



# Sustainability through Full Transfer: From Developer to Community

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&

Oregon Social Learning Center

Paper presented at The Family Check-up Conference 2017: Building Bridges Across Contexts, Cultures And Intervention Models, Gothenburg, Sweden (June, 2017).

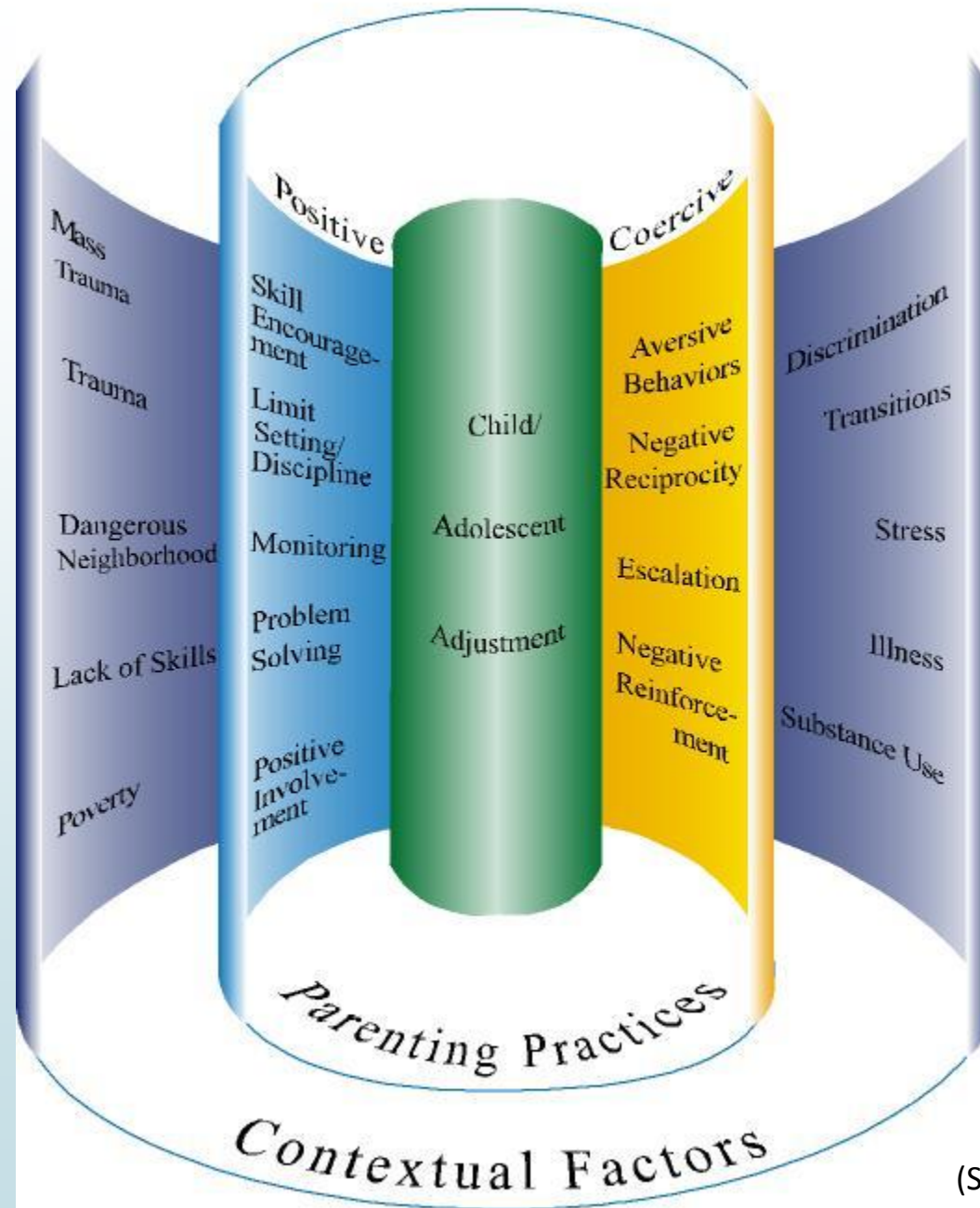


Gerald R. Patterson (1926 – 2016) and his colleagues at OSLC have been on a 50-year journey to develop and test an intervention that supports parents and strengthens families.

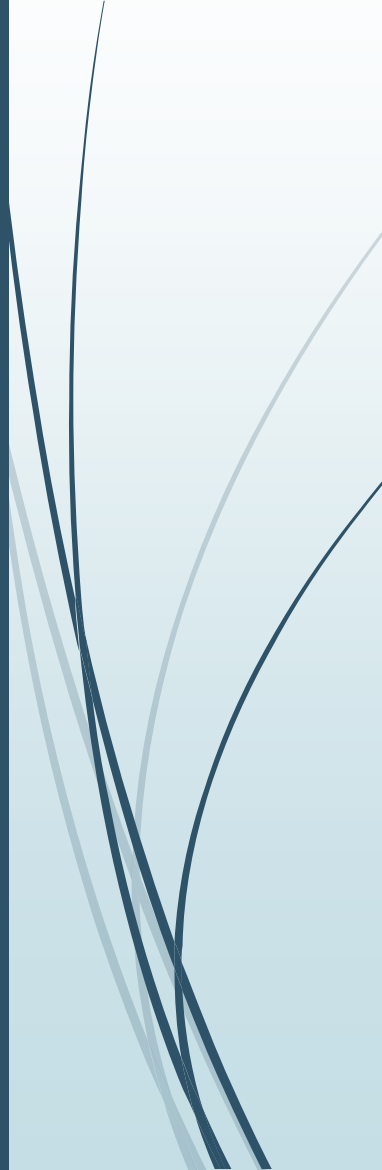
*The program based on this work is called GenerationPMTO.*

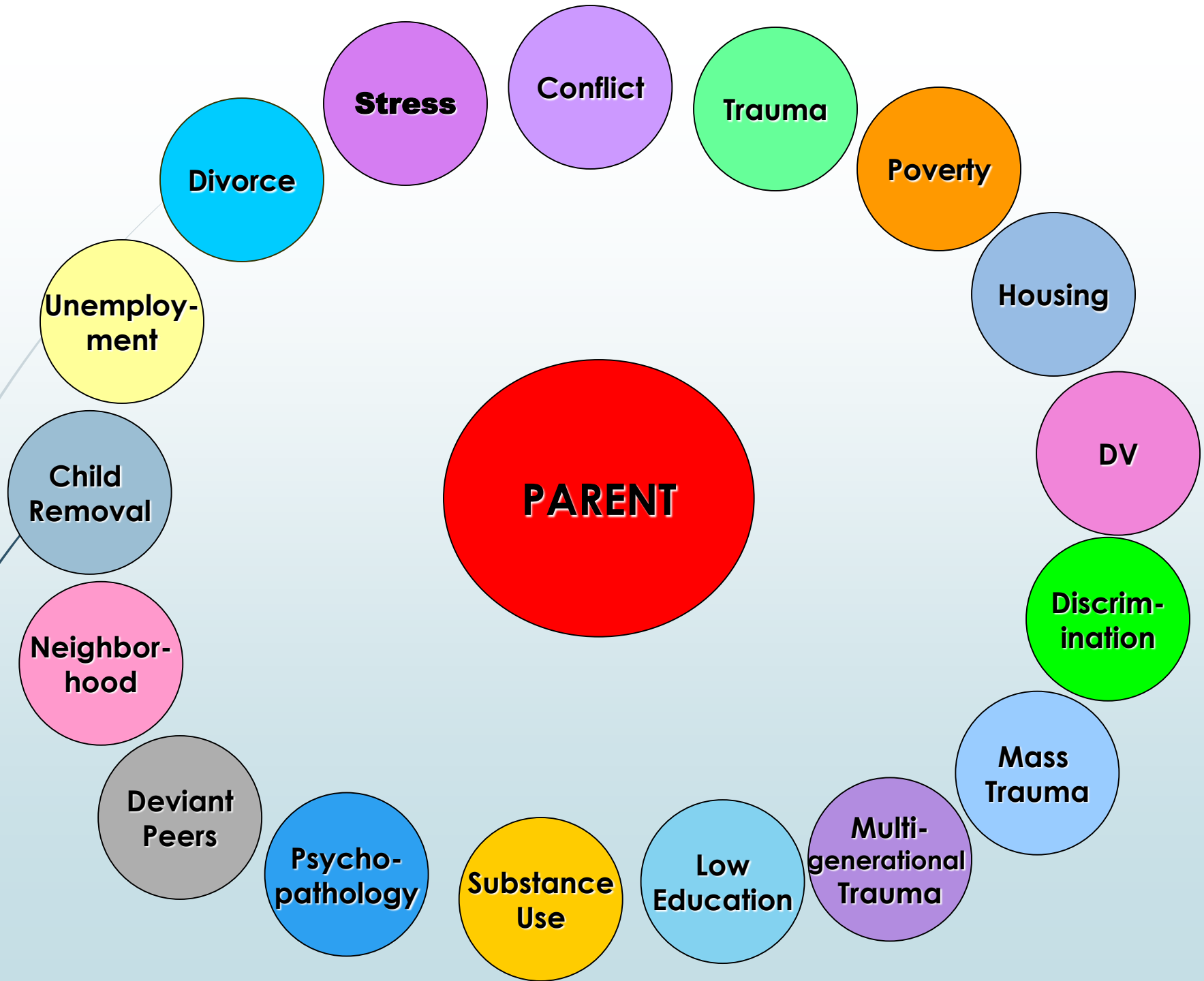
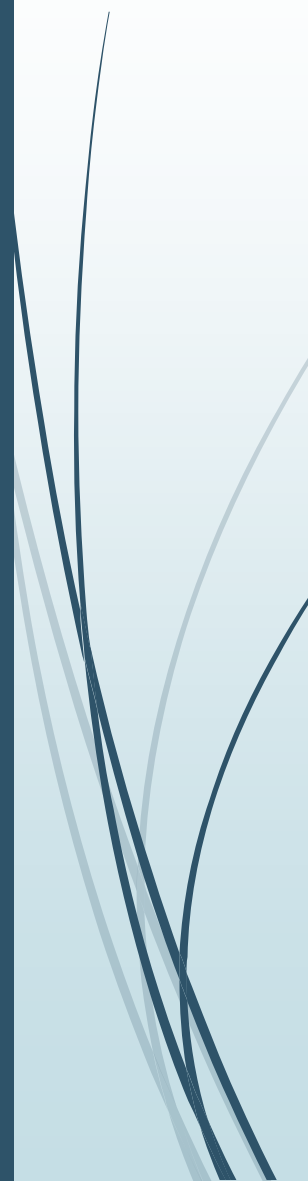
(Photo presentation by J. Thordarson)

# A Social Interactional Learning Model



(Sigmarsdóttir, Rains, & Forgatch, 2016)



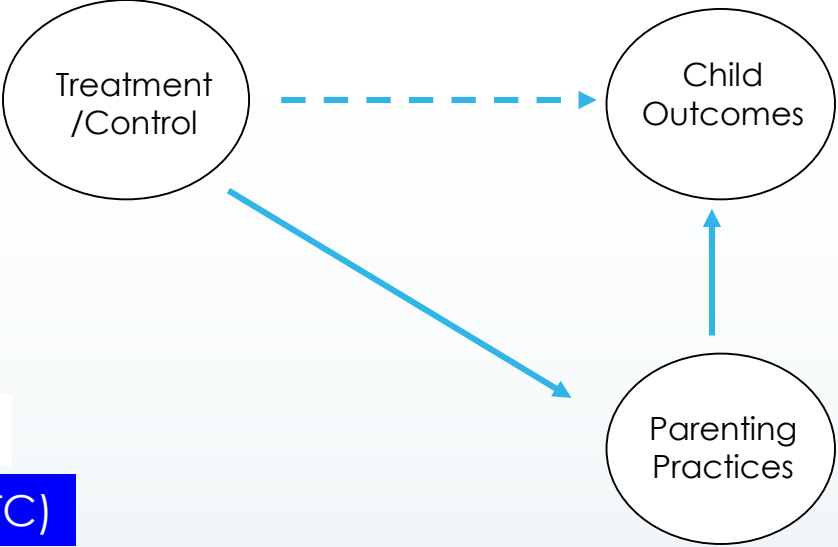




# PMTO Intervention Model



Forgatch & Domenech Rodríguez (2016)



SAMPLES

- Divorced Mothers (PTC)
- Step-families (MAPS)
- School in High Crime Neighborhoods (LIFT)
- Maltreated Children
- Adjudicated Youth
- Treatment Foster Care: Delinquents – Boys/Girls
- Treatment Foster Care: Hospitalized Mentally Ill
- Adolescent Transitions Program (Teens)
- Family Check Up

POSITIVE PARENTING

- Skill Encouragement
- Positive Involvement
- Effective Discipline
- Problem-solving
- Monitoring/Supervision

COERCIVE PARENTING

- Negative Reciprocity
- Escalation
- Negative Reinforcement

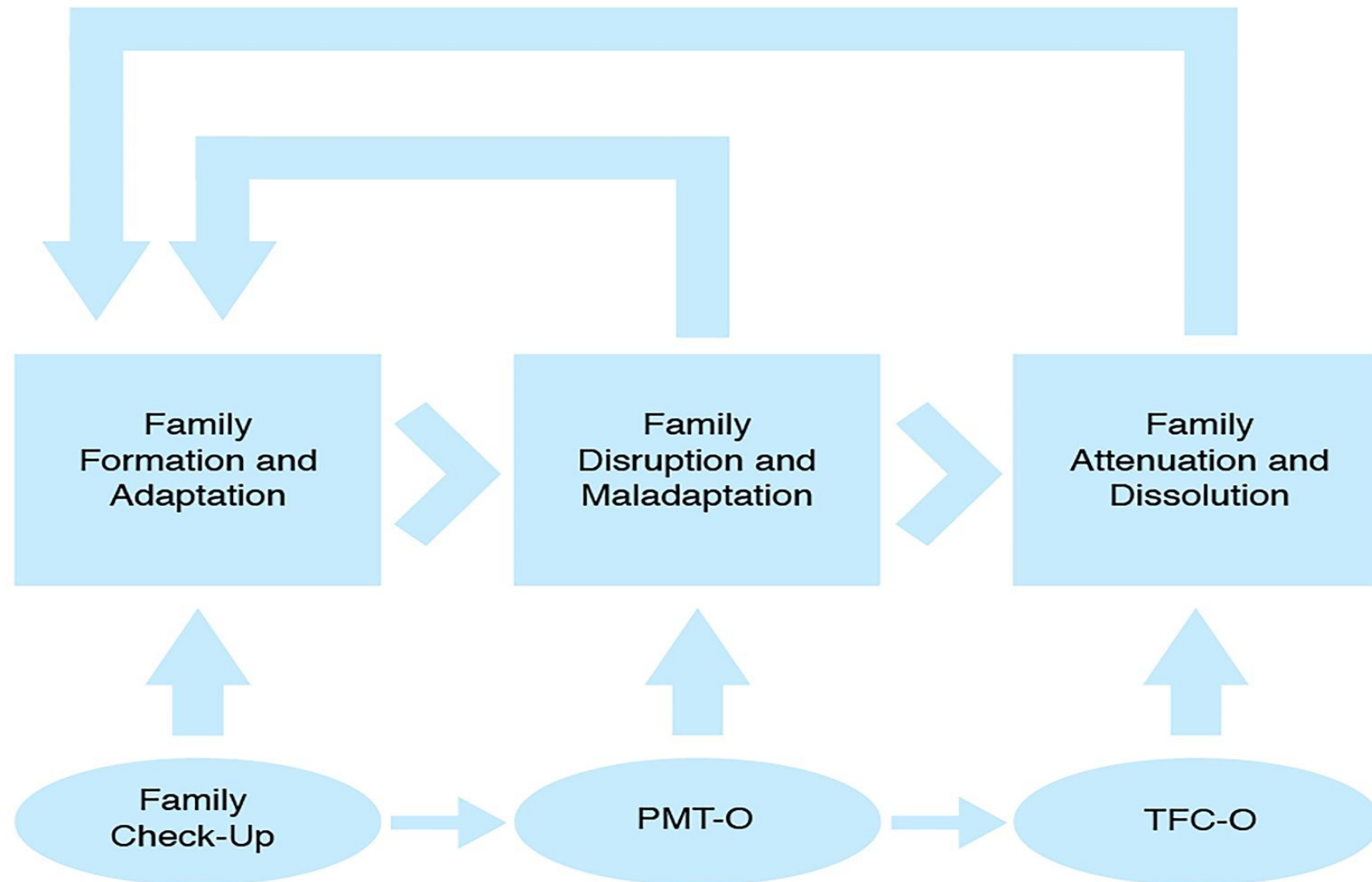
CHILD OUTCOMES

- Arrest Rate/Crime Severity
- Substance/Tobacco Use
- Noncompliance
- Delinquent Behaviors
- Academic Function
- Out of Home Placement
- Deviant Peer Assn
- Depression

