

***Building Bridges Across Intervention Models: The  
Family Check-up Strategy.***

***The Family Check-up Conference 2017: Building Bridges  
Across Contexts, Cultures, and Intervention Models.***

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**Professor in Psychology &**

**Director, REACH Institute**

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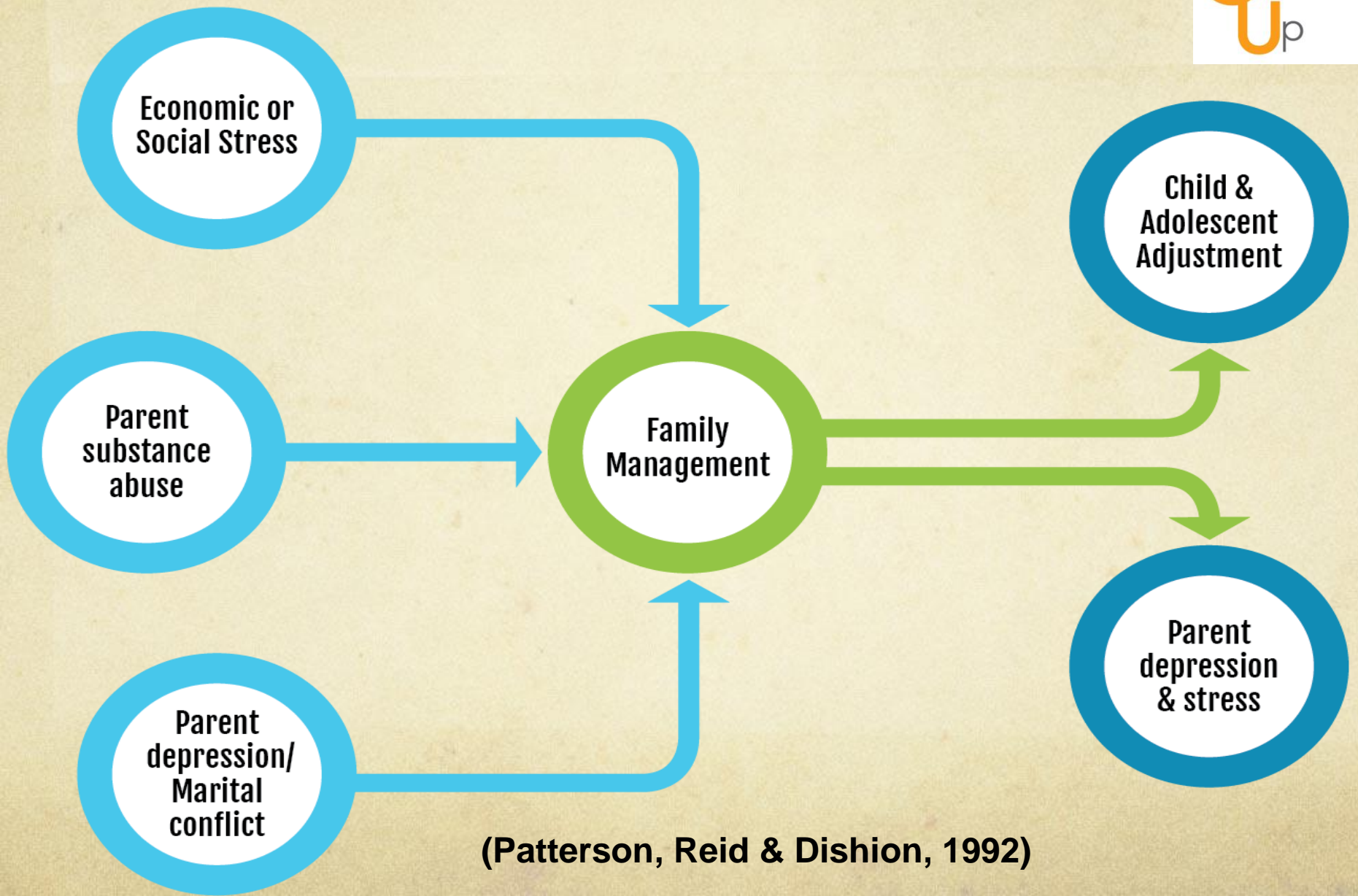
**ARIZONA STATE UNIVERSITY**

# **Four Education Goals of this Talk**

- 1-Discuss the rationale and overview of the Family Check-up model.**
- 2- Review select findings from randomized prevention trials with families of adolescents and young children.**
- 3-Review studies suggesting the importance of competent adherence when using the model.**
- 4 –Future directions in linking evidence-based interventions for children and families.**

# The Importance of a Model:

Family Management as a mediator of contextual influences

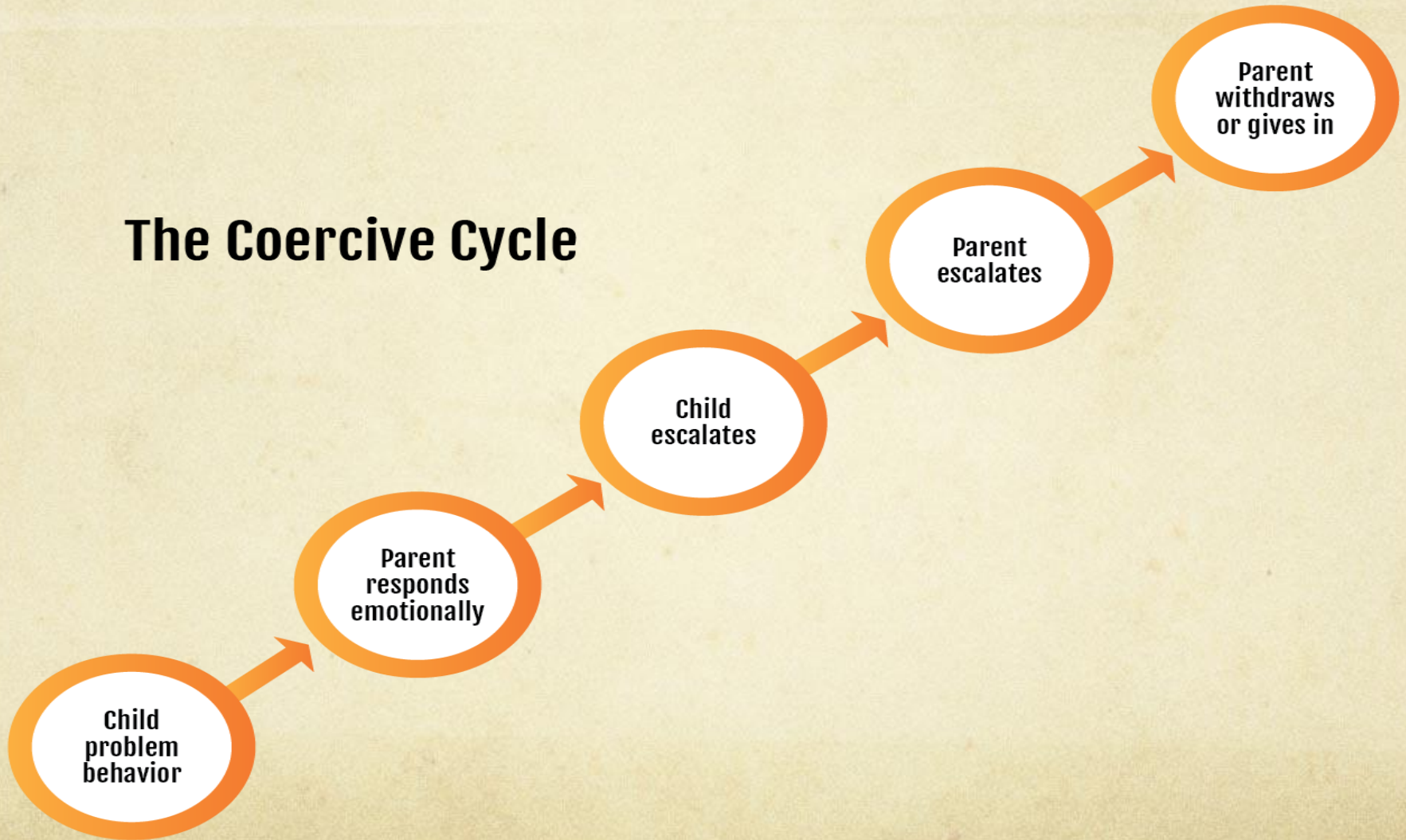


(Patterson, Reid & Dishion, 1992)

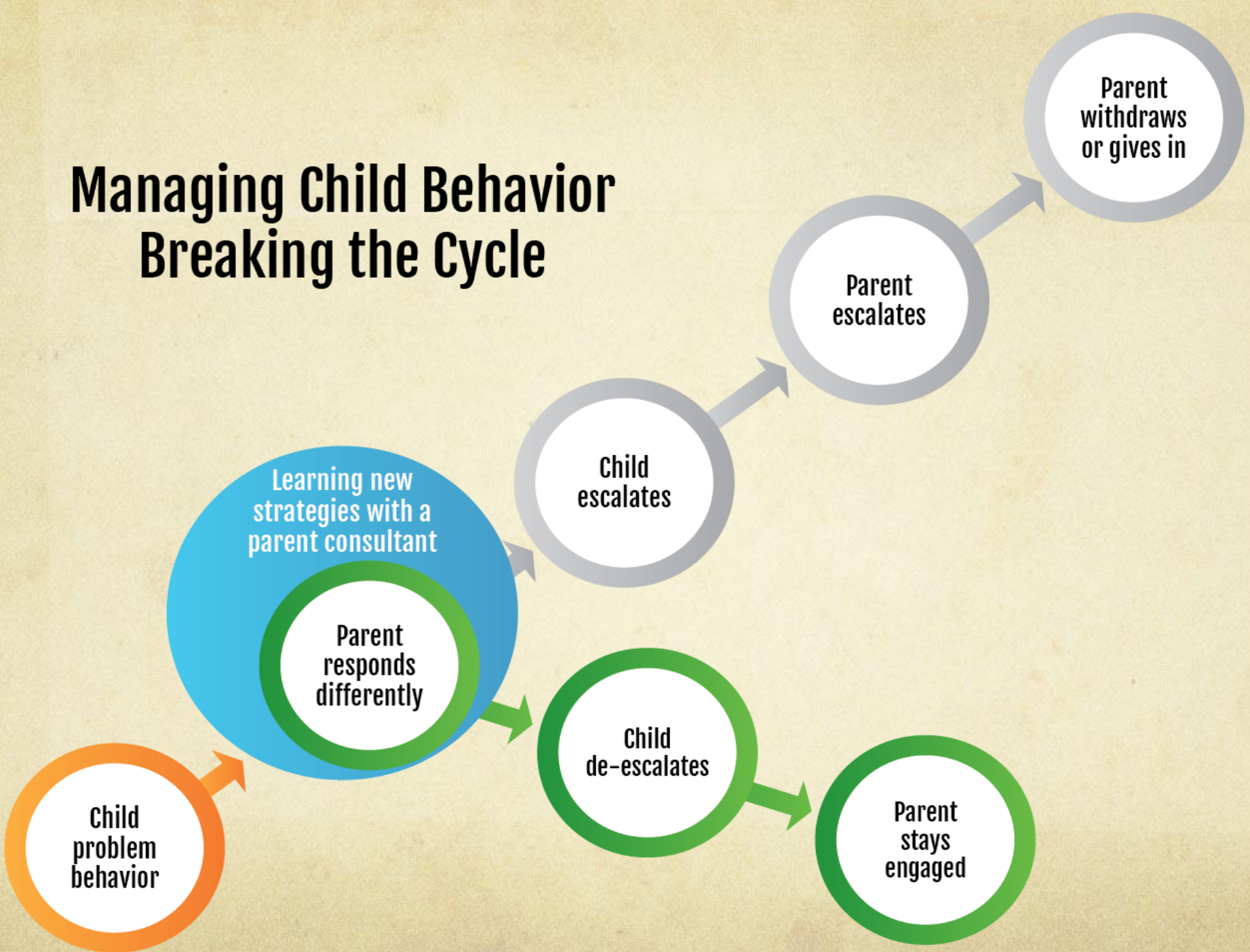
# Model Pragmatics: Social interaction Underpinnings

(Patterson, 1982)

