The Society for Clinical Child and Adolescent Psychology (SCCAP): Initiative for Dissemination of Evidence-based Treatments for Childhood and Adolescent Mental Health Problems

With additional support from Florida International University and The Children's Trust.

SOCIETY OF CLINICAL CHILD & ADOLESCENT PSYCHOLOGY

practice into science into practice

DIVISION 53

American Psychological Association

The Children's Trust

FIU Center for Children and Families

Workshop

Linking the Interests of Families and Teachers (LIFT): A Brief School-Based Preventive Intervention Targeting Youth Problem Behaviors

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Director of Research for Partners for Our Children
University of Washington

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Today

Session 1. Background

Session 2. Parent Directed Components

Session 3. Child Directed Components

Session 4. Putting It All Together

LIFT
Session 1. Background

What is an evidence-based program?

Typical Definition

- Randomized controlled trial(s)
- Defined sample from a population
- Acceptable recruitment rates
- Large sample size
- Implementation quality
- Participant retention
- Long term follow-up
- Appropriate analyses

Typical Intervention

- Targets behavior and/or cognitions
- Works with one person or unit
- Relatively brief

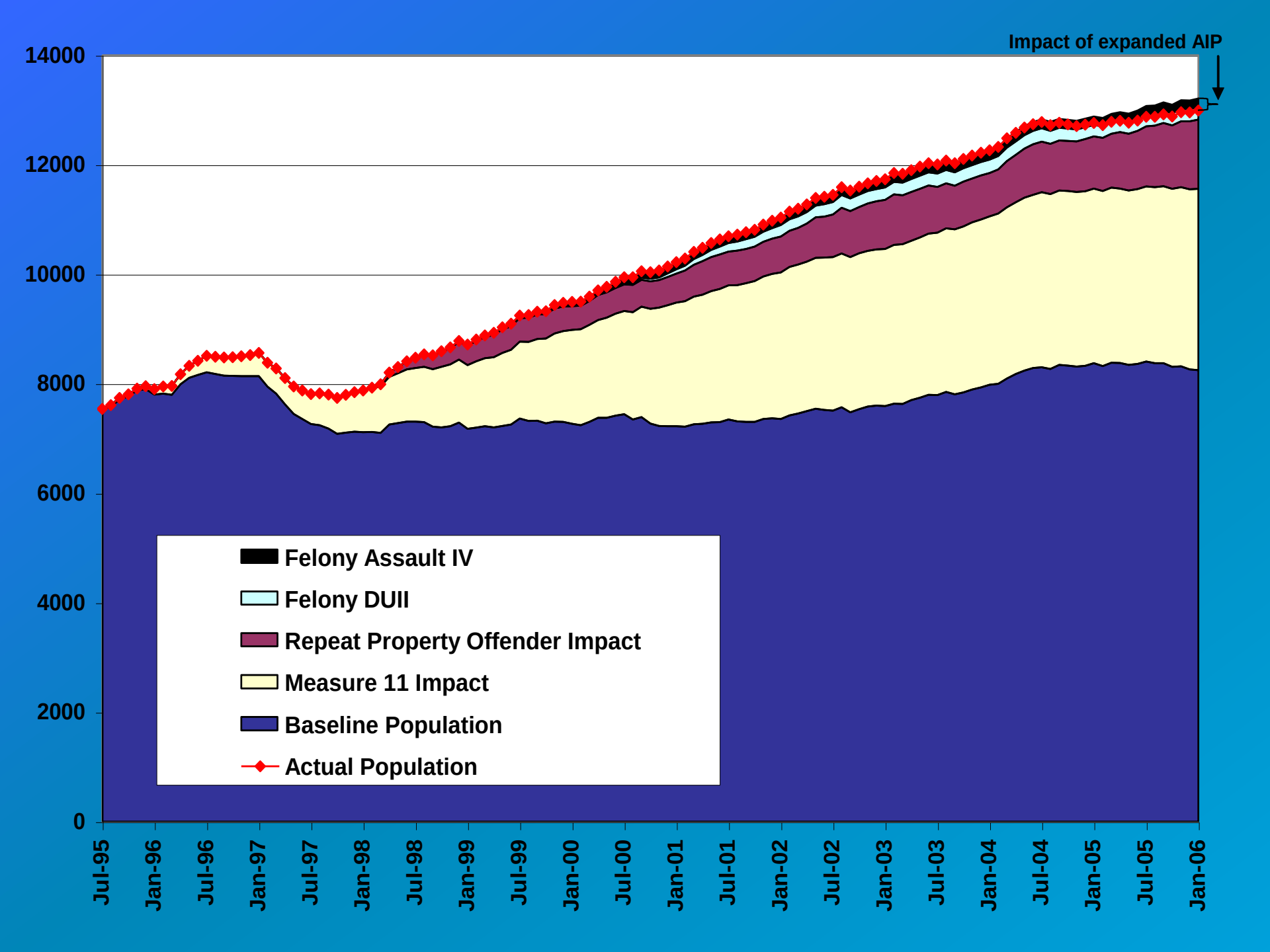
Various labels and ratings, but ALL simply indicate some evidence of promise, not certainty of success.

Conduct Disorder

- Persistent and serious antisocial behavior during youth
  - Some antisocial behaviors common during certain stages of life
- Risk for future adjustment
  - Substance abuse
  - Violent, dysfunctional relationships
  - Incarceration
  - Disenfranchisement
  - Unemployment
  - Parenting problems

$100 Billion Per Year

- Mental health and well being
- Physical health and well being
- ER visits and hospitalizations
- Property loss and damage
- Police and fire
- Legal
- Incarceration


Impact of expanded AIP
14000
12000
10000
8000
6000
4000
2000
0
Jul-95
Jan-96
Jul-96
Jan-97
Jul-97
Jan-98
Jul-98
Jan-99
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Jan-00
Jul-00
Jan-01
Jul-01
Jan-02
Jul-02
Jan-03
Jul-03
Jan-04
Jul-04
Jan-05
Jul-05
Jan-06
Felony Assault IV
Felony DUII
Repeat Property Offender Impact
Measure 11 Impact
Baseline Population
Actual Population

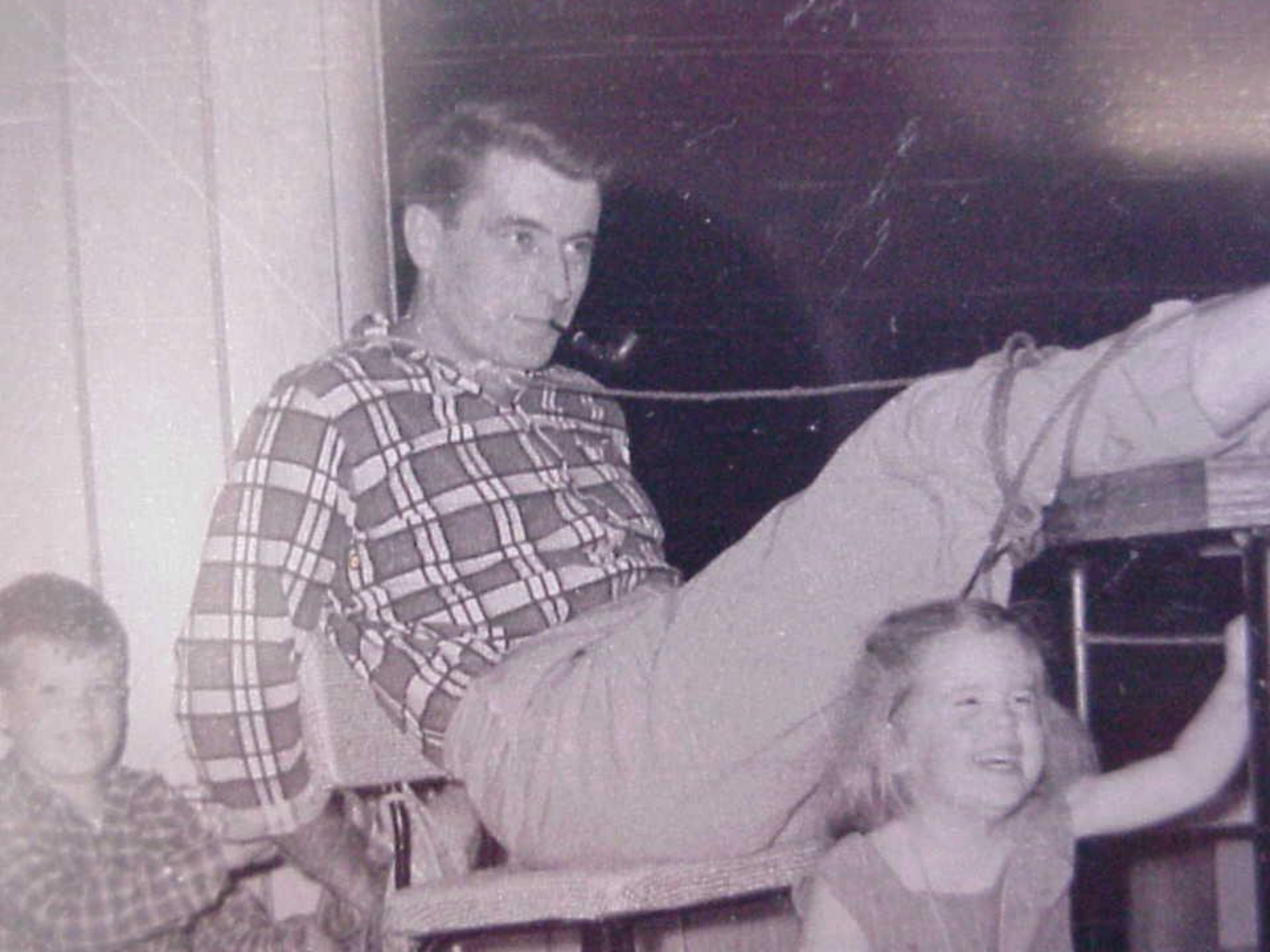
Prevention

- Intervention before start of a diagnosable problem
- Universal or primary – directed at everyone, regardless of current levels of problems

Linking the Interests of Families and Teachers (LIFT)

Prevention

- LIFT is an universal or primary prevention program.
- The program is grounded in systematic research conducted with parents and families over the past 50 years.
- The primary inspiration for the components of LIFT comes from the work of Gerald R. Patterson, John B. Reid, and colleagues at the Oregon Social Learning Center.



A Typical Case

- 8 year-old boy
- Having trouble at home
- Having trouble at school
- Parent feels has tried everything
- Don’t know what to do

1950s

- *Work took place at the University of Oregon (UO)*
- Child Guidance Clinic
- Child Study Center
  - Play therapy
    - Psychoanalytically-based
    - Child focused
    - Didn't seem to work for typical case
    - Needed new model

1960s

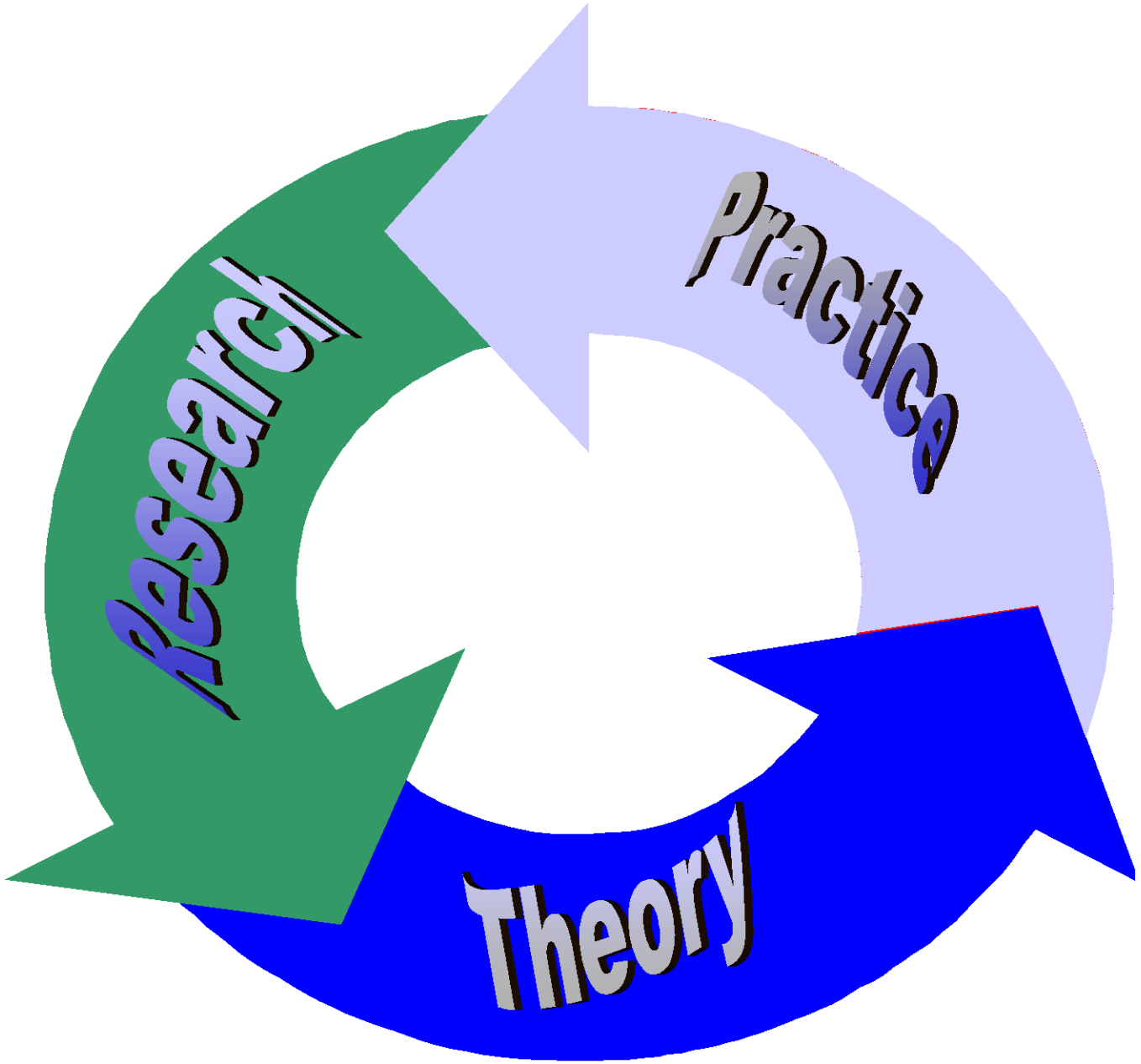
- *Work took place at the UO and the non-profit Oregon Research Institute*
- Back to the drawing board
- Basic research
  - Conclusion that problem not just inside the child -- what is going in the environments that surround the child matters
  - What parents, teachers, and other adults do can change what a child does
- Case studies