PARENT OUTCOMES

- Depression
- Standard of living
- Arrest rates
- Marital adjustment
- Marital satisfaction

# Stages of Family Disruption Dishion et al 2017



# Parenting Through Change/PTC

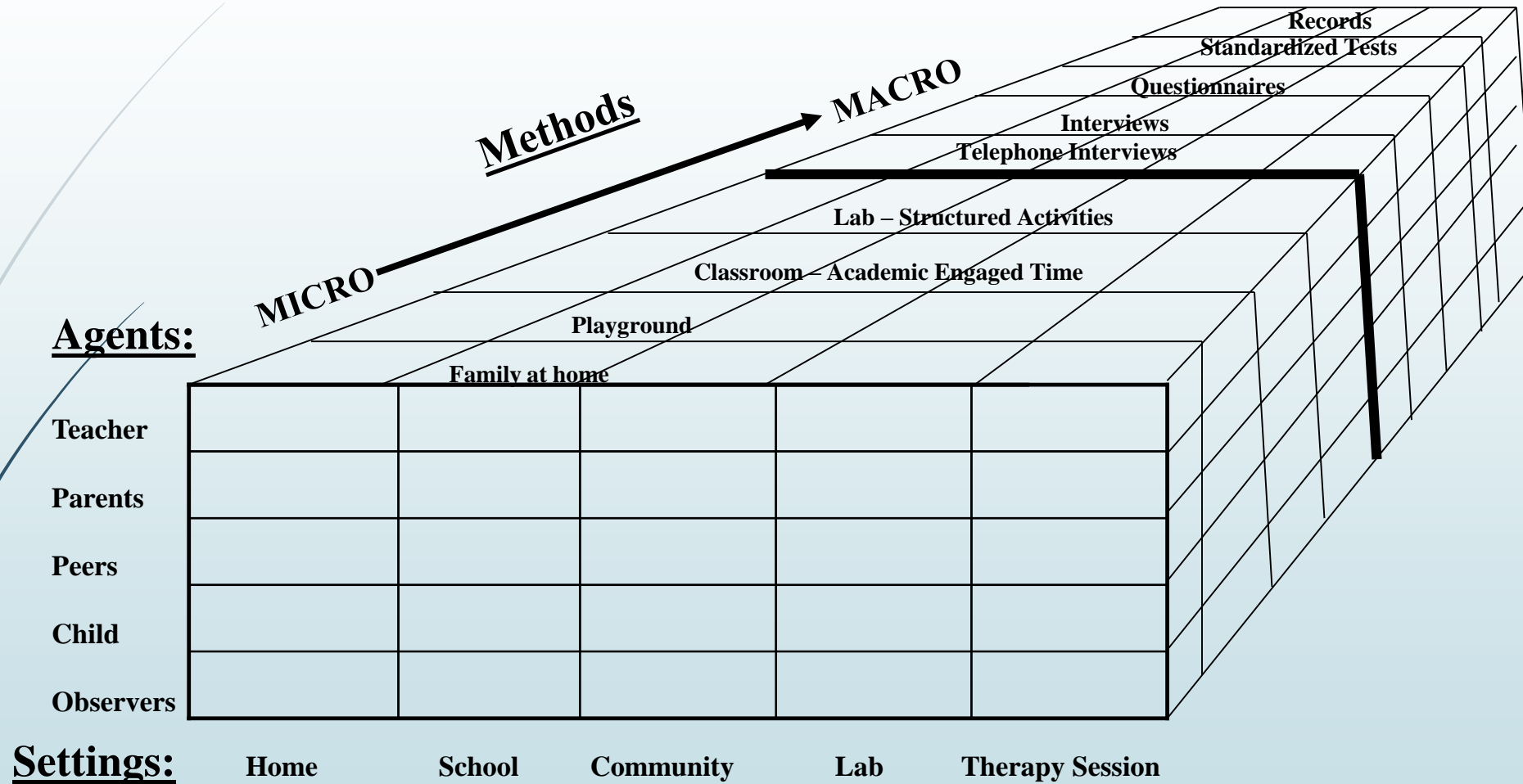
- Manualized Program:
  - *Parenting through Change*; Forgatch, 1994
- Fourteen 90-minute Parent Group Meetings
  - Informational presentations
  - Role plays and games to practice
  - Home practice assignments
  - Handouts summarizing information
- Mid-week Phone Calls
  - Trouble shooting
  - Encouragement
- Additional Services
  - Child Care
  - Meals for mothers and children
  - Transportation if necessary



# Parenting through Change

<u>Week</u>	<u>Topic</u>
1	Working through Change
2	Encouraging Cooperation (Directions)
3	Teaching New Behaviors (Tokens/Charts)
4	Observing Emotions
5	Managing Emotions
6	Setting Limits
7	Following Through
8	Promoting School Success
9	Communicating with Children
10	Family Problem Solving
11	Managing Conflict
12	Monitoring Children's Activities
13	Building Skills
14	Balancing Work, Love & Play

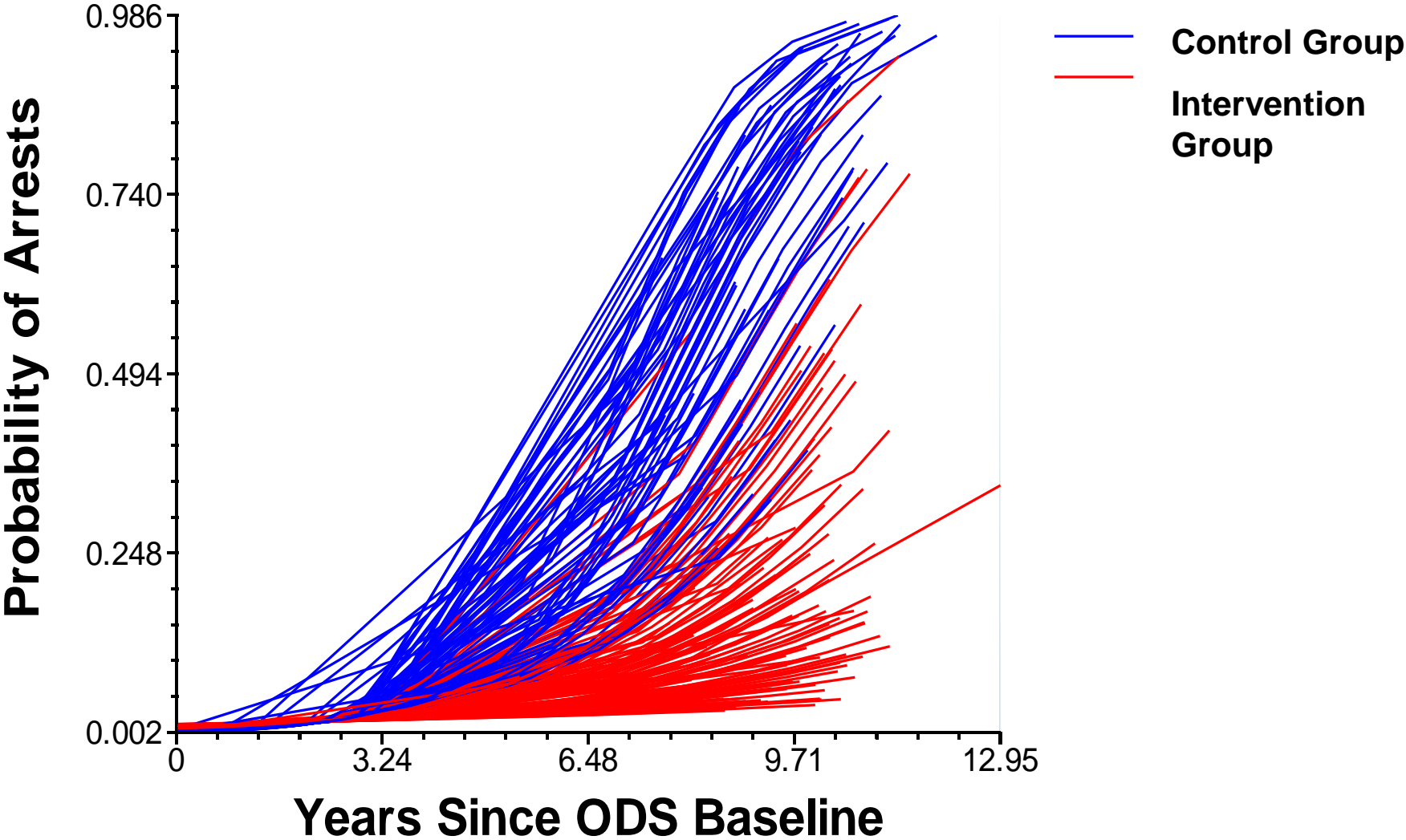
# Multiple-Method, -Agent, -Setting Measurement



(Adapted from Bank & Patterson, 1992)

Probability of Arrests by Group Individuals (HLM Bernoulli estimation)

Group  $\times$  Time  $\beta_{11} = -.34, p.031$

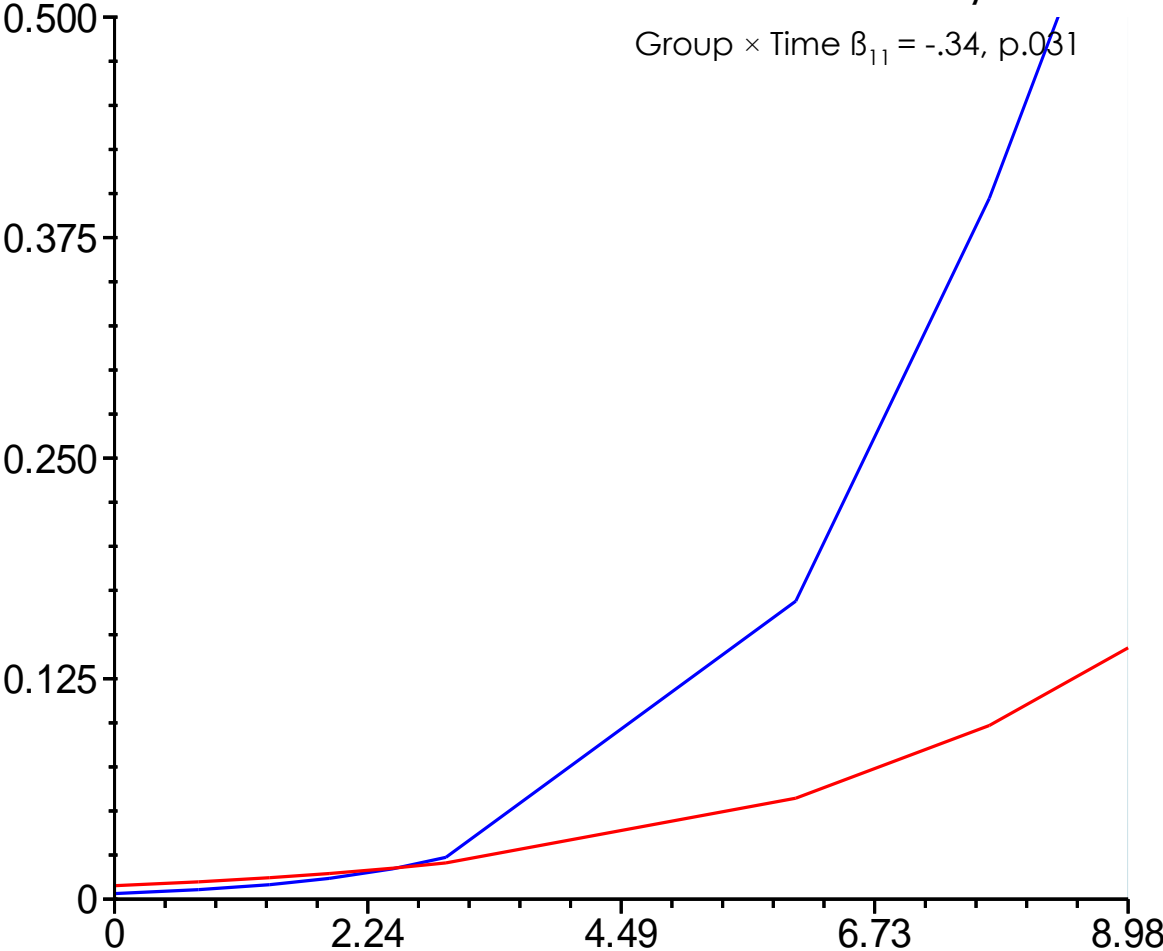


Probability of Arrests by Group Average (HLM Bernoulli estimation)