## The Coercive Cycle



# Managing Child Behavior Breaking the Cycle

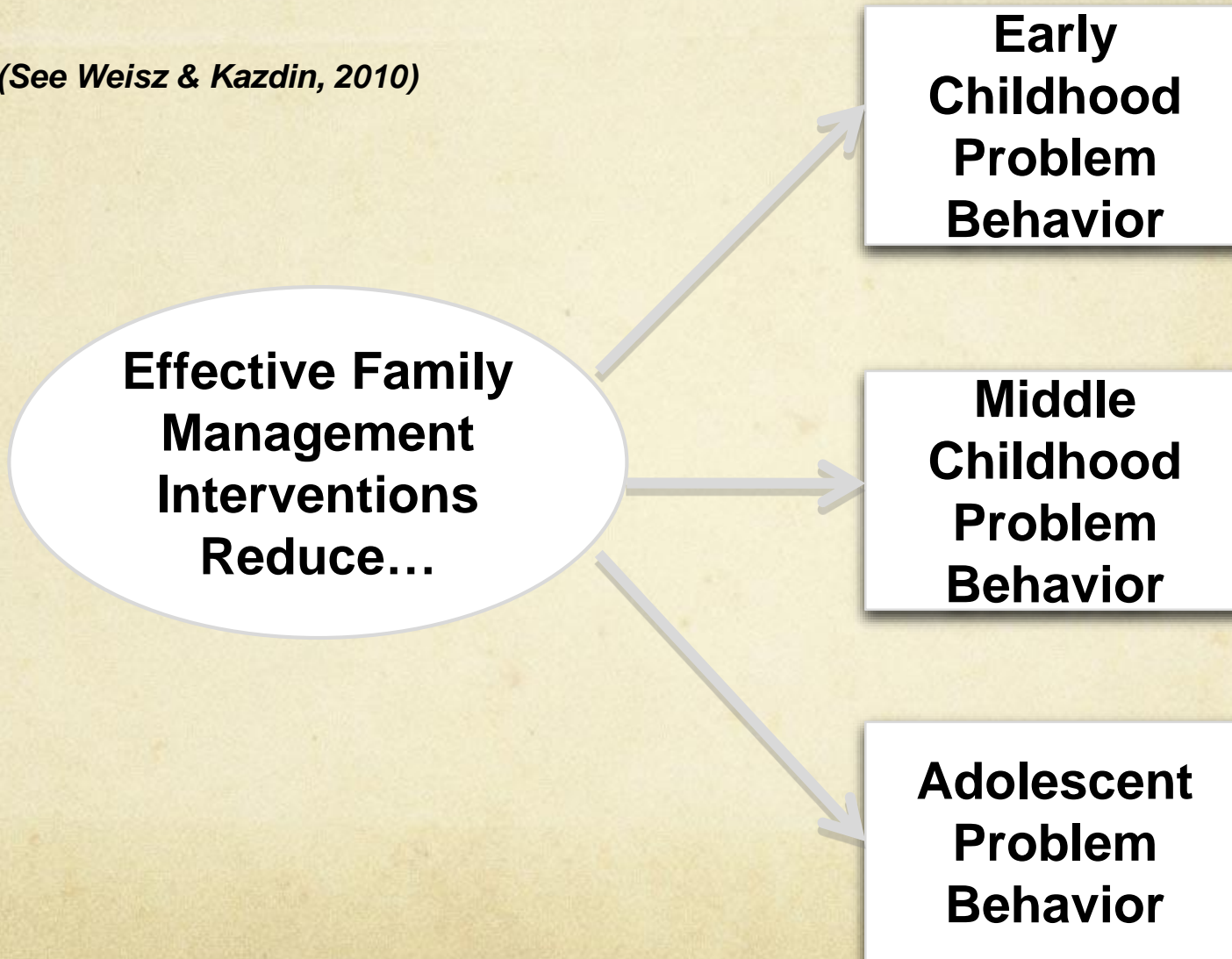


# CLINICAL TRIALS

## FOCUSING ON FAMILY MANAGEMENT

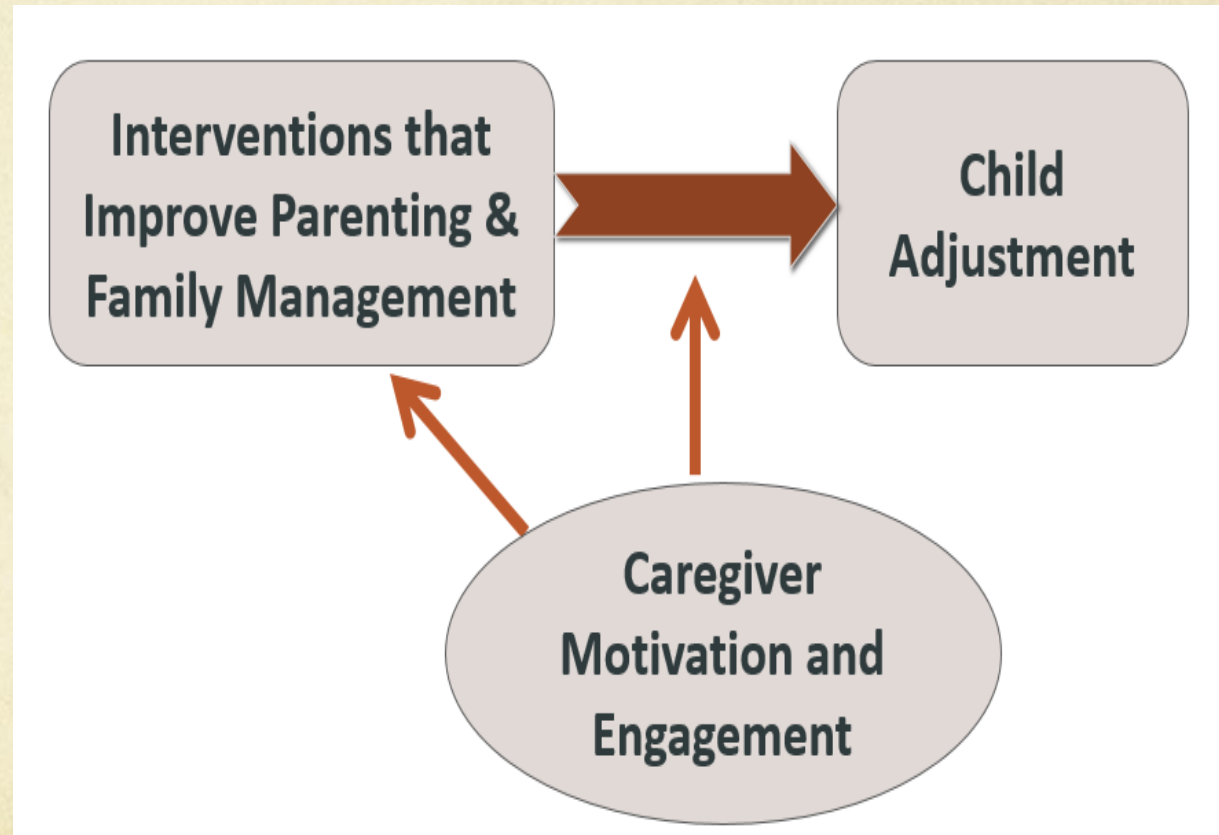


*(See Weisz & Kazdin, 2010)*



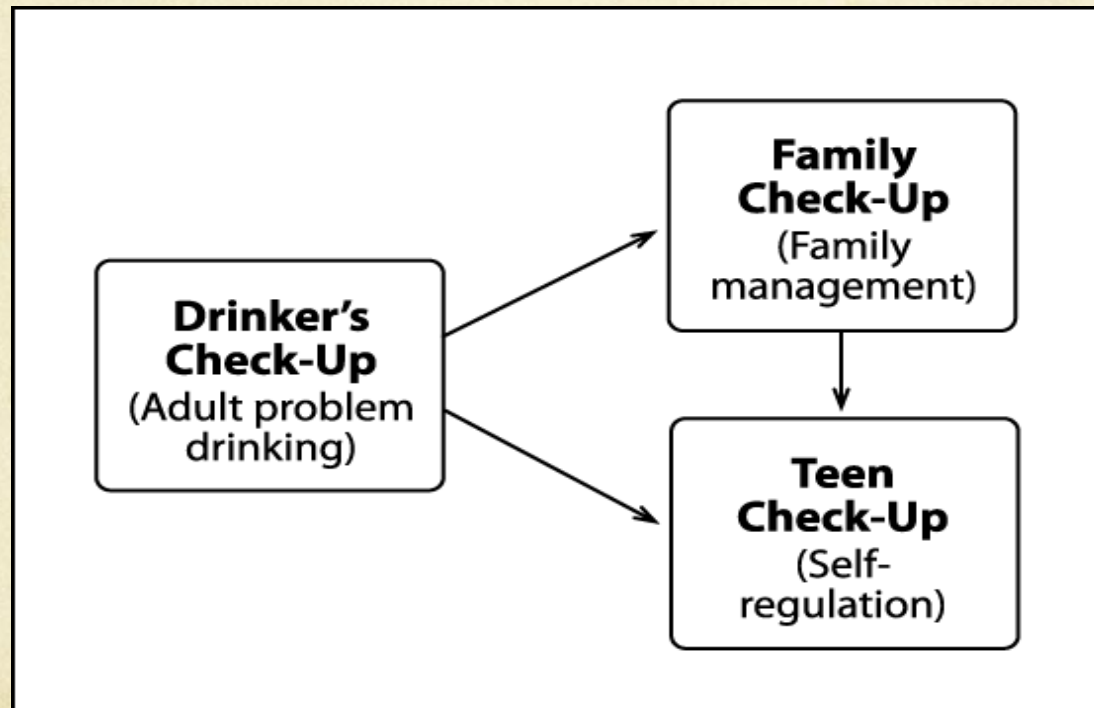
# Public Health Challenge to Outpatient Clinic Intervention Models: Participation

Low participation rates hamper the public health impact of evidence-based parenting programs (Spoth, Clair, Greenberg, Redmond, & Shin, 2007)



# The Focus on Motivation to Change: Adapting the Drinker's Check-up.

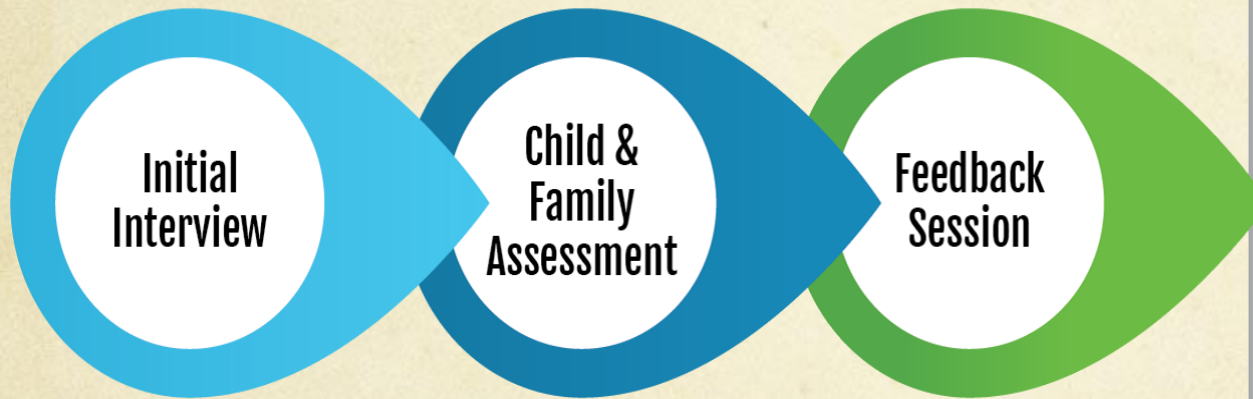
*(Miller & Rollnick, 2002)*



*(Dishion, Kiesner & Kavanagh, 1998)*  
**Public Middle School Model**

# A Public Health Approach: A Brief, Strength-based Intervention for Families not Seeking Treatment.

## THE FAMILY CHECK-UP MODEL



Family Management Training:  
Everyday Parenting Curriculum

Brief & Tailored  
Family Management

Family Management  
Weekly Meetings

Family Management  
Parent Groups

Community  
Resources & Support

(Dishion & Kavanagh, 2003; Dishion & Stormshak, 2007)