Video:

A Social Learning Approach to Family Therapy

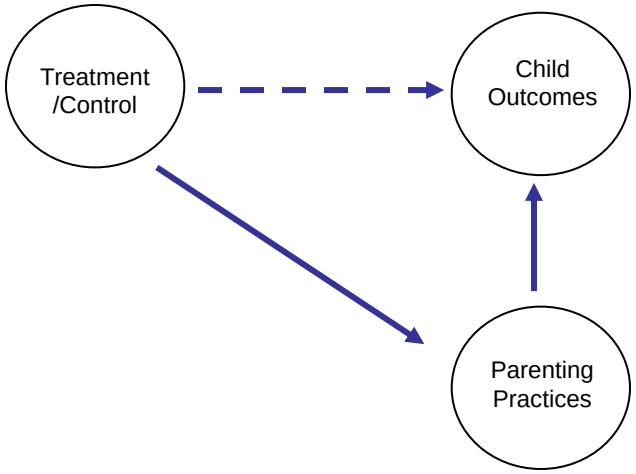
Expanding a Theory

- *Work took place at the non-profit Oregon Social Learning Center*
- 1970s onward: Longitudinal studies
- 1980s: Intervention studies: Juvenile justice, child welfare, and mental health systems
- 1990s: Intervention studies: School system, community-based non-profits
- 2000s: Intervention studies: Criminal justice system; early childhood intervention; communities, states, countries


Research
Practice
Theory

SAMPLES

- Divorced Mothers (PTC)
- Step-families (MAPS)
- School in High Crime Neighborhoods (LIFT)
- Maltreated Children
- Adjudicated Youth
- Treatment Foster Care: Delinquents - Boys
- Treatment Foster Care: Delinquents - Girls
- Foster Care: Mentally Ill (Hospitalized)
- Early Intervention Treatment Care (2-4)



POSITIVE PARENTING PRACTICES

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

NEGATIVE PARENTING PRACTICES

- Negative Reciprocity
- Escalation
- Negative Reinforcement

CHILD OUTCOMES

- Arrest Rates / Severity of Crime
- Substance Use
- Noncompliance
- Delinquent Behaviors
- Academic Function
- Out of Home Placement
- Deviant Peer Associations
- Depression

PARENT OUTCOMES

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

Forgatch & Patterson, 2010

Impacts

Parents

- Parenting practices
- Parent depression
- Parent criminality
- Marital adjustment

Children

- Aggression
- Delinquency
- Substance use
- Depression
- Deviant peer association

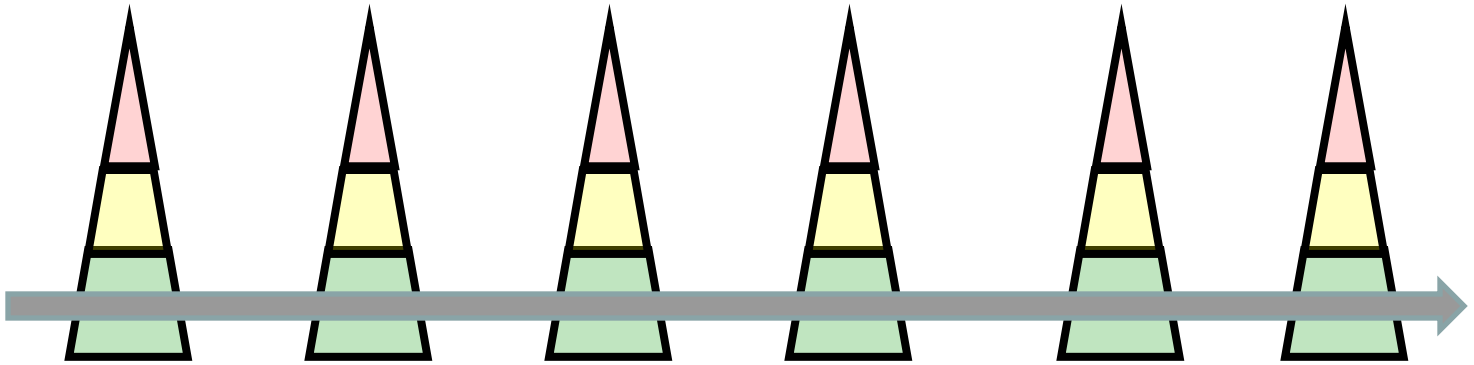
Parent Management Training

- Empowering parents with core strategies
  - Skill Encouragement
  - Limit Setting
  - Monitoring/supervision
  - Family Problem Solving
  - Positive Involvement
- Considered one of two "well established" treatments for conduct disorder (American Psychological Association)

Family-Based Programs on 3 or More Federal "Best Practices" Lists

Classification	Percent	Cumulative Percent
Developed at OSLC	23%	
Derived from OSLC	23%	56%
Includes many OSLC elements	33%	81%
Few or no OSLC elements	19%	

Prevention Along the Developmental Continuum



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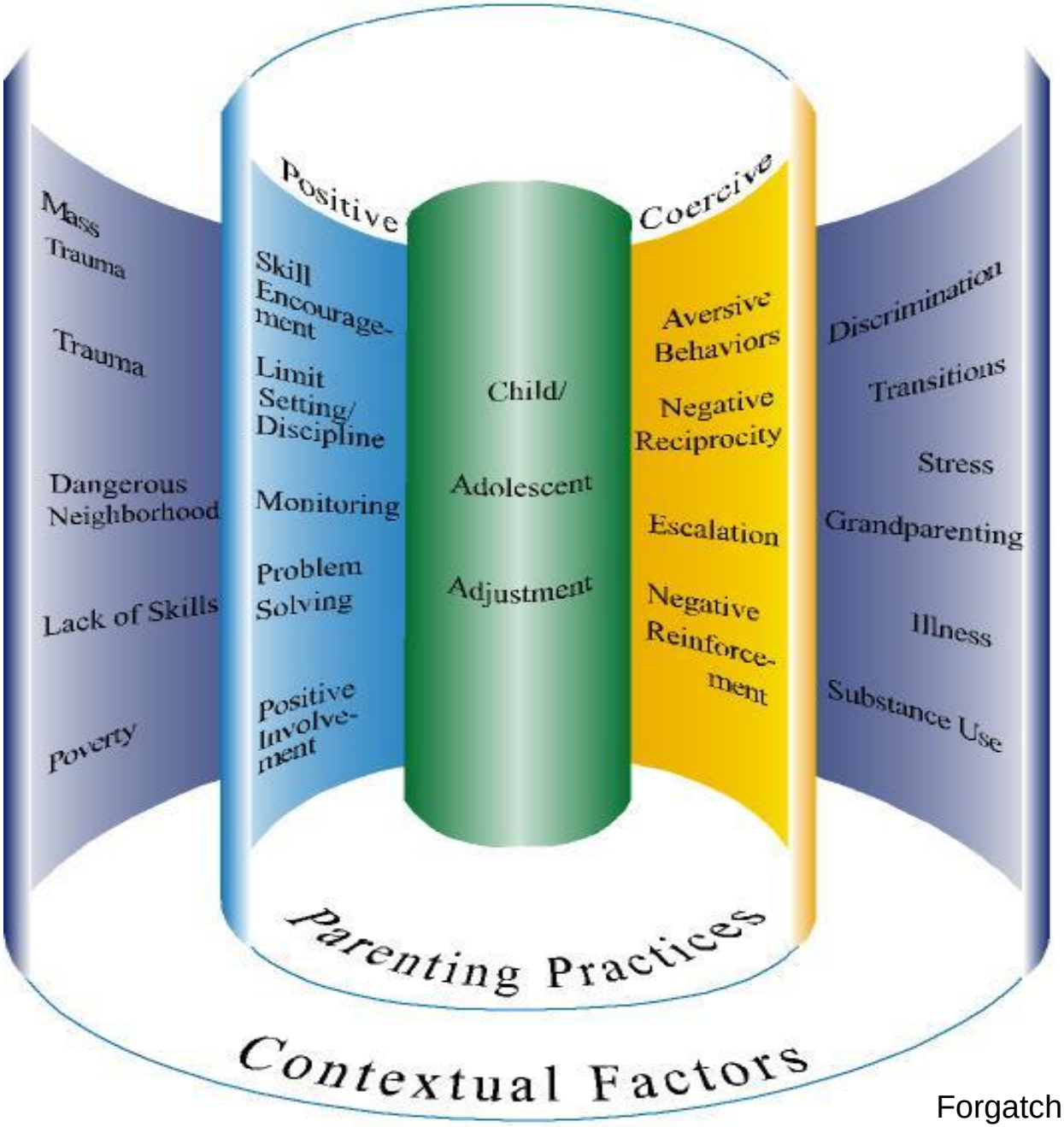
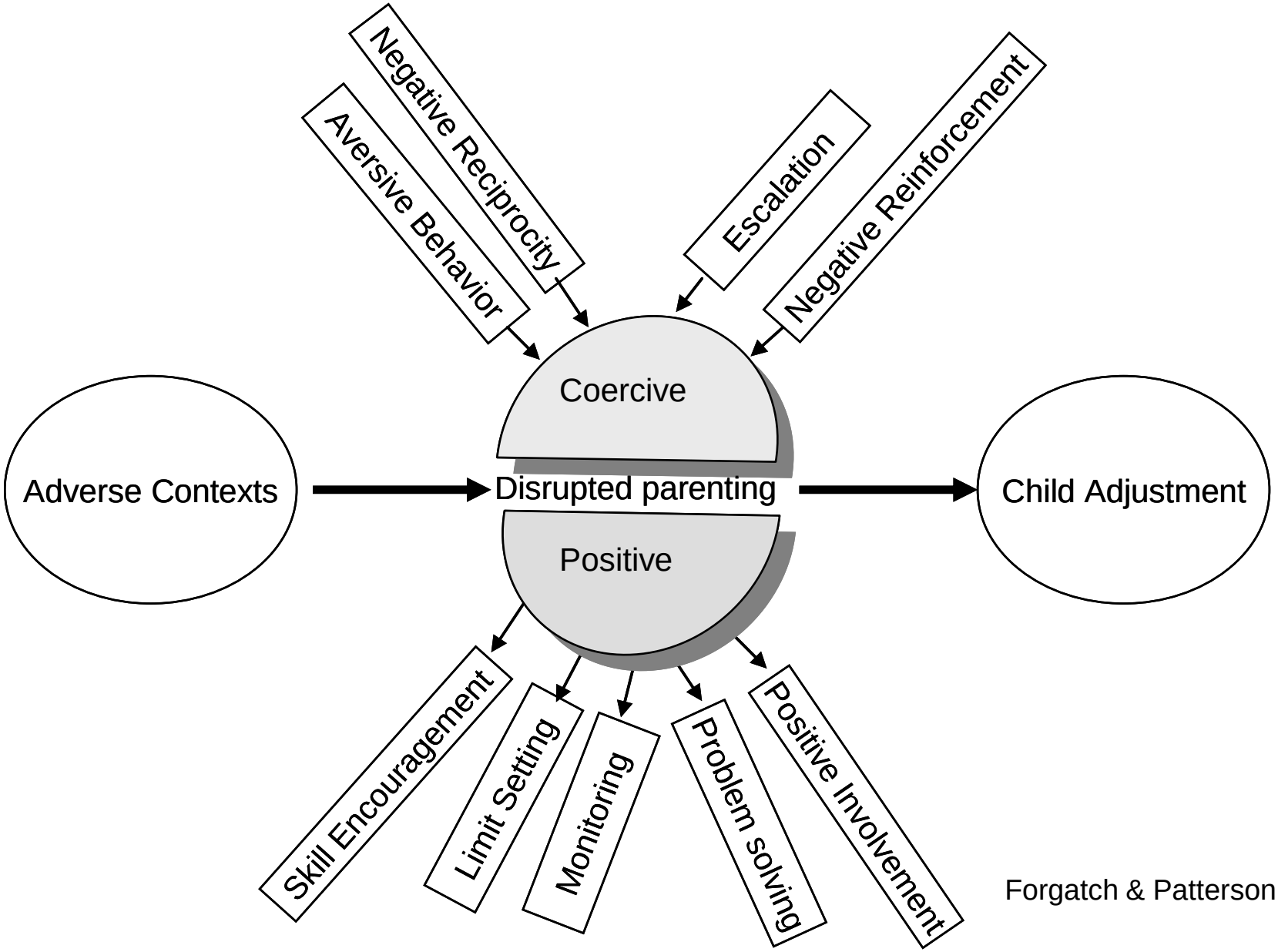
Examples of Problem Behaviors	Not sharing, non-compliance, temper tantrums	Pushing, shoving, not following rules	Associating with deviant peers, drug use	Drop out, gang affiliation	Criminal behavior, violence	Incarceration, drug abuse, domestic violence
Desirable Outcomes of Prevention Efforts	Prosocial behaviors, strong relationship bonding	Cooperation in school, school readiness and engagement	Academic engagement, positive peer relations, positive behavioral adjustment	Staying in school, healthy family relationships	Post-secondary studies or training, healthy partner relationships, employment	Positive parenting, life satisfaction