Group × Time  $\beta_{11} = -.34, p.031$

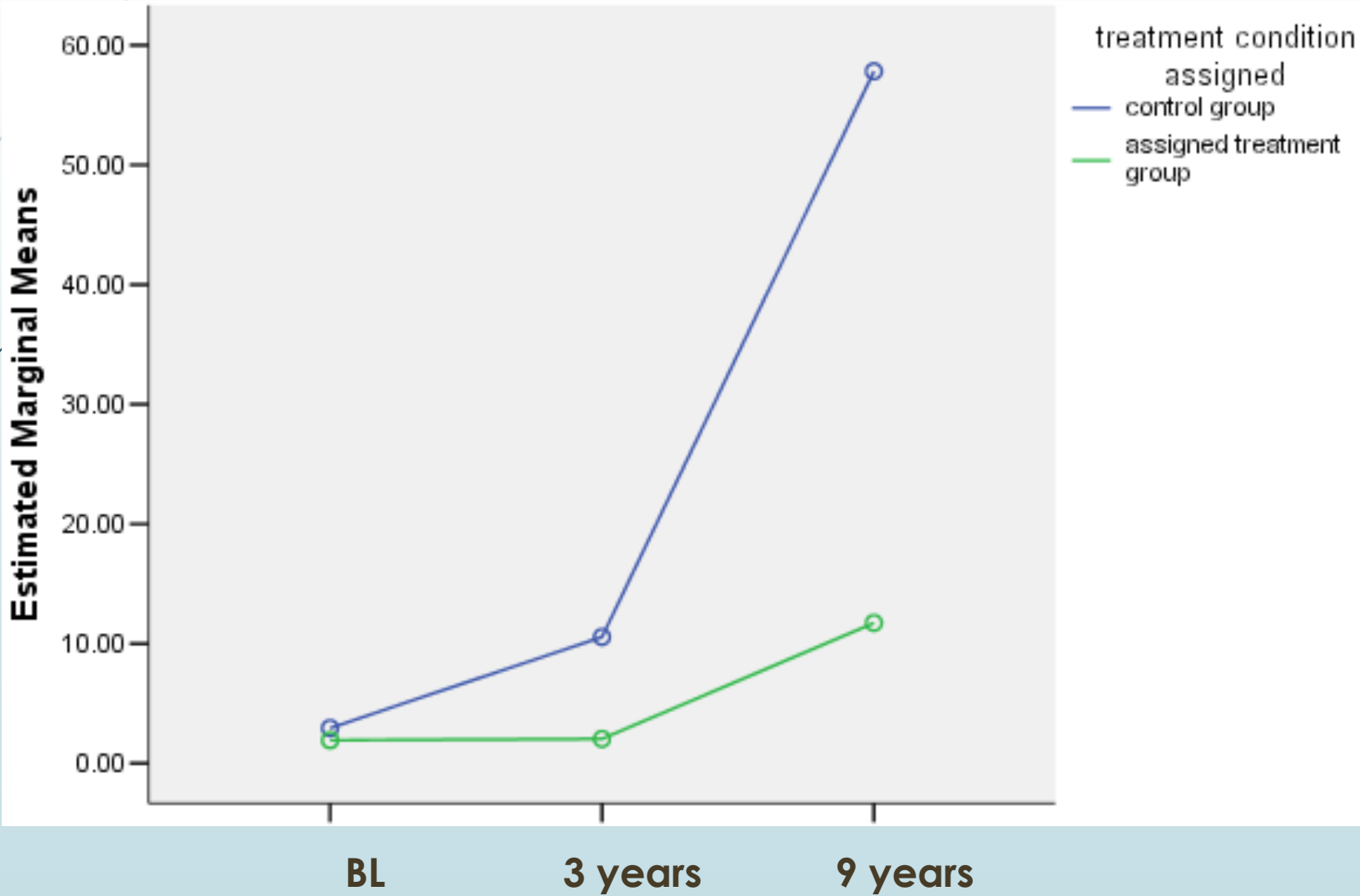
Probability of Arrests

Control Group  
Intervention Group

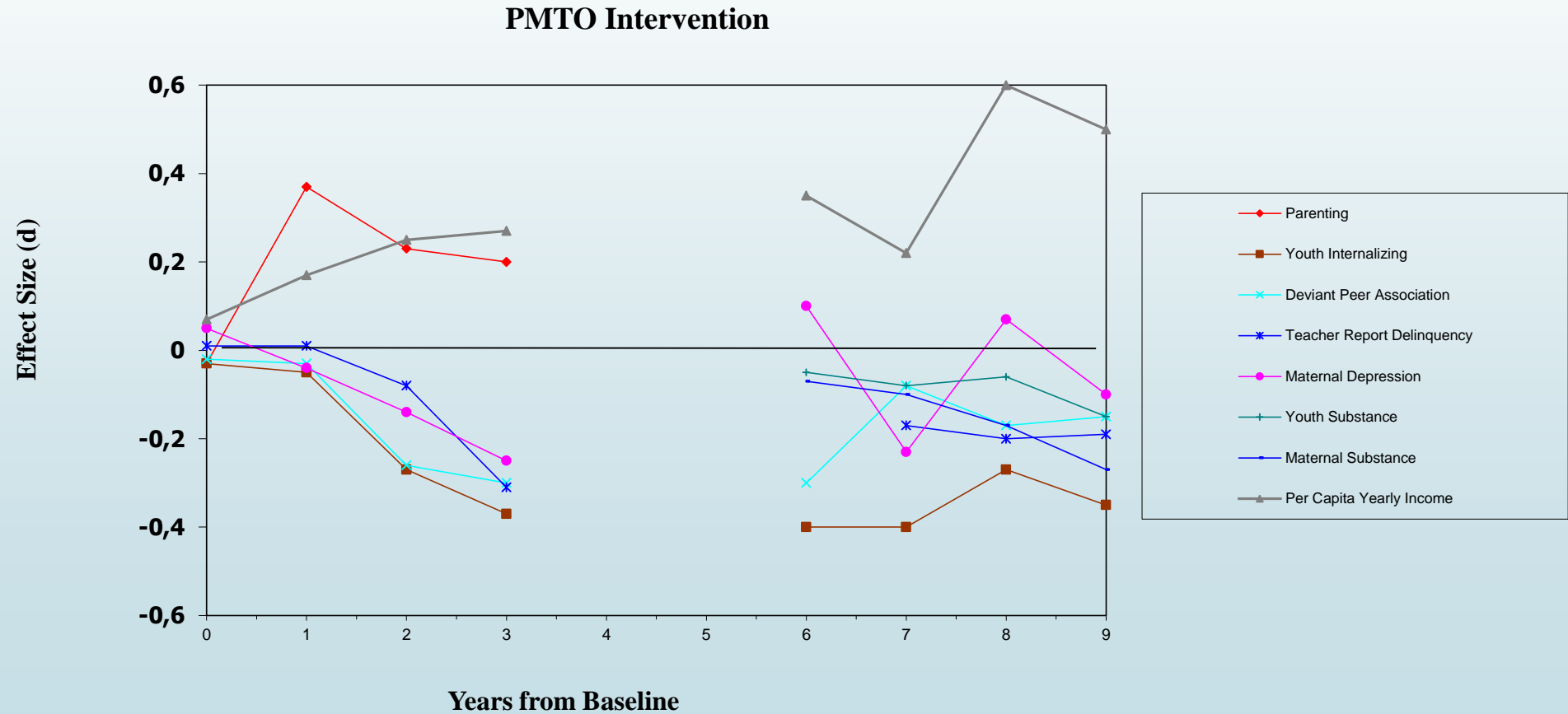


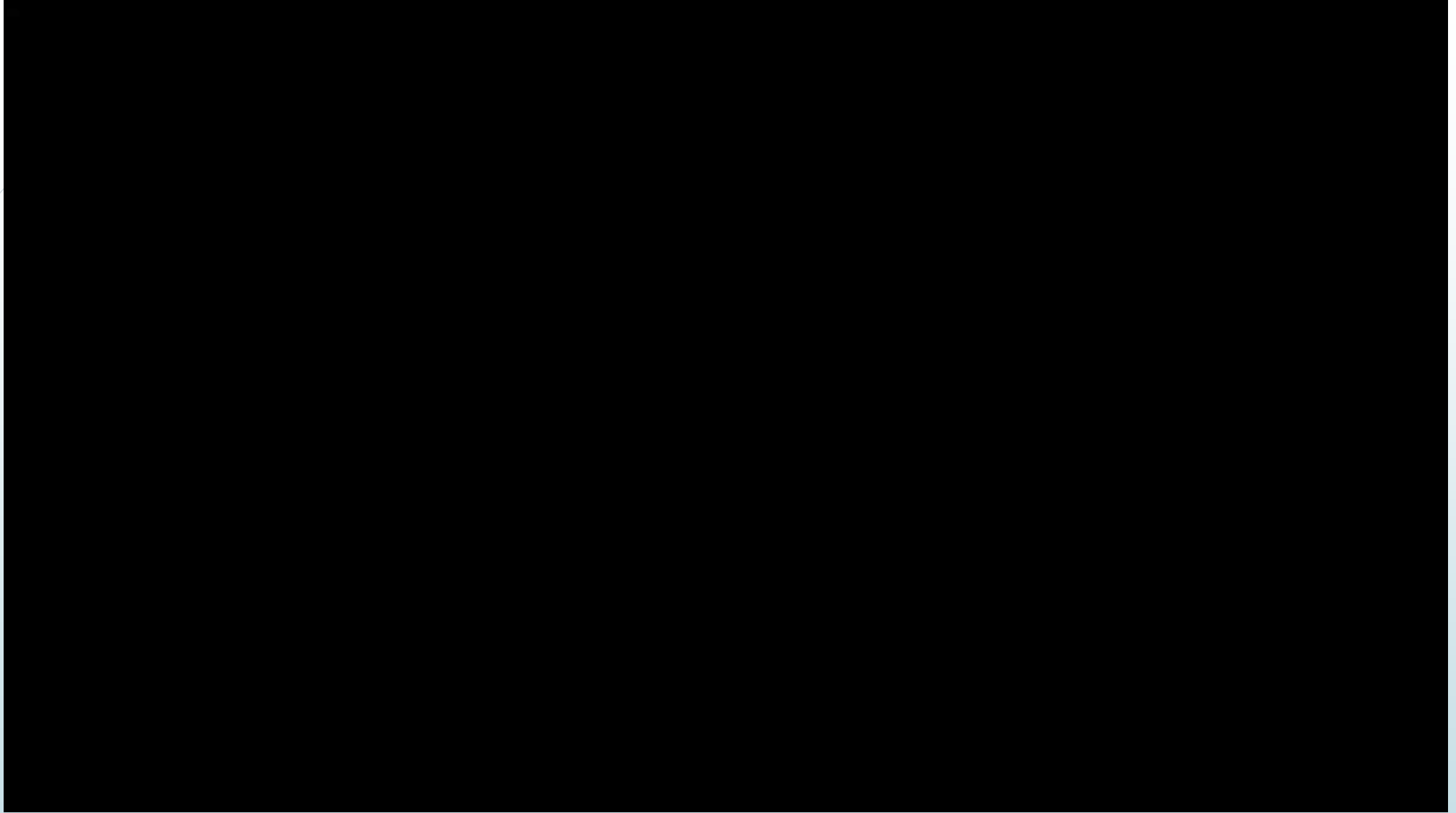
Years Since ODS Baseline

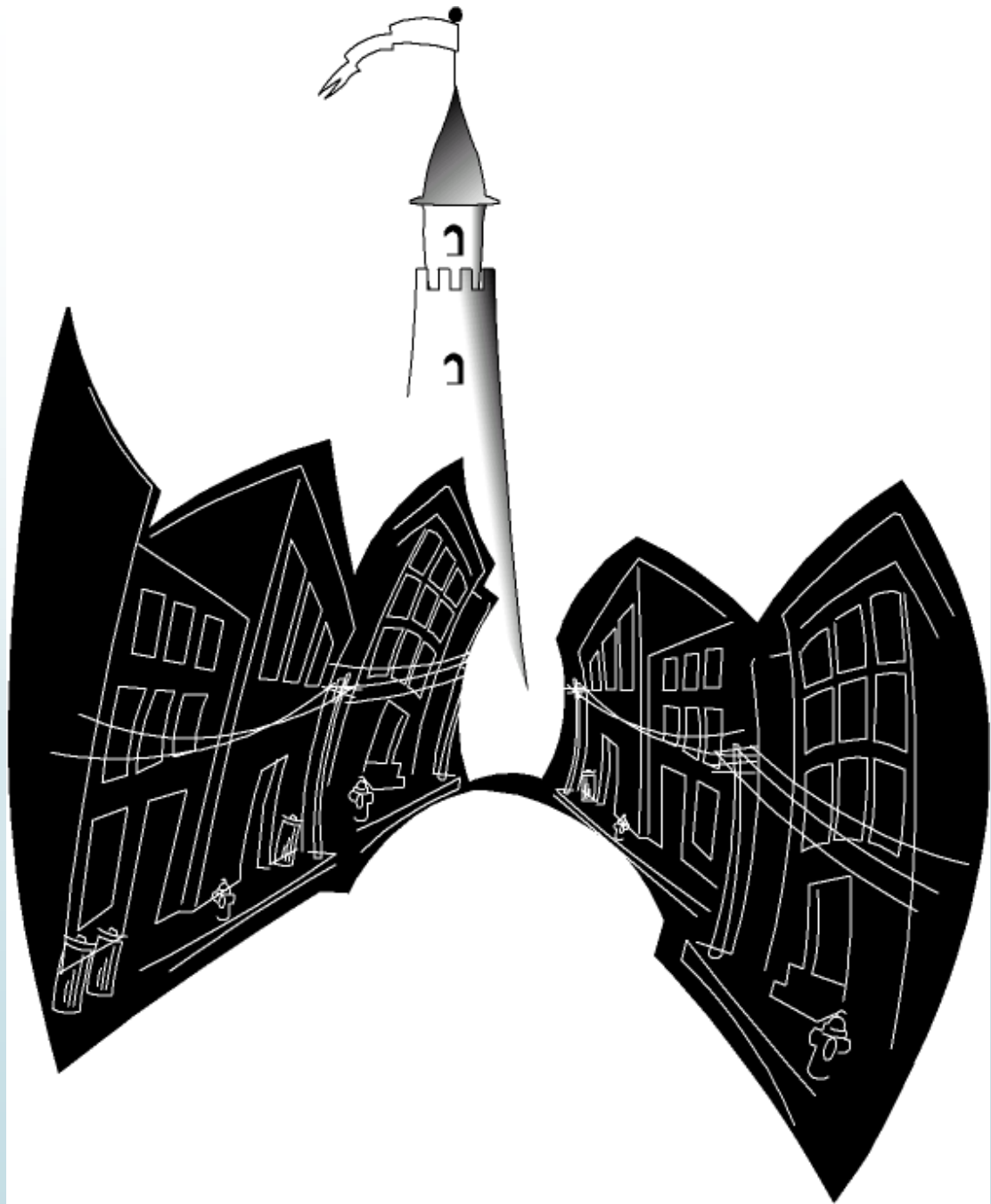
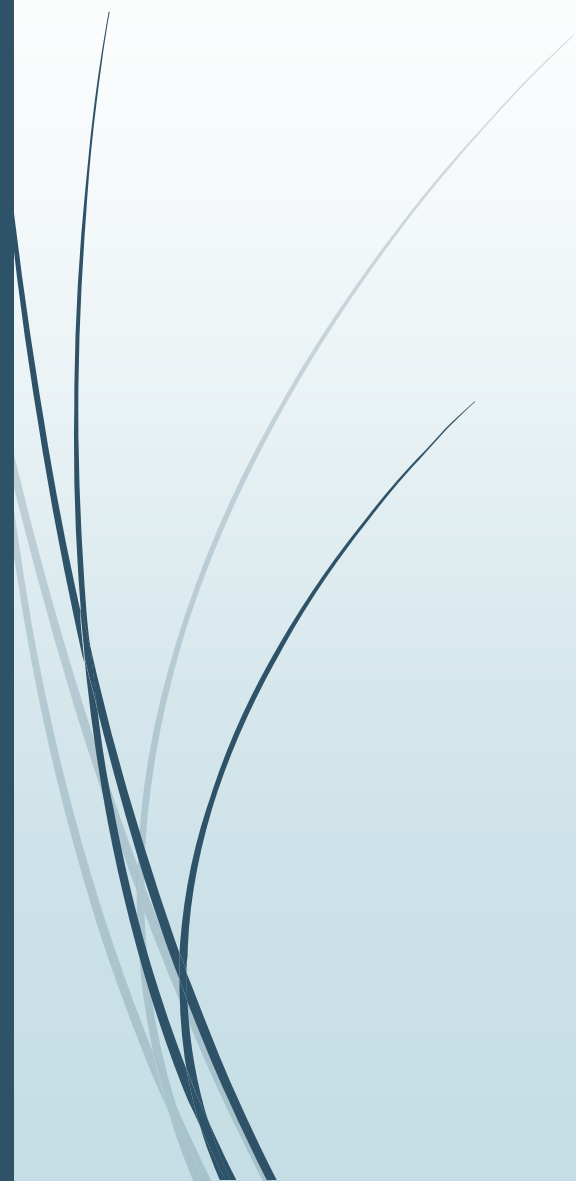
# Maternal Total Arrests: BL – 9 years