## Ecological Approach to Child and Family Assessment (Bronfenbrenner, 1989)

✓ Neighborhood

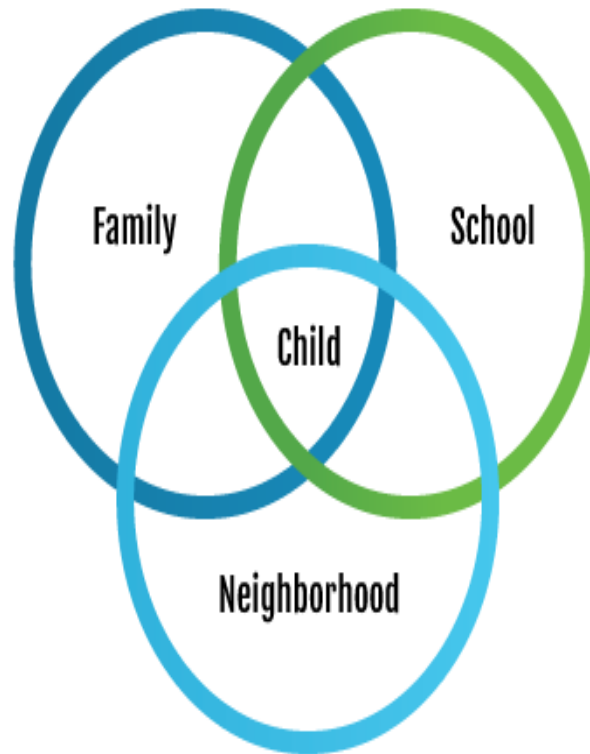
✓ School

✓ Work

✓ Extended Family

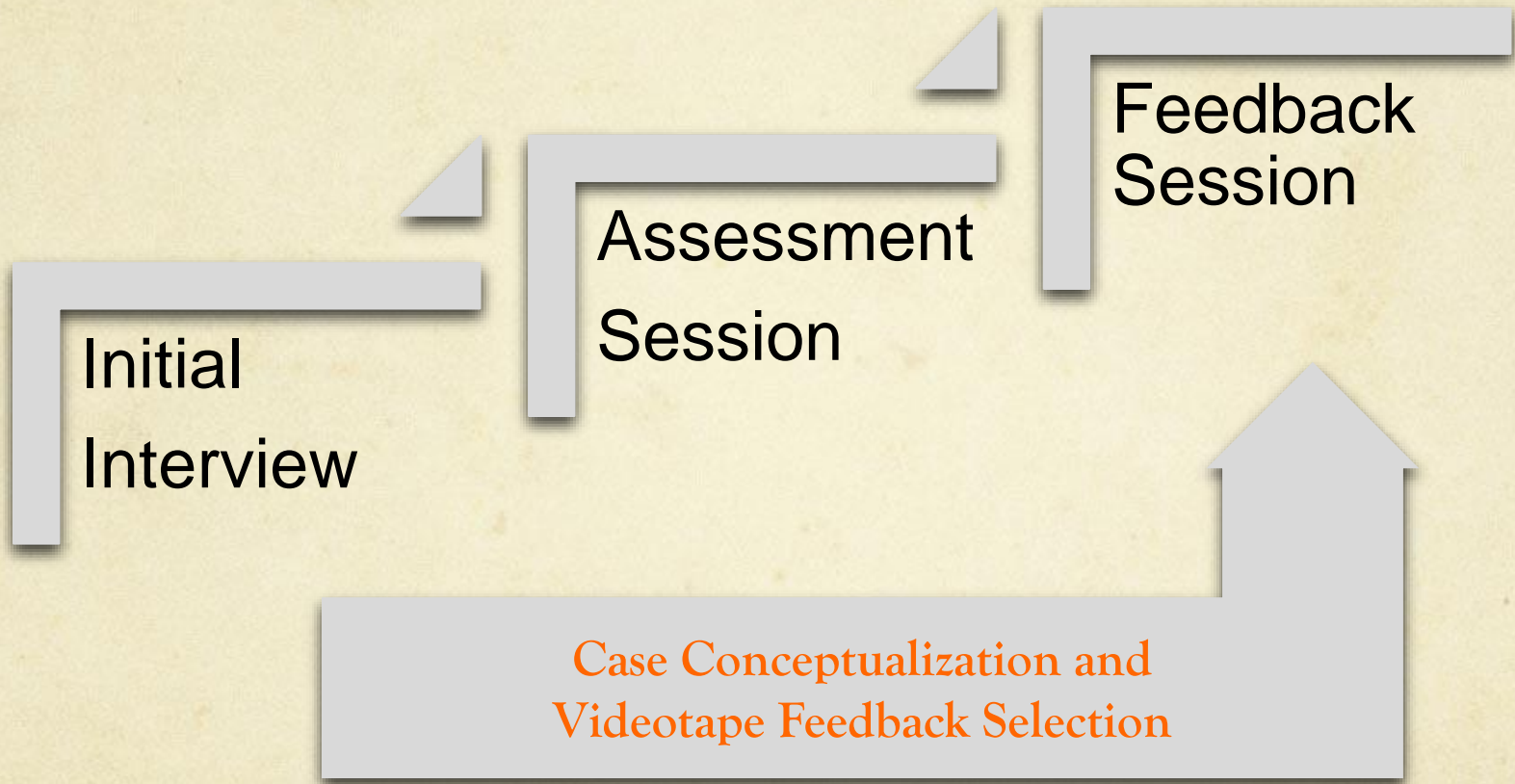


Social, structural, economic, political,  
and cultural environment

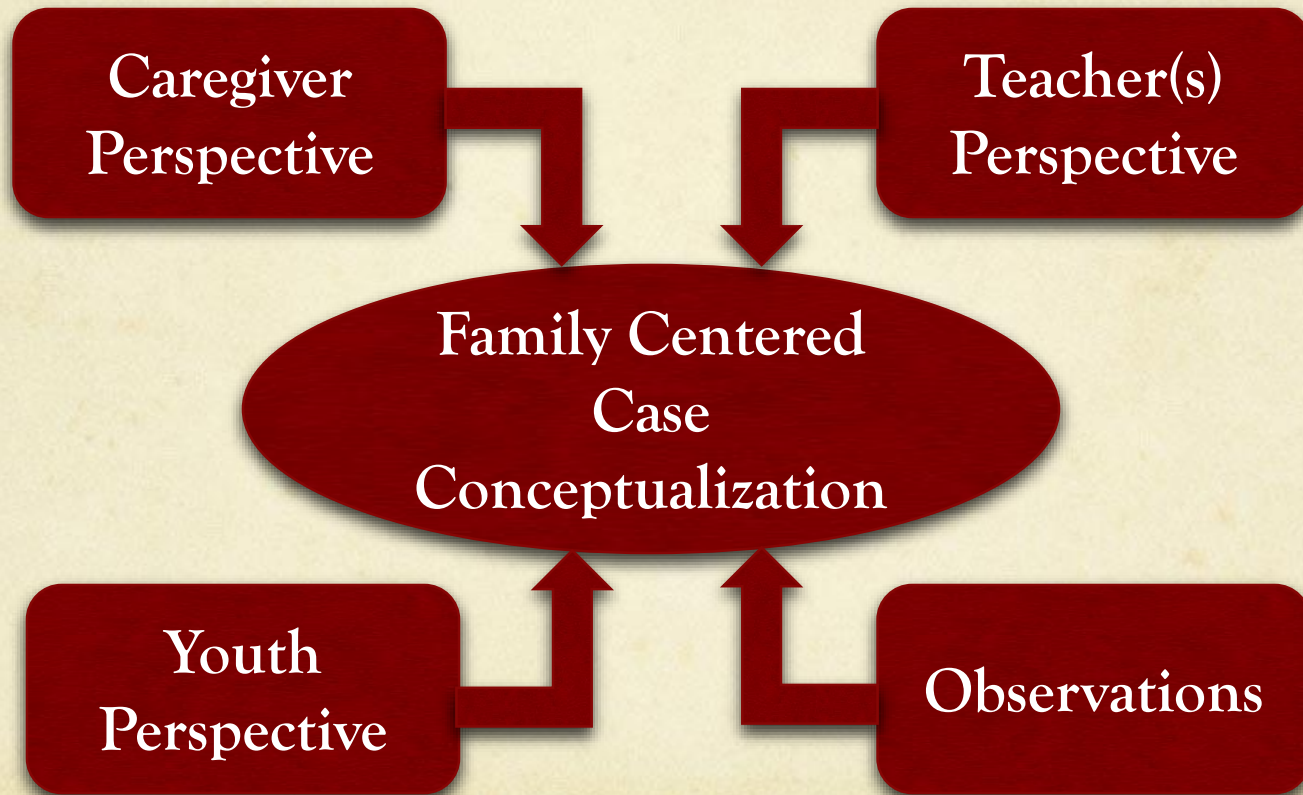


**Child  
embedded in  
many  
different  
relational  
and  
environmental  
ecological  
contexts that  
can  
influence  
behavior**

# The three steps in the family check-up model



# Case Conceptualization: A Critical Feature of Engagement and Tailoring in the FCU.



# COMPLETED FAMILY CHECK-UP FEEDBACK FORM

## Child and Family Feedback Form

### Family Background and Support

Family Stress	D	M
Parent Well-Being	D	M
Parent Coping Strategies	D	M
Caring Adults/Support Network	D	M
Partner Support	X	
Parent Substance Use	X	
Other:		



### Youth Adjustment

Behavior	D	M
Emotional Adjustment	X	
Peer Relationships	X	
School Success	X	
Coping and Self-Management	X	
Other:		

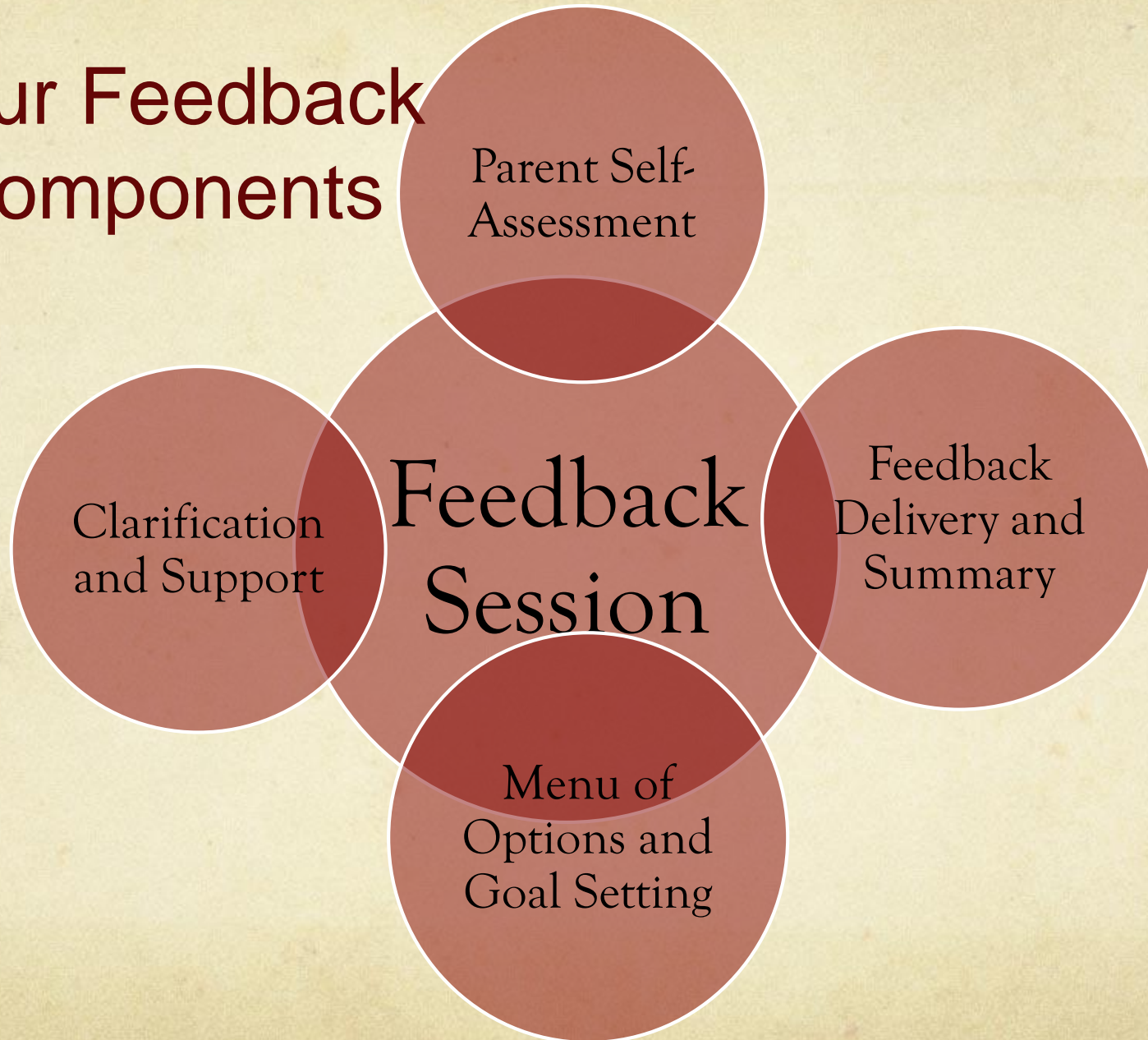


### Family Management and Relationships

Relationship Quality	D	M
Positive Behavior Support	D	M
Monitoring & Limit Setting	X	
Other:		



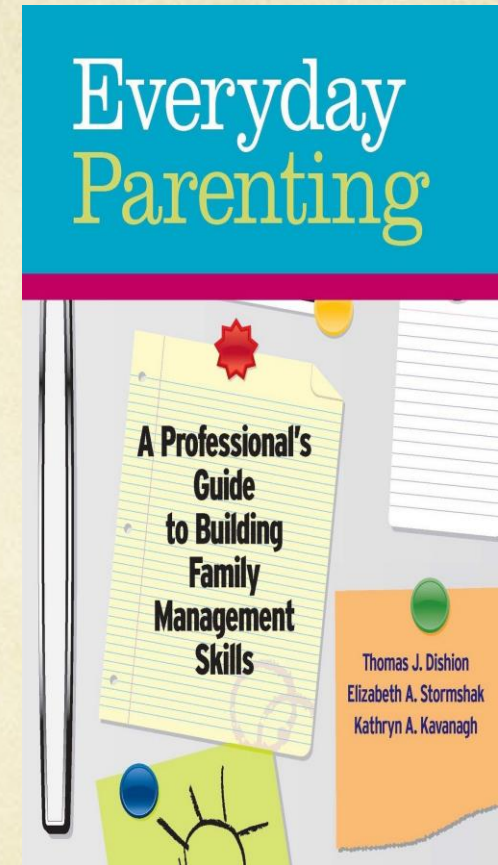
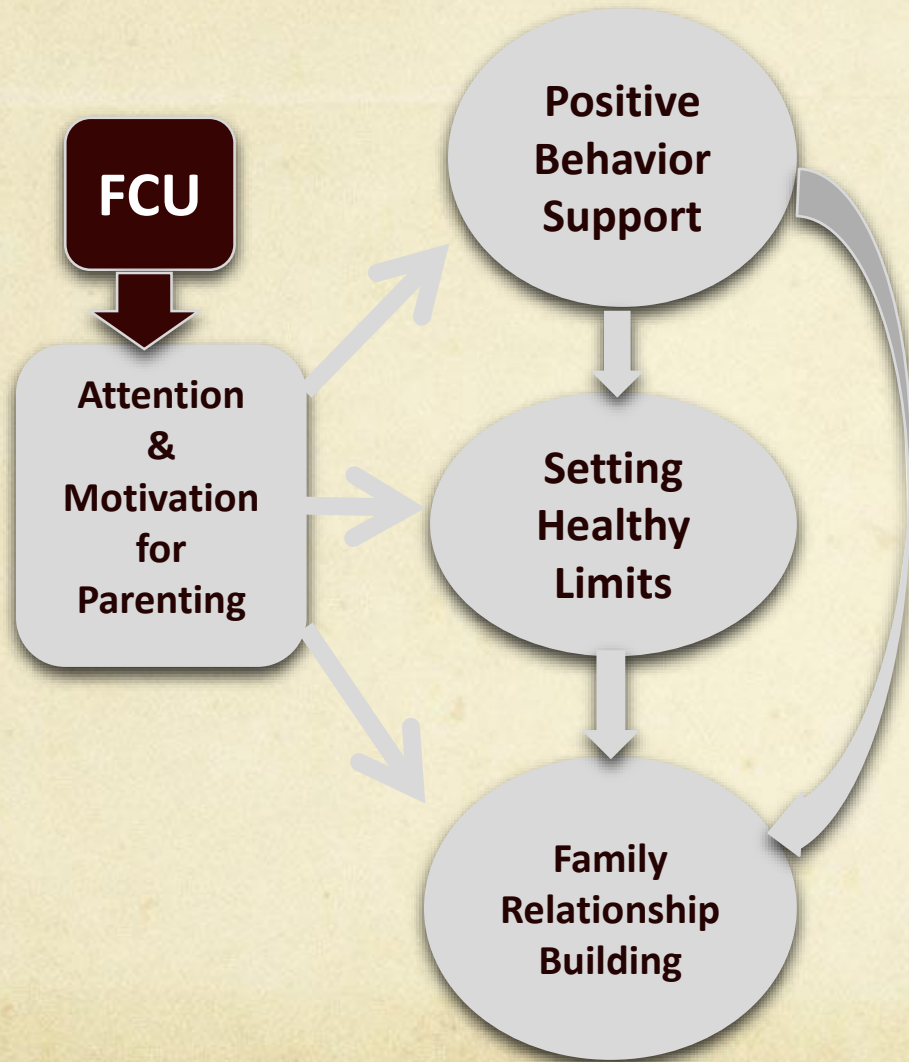
# Four Feedback Components