A Social Interactional Learning Model

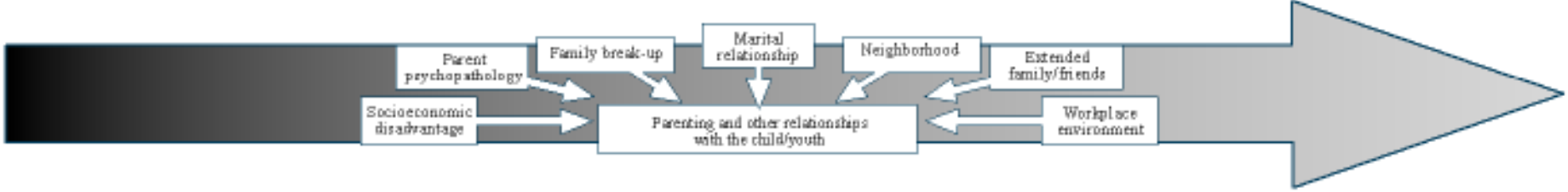


Forgatch & Knutson, 2002

Social Interaction Learning Model



Forgatch & Patterson, 2010



PRE-NATAL

Mother

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Nutrition/ health care

INFANCY

Parents

Developmentally inappropriate, negative, abusive high stress, low social support

Child

Temperament

Health status

EARLY CHILDHOOD
2 - 5 Years

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Coercive discipline

Withdrawal

Disobedient

Coercive behaviors

Caretaker

Reject child

Poor reinforcement

Low involvement

Inconsistent discipline

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Antisocial behavior

MIDDLE CHILDHOOD
Elementary School
6 - 11 Years

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Child
Deficient school entry skills, off task, defiant, aggressive, doesn't complete homework

Teacher
Rejects, retaliates, low support of positive behavior, tracking

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Low involvement

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Child
Disobedient, aggressive, wanders, no role in family organization

Parent
Eroding discipline and monitoring, poor problem solving, little involvement in school and peers

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Low social skill, fights, aggressive

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ADOLESCENCE
Middle and High School
12 - 18 Years

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Fights, bullies, no homework, academic failure, breaks rules, truant, aggressive, substance use, early sex, delinquent, social-cognitive deficits

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Gives up, suspends

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Combative, no discipline, no involvement with school or peer activities, child spends less time at home

High-Risk Peers

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Gravitates to delinquent peer groups, early problems with police, stealing, fighting

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Young Adult

Heavy involvement in deviant peer group, delinquency, substance use, depression, school drop out, running away, other high-risk behaviors, out-of-home placement

Pregnancy, STDs

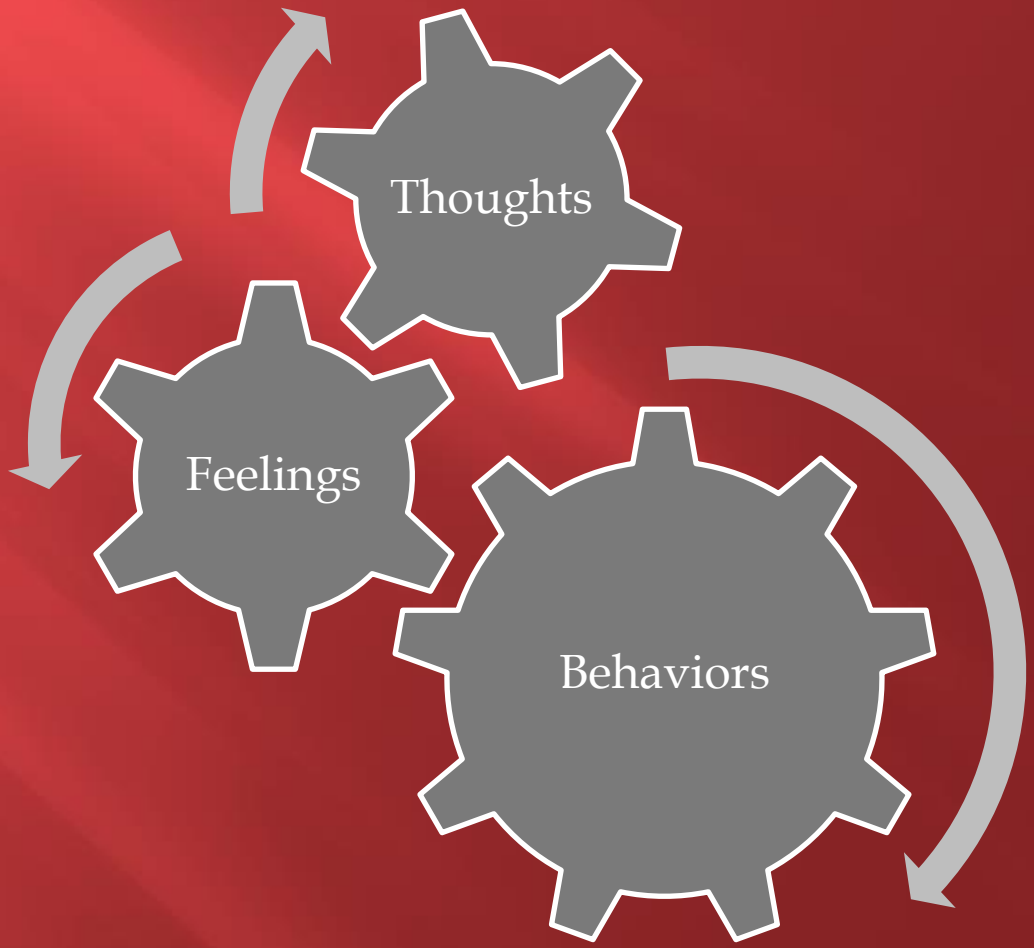
DSM-IV Disorders

OPPOSITIONAL DEFIANT

CONDUCT

ATTENTION DEFICIT/HYPERACTIVITY

Theory of Action



Multilevel Intervention

- Spending positive, quality time with children
- Encouraging participation in normative behaviors/activities, teaching in small steps
- Providing consistent, mild, small, nonviolent consequences for problem behaviors

Multilevel Intervention (cont.)

- Monitoring of daily activities inside and outside home; supervising who, what, where, when
- Goal setting, interpersonal planning, negotiating, trying out agreements
- Separating child from delinquent peers, encouraging relationships with prosocial peers

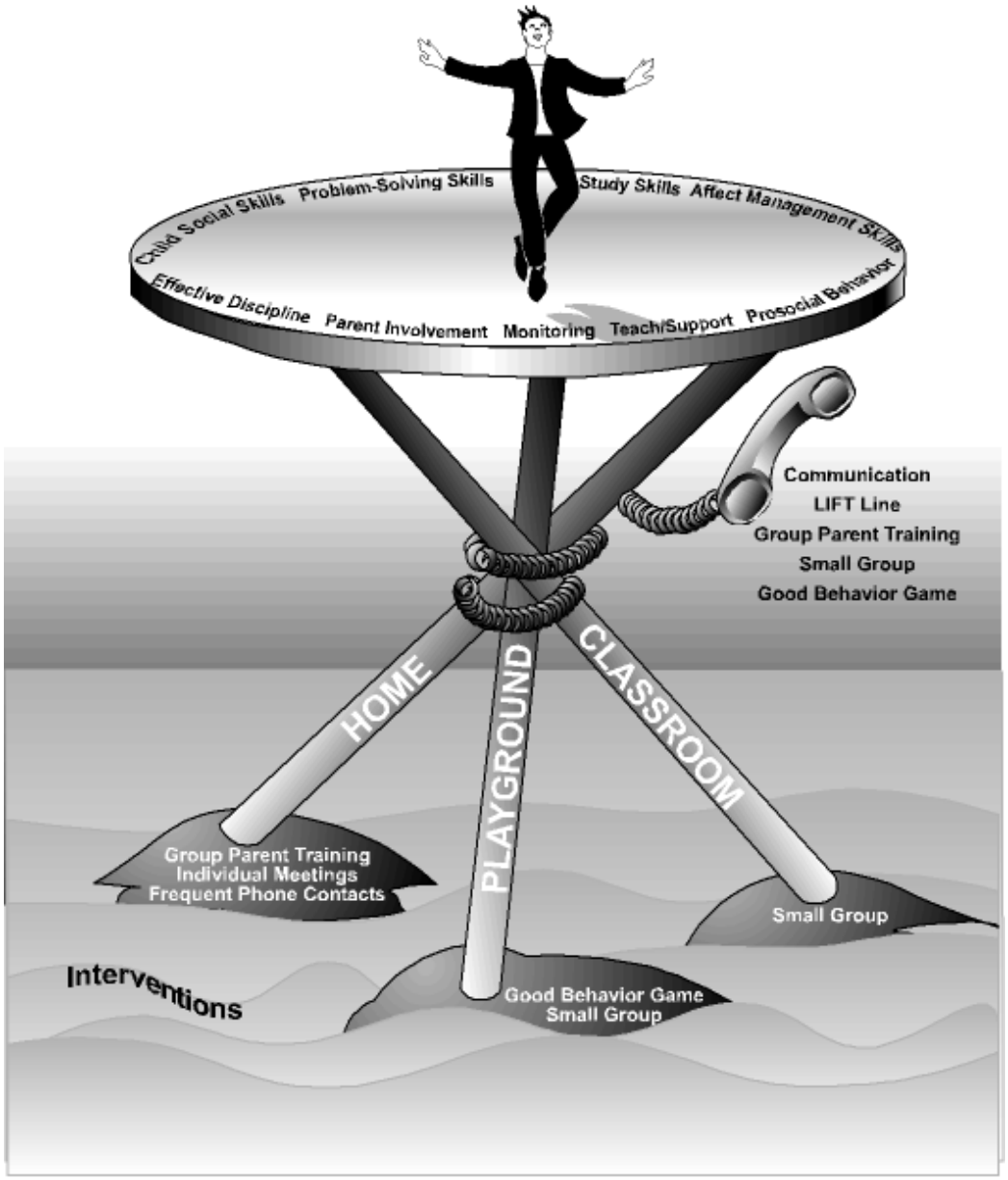
Social and Emotional Learning

- Develop abilities to recognize and manage emotions
- Set and achieve prosocial goals
- Appreciate the points of view of others
- Make good, responsible decisions
- Establish and maintain happy interpersonal relationships with family, peers, others

Video:
Developing LIFT

Home and School: 10 Weeks

- Parent Directed Components
  - Parent Management Training
  - School-Home Communication
- Child Directed Components
  - Child Social Skills and Problem Solving Training
  - Playground "Good Behavior Game"


Child Social Skills
Problem-Solving Skills
Study Skills
Affect Management Skills
Effective Discipline
Parent Involvement
Monitoring
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Group Parent Training
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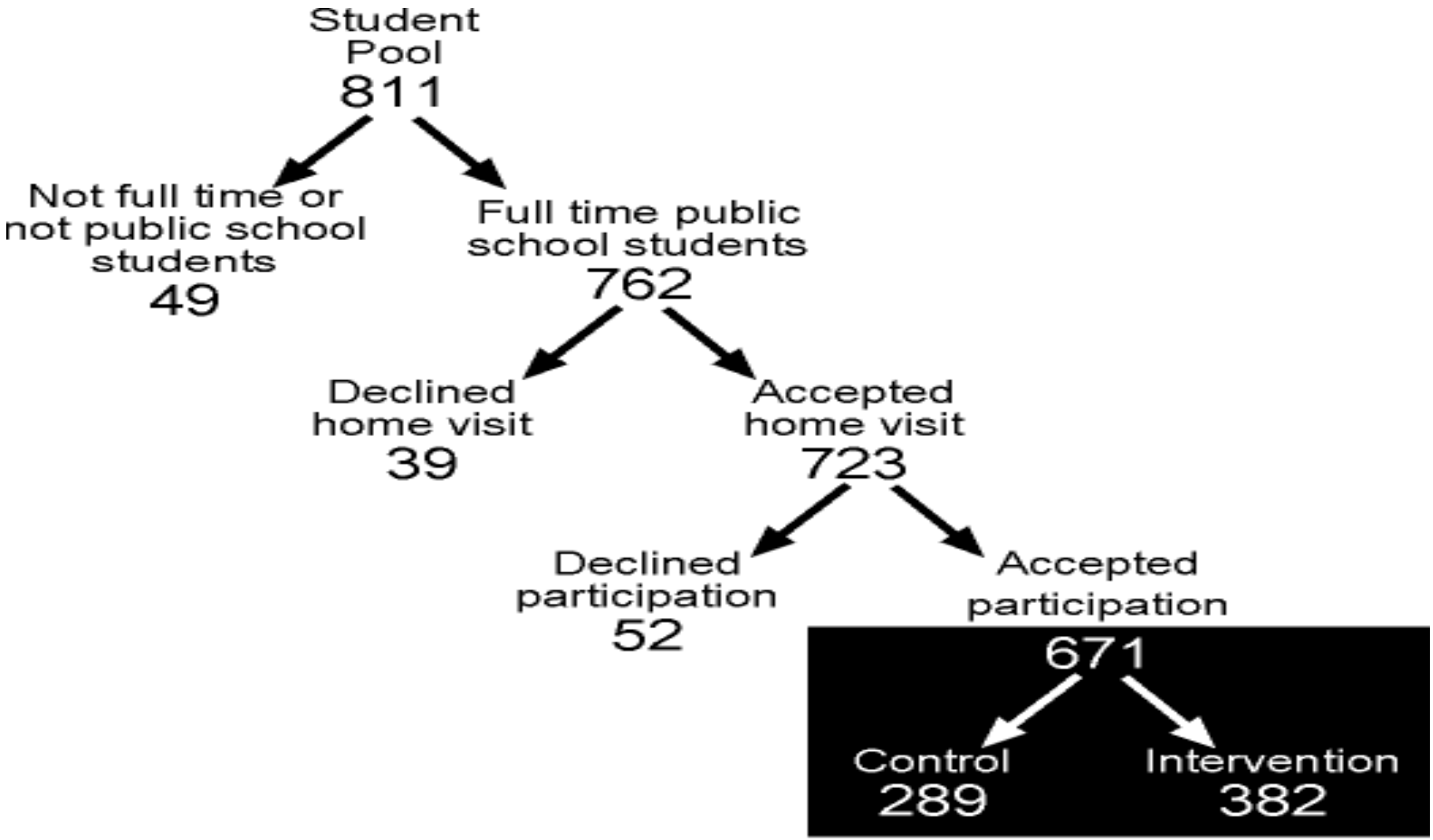
Frequent Phone Contacts
Small Group
Interventions
Good Behavior Game
Small Group