# Cohen's d Effect Sizes--Oregon Divorce Study

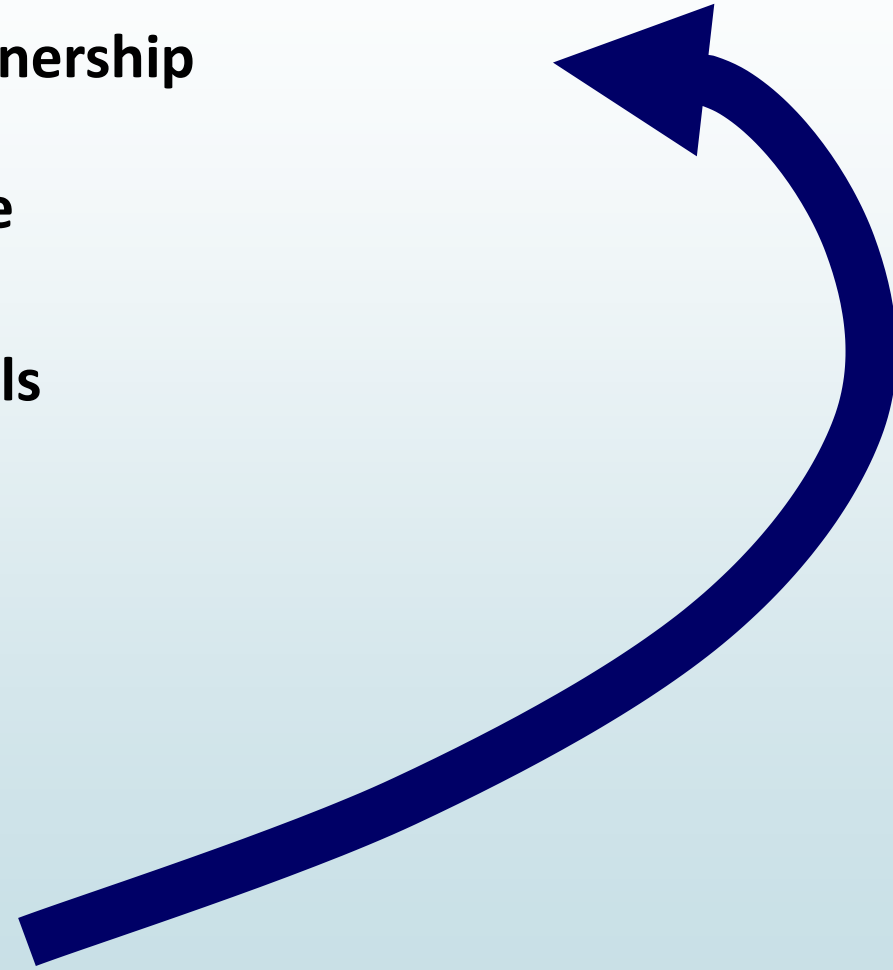


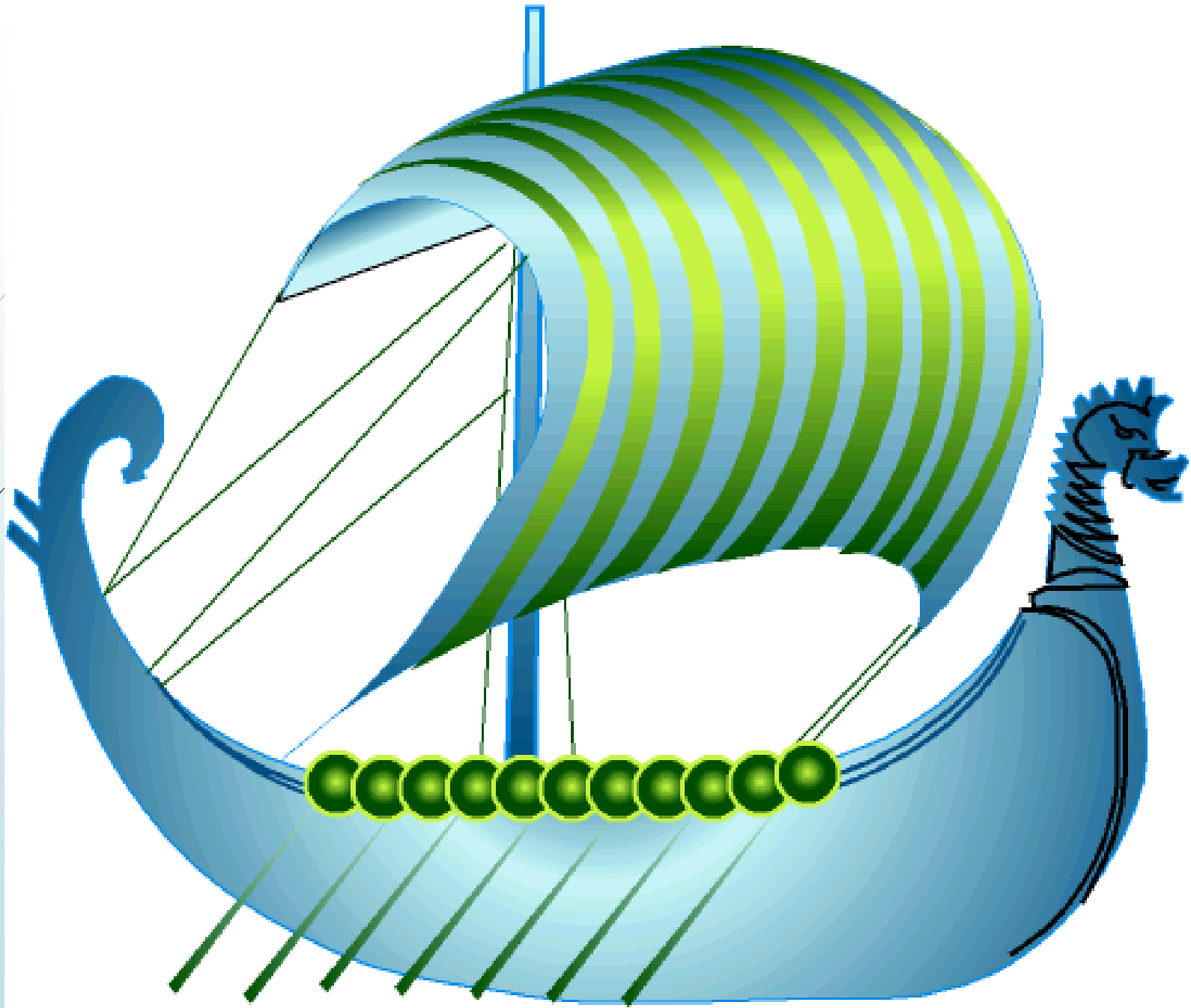




# Implementation Feedback Process

- 
- Develop a Collaborative Partnership**
  - Adapt for Contexts & Culture**
  - Train & Support Professionals**
  - Evaluate Outcomes**
  - Evaluate Fidelity**
  - Make Sustainable**

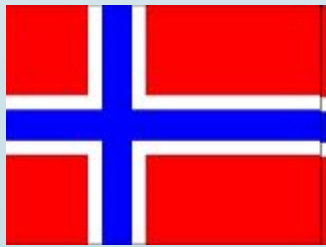




# Norway

30

1300

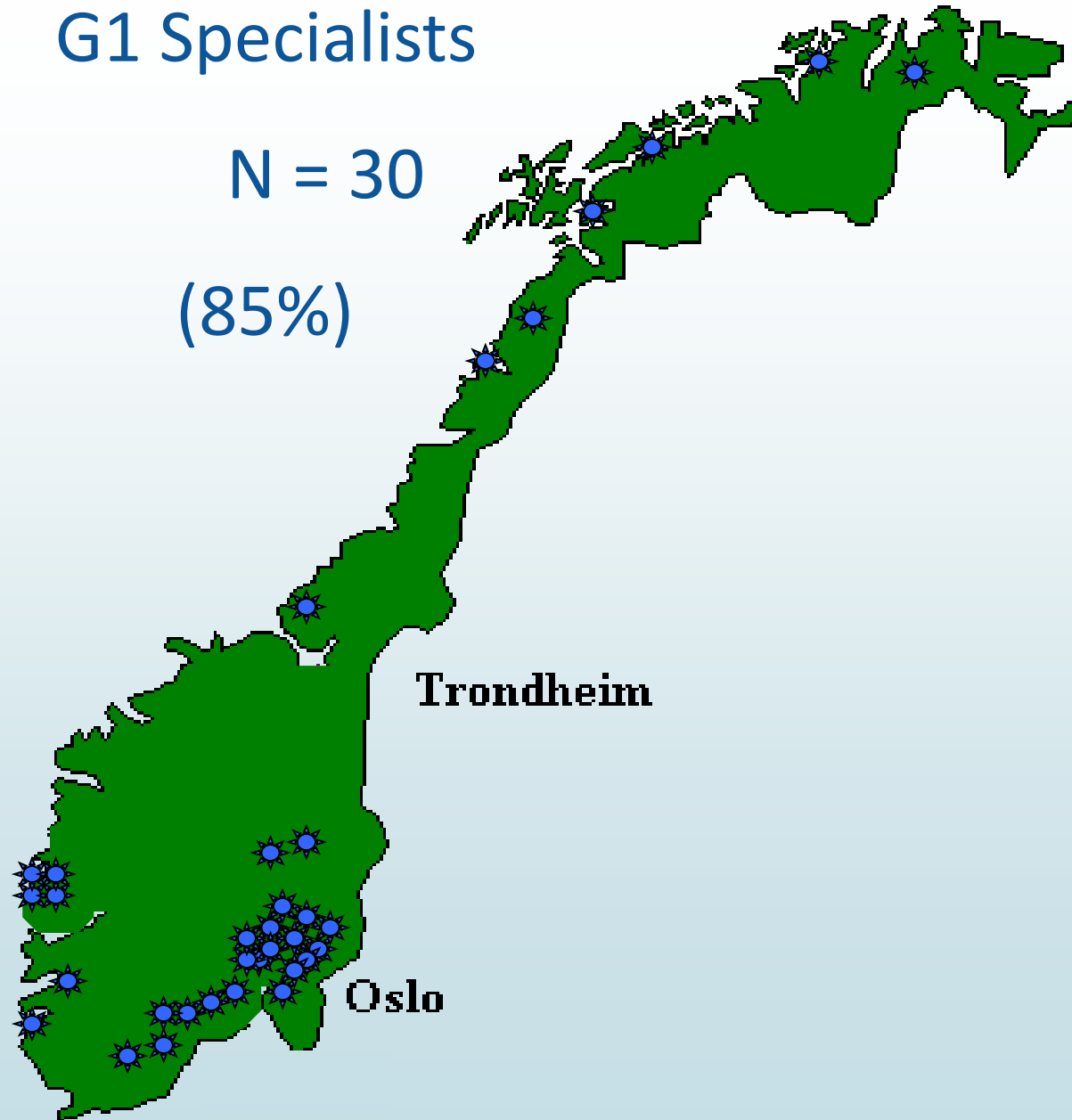


20,000

# G1 Specialists

N = 30

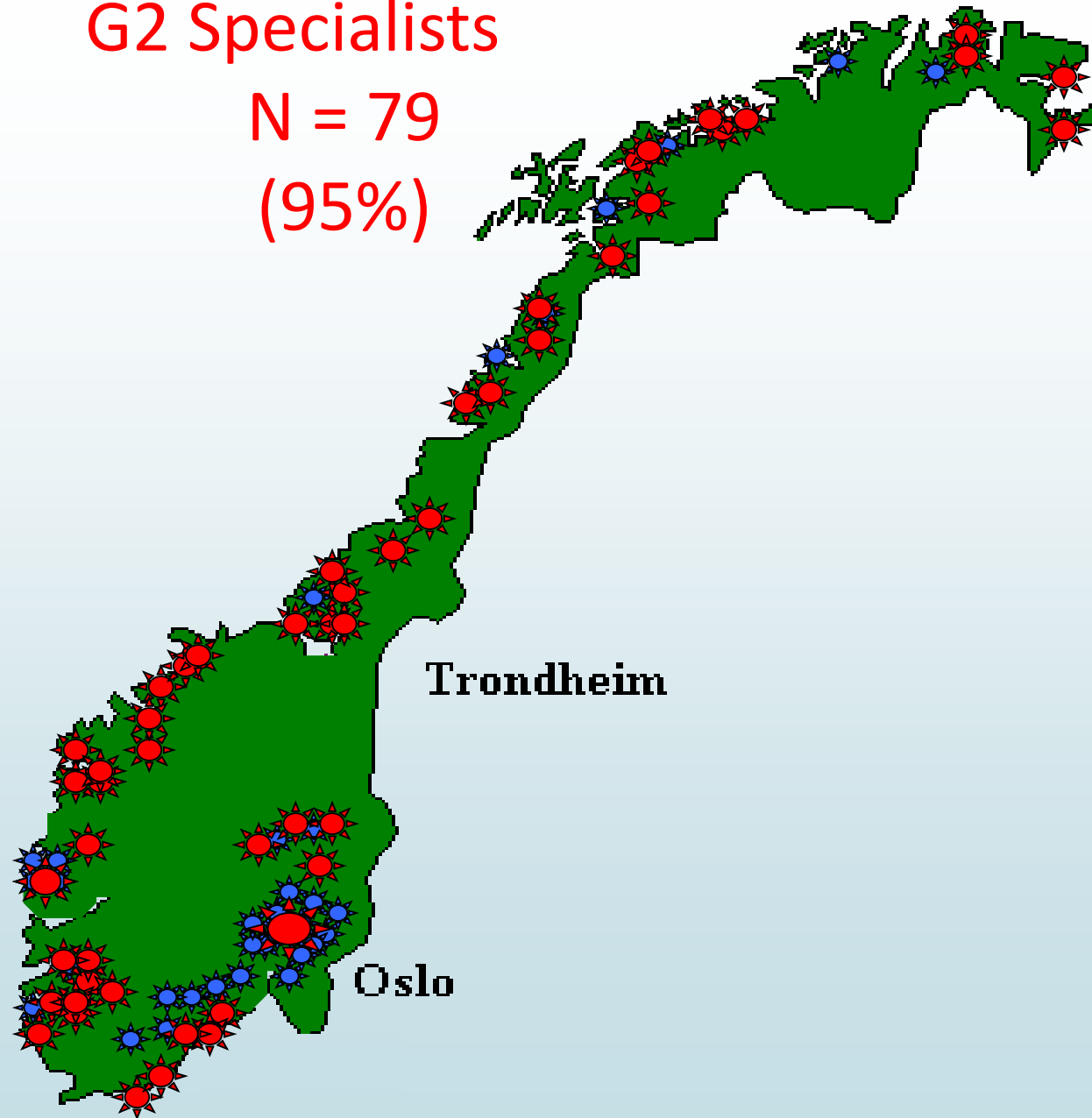
(85%)