# Strengths Based Videotape Feedback: An Example



# FOLLOW-UP FAMILY MANAGEMENT SERVICES AFTER THE FEEDBACK



*(Dishion, Stormshak & Kavanagh, 2011)*

# Research at the Child and Family Center

○ **Project Alliance 1: Dishion**

○ **Project Alliance 2:  
Stormshak & Dishion**

○ **Early Steps Pilot: Shaw**

○ **Early Steps Multisite:  
Dishion, Gardner, Shaw &  
Wilson**

○ **Shadow Project: Boyd-Ball**

○ **Community Mental Health:  
Stormshak**

○ **Northwest Public  
Schools 1995-present**

○ **Northwest Public  
Schools, 2005-2010**

○ **Children involved in  
WIC, from age 2 –  
school age**

○ **AI families in PNW**

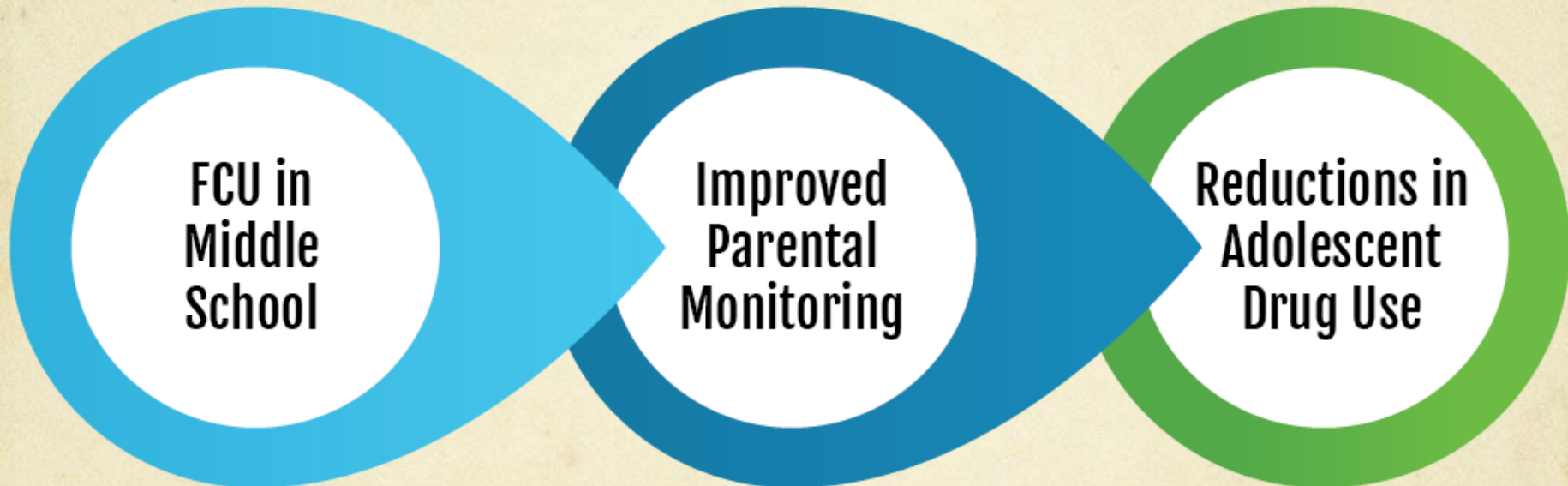
○ **CMH agencies in  
Portland – 120 families**

# Mediation of Intervention Effects: Observed Parent Monitoring and Drug Use.



**IN ADOLESCENCE:**

**(DISHION, KAVANAGH ET AL, 2003)**



Mediation of Intervention Effects:  
Observed Family Conflict and Antisocial Behavior.



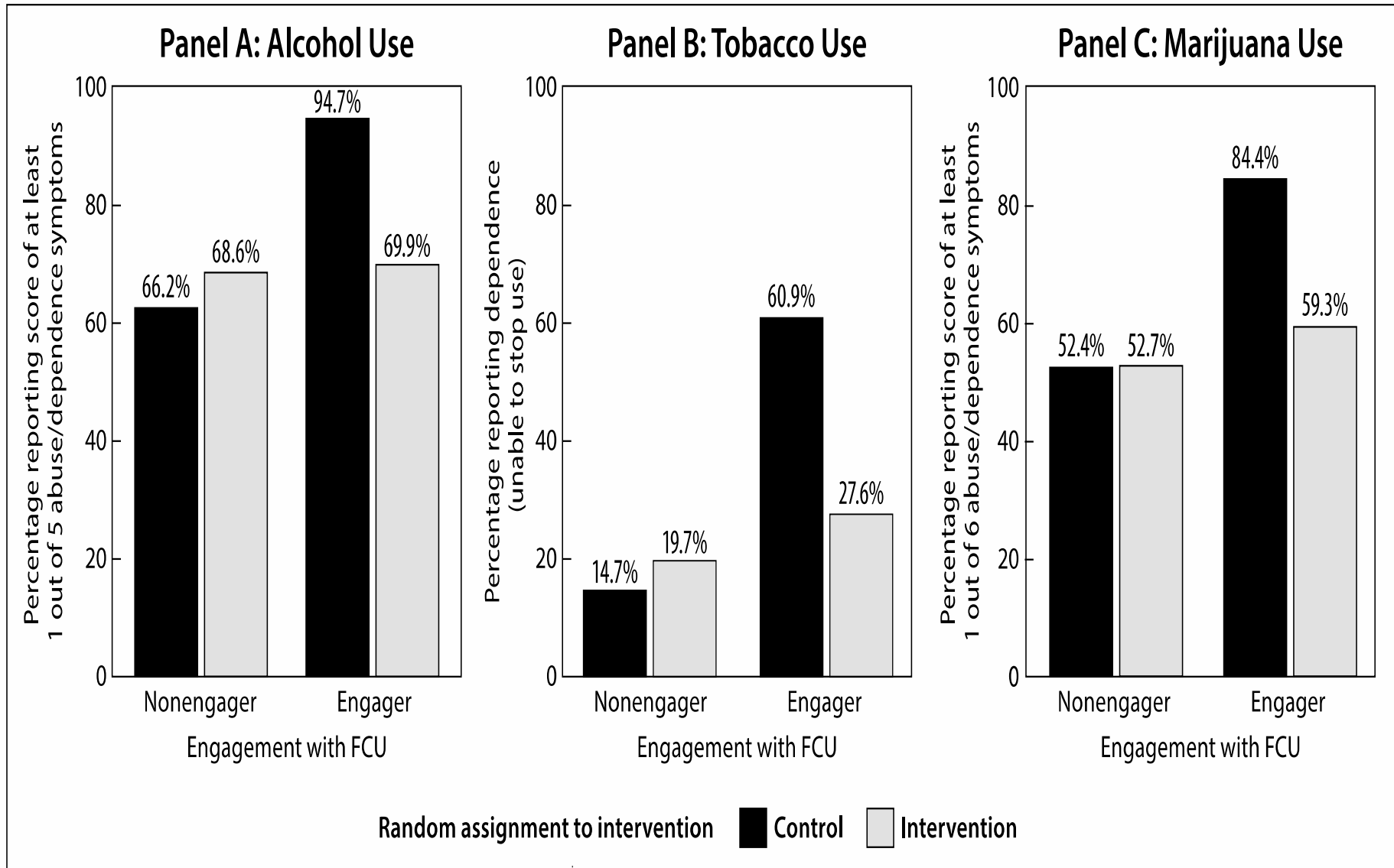
**IN ADOLESCENCE:**

**(VAN RYZIN & DISHION, 2012)**



# Long-term Effects on Early Adult Substance Use

Veronneau, Dishion, Connell & Kavanagh, 2016



# Embedding the fcu in public middle schools: positive outcomes for youth



**Young adults who received a Family Check-Up in adolescence\***

**Grades &  
Attendance  
in  
high school**



\* compared with young adults who did NOT receive a Family Check-Up during adolescence.

# Service Systems Affecting Mental Health of Children and Adolescents

Developmental Stage

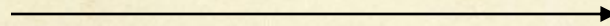
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Early Childhood



**WIC,  
Preschools**

Childhood

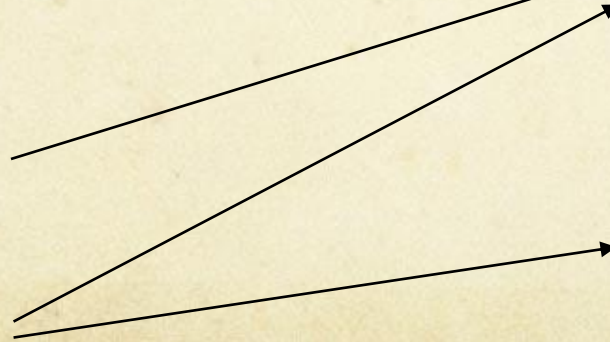


Public School Setting

Early Adolescence



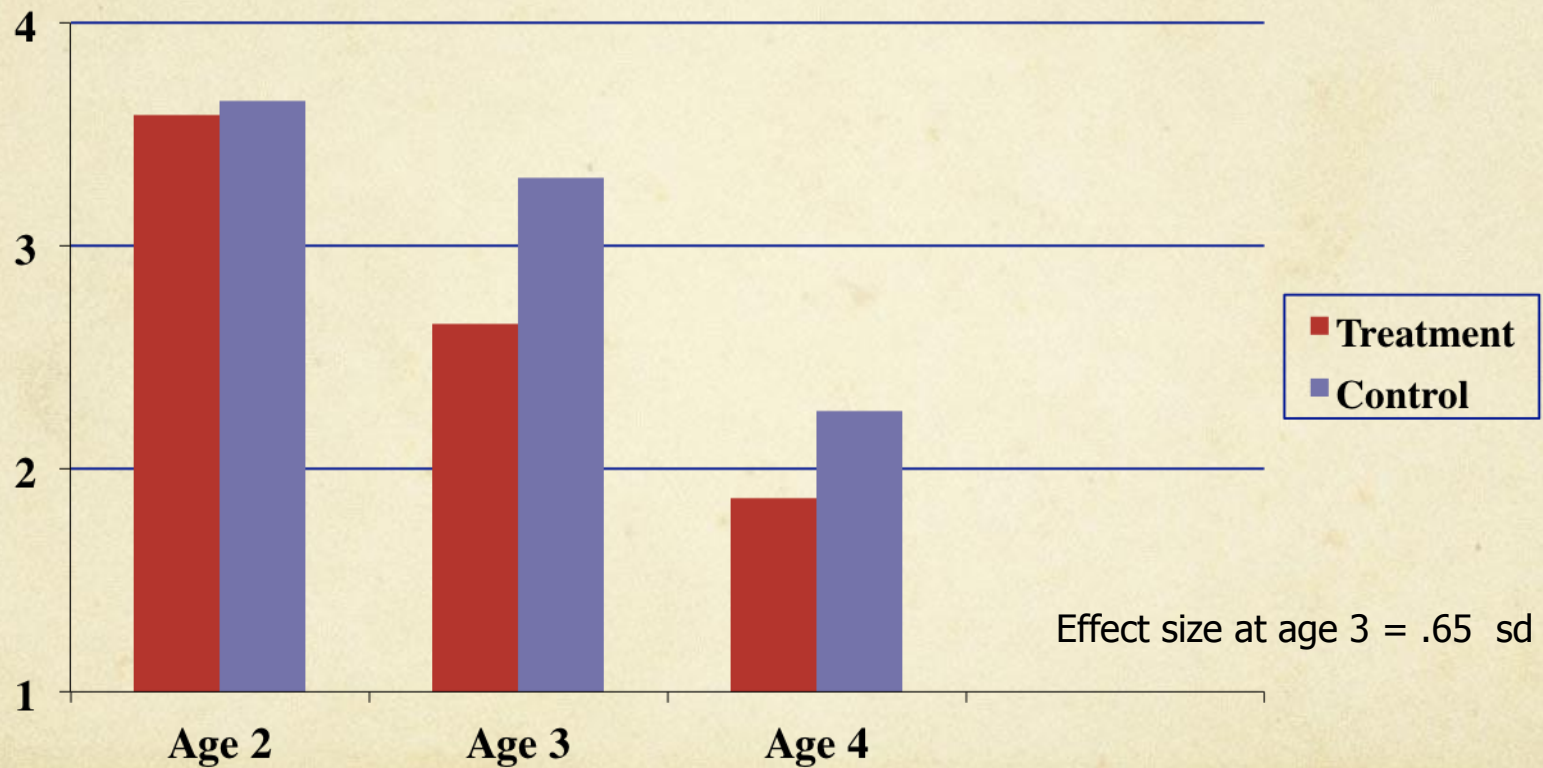
Adolescence



Community Programs:  
Treatment and Rehabilitation

# Parent report on problem behavior in Pittsburg Early Steps Pilot Study (n=120)

(Shaw, Dishion, Supplee, & Gardner 2006)



