant simulator, on adolescents ... few additional studies mentioned by the BTIO producer, all focusing on changing attitudes toward teen pregnancy and early parenting. ...
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Impact of an Infant Simulation Program on Prevention of Adolescent Pregnancy
LM SCHMIDT - 2010 - cardinalscholar.bsu.edu
... for preventing pregnancy. The purpose of this study was to evaluate whether adolescents ... determine if BTIO helps adolescents develop a more realistic view of parenting. The Page 21. 19 ... the BTIO infant simulator (Barnett & Hurst, 2004). ... Related articles Cite Save Saved More

Holding the baby
K Daniel - Community Practitioner, 2002 - search.proquest.com
... The baby simulator methodology had been successfully run all over the world since 1993. ... Under Suzanne's direction and with parental consent, her pupils first embark on a basic parenting session including a questionnaire on attitudes to parenthood and pregnancy. ...
Cite Save Saved More

The Effects of Role-Play and Simulation as Pregnancy Prevention Strategies on
Knowledge and Attitude of African-American Adolescents in an Urban Community

LB Moody - 1999 - scholarworks.gvsu.edu

... minority - were assigned an infant simulator to experience parenting for three days. After 10 Page 22. ... sure of realistic parenting expectations than the average adolescent in the comparison group. ... This study examined adolescent pregnancy in a New Mexico school district. Three ...

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The impact of an infant simulation intervention program on the perceptions of pregnancy and infant care in adolescents

AM Frei - 2010 - cardinalscholar.bsu.edu

... Episodes of rough handling and neglect are recorded in the infant simulator’s computer, and the ... infant and their attitudes towards early pregnancy. Using their own experiences, students were able to form approaches and attitudes towards parenting ...

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