Research Design

- Randomized Controlled Trial
  - 12 public schools located in high delinquency neighborhoods (based on local norms)
    - 6 intervention versus 6 control schools
  - Randomize schools, recruit participants, follow-up
    - Target included all children in 1st-2nd, or all children in 4th-5th grade classes, within a school
  - Multiagent assessments yearly
    - Parent(s)
    - Teacher
    - Child
    - Official records (school, juvenile court)



83% of children residing in neighborhood
88% of full-time public school students
93% of families who accepted a home visit

Sample

- Community
  - 200,000+ people
  - Urban area in county size of Connecticut
  - Timber, agriculture, university (Pacific Northwest)

- Schools
  - Average police contact rate 13%
  - Average free/reduced lunch 47%
  - Average yearly turnover rate 43%

- Participants (*N* = 671, boys and girls)
  - 89% White
  - Low to middle income; 20% public assistance
  - 54% two-parent families

Implementation Quality

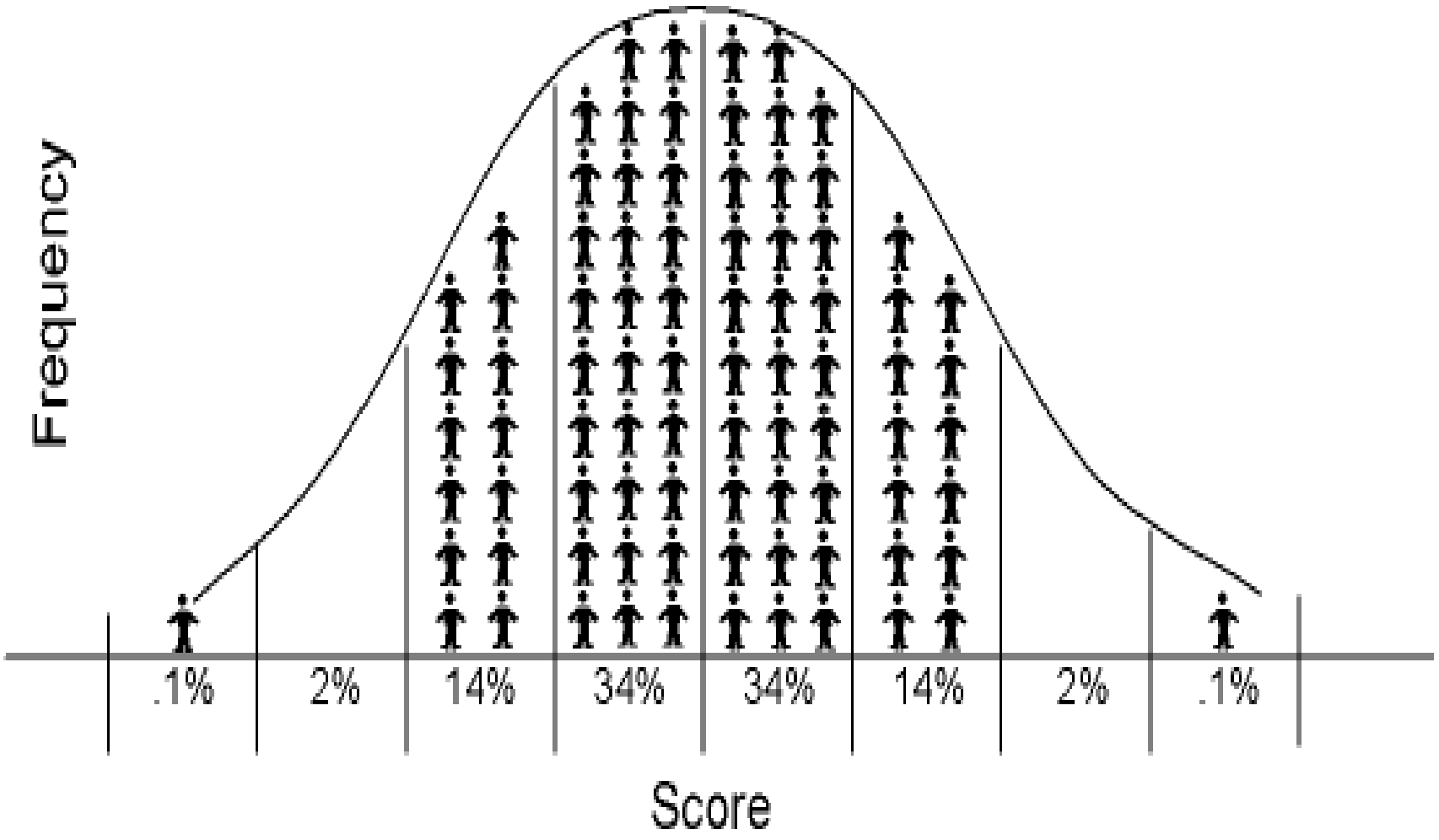
- Majority of families received the program
- Majority of planned program delivered
- Program instructors delivered using appropriate skills most of the time

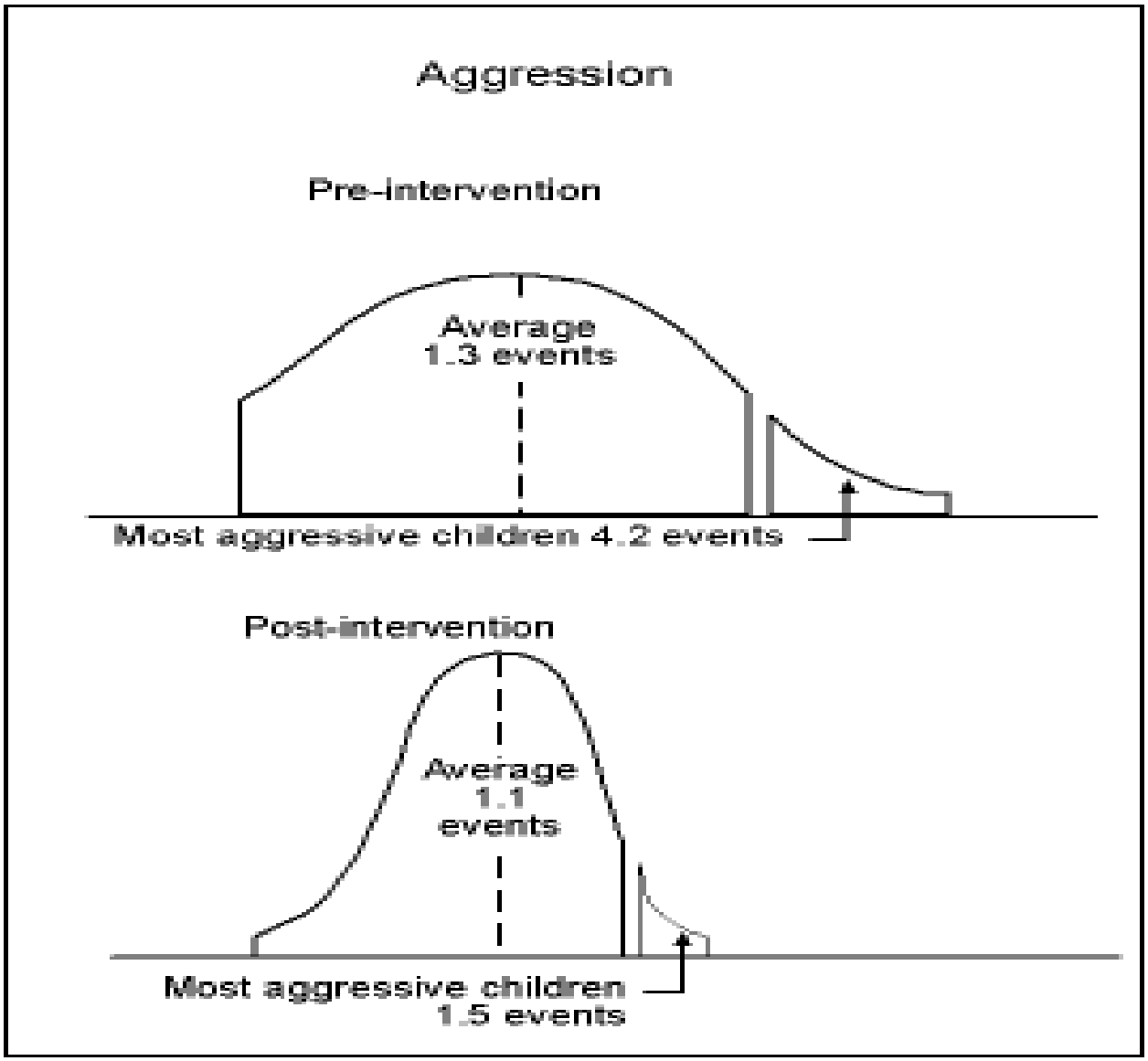
Follow-Up

- 84% participated fully
- 4% declined but agreed to continue later
- 2% could not be found
- 3% not able to participate, child out of home
- 4% school data only
- 3% requested to be dropped completely

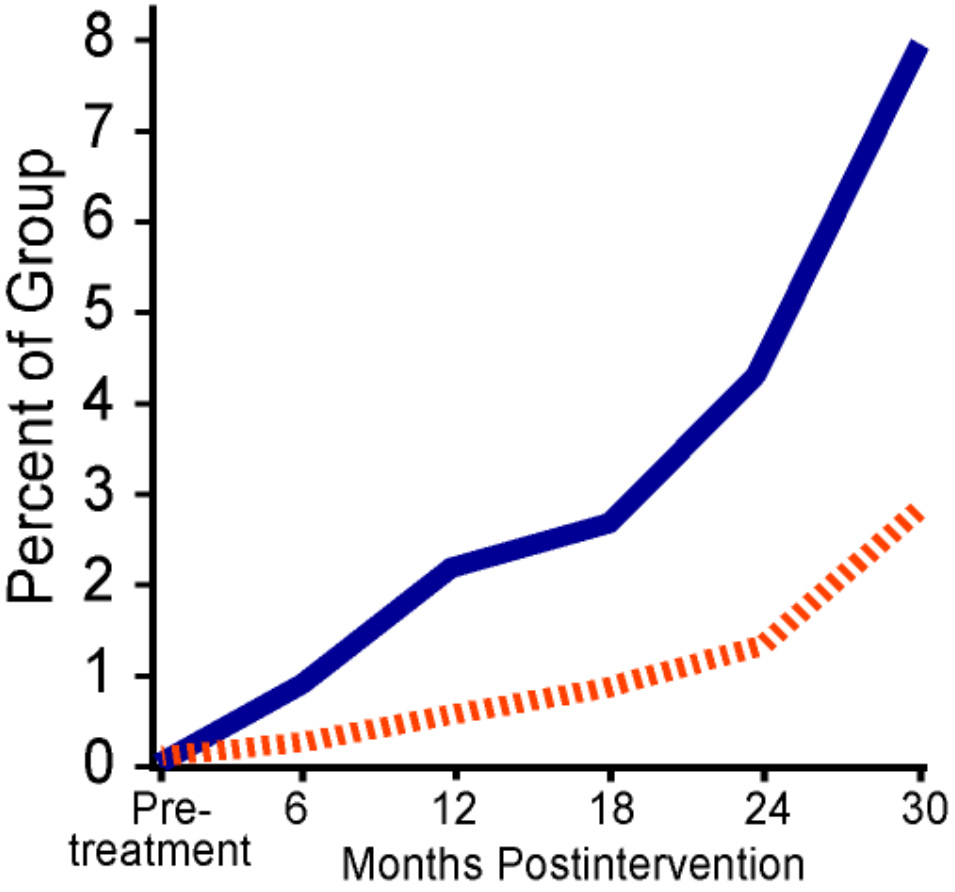
Findings (Intervention versus Control)

