

- **Name of the study:** The Contribution of a MISC-CAB Model Workshop to the Interaction between Staff and Toddlers with Developmental Delay, and to the Staff's Attitudes, Beliefs, and Psychological Capital
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- **Type of research:** Master
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- **Research Authority:** Bar Ilan University

Abstract

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Background: The present study is based on the MISC-CAB model (Klein, 2003; Lifshitz, 2020) a holistic framework addressing mediated interaction, with a multidimensional consideration of the three CAB dimensions: Cognition, Affect, and Behavior. The model has been found effective in improving interactions between parents and children with atypical development (Barnes Balanga Belanga, 2006; Jaegermann, 2005; Naaman, 2011; Sobelman-Rosenthal & Klein, 2003), as well as between staff and adults with intellectual disability (Lifshitz et al., 2010). In addition, studies examining intervention programs among teaching staff working with students with intellectual disability found improvements in staff attitudes and psychological capital following the intervention (Levy, 2024; Sapir, 2016; Akiva, 2024). The uniqueness of the present study lies in the implementation of a workshop based on the MISC-CAB model for the first time among a multidisciplinary staff working with toddlers with global developmental delay (GDD).

Objective: To examine the contribution of a workshop based on the MISC-CAB model to the quality of mediated interaction between a multidisciplinary staff and toddlers with developmental delay, as well as the staff's attitudes toward the toddlers' cognitive modifiability, their beliefs regarding toddlers' development, and their psychological capital.

Participants: The study included 31 staff members from two rehabilitation daycares, one serving as the experimental group (N = 15) and the other as the control group (N = 16).

Procedure: The study comprised three stages. During the pre-test stage, staff background variables, attitudes toward toddlers' cognitive modifiability, beliefs regarding toddlers' development, and psychological capital (hope, optimism, and self-efficacy) were assessed using a battery of questionnaires. The interaction between the staff and toddlers was assessed through video analysis using the OMI method. During the intervention stage, the experimental group participated in a workshop based on the MISC-CAB model. In the post-test stage, all research variables were re-examined.

Intervention Program: The workshop included six group sessions for the educational and professional staff in the experimental group. The sessions consisted of lectures on the MISC-CAB model, presenting the theoretical principles underlying the model and teaching mediation measures in the context of daily interactions between staff and toddlers with developmental delay. Analyses of interaction video recordings between a caregiver and a toddler during dressing and eating routines were conducted according to the principles of the model. In addition, observations were carried out in the rehabilitation daycare to examine the implementation of the model in practice. The workshop was facilitated by the researcher of the present study, an occupational therapist and master's degree student, with each session accompanied by an expert from Bar-Ilan University specializing in the MISC-CAB model.

Results: The present study demonstrated a significant improvement following the workshop in the quality of mediated interaction, according to the MISC-CAB model, between the multidisciplinary staff and toddlers with developmental delay. In contrast, no changes were found in staff attitudes, beliefs, or psychological capital following the workshop, possibly because baseline scores on these measures were already high in both groups prior to the intervention. In addition, it was found that the more positive the caregiver's attitudes toward toddlers' cognitive modifiability and the lower the level of optimism at baseline, the greater the use of mediation measures at the second measurement. Furthermore, a combined contribution was found for background variables (education, gender, years of seniority in the day care center, rehabilitation /autism class), optimism, attitudes toward modifiability, and participation in the workshop to the improvement in interaction quality. After controlling all study variables across all

regression models, the workshop was found to have a statistically significant unique contribution beyond the other variables.

Conclusions: The discussion of the findings indicates that the uniqueness of a workshop based on the MISC-CAB model lies in its emphasis on the cognitive component of interaction, while highlighting the belief in cognitive modifiability even among children with GDD. It is recommended to implement the MISC-CAB model in rehabilitation daycares to enhance and retain staff, particularly in view of the growing shortage of educational and professional personnel within these settings (Knesset Education, Culture and Sports Committee, 2023; Rabinowitz, 2023). It is important to note that this is a pioneering study conducted with a small sample over a limited period of time, and that further large-scale studies are needed to substantiate the findings.

Keywords

MISC-CAB, mediated interaction, multidisciplinary staff, rehabilitation daycares, global developmental delay (GDD), attitudes, psychological capital.

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