# G2 Specialists

N = 79

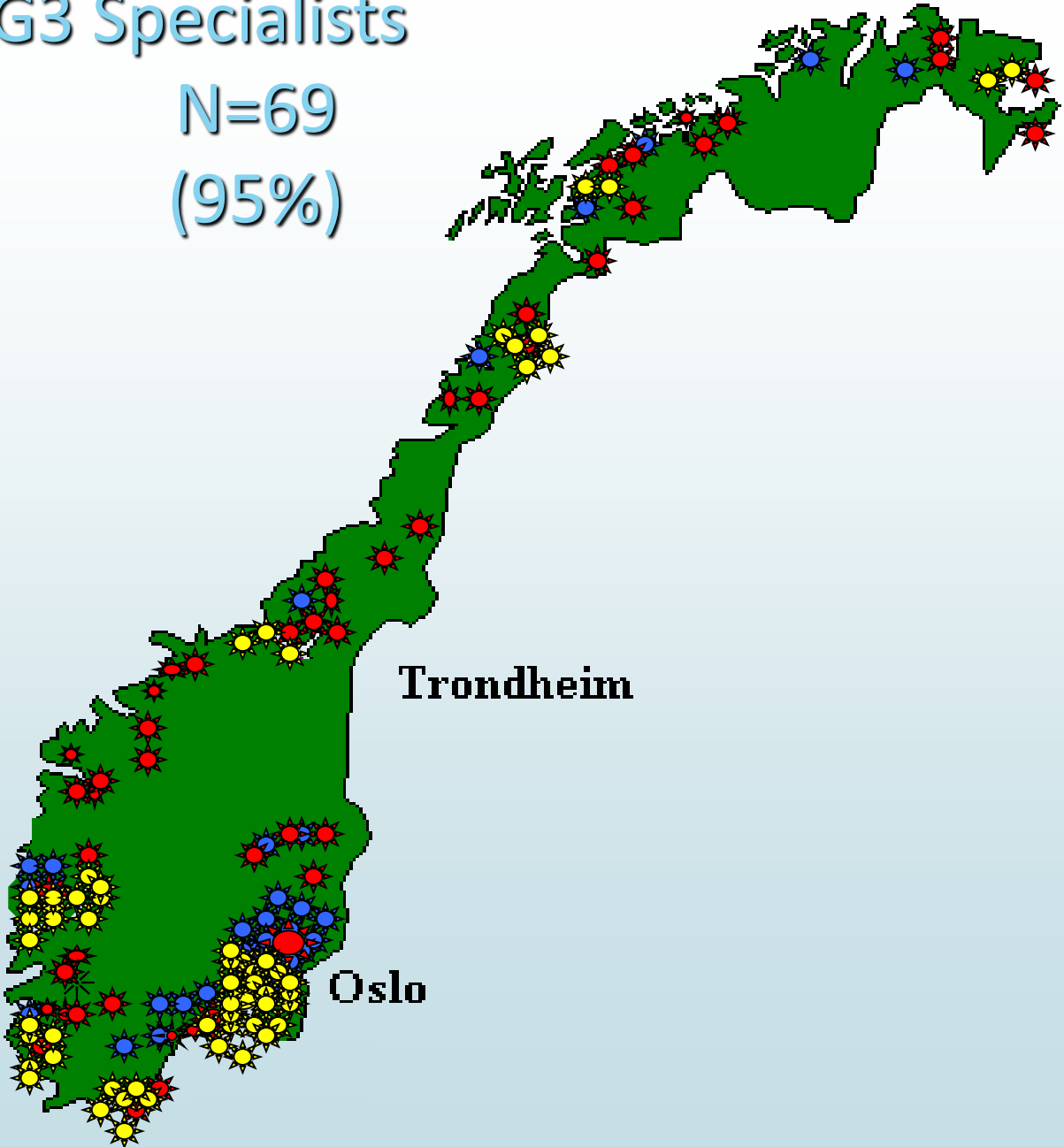
(95%)



# G3 Specialists

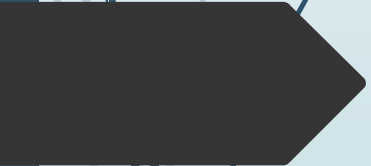
N=69

(95%)



Trondheim

Oslo











# Sami Adaptation: Travel to Northern Norway





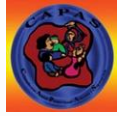
# GenerationPMTO Implementations: ISII

<u>Site</u>	<u>Scale</u>	<u>Date Initiated</u>	<u>System of Care*</u>
 Norway	Nation	1999	CMH & CW
 Iceland	Nation	2000	CMH & CW
 Michigan	State	2004-2006	CMH
 The Netherlands	Nation	2006	CMH
 Detroit	City/County	2007	CMH
 Kansas	State	2011	CW
 New York City	City	2012	CW
 British Columbia	Province	2014	CMH

# PMTO Across Populations



# Mentee Projects



**Criando con Amor: Promoviendo Armonia y Superación (CAPAS) (initiated 2006) / Dr. Melanie Domenech Rodríguez (Utah State University / USU)**

The first adaptation of GenerationPMTO for Spanish-speaking families, implemented in a rural community in Utah for Latino/a families.



**Strengthening Latino/a Families by Enhancing Parenting Practices Lansing and Detroit (initiated 2007) / Dr. J. Rubén Parra-Cardona (Michigan State Univ)**

CAPAS/GenerationPMTO-informed parenting groups for low income Latino/a immigrant families with children ages 4-12. Randomized Controlled Trial (RCT)



**Harriet Tubman Shelter (initiated 2009) / Dr. Abigail Gewirtz, University of Minnesota (UMN)**

GenerationPMTO group for mothers temporarily housed in shelters due to homelessness or domestic violence. Feasibility trial



**CAPAS, Mexico City – Adaptation and Trial of a Training Model in Positive Parenting Practices in Mexican Families with Children with Behavior Problems (initiated 2009) / Nancy Amador Buenabad, Mexico City, Mexico (Instituto Nacional de Psiquiatria)**

Cultural adaptation of training manual and CAPAS/GenerationPMTO parenting groups for families in Mexico City. RCT



**After Deployment: Adaptive Parenting Tools (ADAPT) (initiated 2010) / Dr. Abigail Gewirtz, UMN**

GenerationPMTO adaptation to promote resilience among military parents/children and to provide support for military families coping with the stress and trauma of deployment and reintegration. RCT Currently adapting for web-based and telehealth delivery. RCT



**Northern Uganda – Jingo Kupe I Dog Gang (Enhancing Family Connection in Northern Uganda) (initiated 2012) / Dr. Elizabeth Wieling, UMN**

A GenerationPMTO-informed parent group adaptation for mothers affected by psychological trauma related to war, organized violence, and disaster. Feasibility



**Early Risers-Healthy Families Network (initiated 2013) / Dr. Abigail Gewirtz, UMN**

GenerationPMTO pilot; parent groups in family supportive housing sites as part of an empirically supported family-based prevention program. RCT



**Padres Preparados (Prepared Parents) (initiated 2015) / Dr. Melanie Domenech Rodríguez, USU**

This GenerationPMTO-informed multi-media Spanish language intervention supports Latino/a families with children who attend Head Start, teaching parenting skills to help improve children's school readiness.



**Blended Learning Teaching Project (initiated 2015) / Drs. Ana Bauman and Melanie Domenech Rodríguez, Washington University/Missouri & USU**

GenerationPMTO training in five universities; face-to-face and web-based instruction for doctoral, post-doctoral students, and community practitioners. Feasibility



Mexico City



New York City



Northern Uganda



The Netherlands



British Columbia

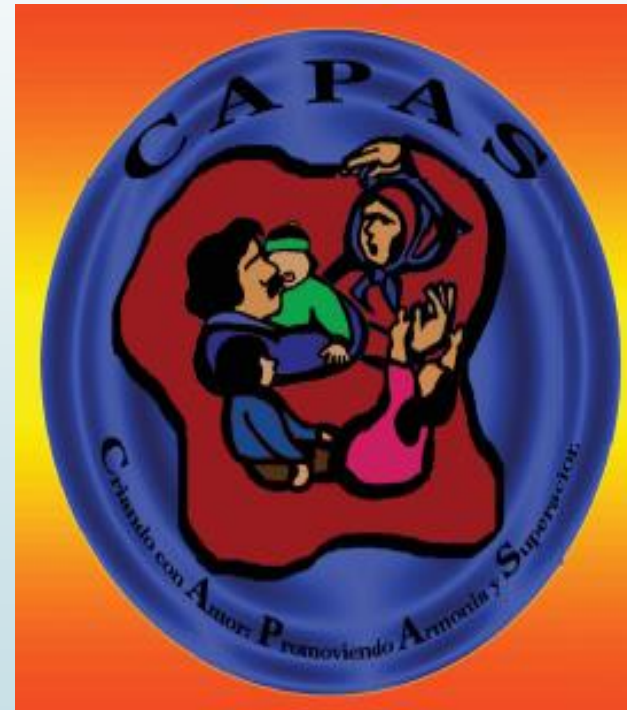


Detroit

## Adapting PMTO for Spanish-Speaking Families

Melanie Domenech Rodriguez's K award

**C**riando con  
**A**mor,  
**P**romoviendo  
**A**rmonía y  
**S**uperación





Vamos a ir al mercado a comprar el mandado.

En el mercado quiero que camines junto a mí y que uses una voz baja.

Antes de ir al mercado



¡Me encanta que caminaste junto a mí todo el tiempo y que usaste una voz baja!

Después de ir al mercado





## Utah

### RCT--87 families

- Improved child outcomes

## Michigan

### Latino teen fathers

- High participation rates
- High satisfaction
  
- Latino parents ask for culturally appropriate EBP
  - Pilot RCT underway
  - High participation rates
  - High Satisfaction

## Mexico

### Workshop Trainings

- 13 therapists. No dropouts.
  
- RCT began 2011
  - School setting
  - 80 families
  - Improved child







# ADAPT

*After Deployment: Adaptive Parenting Tools*

Department of Family Social Science

[About the Project](#)

[Project History](#)

[ADAPT Team  
Members](#)

[Family Resources](#)

[Get Involved](#)

[Contact Us](#)

[ADAPT Home](#)

## Welcome to the online home of ADAPT

ADAPT is a study that is being run through the University of Minnesota with the support of the Minnesota National Guard and Reserves. We are working to better understand how to support Minnesota National Guard and Reserve families as they cope with the stress of deployment.

We have been meeting with National Guard and Reserve families from throughout Minnesota – in fact, we have met with thousands of individuals who have helped inform our work. We honor the families and military staff whom we have heard from so far and we would like to hear from you as well.

**If you are a parent** who has at least one child between the ages of 5-12 years and at least one of the parents in your household has been deployed – please [contact us to find out more](#) about being a part of our project. We would love to hear from you!



# ADAPT

After Deployment: Adaptive Parenting Tools

# Modifications for military families: ADAPT

- **14-weeks, web-enhanced, group-based for troops returning from deployment, at least one child 5-12yrs**
  - **Weekly, provided in the community, 2hrs**
  - **Online ADAPT available for 12 months**
  - **Skills: teaching through encouragement, limit setting, problem-solving, monitoring, positive involvement**
- **Modifications include**
  - **Mindfulness training (to address experiential avoidance associated with combat stress symptoms)**
  - **Emotion coaching (especially responding to children's anxiety)**
- **Attention to military culture and values**
- **Emphasis on united parenting front (for two-parent families)**
- **Addressing common barriers to participation**
  - **Web-component to increase involvement in group program by other caregivers, spouses, etc.**
  - **Stand alone online ADAPT is under development**

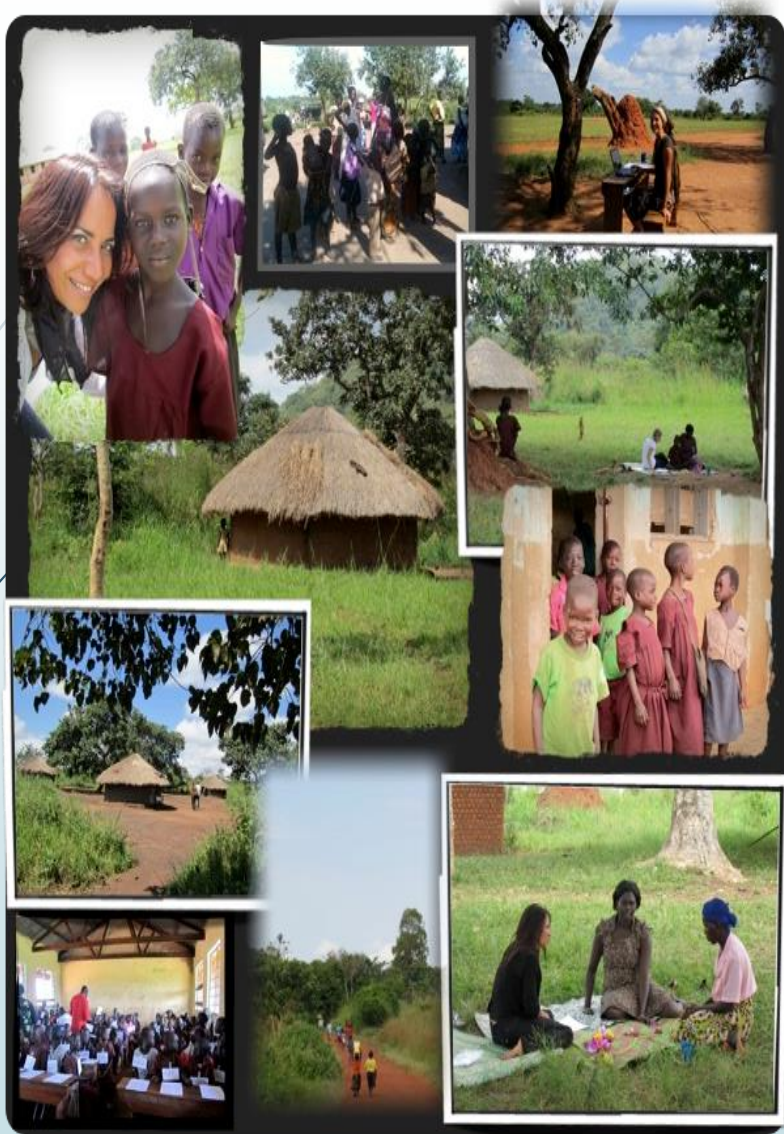
# PMTO in Northern Uganda Cultural Adaptation

In 2010 (Wieling & Ertl):

Conducted a series of focus group interviews with mothers and fathers (N=43) to explore:

- perceptions of the **impact of the war on daily life and relationships** – before and after the war, family and community strengths, challenges, hopes of the future
- **parenting values and practices** – degree of potential fit with PMTO core components





# Purpose

Test feasibility of providing mothers with a group parenting program

- (a) Acceptability
- (b) Implementation
- (c) Limited efficacy and effectiveness

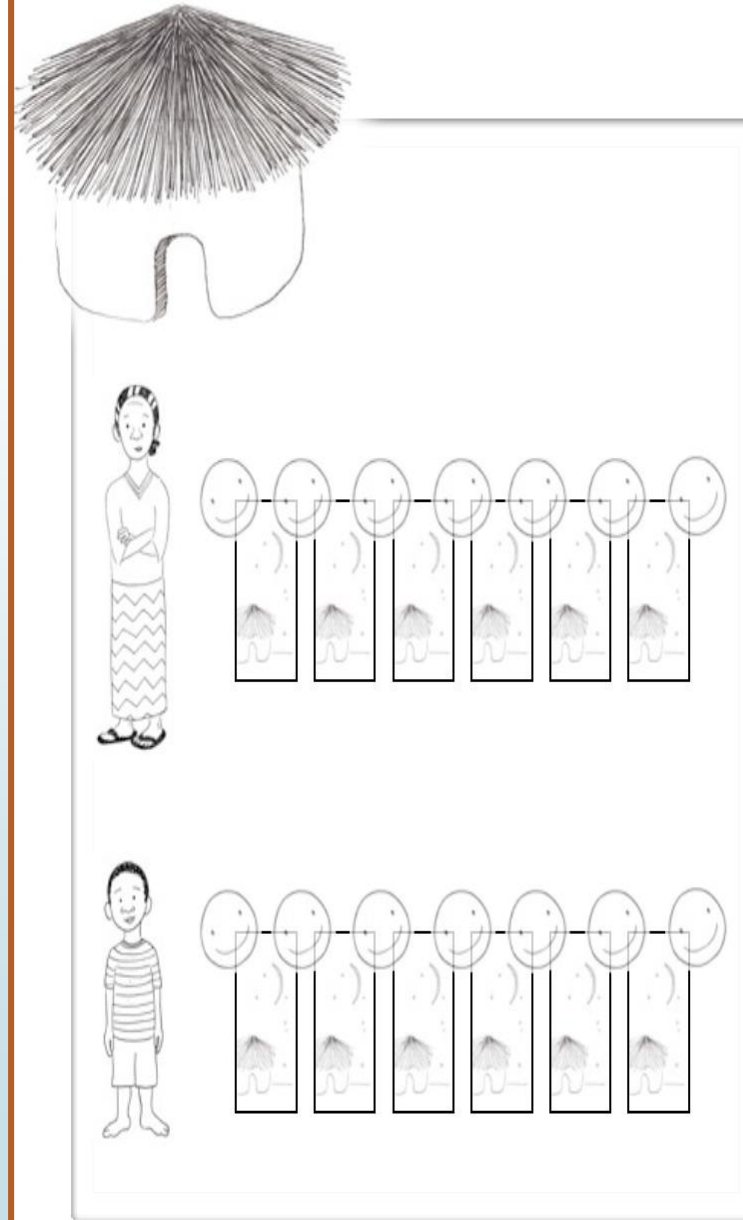
## **In 2012:**

- ✓ **Acholi Mothers recruited**
- ✓ **Two parenting groups (N=14) conducted in Gulu language**
- ✓ **Sessions: 3 hours, twice/week**
- ✓ **Incentives: 1 kilo of posho & beans; transportation money**
- ✓ **Conducted by: 2 co-facilitators, 3 trained counselors, and a support team**





# Parenting Tools



# Changes in ENCOURAGEMENT Follow Up Interviews

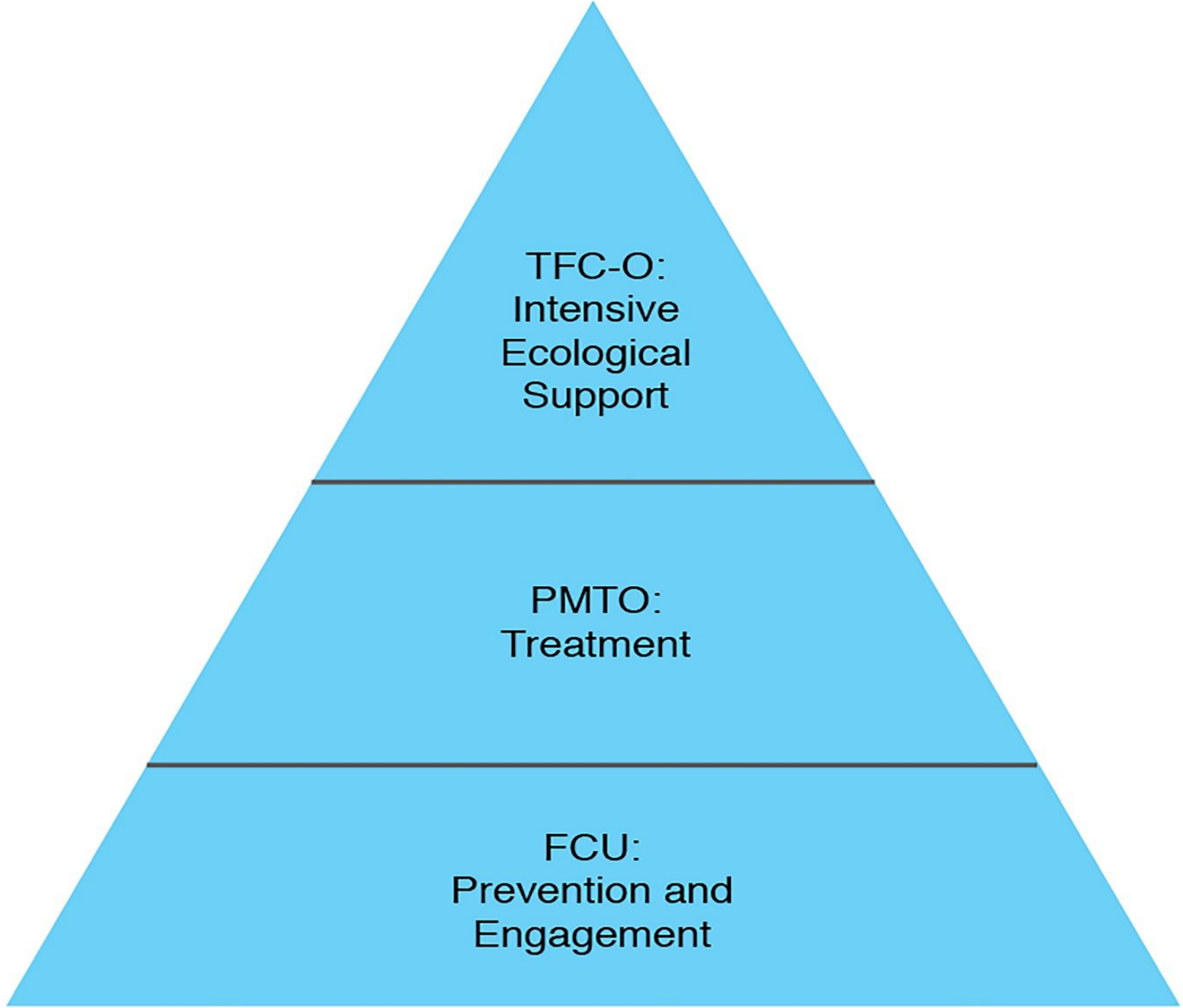
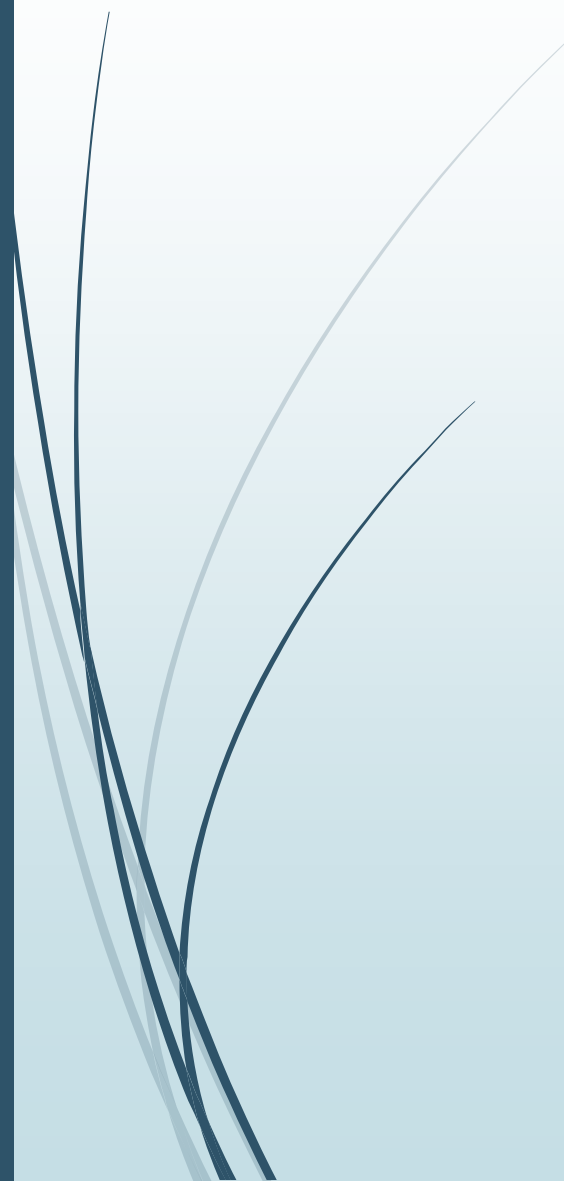
**All mothers continued to talk about the use of positive reinforcement**

**“the most successful [thing I learned in EFC] is praising them after they have done a chore. It makes them happy and the next time they do it again”  
(M57)**

**More than half of the *children* also commented on praise**



**After doing something good, my mother now says: “thank you so much” (C10)**



# Parenting Through Change (PTC)

PTC principles based on Parent Management Training – Oregon Model (PMTO) (Patterson, 1982)

- ▶ PTC originally designed as preventative program: divorced mothers (Forgatch & DeGarmo, 1999)
- ▶ Applied with mixed family structures: prevention and clinical samples (Michigan, Norway, Mexico City)
- ▶ Pakistani & Somali mothers Norway (Bjornebekk)
- ▶ Spanish speaking parents Detroit (Parra Cardona)
- ▶ Mothers living in shelters (Gewirtz)
- ▶ Mothers in subsidized housing (Gewirtz)
- ▶ US Military returning from deployment

A dark blue arrow points to the right from the top left corner. Several thin, curved lines in shades of blue and grey originate from the left side and sweep across the page towards the text.

# PTC-R

Adapted for parents of children in care

- ❑ Birth parents learn effective parenting practices
- ❑ 10 group sessions while children in placement
- ❑ 6 sessions as families prepare for reunification
- ❑ Parents practice skills through role play
- ❑ Session agendas yet responsive to family issues



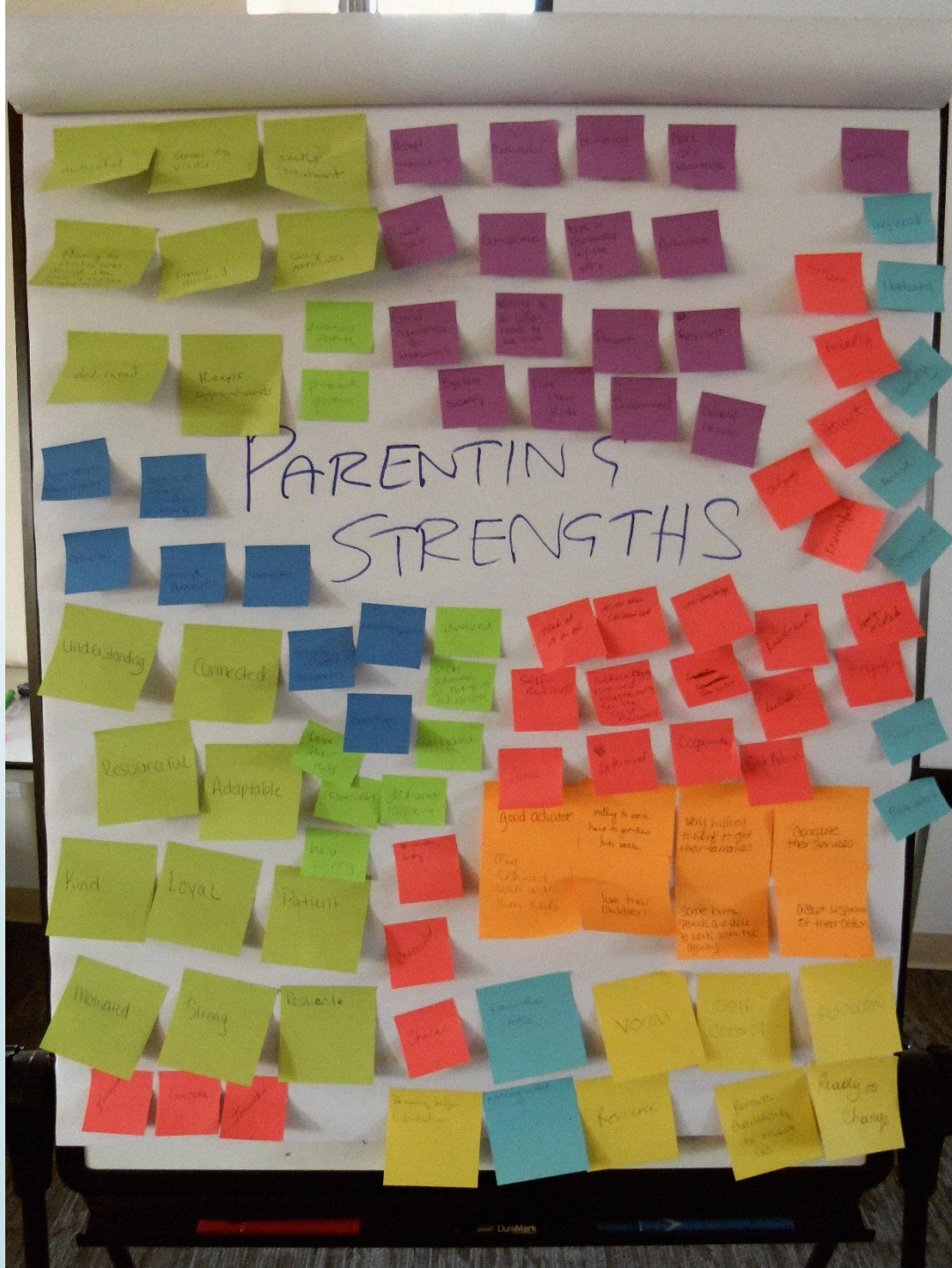
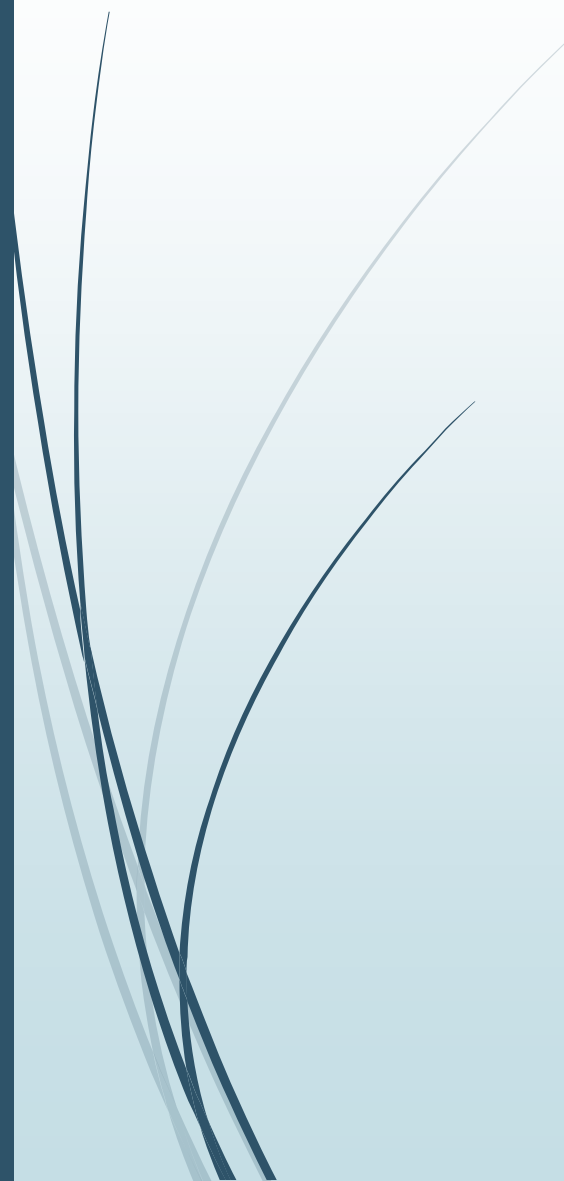
<b>Week</b>	<b>Topic</b>
<b>1</b>	<b>Creating Change</b>
<b>2</b>	<b>Encouraging Cooperation</b>
<b>3</b>	<b>Teaching Positive Behavior</b>
<b>4</b>	<b>Observing Emotions</b>
<b>5</b>	<b>Regulating Emotions</b>
<b>6</b>	<b>Setting Limits</b>
<b>7</b>	<b>Following Through</b>
<b>8</b>	<b>Active Communication</b>
<b>9</b>	<b>Problem Solving</b>
<b>10</b>	<b>Putting It All Together</b>