- Short term
  - Most aggressive children much less aggressive on the playground than counterparts
  - Teachers the year following the program rated children as more socially skilled than peers
  - Parents and children less negative with each other during observed family problem solving discussions
- Long term
  - Less police "detainment" during middle school
  - Less substance use during middle and high school

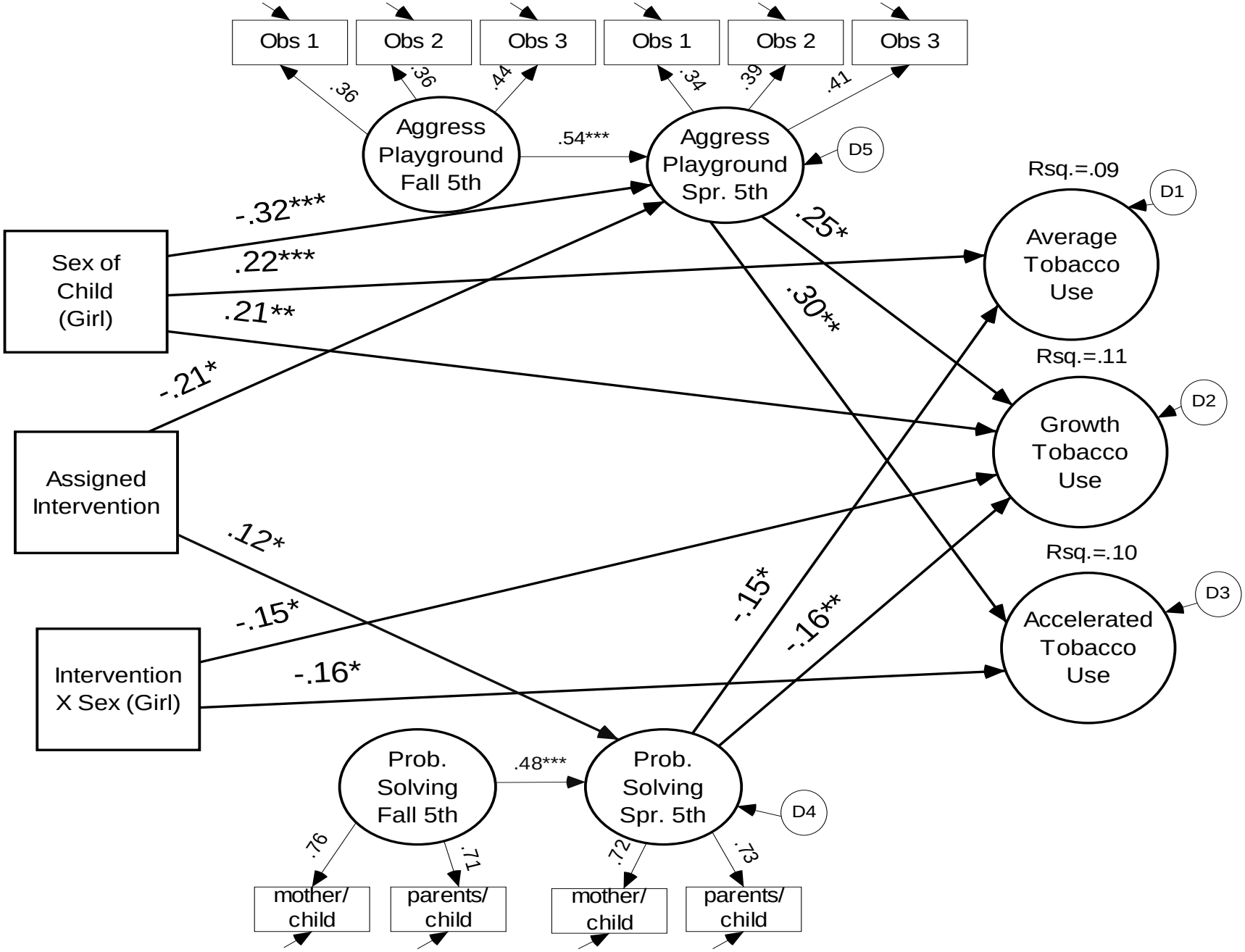

Frequency
.1%
2%
14%
34%
34%
14%
2%
.1%
Score


Aggression
Pre-intervention
Average
1.3 events
Most aggressive children 4.2 events
Post-intervention
Average
1.1
events
Most aggressive children
1.5 events

Cumulative Hazard of First Arrest



Proportional Odds Ratio = 2.4


Obs 1
Obs 2
Obs 3
Obs 1
Obs 2
Obs 3
.36
.36
.44
.34
.39
.41
Aggress Playground Fall 5th
.54***
Aggress Playground Spr. 5th
D5
Rsq.=.09
D1
Average Tobacco Use
Sex of Child (Girl)
-.32***
.22***
.21**
.25*
.30**
Rsq.=.11
D2
Growth Tobacco Use
-.21*
Assigned Intervention
.12*
-.15*
-.16*
Intervention X Sex (Girl)
-.15*
-.16**
Rsq.=.10
D3
Accelerated Tobacco Use
Prob. Solving Fall 5th
.48***
Prob. Solving Spr. 5th
D4
.76
.71
.72
.73
mother/ child
parents/ child
mother/ child
parents/ child

Outcomes Due to Similar Interventions

Findings replicated in a wide variety of samples

Treatment for Conduct Problems

- Review of Meta-Analyses
  - 2,000 studies
  - 100,000 children
- Impact
  - Behavior/cognitive-behavioral therapy .49
  - Multimodal therapy .47
  - Family therapy .41
  - Group-based therapy .26
  - Miscellaneous therapy .13

Social and Emotional Learning

- Meta-analysis
  - 213 programs
  - 270,034 children
- Impact

	Post	*6 Months*
– SEL skills	.57	.26
– Academic performance	.27	.32
– Attitudes	.23	.11
– Positive Social Behavior	.24	.17
– Emotional distress	.24	.15
– Conduct problems	.22	.14

Prevention of Conduct Disorders

- Meta-analysis
  - 45 programs
  - 9366 children
- Impacts
  - Behavioral programs .54
  - Multimodal programs .21
  - Cognitive-behavioral programs .13
  - Eclectic programs .03
  - Cognitive programs -.09

Story:
The Little Prince

Oregon Social Learning Center
www.oslc.org

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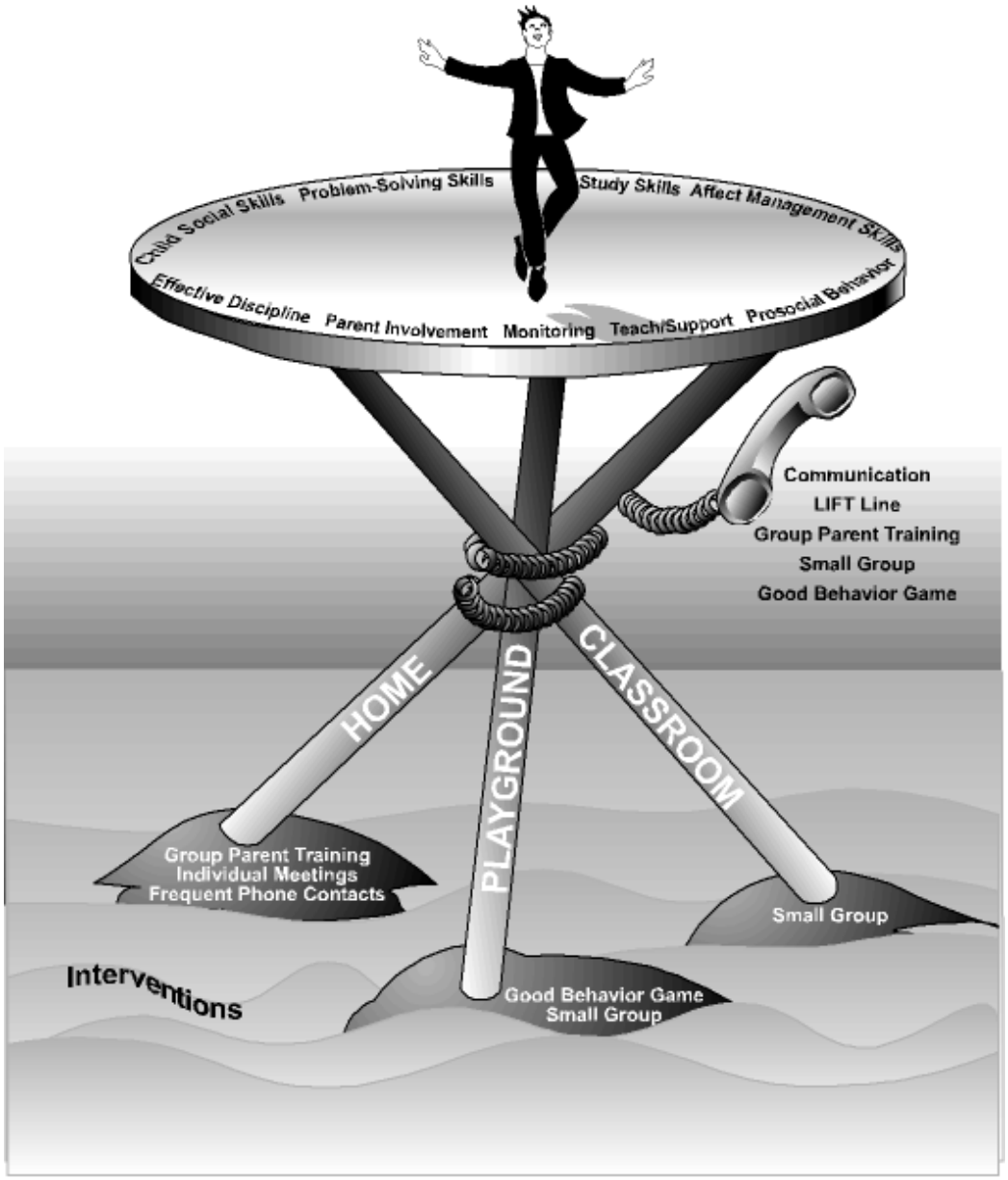
www.partnersforourchildren.org

LIFT
Session 2. Parent Directed Components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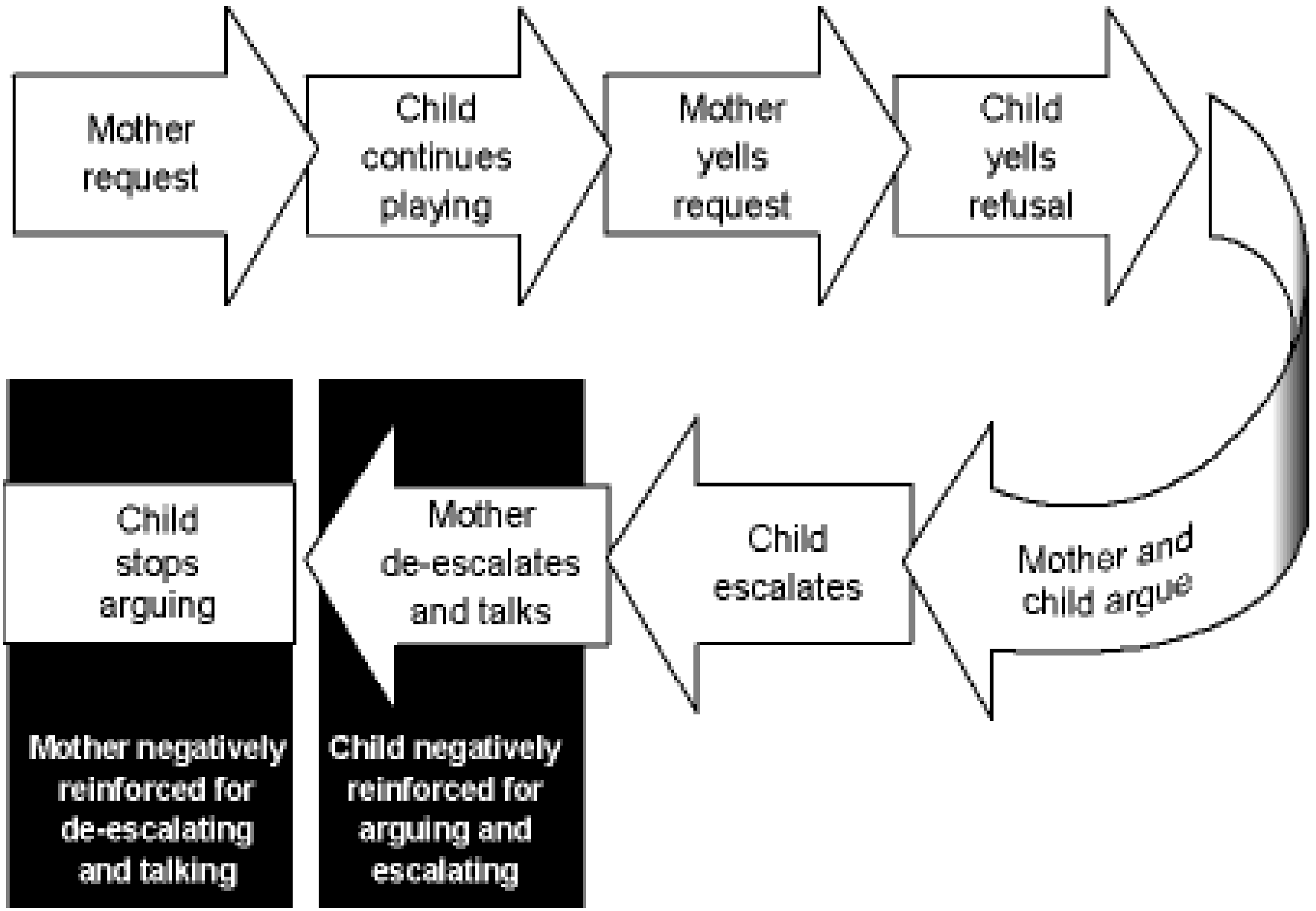
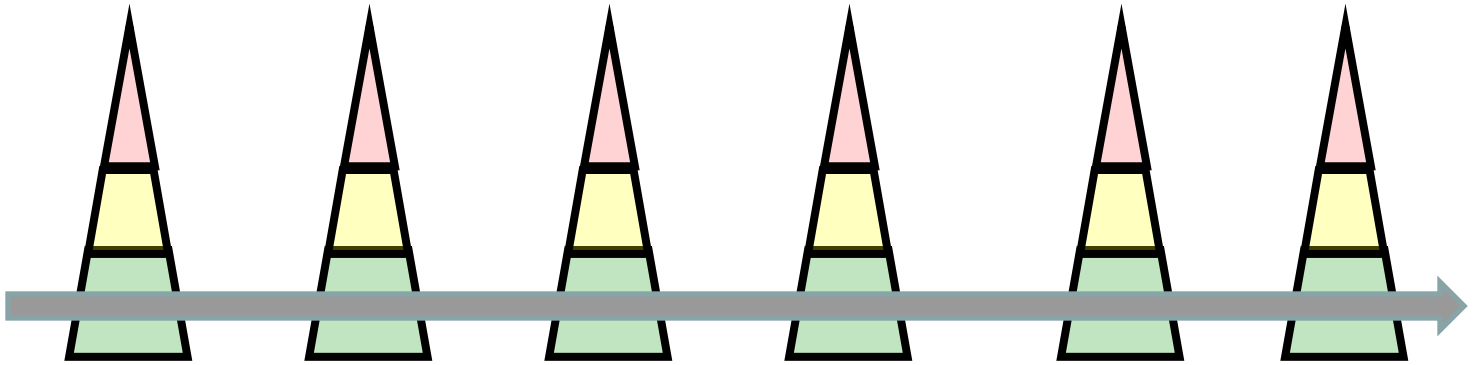
Video:
Grocery Shopping