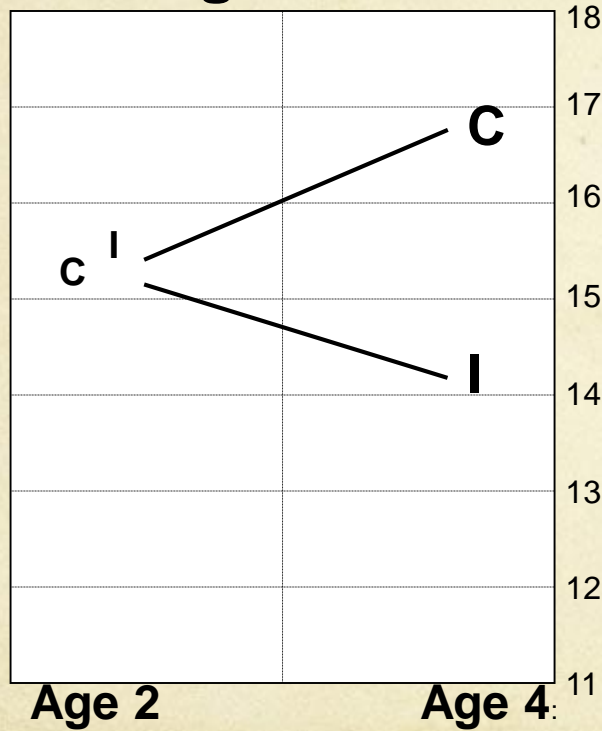
# Design of the Early Steps Multi Site Project

(Dishion, Gardner, Shaw & Wilson)

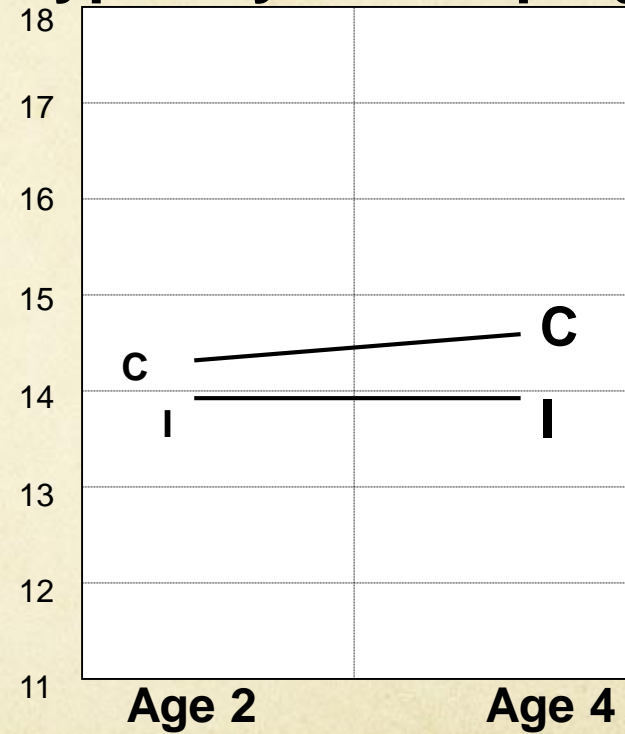
- **Study Sample**: 731 WIC Families with multiethnic, male and female toddlers
- **Design**: Longitudinal follow-up age 2 to 7
- **Retention**: 85% on parent report

# Primary Caregiver ratings on Problem Behavior (Dishion, Shaw et al, 2008)

## High Risk



## Typically Developing

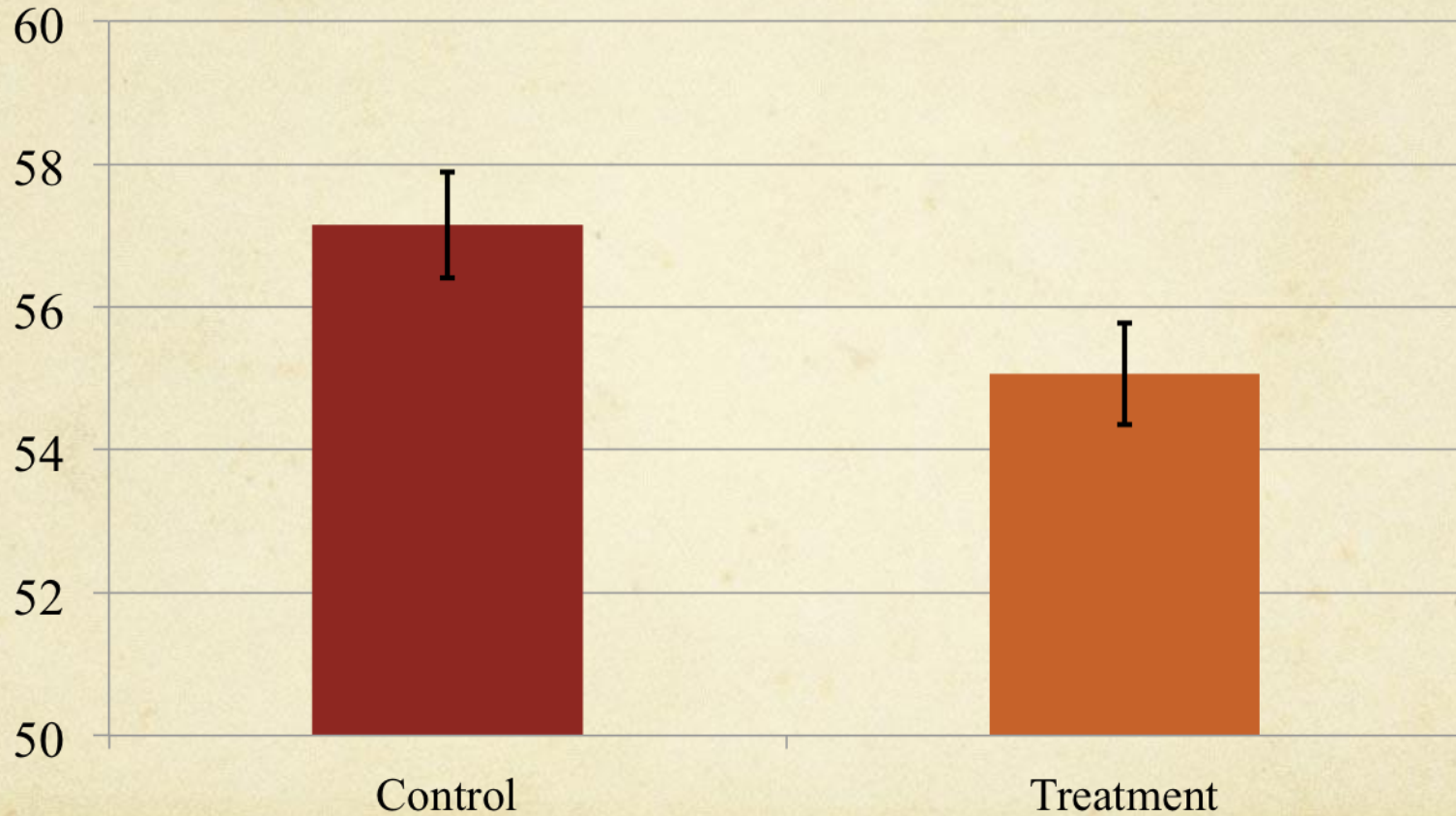


Intervention Effect (.16)

I = Intervention  
C = Control

# Between group differences on Oppositional Defiant Disorder factor from Achenbach Teacher Report Form at age 7.5

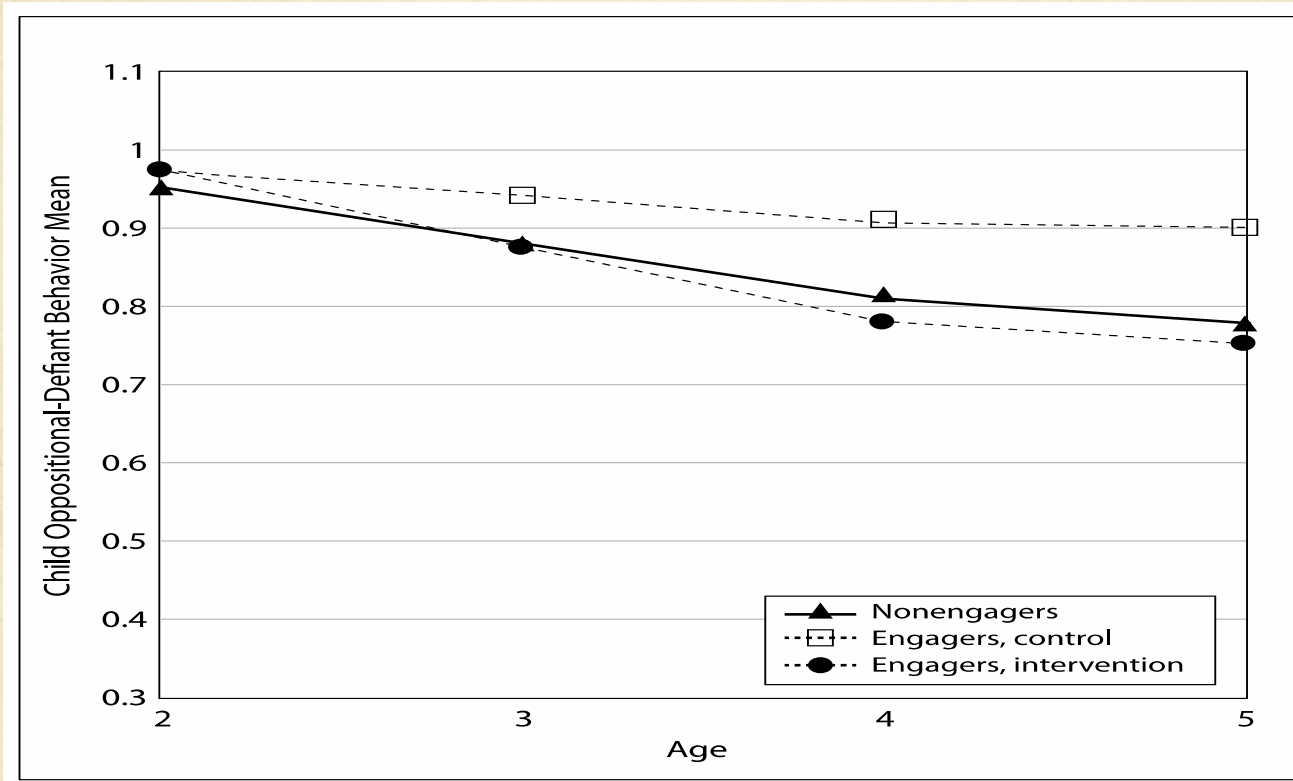
## ODD (T-score)



$d = .280, p < .017$

Dishion, Brennan, Shaw et al,  
2014

# CACE Model of Early Steps Intervention Effects: Engagement in 4 yearly FCU's.



(from Dishion, Brennan, Shaw et al, 2014)