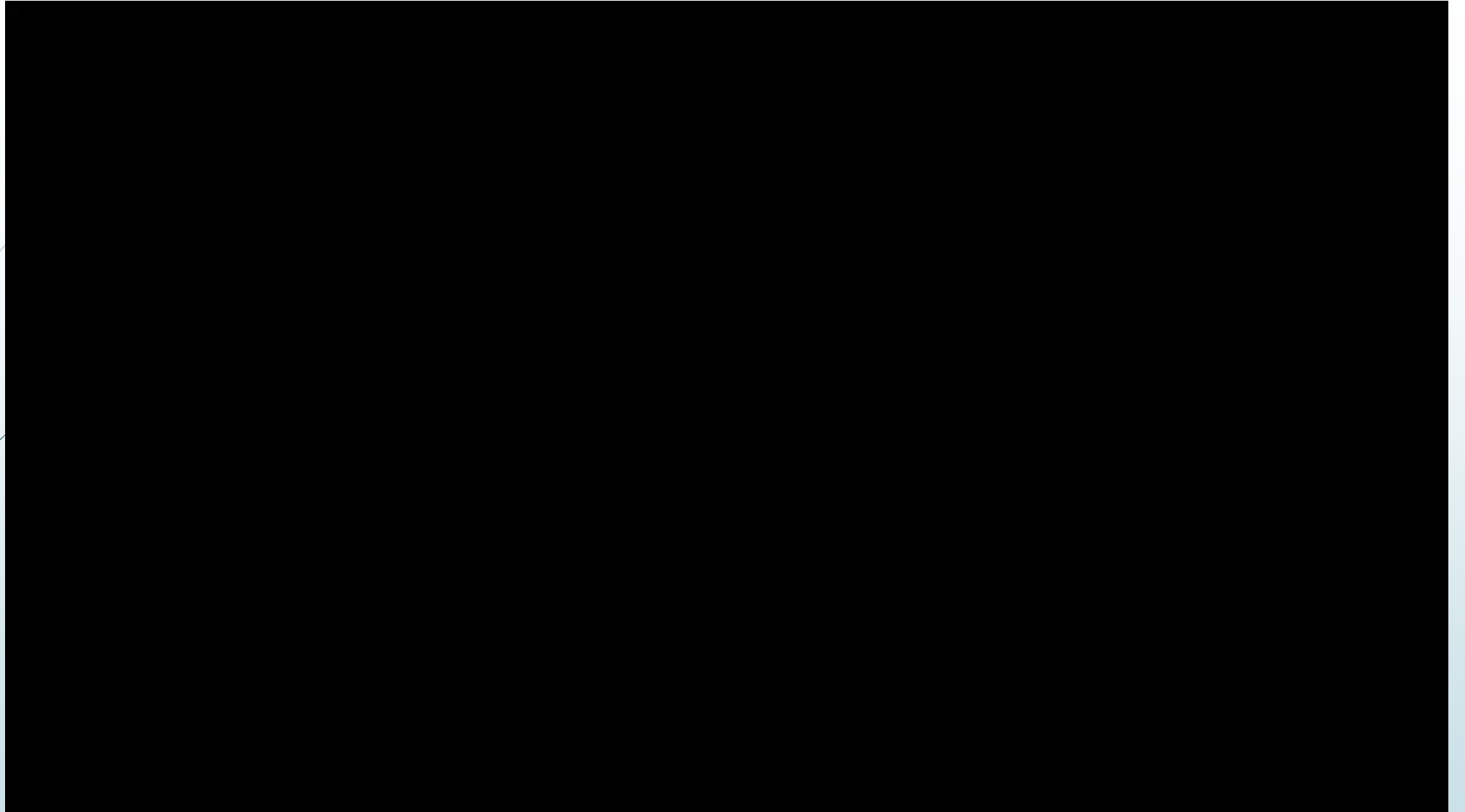


## Return Home Sessions

Week	Topic
1	<b>Building on Strengths</b>
2	<b>Encouraging Routines (Incentive Charts)</b>
3	<b>Balancing Limit Setting and Encouragement</b>
4	<b>Promoting School Success</b>
5	<b>Monitoring: Keeping our Family Safe</b>
6	<b>Bridging Relationships: We're in this Together</b>









# Fidelity of Implementation Rating System (FIMP): Knutson, Forgatch, Rains, & Sigmarisdóttir, 2009

9-Point Likert Scale

Good work = 7-9; Acceptable = 4-6; Needs Work = 1-3

- Knowledge:** Proficiency in understanding & application core components
- Structure:** Session management, leads without dominating, pacing/timing, responsive
- Teaching:** Promotes mastery, use of role play, elicits goal behavior
- Process:** Proficient clinical & strategic skills, safe learning context
- Overall:** Growth, satisfaction, likely return, adjust for context, difficulty, relationship between therapist/family

Sessions scored: 2 Encouragement and 2 Limit Setting



### Terms to Clarify:

**PMTO** = Parent Management Training – Oregon model

**ISI** = Implementation Sciences International, Inc.

**FIMP** = Fidelity of Implementation

**FIMP spot** = a short (~15 min) video clip of a PMTO therapy session to be rated for fidelity to the original PMTO model

**REL** = A reliability measure, in which two or more certified FIMP raters rate the same FIMP spot and compare scores



### The FIMP Central Website: How ISII Keeps the Orchestra in Tune

An orchestra conductor can use a Tuning Fork to ensure that each instrument is in tune with all the others. Similarly, ISII can use the secure online environment of the FIMP Central website to ensure fidelity to the original PMTO model. As FIMP team leaders from around the world upload, view and rate FIMP spots with their own team members, ISII is able to compare each team's ratings to ISII "True Scores," ensuring fidelity to the original PMTO model.

In addition to providing a means for FIMP teams to calibrate themselves to the standards set by ISII, the FIMP Central website provides a means for FIMP teams around the world to monitor their own team, store their ratings and reliability scores in a centralized online archive, and have their reliability recertified annually through ISII.

**FIMP CENTRAL**  
COUNTRIES/STATES ACCEPTED AS FIMP RELIABLE BY ISII

- ISII
- NETHERLANDS
- MICHIGAN
- ICELAND
- DENMARK
- NORWAY
- EDUCATIONAL VIDEOS

**LOGOUT**



REL	MONTH/YEAR	188
	May 2011	
	April 2011	
	March 2011	DK2 ID
	February 2011	DK1 TE R1 ID
	January 2011	
	December 2010	Dutch Toll
	November 2010	
	October 2010	
	September 2010	R1 ID
	August 2010	
	July 2010	
	June 2010	



Margret Sigmarsdóttir Sigmarsdóttir

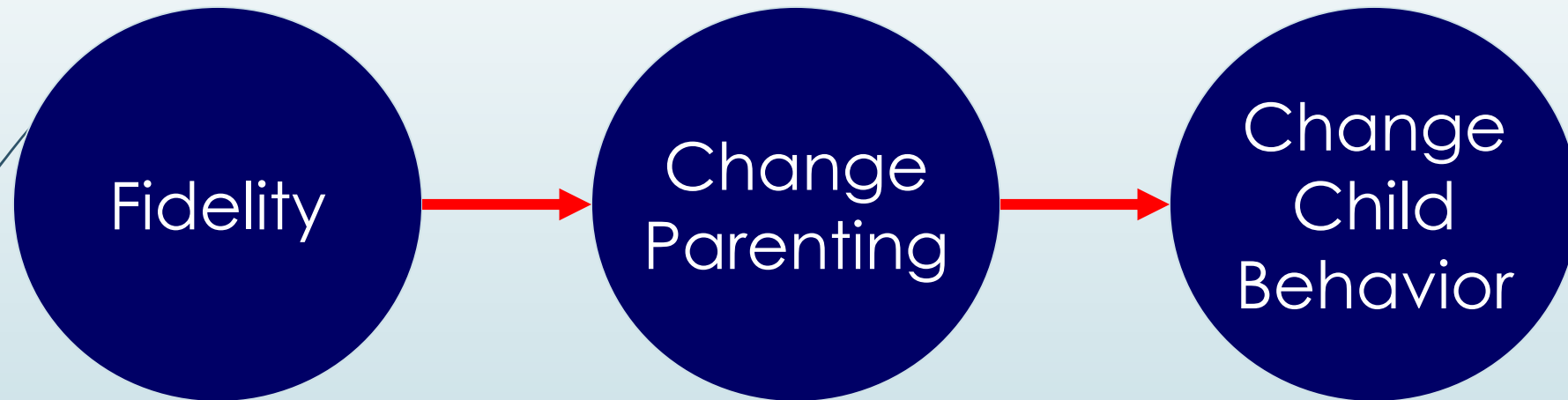


Elisabeth Askelund



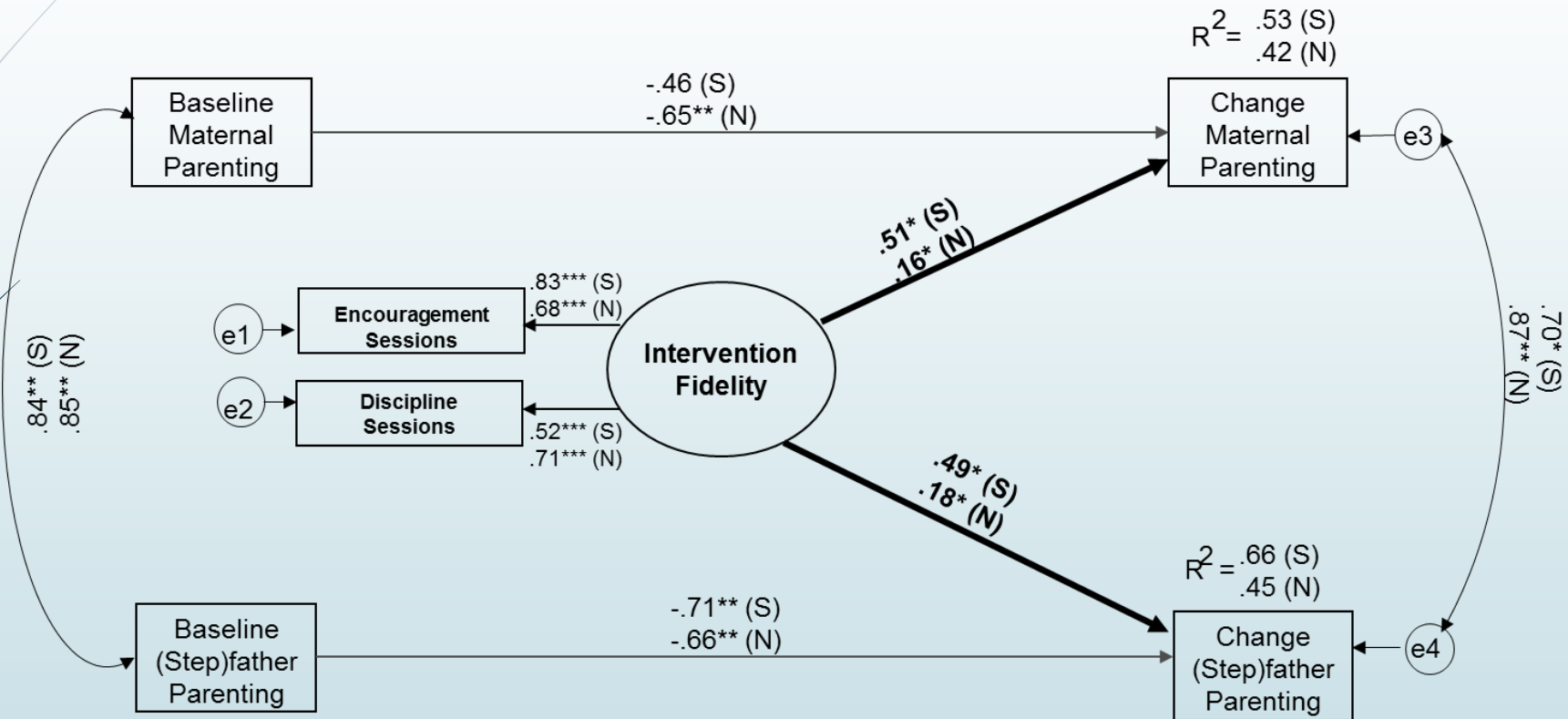
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# Predictive Validity of FIMP



# FIMP Predictive Validity: 2 Samples

S = Efficacy Trial: Stepfamily Prevention Sample – N = 4 Therapists; N = 20 Families  
 N = Effectiveness Trial: Norwegian Clinical Sample – N = 114 Therapists; N = 238 Families



**Stepfamily Sample:** chi-square = 9.113, df = 12, P = .693, CFI = 1.000, cmin df = .759, rmsea = .000; \*p < .05; \*\*p < .01; \*\*\*p < .001; Forgatch, Patterson, & DeGarmo (2005)

**Norwegian Sample:** chi-square = 10.732, df = 11, P = .466, CFI = 1.000, cmin df = .976, rmsea = .000; \*p < .05, \*\*p < .01, \*\*\*p < .001 Forgatch & DeGarmo (2011)