Please visit the link below to watch the video

http://www.youtube.com/watch?v=o5arXGwaP7c


Mother request
Child continues playing
Mother yells request
Child yells refusal
Mother and child argue
Child escalates
Mother de-escalates and talks
Child stops arguing
Child negatively reinforced for arguing and escalating
Mother negatively reinforced for de-escalating and talking

Prevention Along the Developmental Continuum



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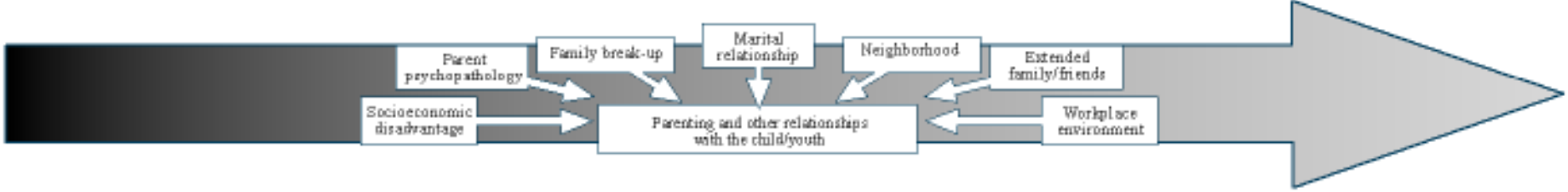

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Pregnancy, STDs

DSM-IV Disorders

OPPOSITIONAL DEFIANT

CONDUCT

ATTENTION DEFICIT/HYPERACTIVITY

Part 1:
Parent Management Training

- Group-based
- 6 weeks
- 1 session per week for 2 hours
- Between session homework
- 1 check-in phone call per week
- Other calls as needed

Session Process

- Homework review
- Brief lecture
- Video clips
- Role plays
- Discussion

Session Content: First Grade

- Self-Confidence at Home and School
- Encouraging Cooperation
- Teaching New Behaviors
- Setting Effective Limits
- Parenting as a Process
- Successful Peer Relations

Session Content: Fifth Grade

- Self-Confidence and Encouraging Cooperation
- School Success
- Teaching New Behaviors
- Setting Effective Limits
- Communication and Negotiation
- Preparing for Adolescence

Example Session:
Setting Effective Limits

Video:
Limit Setting

Check-In Phone Calls

- Goals
  - Touch base on individual level
  - Engage parents in home practice
  - Offer support
  - Recruit for next meeting
- Process
  - Brief, supportive, encouraging

Phone Call Format

- Greet
- Refer back to home practice – individualize
- Look for weakness and coach
- Check in on requests – clear and specific, when have child's attention
- Look for success and encourage

If Tried, but Problems

- Describe problem specifically – how often has behavior occurred, what has parent tried so far
- Offer suggestions – refer back to group, the videotape, the homework as possible

If Not Tried, Troubleshoot

- Help think through a time that would work
- If haven't started because want to be consistent, praise sensitivity and offer to continue checking back

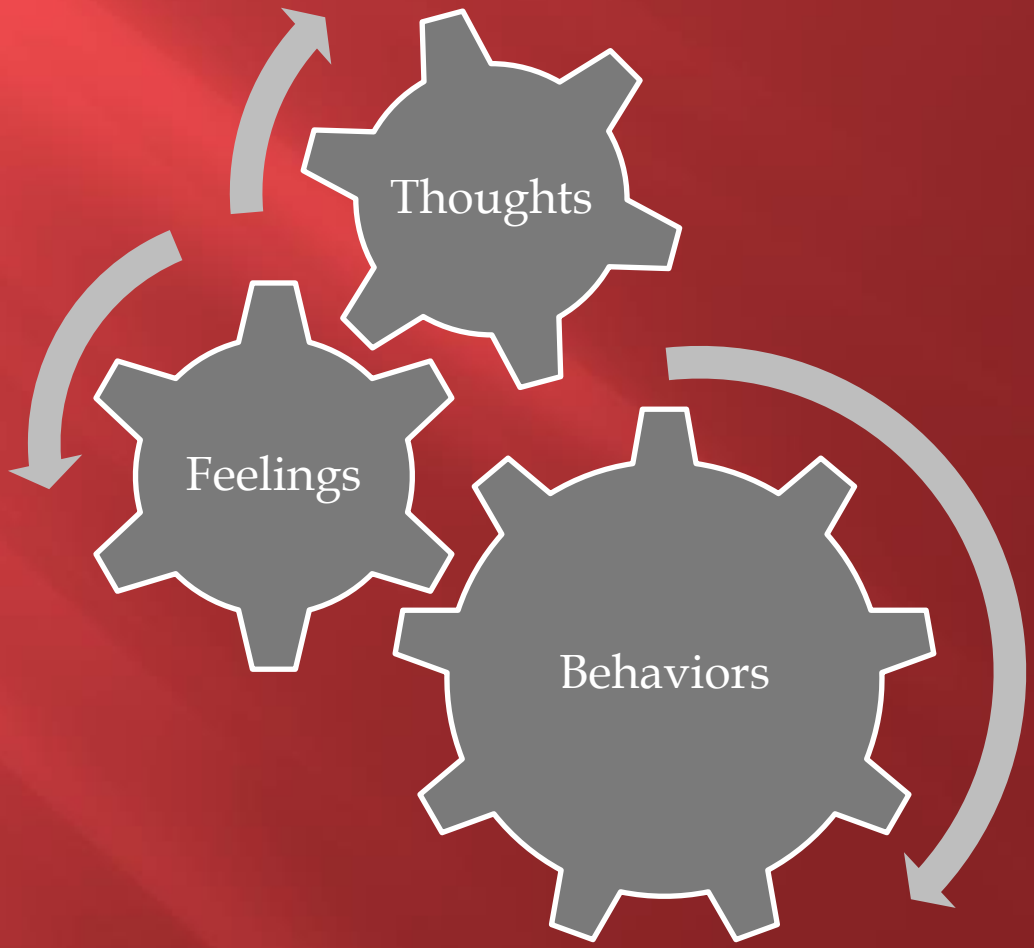
Part 2:
School-Home Communication

- Invitations
  - Letter 4 weeks prior
  - Phone call 2 weeks prior
  - Reminder phone call day prior
- Weekly newsletter
- LIFT Line

LIFT Line

- Study done during pre-cell phone days
- Direct phone line and answering machine in each class
- Teachers leave new message each week highlighting any activities, special homework, notable issues
- Parents call, listen and leave message if desire

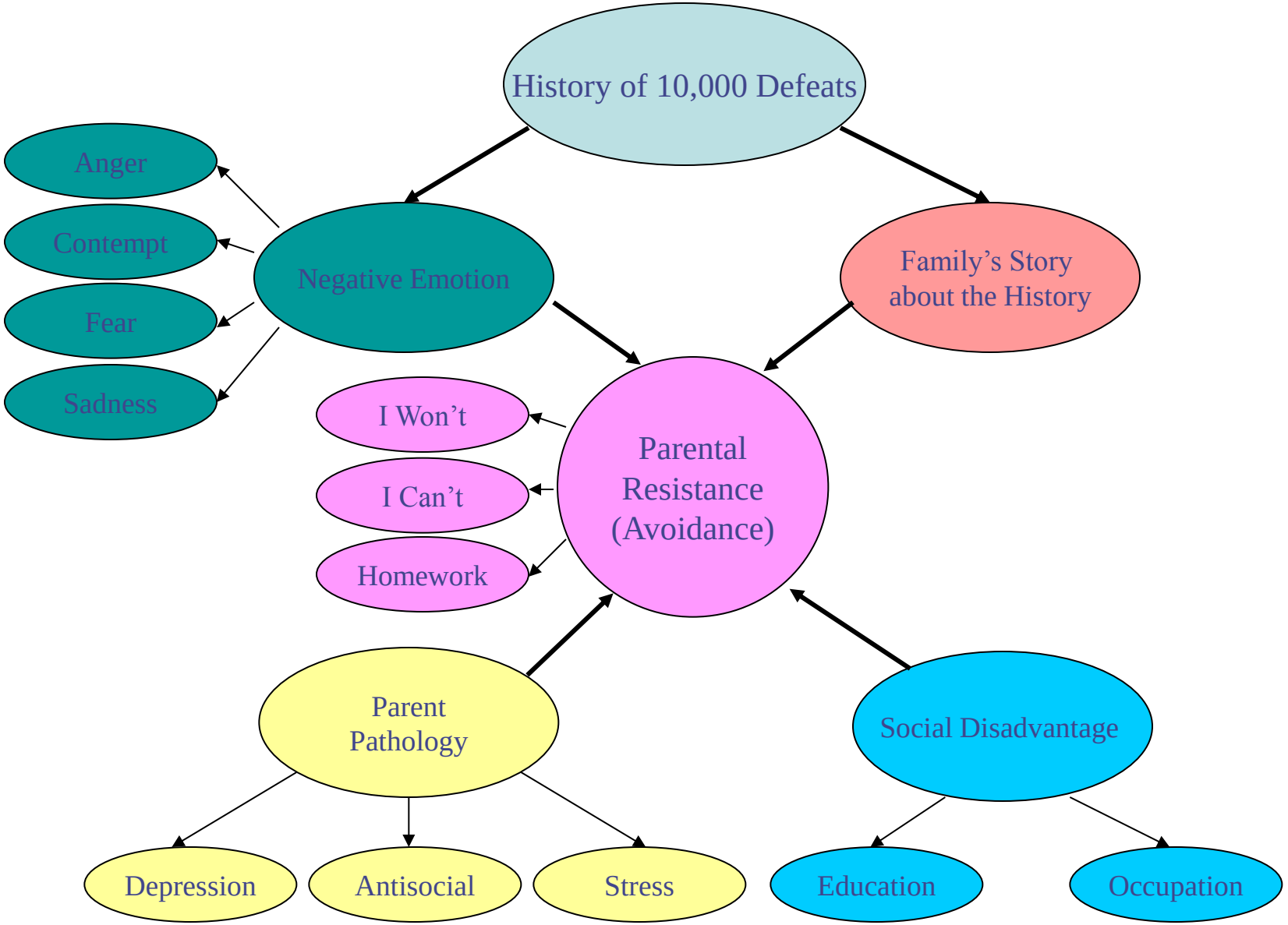
Theory of Action



Video:

Grocery Shopping

Parent Resistance



Adapted from Patterson & Chamberlain, 1994

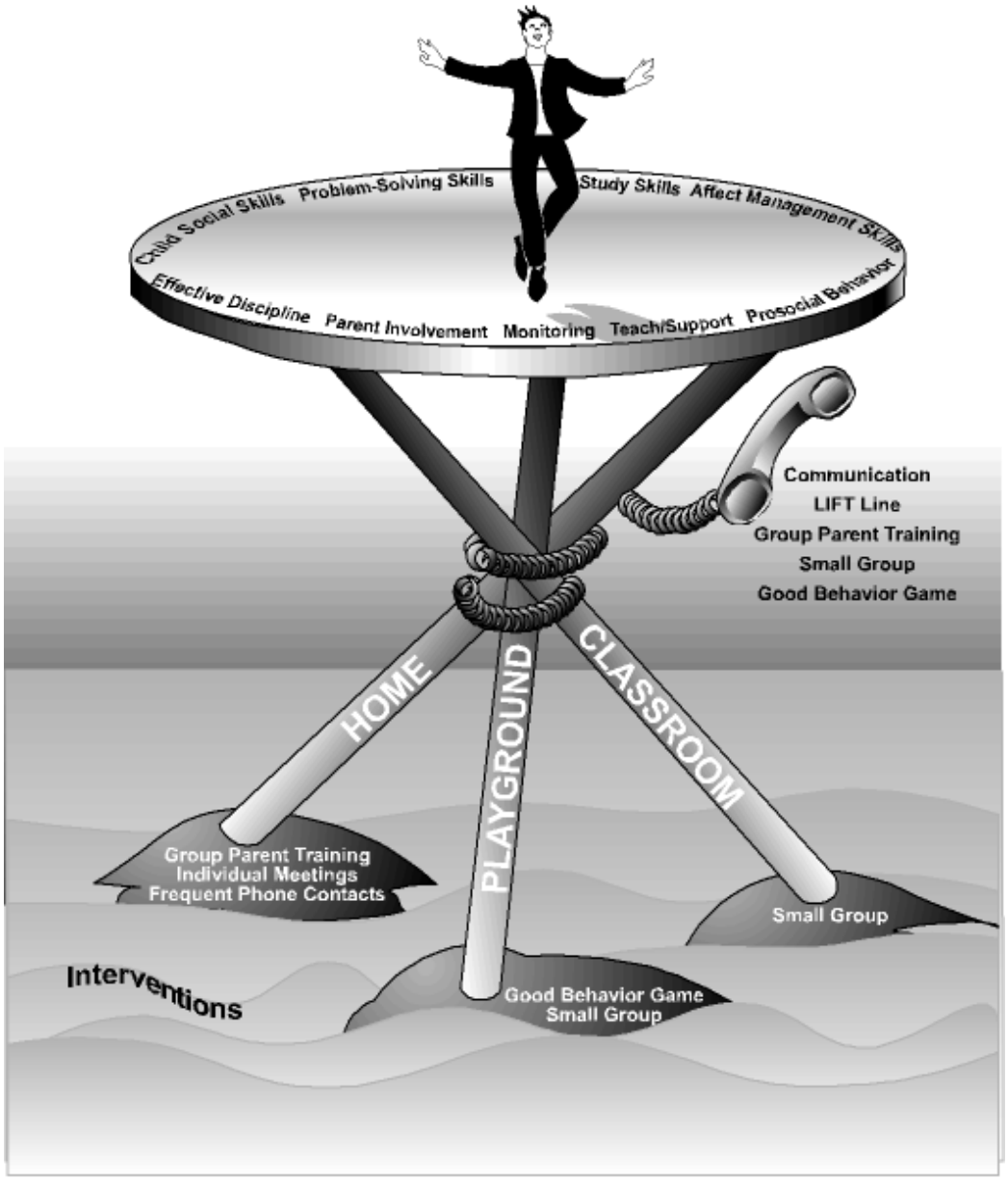
Helpful Resources

- Patterson, Reid, Jones, & Conger (1975). *A social learning approach, Volume 1: Families with aggressive children*. Eugene, OR: Castalia Publishing Company.
- Patterson (1976). *Living with children*. Champaign, IL: Research Press.
- Patterson (1975). *Families: Applications of social learning to family life*. Champaign, IL: Research Press.
- Patterson & Forgatch (1987). *Parents and adolescents living together, Part 1: The basics*. Champaign, IL: Research Press.
- Patterson & Forgatch (1989). *Parents and adolescents living together, Part 2: Family problem solving*. Champaign, IL: Research Press.

Instruction in Oregon Social Learning Center-style Parent Management Training is available through Implementation Sciences International

www.isii.net

LIFT
Session 3. Child Directed Components


Child Social Skills
Problem-Solving Skills
Study Skills
Affect Management Skills
Effective Discipline
Parent Involvement
Monitoring
Teach/Support
Prosocial Behavior
Communication
LIFT Line
Group Parent Training
Small Group
Good Behavior Game
HOME
PLAYGROUND
CLASSROOM
Group Parent Training
Individual Meetings
Frequent Phone Contacts
Small Group
Interventions
Good Behavior Game
Small Group

Video:

News Clip

Part 1: Child Social Skills and Problem Solving Training

- Group-based
- 10 weeks
- 1 new content session per week
- 1 class meeting/problem solving session per week

Session Process

- Brief lecture
- Small group activities
- Large group activities
- Role plays
- Discussion

Session Content: First Grade

- Rules
- Listening
- Identifying Feelings
- Listening/Asking Questions
- Compliments
- Predicting Feelings
- Following Rules and Taking Turns
- Dealing with Teasing and Criticism
- Joining a Group and Including New People
- Responding to Closed Groups

Session Content: Fifth Grade

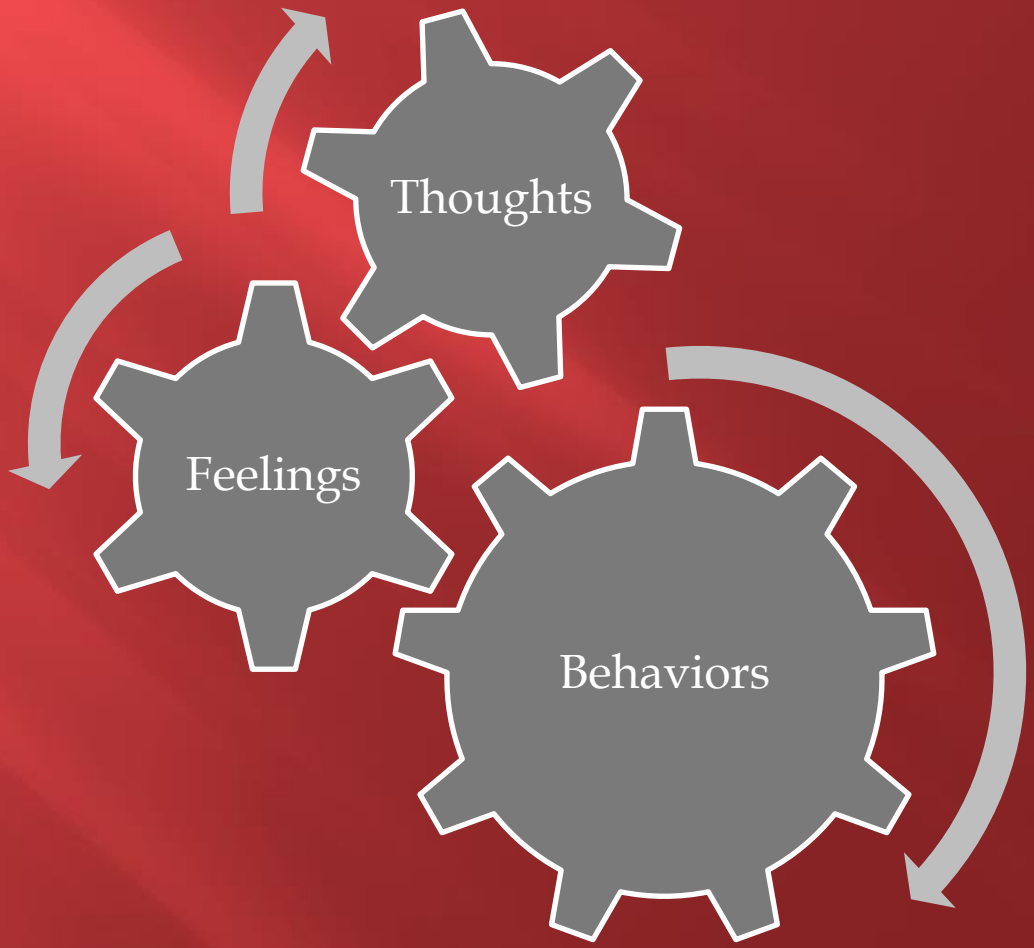
- Team building
- Study skills
- Listening
- Listening/Responding appropriately
- Feelings
- Giving support
- Cooperation
- Joining a group/Including new people
- Dealing with anger
- Problem solving/Cooperation

Example Session:
Dealing with Teasing and Criticism

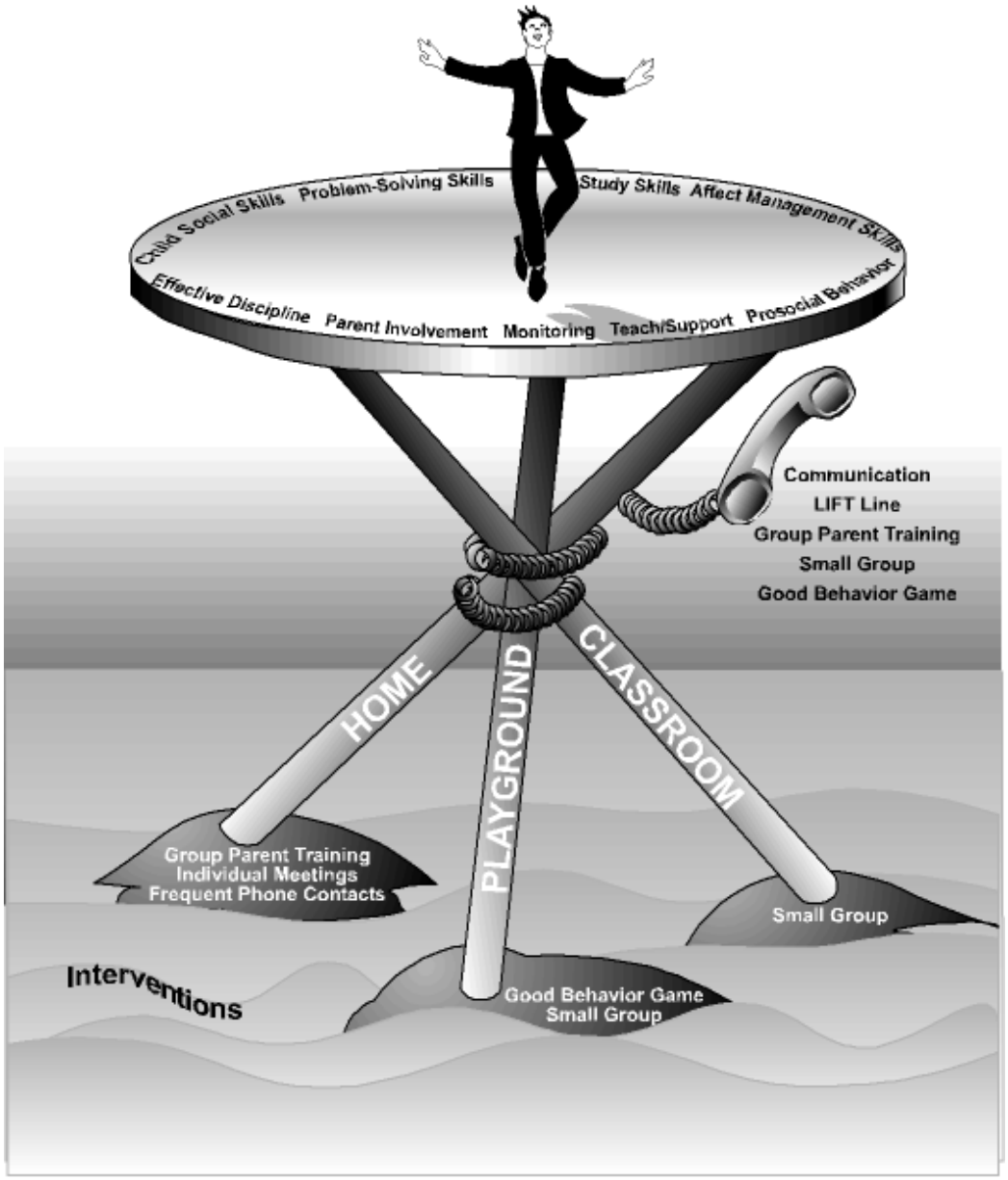
Part 2:
Playground Behavior Game

- Tied to training sessions
- Additional staff out during recess
- Task is to move around and encourage positive behavior and note negative behavior
- Designated person to respond to high level negative behaviors
- Debrief, rewards

Theory of Action



LIFT
Session 4. Putting It All Together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Video:

Flight

http://www.youtube.com/watch?v=MoDnY2qCA6Q

Instructors

- All walks of life
- All education levels
- Experience with children and parents a must
- Engaging, attentive, enjoys people
- Ideally has experience in teaching parent education and is open to new models

Training

- In approach to the problem
- In basic skills needed for sessions, Playground Behavior Game, parent phone calls, interaction with teachers and school staff, school protocols
- Practice key parts of each session
- Practice leading discussions

Supervision

- Weekly team meeting
- Weekly individual meetings
- Regular supervisor visits to classroom, parent training, and playground

Multiple Modes of Delivery and Support

- Multiple times per week at different times of day
- Home visits to family as first backup
- Phone call to family as second backup
- Provide transportation assistance
- Food and child care during each session
- **Difference: 20% to over 90% coverage**
  - **Offering parent groups not enough**

In Practice

- School Climate
- Culture
- Practical

School Climate

Need Champions

- District-level
- Principal
- Teacher(s)
- School counselor
- School staff

Helpful to Have a Framework

- LIFT can serve as a compliment to school-wide efforts such as Positive Behavior Intervention Supports (PBIS)