# **MEDIATION OF INTERVENTION EFFECTS: POSITIVE BEHAVIOR SUPPORT AND EARLY PROBLEM BEHAVIOR.**

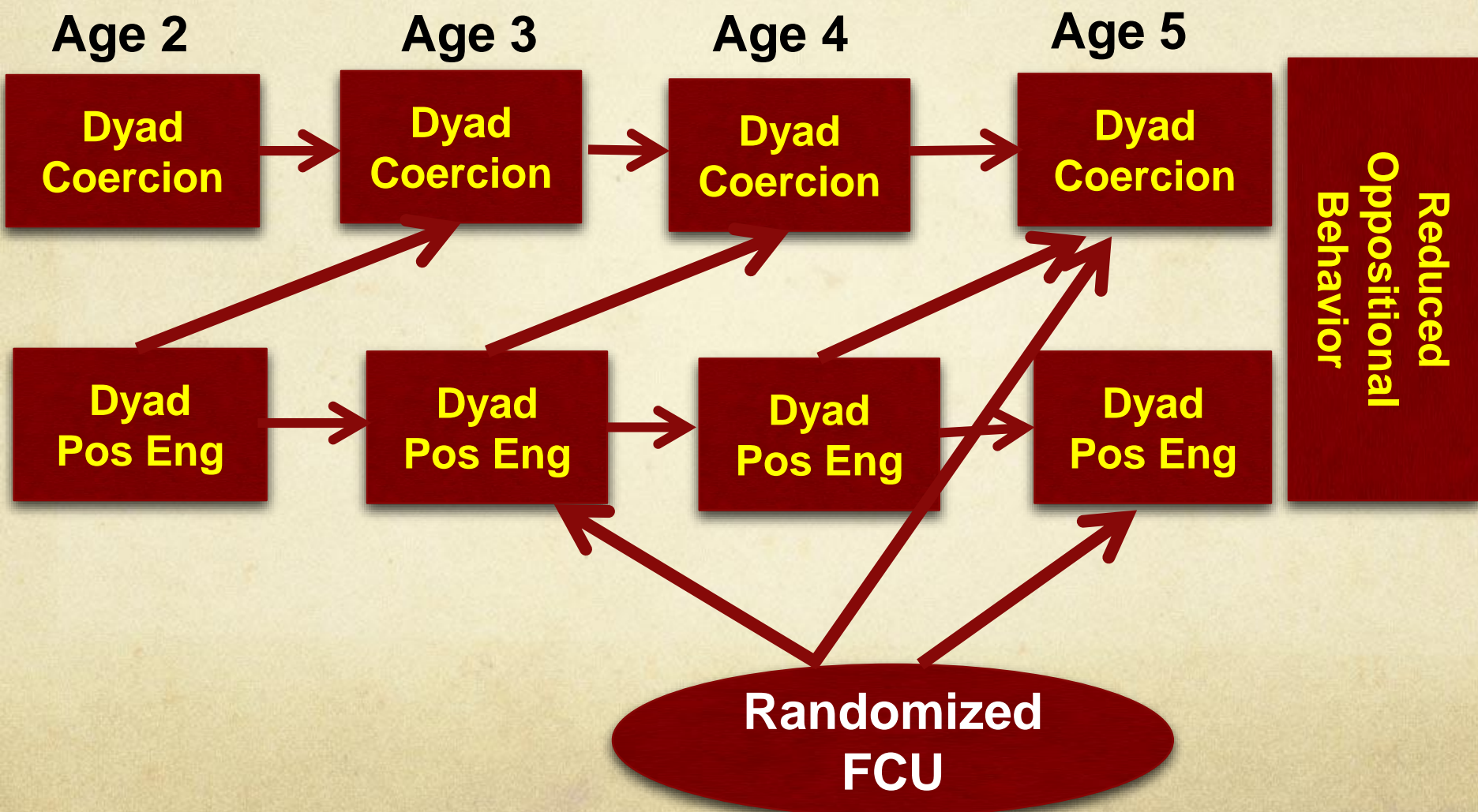
**IN EARLY CHILDHOOD:**

*(Dishion, Shaw et al,  
2008)*



# Early Steps Intervention Effects Over time on Direct Observations of Parent-Child Interaction

(Stinick, Gill et al, 2014)



# A State Space Grid for Studying Observations of Parent-Child Interaction

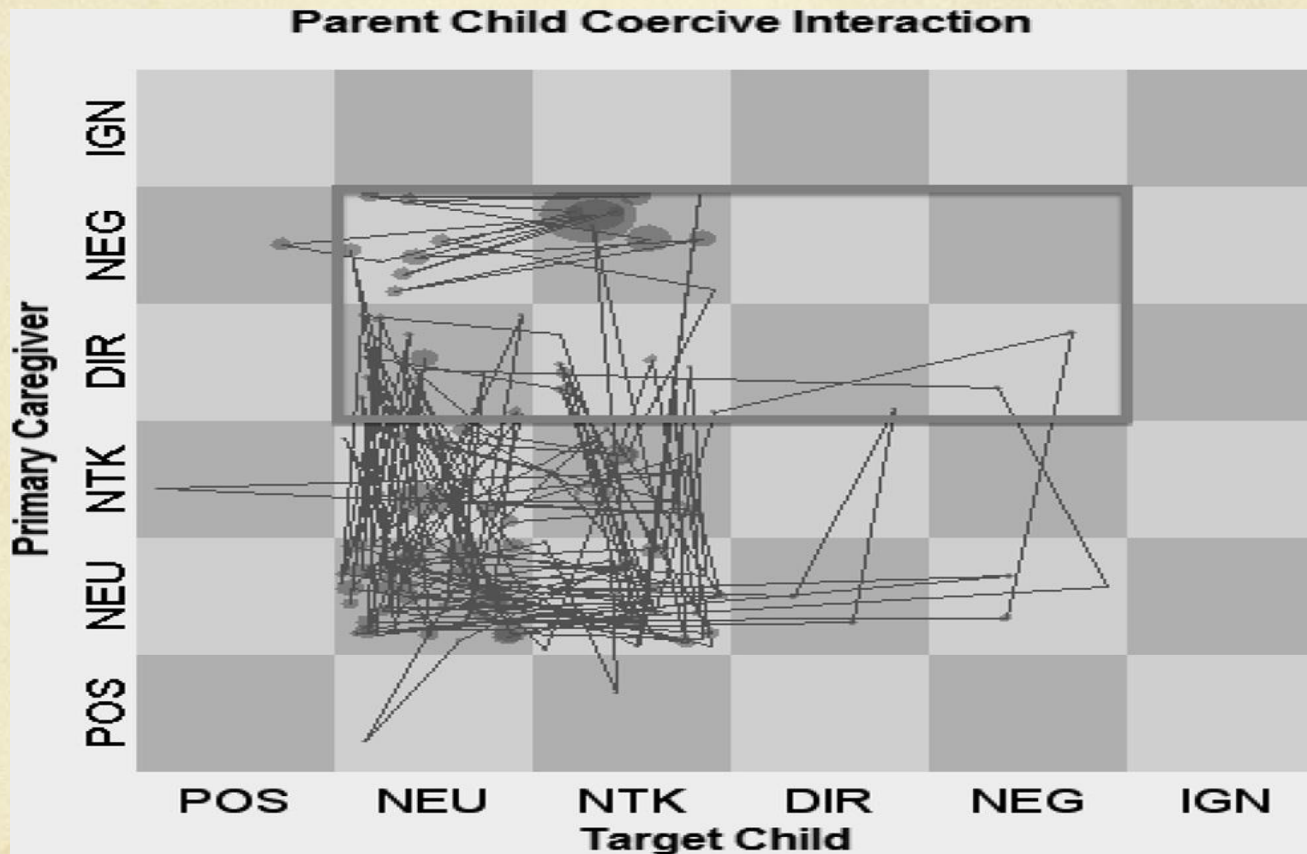


FIGURE 1 The Relationship Affect Coding System state-space grid and the measurement of coercive interactions. *Note.* POS = Positive engagement; NEU = Neutral engagement; NTK = No talk; DIR = Directive; NEG = Negative engagement; IGN = Ignore.

# Modeling the Impact of Videotaped Feedback on Coercive Exchanges

(Smith, Dishion, Moore, Shaw & Wilson, 2013)

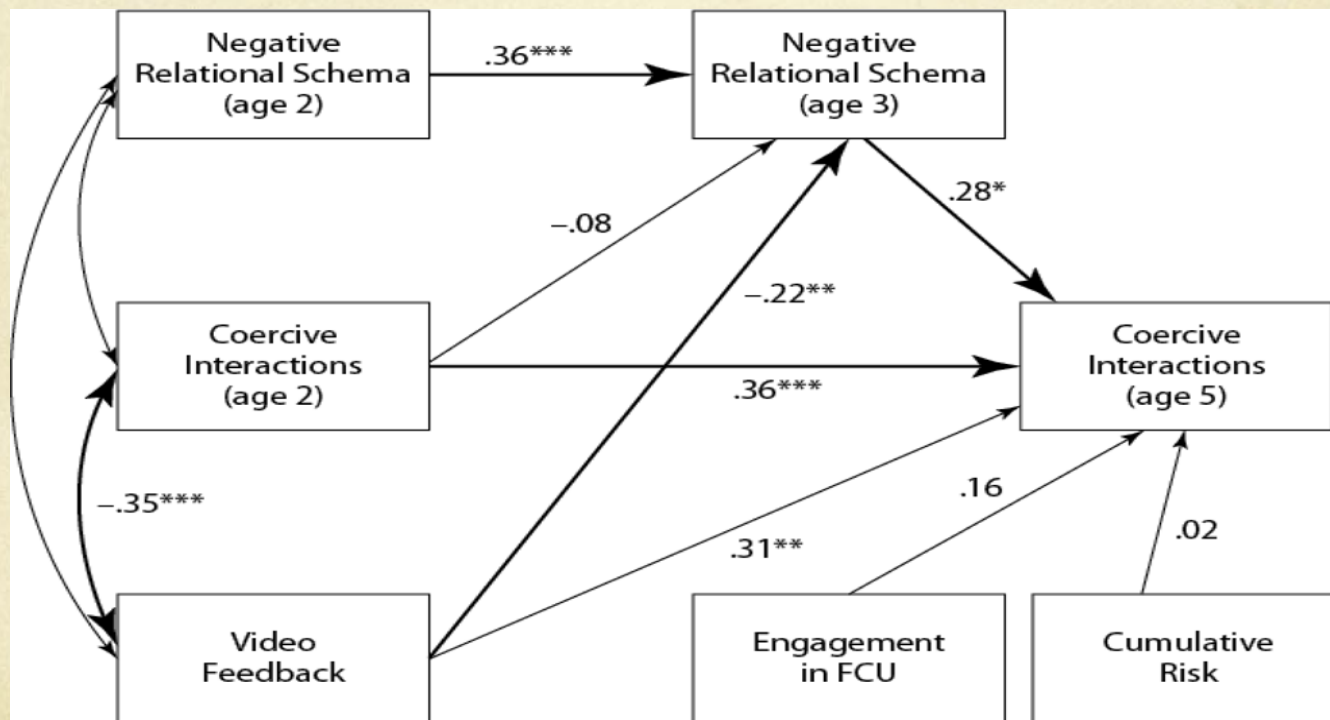


FIGURE 2 Results of path analysis. *Note.* FCU = Family Check-Up.  $*p < .05$ .  $**p < .01$ .  $***p < .001$ .

**Can we identify families in the  
community who would benefit from  
a Family Check up?**

# Creating Groups of Families Based on Baseline Adjustment: Latent Class Analysis

(Pelham, Dishion et al, 2017)

- 10 baseline measures
  - Child externalizing behavior problems
  - Family income
  - Number of children in household
  - Parental depression
  - Child gender
  - Parental education
  - Single parent status
  - Household law problems
  - Household neglect
  - Household mental health treatment received

# Predicting Parent Reported Problem Behavior from age 2 through 5.

Latent Class	N	Effect Size D
<u>Class 1</u> : High income, low risk	181	.01
<u>Class 2</u> : Low income, high maternal depression, single parent hood	105	.30
<u>Class 3</u> : Single parents, low risk	323	.08
<u>Class 4</u> : High behavior problems, large family, neglect	29	-.82
<u>Class 5</u> : Legal problems, neglect, mental health treatment	93	-.63*

(Pelham, et al 2017)

# Moderation of Intervention Effects by Post Hoc Classes.

Latent Class	N	Effect Size D
<u>Class 1</u> : Low Risk	181	-.15
<u>Class 2</u> : Demographic Risk	105	.04
<u>Class 3</u> : Demographic and Mental Health Risk	323	-.56*

(Pelham, et al 2017)