# FIMP Predictive Validity in Norwegian Sample: FIMP and Alliance Effects on Change in Child Outcome

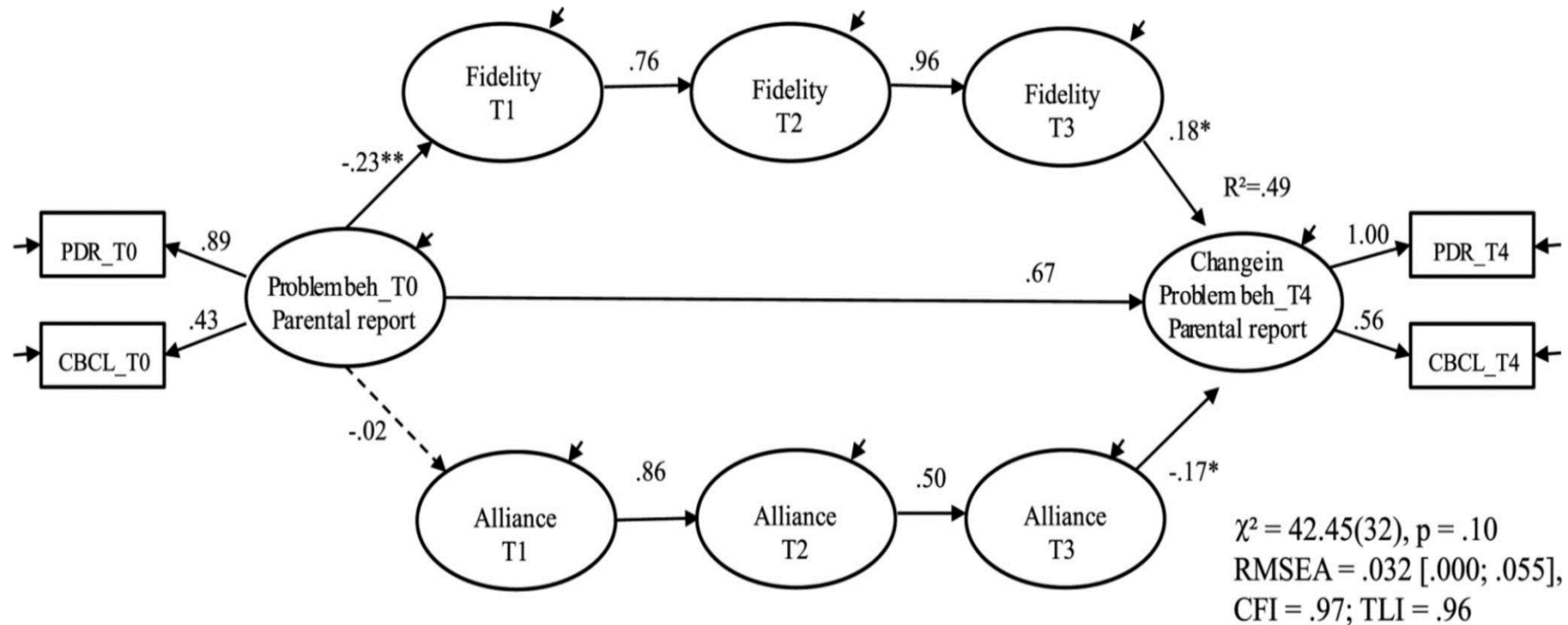
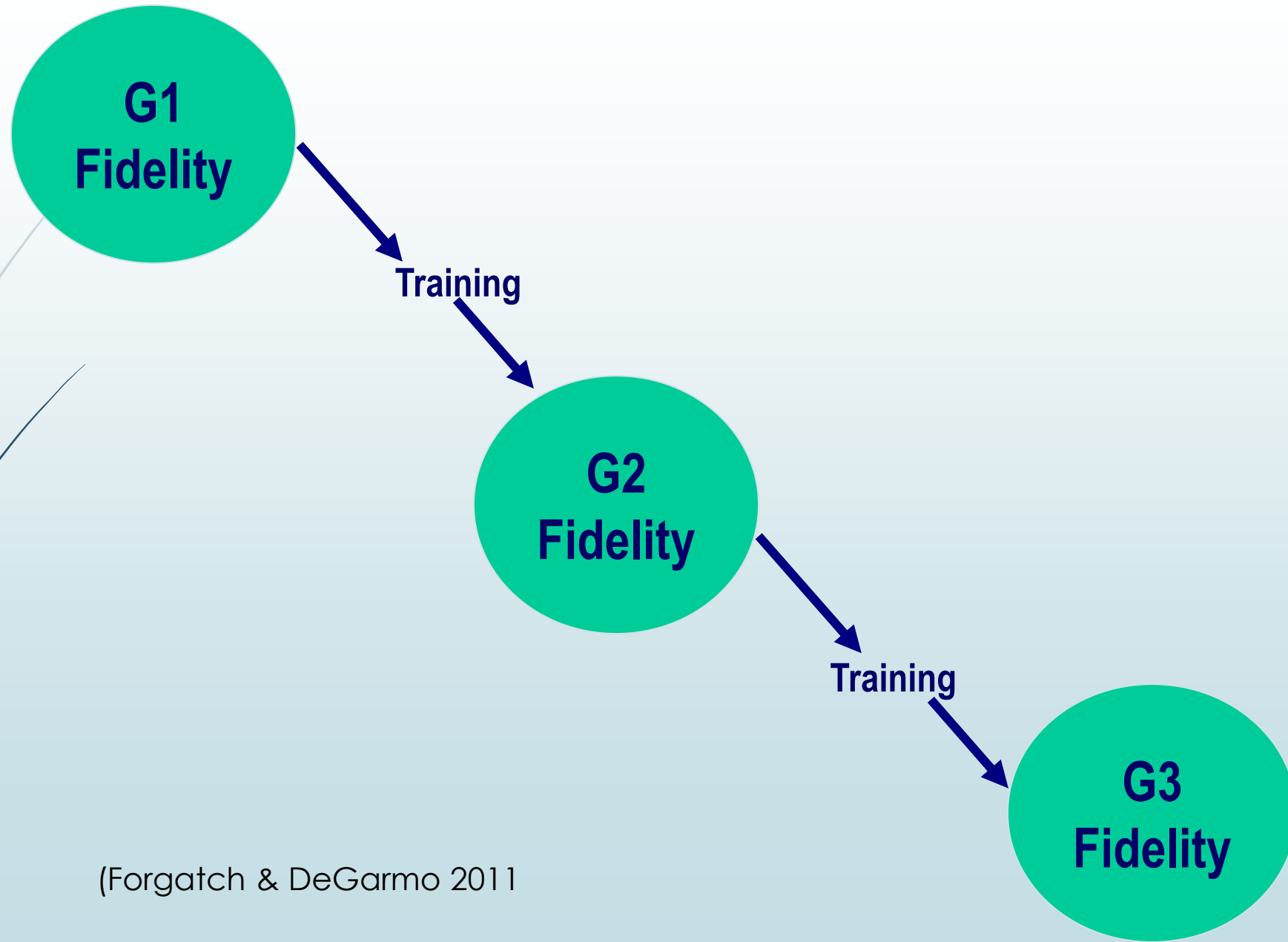
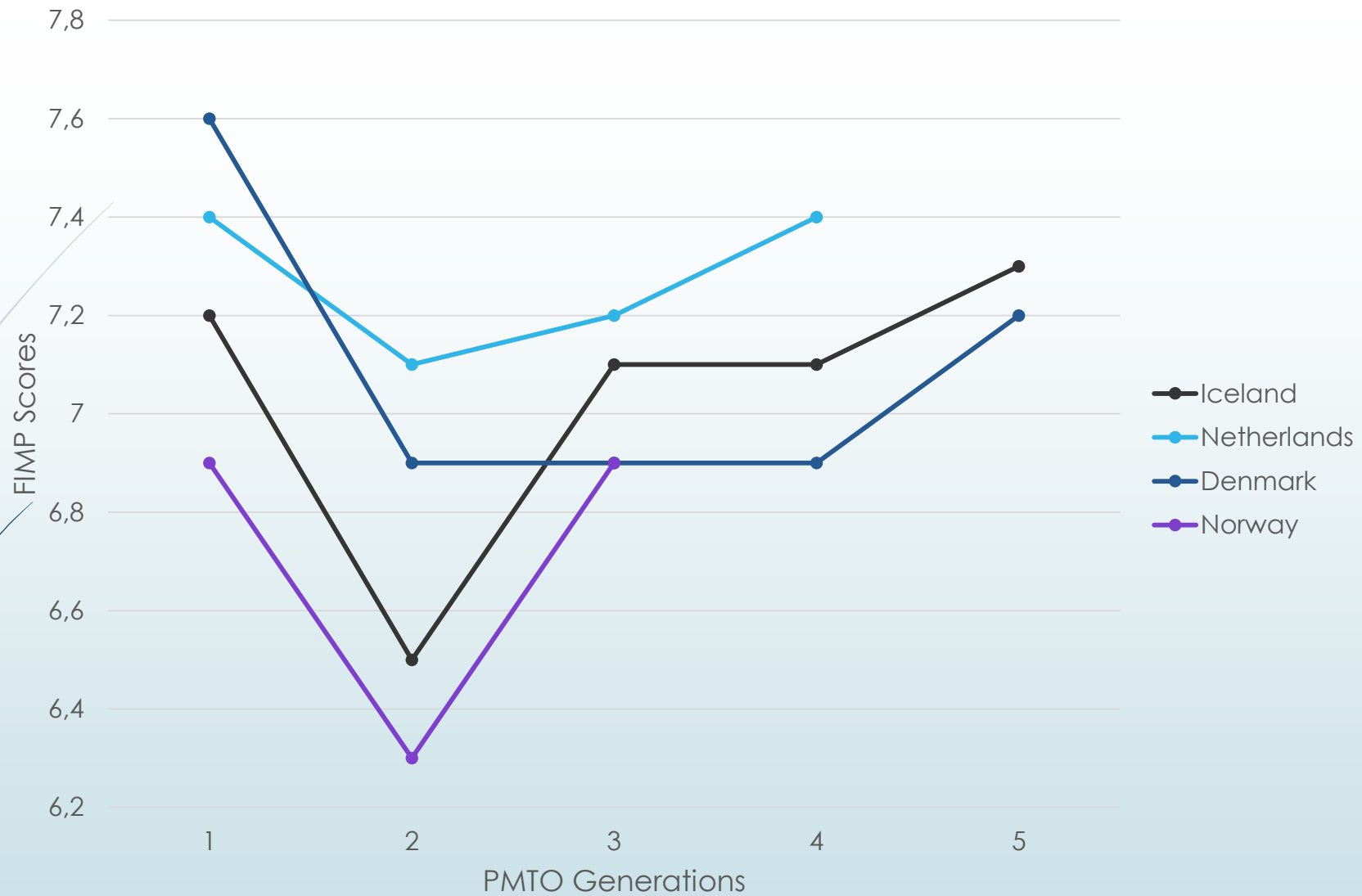


Figure 3. Structural model for fidelity, alliance, and parent-reported externalizing problem behaviors ( $N = 328$ ). Coefficients are completely standardized estimates. Significant paths are in whole lines (\*  $p \leq .05$ ; \*\*  $p \leq .01$ ), whereas nonsignificant paths are presented by stippled lines ( $p > .05$ ). All paths between same construct were at  $p \leq .001$ . The error variance for PDR\_T4 was constrained to zero because of a nonsignificant, negative residual variance. PDR = Parent Daily Report; CBCL = Child Behavior Checklist; RMSEA = root-mean-square error of approximation; CFI = comparative fit index; TLI = Tucker Lewis index; T = time; beh = behavior.

# H: Fidelity will Drift After Transfer



(Forgatch & DeGarmo 2011)



Mean total FIMP scores by generation in Iceland, Denmark, the Netherlands, and Norway.

(Forgatch & DeGarmo, 2011; Sigmarsdóttir, Forgatch, & Guðmundsdóttir, in preparation)



British Columbia

Oregon

Kansas

Minnesota

Michigan

Mexico City

NYC

Iceland

Norway

Netherlands

Denmark

Puerto Rico

Northern Uganda

PMTO

# Acknowledgements

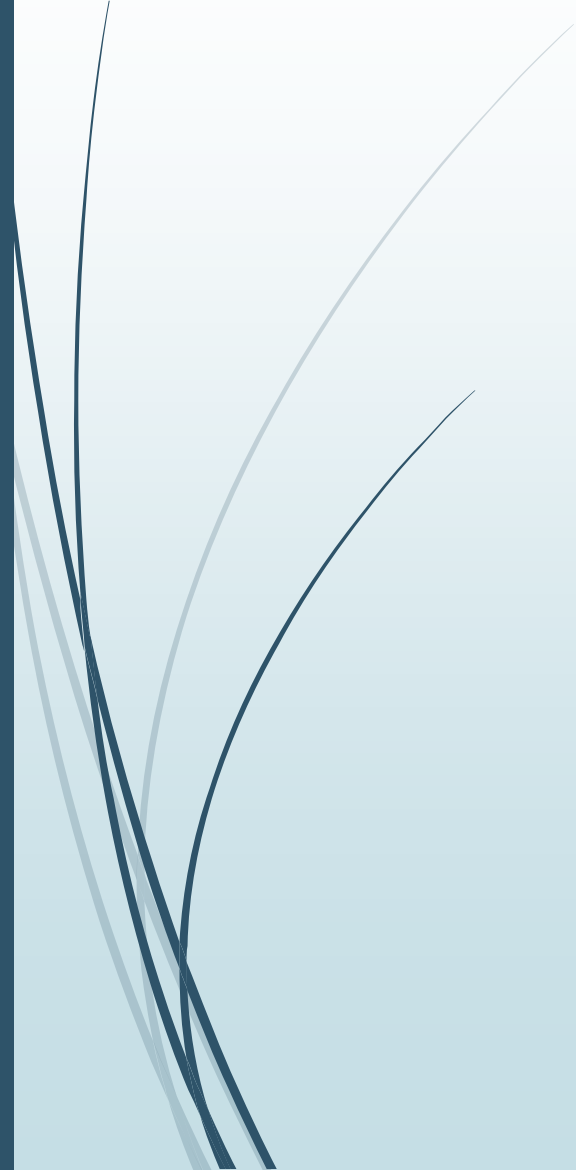
- ▶ Grants from NIH that supported this work include the following: RO1 NIMH 38318 (Child and Adolescent Treatment and Preventive Intervention Research Branch), which supported the intervention development and testing of the divorce study and RO1 DA 16097 (Prevention Research Branch), which supported the study of the Norwegian implementation.
- ▶ The foundation for the development of PMTO over the course of several decades reflects the coordinated efforts of the group at Oregon Social Learning Center who were involved in the development of the theory, intervention and conducted the research. Chief among these are Gerald Patterson, David DeGarmo, Patricia Chamberlain, Mike Stoolmiller, and Thomas Dishion. My colleagues at Implementation Sciences have carried out the implementation work under the leadership of Laura A. Rains with the support of Margrét Sigmarisdóttir, Margaret Lathrop, Anna Suski, Hunter, and Jeremy Jones. The design and production of the PPT was provided by Kelly Bryson.

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*PMTO handleiding voor  
therapeuten (versie 2.0)*

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