PBIS Overview

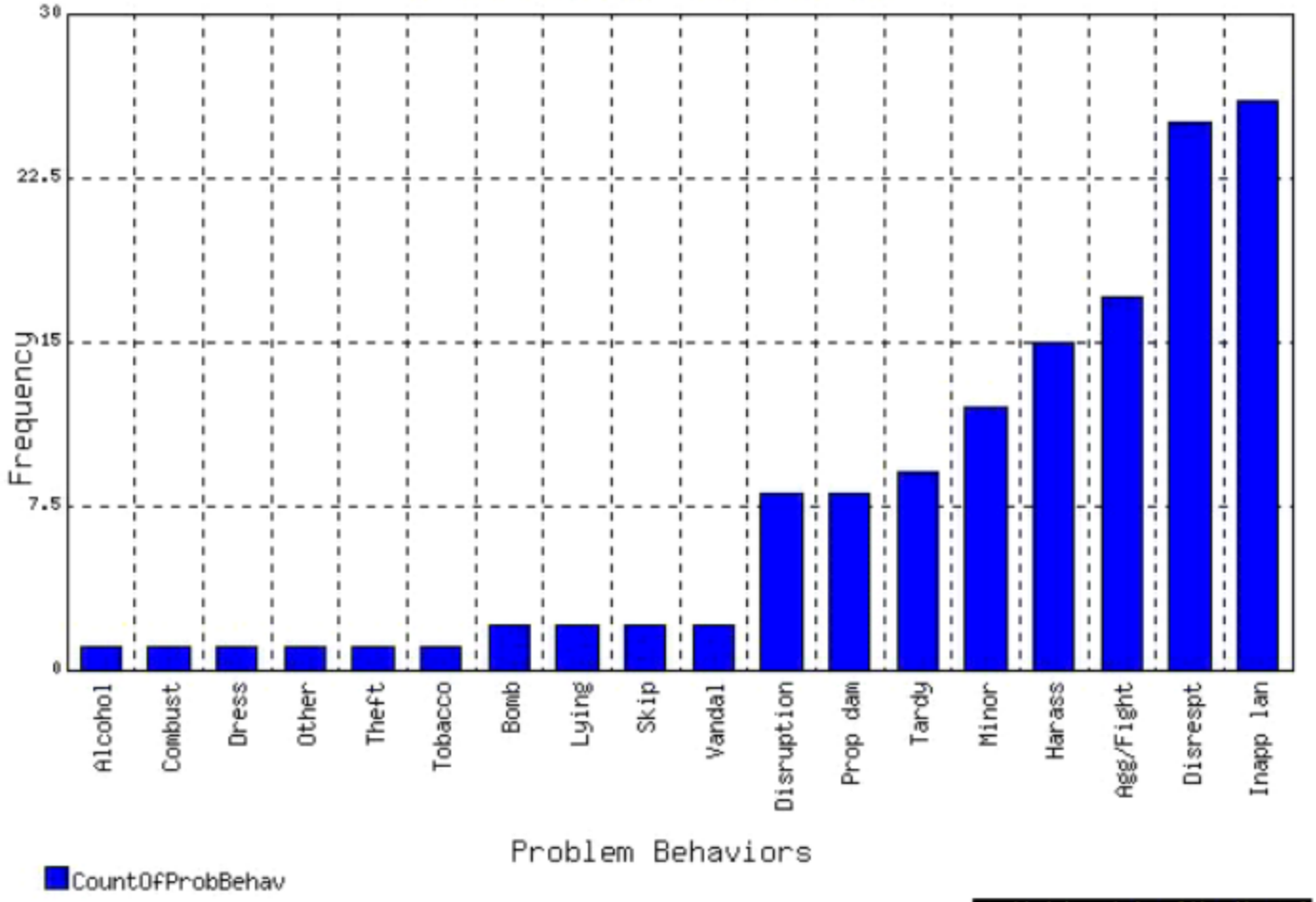
- Establish school wide rules and behavioral expectations
- Promote a set of positive values and behaviors about how we treat each other
- Recognize and reward students *and* adults!
- Use objective data to adjust the program and give feedback to school personnel and others
- Train and support staff, students and families over time (not just for a little while)

IVDB Institute on Violence and Destructive Behavior
Community-Based Prevention and Intervention

Frequency of Problem Behaviors

SWIS Demo School
Generated: *May 2, 2001*
From *2000/08/01* to *2001/05/02*

Main Menu | Return to previous location



Problem Behaviors: 18 **Referrals:** 134

Main Menu | Return to previous location

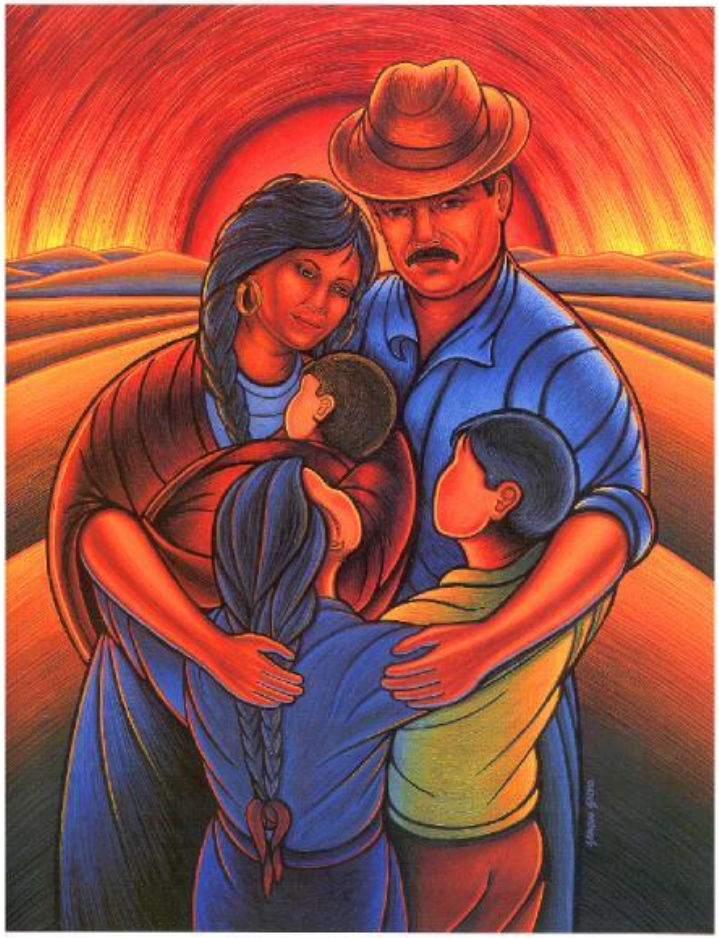
PBIS Findings

- Decrease in discipline problems
- Increase in student sense of safety
- Increase in academic achievement
- Greater satisfaction in work for teachers
- Improved school organizational health

IVDB Institute on Violence and Destructive Behavior
Community-Based Prevention and Intervention

Culture

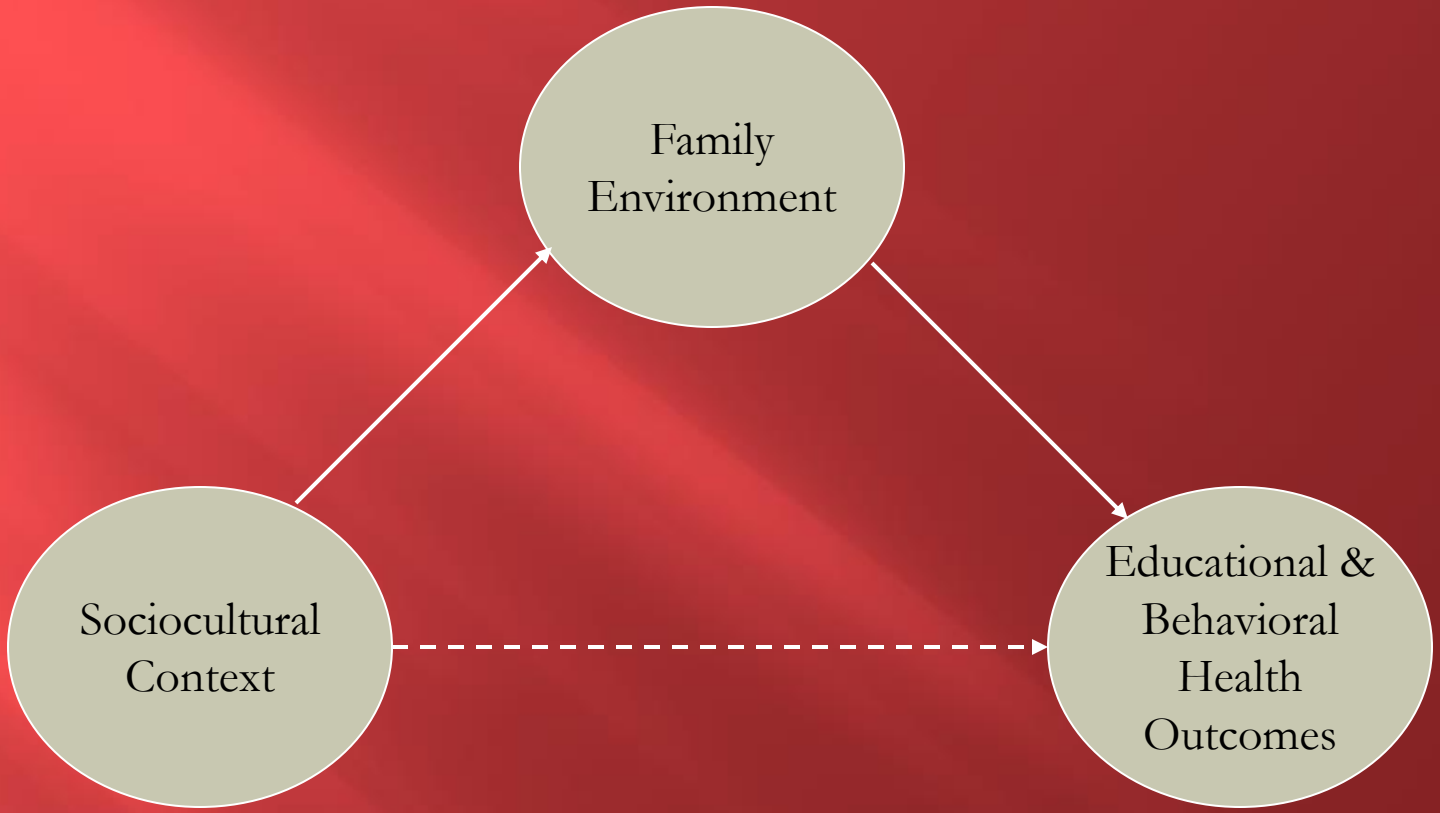
NUESTRAS FAMILIAS
ANDANDO ENTRE CULTURAS



"Familia," Gouache, 17" x 30", Simón Silva © 1995

Premises

- Families are the most important teachers children will ever have and must be at the center of prevention efforts
- Latino families in emerging immigrant states face unique challenge in raising successful children that relate to cultural contexts
- Many protective cultural factors are disrupted through acculturation processes


Family Environment
Sociocultural Context
Educational & Behavioral Health Outcomes

Overview

- Based on LIFT and related evidence-based programs
- Strengths based
- Family empowerment
- Therapist as “entrenador”
- Focus on practicing skills in session
- Family tailoring through trial and error
- Home practice
- Social support

Curriculum

- Latino Roots, Values, and Strengths
- Latino Parent and Spouse Roles
- Effective Family Communication
- Family Problem Solving
- Coping with Acculturation Stress and Conflict
- Giving Good Directions
- Skill Encouragement
- Discipline and Limit Setting
- Monitoring and Supervision
- Promoting School Success
- Dealing with Structural Barriers
- Planning for the Future

Example Findings

- Impacts for parents: Depression, marital stress, anxiety, general psychological symptoms.
- Impacts for parenting: Parenting impressions, homework engagement, encouragement, appropriate discipline, inappropriate discipline, monitoring
- Impacts for youth: Depression, homework performance, anxious/depressed, withdrawn, social problems, aggressive behavior, alcohol risk, illicit drug use, illicit drug use likelihood.

Practical Issues

For more information, please go to the main website and browse for more videos on this topic or check out our additional resources.

Additional Resources

Online resources:

1. Oregon Social Learning Center: http://www.oslc.org/index.html
2. Society of Clinical Child and Adolescent Psychology website: http://effectivechildtherapy.com

Books:

1. Reid, Patterson, & Snyder (Eds.) (2002). *Antisocial behavior in children and adolescents: A developmental analysis and model for intervention*. Washington, DC: American Psychological Association.
2. Murrihy, Kidman, & Ollendick (Eds.) (2012). *Clinical handbook of assessing and treating conduct problems in youth*. New York: Springer.

Peer-reviewed Journal Articles:

1.Eddy, J.M., Reid, J.B., & Fetrow, R.A. (2000). An elementary-school based prevention program targeting modifiable antecedents of youth delinquency and violence: Linking the Interests of Families and Teachers (LIFT). *Journal of Emotional and Behavioral Disorders, 8*, 165-176.

2. Eddy, J.M., Reid, J.B., Stoolmiller, M., & Fetrow, R.A. (2003). Outcomes during middle school for an elementary school-based preventive intervention for conduct problems: Follow-up results from a randomized trial. *Behavior Therapy, 34*, 535-552.

3. Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 474-501.

4. Litschge, C.M., Vaughn, M.G., & McCrea, C. (2010). The empirical status of treatments for children and youth with conduct problems. *Research on Social Work Practice, 20*, 21-35.

The Children's Trust

practice into science into practice
DIVISION 53
SOCIETY OF CLINICAL CHILD & ADOLESCENT PSYCHOLOGY

FIU Center for Children and Families