# Summary of Outcome Findings from the Early Steps Multi-Site Study

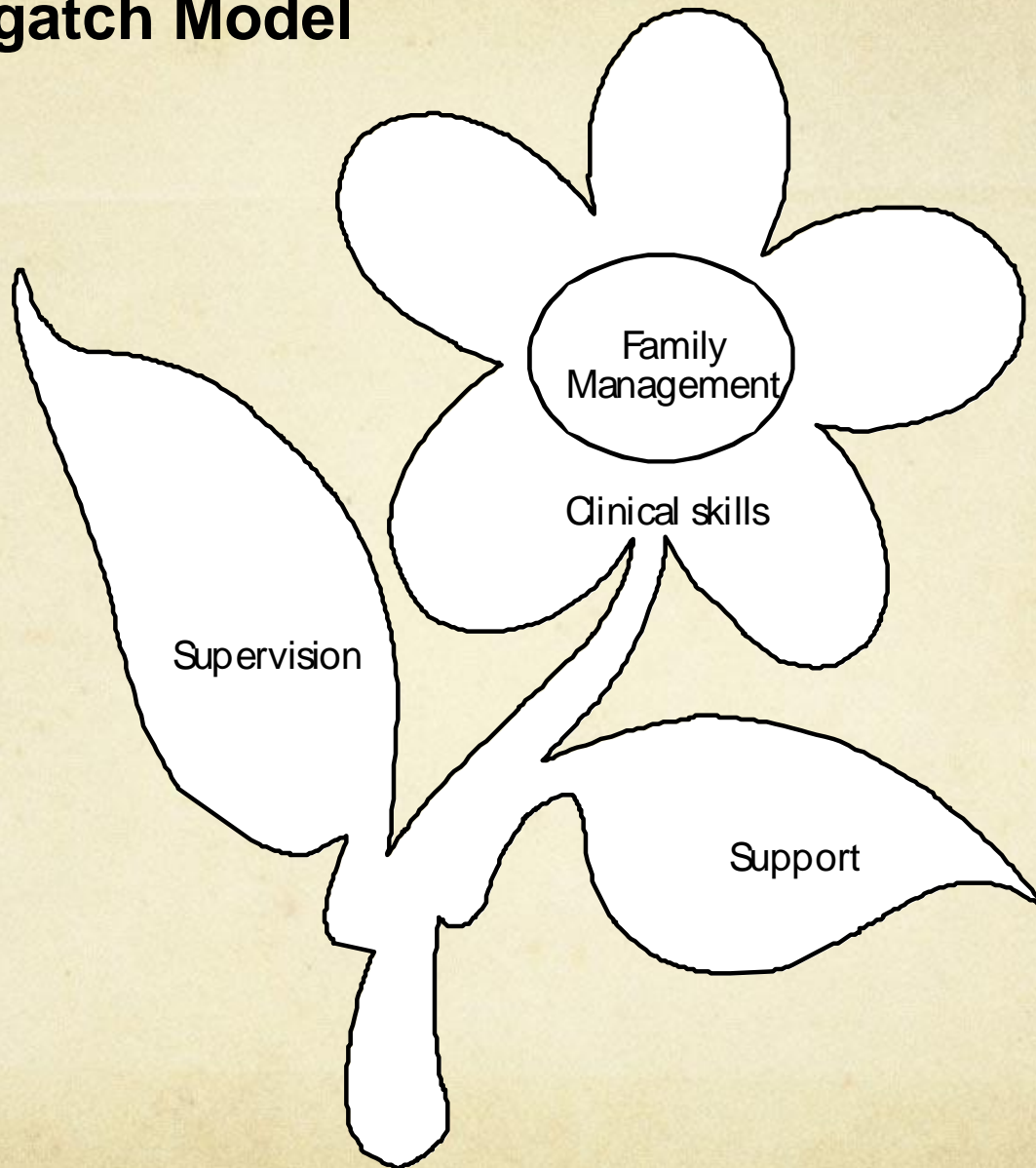
- ✓ *Decreases in maternal depression in early childhood (Shaw et al, 2009)*
- ✓ Reductions in parent report problem behavior mediated by changes in observed parent-child interactions (Sitnick et al 2012)
- ✓ FCU in early childhood reduced teacher reported oppositional behavior in school (Dishion et al, 2014)
- ✓ Parents struggling with mental health and stress are most likely to show benefits (Pelham et al, 2017) and to engage (Smith et al, 2016).
- ✓ Using videotaped feedback is key to changing coercive parenting interactions (Smith et al, 2013).

# The Dance of Change: Coping with Parent Ambivalence.



**A Classic: (Patterson & Forgatch, 1985)**

# The Forgatch Model



# Measurement of “clinical skill” underlying engagement and intervention effects?

**(see Forgatch, Patterson & DeGarmo, 2006)**

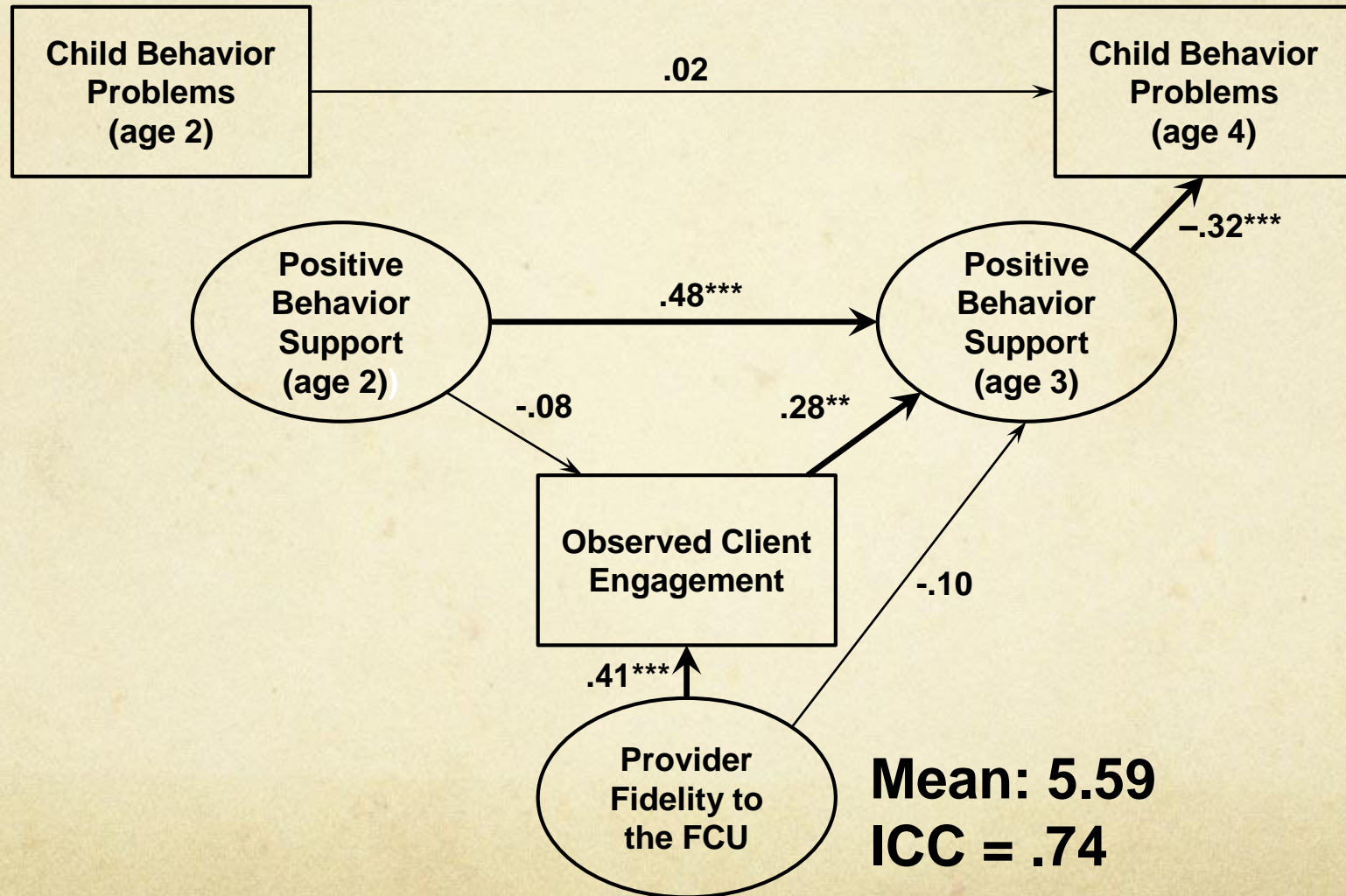
# Competence Adherence with the Family Check-Up Feedback Session

(FCU Group)

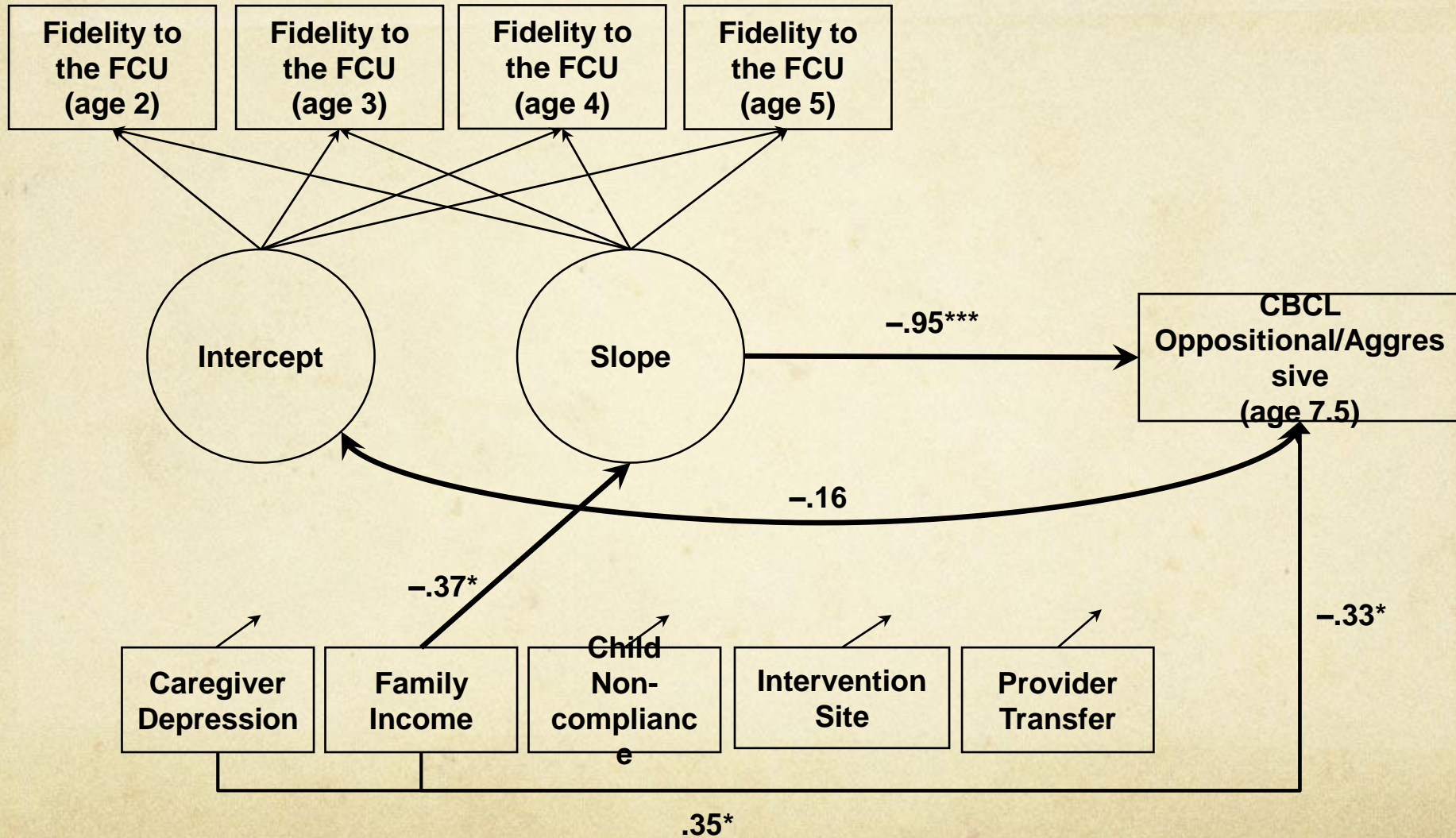
## The COACH Rating System

- *Competent adherence* to the FCU
  - **Conceptual accuracy in the FCU model**
  - **Observant and responsive to client reactions and needs**
  - **Actively structures sessions to optimize effectiveness**
  - **Carefully teaches and provides corrective feedback**
  - **Hope and motivation**
- **Caregiver engagement**
- Dimensions are rated separately on a 9-point scale:  
1–3 (needs work), 4–6 (good work), 7–9 (exceptional work)
- Raters review the family's ecological assessment prior to rating the session for fidelity (Smith et al., 2015)

# Predicting Change in Observed Parenting and Child Problem Behavior (N=79).



# The Effects of “Drift” in Fidelity on Children’s Adjustment (N=79).

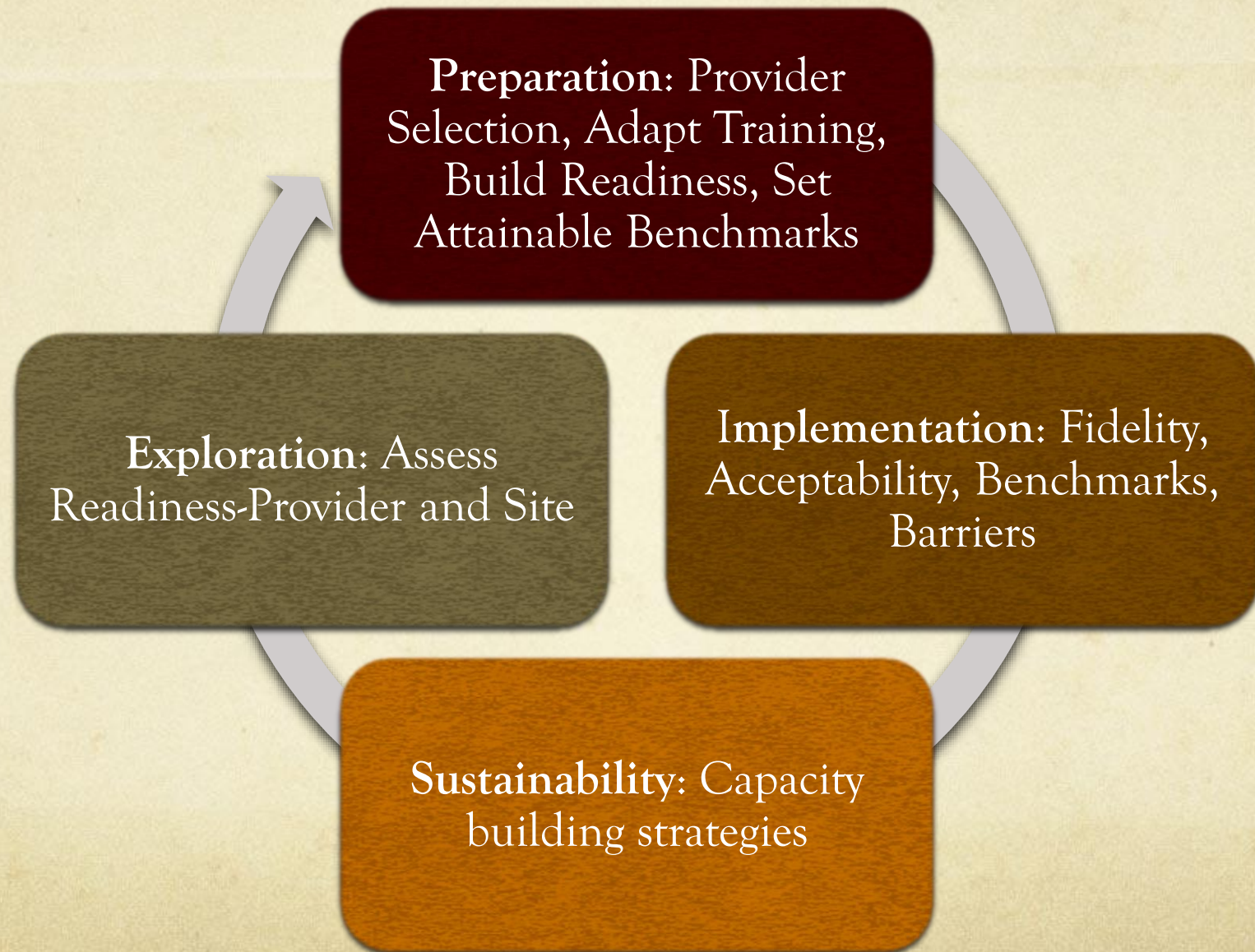


# FAMILY CHECK-UP DISSEMINATION

- Build capacity to implement with sustainability
- Assessing and Developing Readiness
- Real World Training, Consultation/Coaching, & Monitoring
- Quality Assurance
  - Maintaining Model Integrity
  - Assessing and preventing provider and site drift
- Data feedback loops

*(Dishion & Mauricio, 2015)*

# Implementation Phases

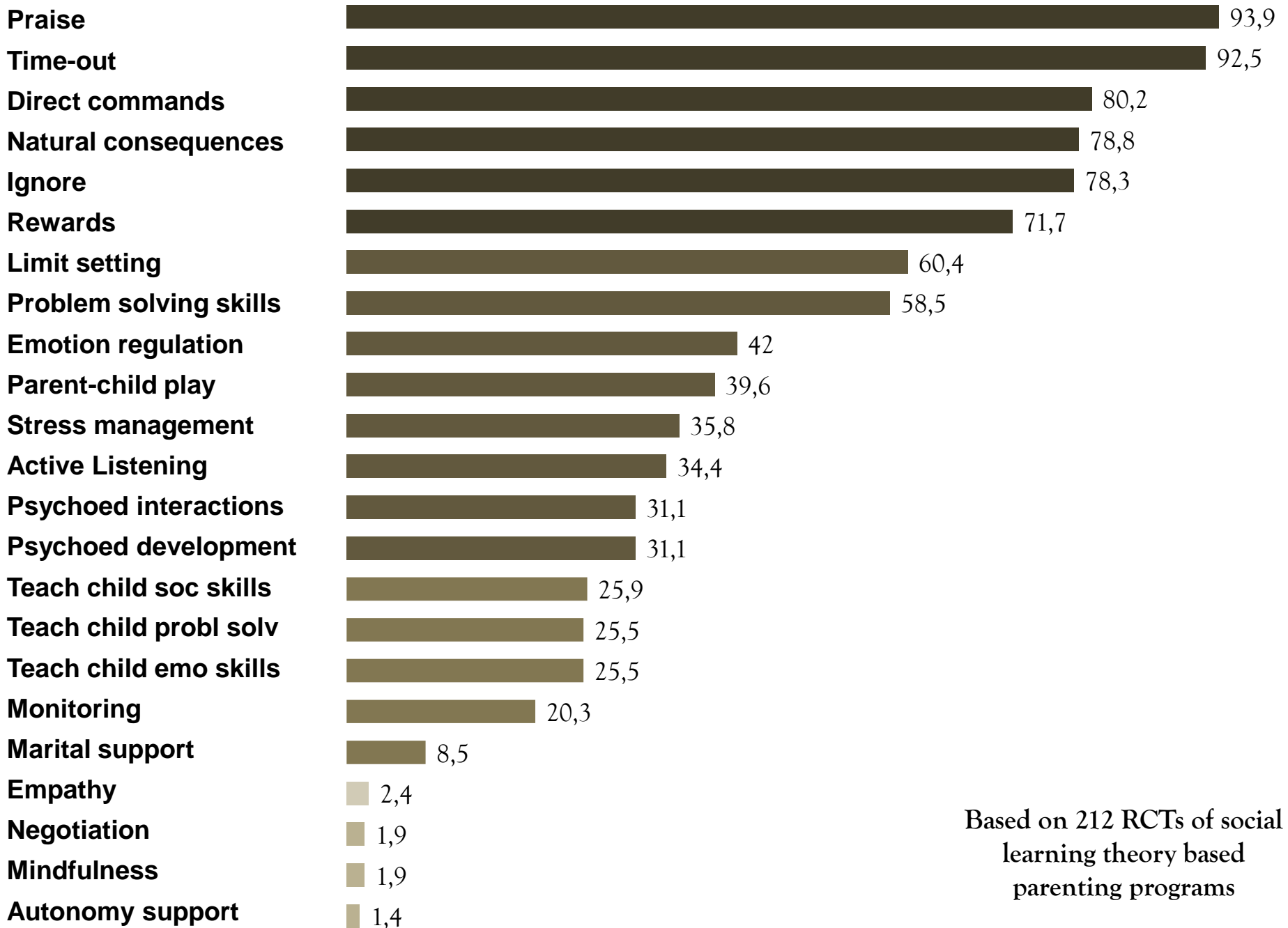


# **Building Bridges Across Evidence-based Parenting Interventions: 212 RCTS**

**(Leijten, Gardner et al (in preparation))**

**Data from 20 Countries on Evidence  
Based Parenting Practices: Reported  
Content and Process of the Interventions**

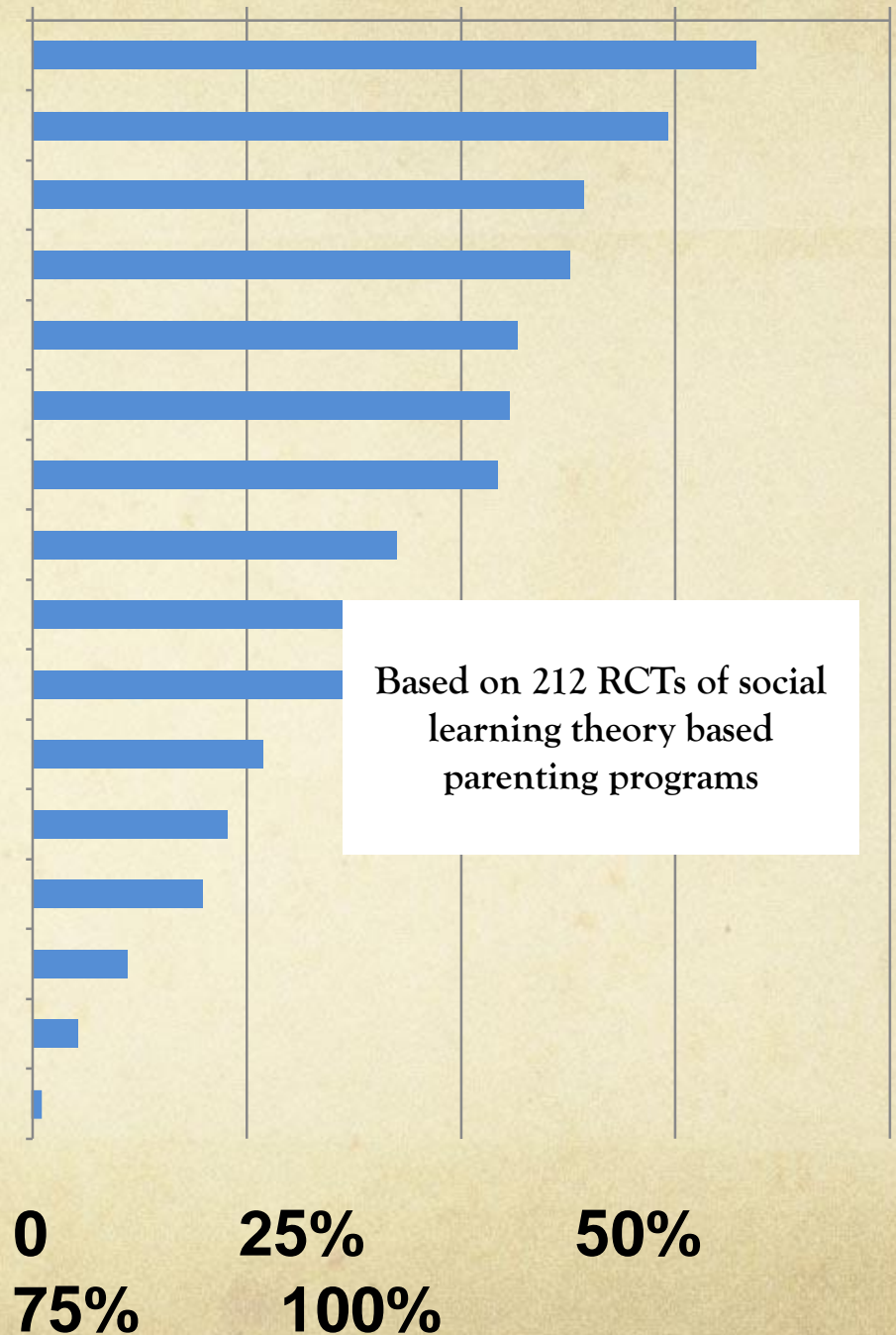
***Funded by UBS Optimus Foundation***



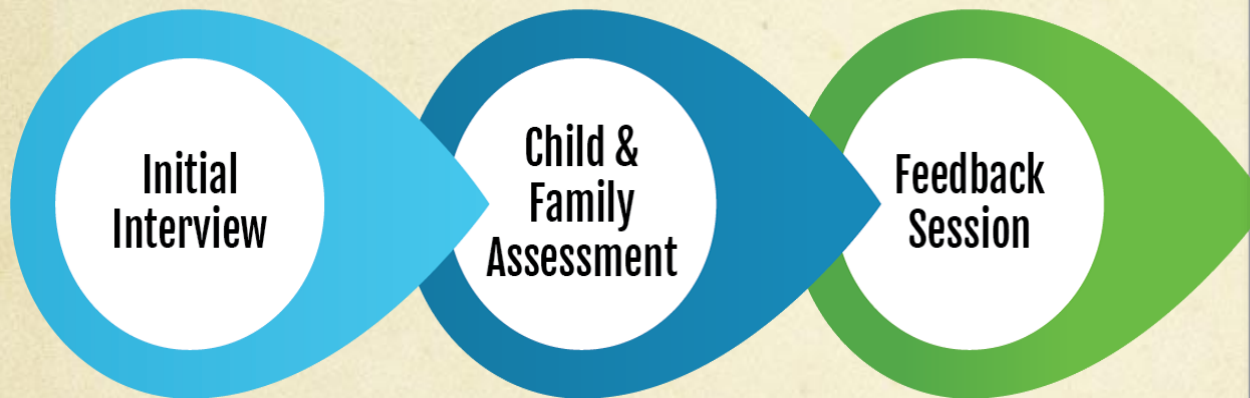
Based on 212 RCTs of social learning theory based parenting programs

0 10 20 30 40 50 60 70 80 90 100

**Homework**  
**Role play**  
**Tip sheets**  
**Modeling**  
**Book**  
**Group setting**  
**Video vignettes**  
**Phone calls in between sessions**  
**Feedback on parent-reported interactions**  
**Collaborative approach**  
**Feedback on observed interactions**  
**Rewards for efforts and success**  
**Practice with child during sessions**  
**Bug in the ear coaching**  
**Parents keep a diary**  
**Motivational Interviewing**



# THE FAMILY CHECK-UP MODEL



- Brief, Tailored PMT Sessions**
- Intensive Feedback PMT**
- Parenting Groups with Specific Populations**
- Trauma Informed PMT Support**
- Substance Use Treatment for Parents**
- Child Focused CBT**
- Medication + PMT**

(Dishion & Kavanagh, 2003; Dishion & Stormshak, 2007)

# **Concluding Comments.**

- 1 Embedding the FCU within service systems that REACH a broad array of families could lead to multiple benefits for child, siblings and parents.**
- 2 The families that are the most stressed in terms of mental health needs are those that benefit and engage in FCU and follow up PMT sessions;**
- 3 Clinical competence is critical for the adaptive tailoring process, integrating adaptation, tailoring and engagement;**
- 4 Multiple evidence based interventions could benefit from beginning with a FCU to form the basis for tailoring intervention content and process to meet family needs;**

# Acknowledgements

Funding: NIDA!

Key FCU collaborators 1995 to present:

**Cady Berkel** *Arizona State University*

**Frances Gardner** *Oxford University*

**Anne Gill** *University of Pittsburgh*

**Kate Kavanagh** *Oregon Social Learning Ctr*

**Anne Mauricio** *Arizona State University*

**Justin D. Smith** *Northwestern*

**Beth Stormshak** *University of Oregon*

**\*Daniel Shaw** *University of Pittsburgh*

**Melvin Wilson** *University of Virginia*

**Thank you for your attention!**

**For more information the FCU please  
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**<http://reachinstitute.asu.edu/>**



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