Scale up of the Family Check-Up: A Brief, Evidence-based, Family-centered Intervention

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Objectives

Participants will:

1. Understand Conceptual and Empirical Overview of the Family Check-Up (FCU)
2. Know the 3-step Process of the FCU Model
3. Understand FCU’s Implementation Model for Dissemination

Introductions

› Name

› What is your role in your organization? What do you do?

› What are your goals for today’s presentation?

Objective 1:

Understand Conceptual and Empirical Overview of the Family Check-Up (FCU) Intervention Model
**Conceptual Overview: Developmental Cascade Model**

- Early Childhood
  - Defiance, Poor Self-Regulation
  - Reactive and Proactive Antisocial Behavior

- Childhood
  - Academic Deficits, Peer Rejection and Early Peerinstagram

- Adolescent
  - Drug Use, Sexual Promiscuity, Serious Problem Behaviors

- Family Management, Support, Structuring, and Monitoring Peer Environments

*Figure 1. A developmental cascade model: parenting contributions and amplifying mechanisms.*

(Haller et al, 2010; Masten et al, 2005; Dishion et al, 2009; Dodge et al, 2008)

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**Family Check Up: Introduction**

- Parent-centered intervention that decreases child problem behavior by changing family management practices
- Focus on the importance of ecology and family in understanding and treating child and adolescent problem behavior
- Result of 30 years of continuous feedback from basic research
- Evidence-based: Multiple clinical trials have shown that FCU is efficacious across multiple settings and diverse populations

**Family Check Up: Introduction**

- Brief and with long term outcomes, therefore cost effective, large public health impact
- Comprehensive ecological assessment with motivation-enhancement with follow-up to one or more services focused on family management
- Family Management: A set of parenting practices- positive behavior support, healthy limit settings, relationship building

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**Family Management:**

- **Positive Behavior Support**
- **Monitoring**
- **Limit Setting**
- **Relationship Building**

**Economic or Social Stress**

**Parent substance use**

**Parent depression/Marital conflict**

**Family Management: Mediator of Contextual Influences**
The Coercion Model and Escape Conditioning

Child problem behavior → Child escalates → Parent reacts emotionally → Parent withdraws, escalates

Patterson, 1982

Family Management and Adaptation

Child problem behavior → Child de-escalates/improves behavior → Parent stays engaged → Parent manages

Patterson, Reid & Dishion, 1992

Outcomes Linked to the FCU

1. Reductions in comorbid emotional distress and problem behavior in early childhood
2. Reductions in depression from middle school through early adulthood
3. Reductions in substance use from middle school through early adulthood
4. Reductions in problem behavior and school adjustment from middle school to high school to early adulthood
5. Increases in positive parenting from early childhood through adolescence


What Does the Research Say About the Effects of the Family Check-Up?
Intervention Effects on Self Reported Substance Use for High Risk Students

![Graph showing intervention vs control effects on self-reported substance use.](adapted from Dishion, Kavanagh et al, 2002)

Changes in Observed Parent Monitoring
Portland Public Schools Study

![Graph showing changes in observed parental monitoring over grades 7th to 9th.](Dishion, Nelson & Kavanagh, 2003)

Mediated Effects of the FCU on High Risk Adolescents’ Drug Use:

- Randomly Assigned FCU
- Changed Observed Parent Monitoring
- Changed Observed Drug Use

![Diagram illustrating mediated effects of the FCU.](Dishion, Nelson & Kavanagh, 2003)

Two Year Effects on Parent Report Problem Behavior in Early Childhood

![Bar chart showing two year effects on parent report problem behavior.](Shaw, Dishion, Supplee & Gardner 2006)
Objective 2: Know the 3-step Process FCU Model

Positive Behavior Support Mediates Change in Problem Behavior in Early Childhood.

Dishion, Shaw et al., 2008

Dishion, Shaw et al., 2008

Randomly Assigned FCU
Changed Observed Positive Behavior Support
Changed Problem Behavior

Family Check-Up Model: 3-Step Process

Initial Interview
Assessment Session
Feedback Session

Case Conceptualization, Questionnaires and Videotape Feedback
Step 1:  
Initial Interview

Features of FCU Initial Interview

- Instills a sense of hope about potential changes and plants the seeds for specific intervention strategies
- Strengths based
- Ecological focus: Exploring strengths and challenges of the family context
- Motivational interviewing guides conversation

Initial Interview Objectives

- Explain Family Check Up Process
- Explore strengths, problem areas and concerns
- Frame concerns into issues of parenting and family management
- Develop rapport
- Motivate parent to engage in FCU process and positive behavior changes

Step 2:  
Ecological Assessment
Strength-Based Approach

- What is a “strength-based” approach to intervention?
- What kinds of assessments lead to “strength-based” intervention?

Ecological Assessment

- Parent and Youth Questionnaires
- Teacher Questionnaires
- 3-5 5-minute videotaped observations of parent-child interactions
  - Ex: Child Clean Up - Parent independently directs the child to pick up the toys from the child led task
  - What can you learn from videotaped observation of parent-child behavior?
  - What are strengths and barriers to direct observation

Case Conceptualization

The Ecology of Child and Adolescent Mental Health

Observing Family Management In Context

- Why observe families?
  - What can you learn from videotaped observation of parent-child behavior?
  - What are strengths and barriers to direct observation

- Self-report
  - What can you learn from self-report behavior on parenting and child behaviors?
Parent Report Questionnaires

- Youth behavior
- Peer relations
- School success
- Parental well-being
  - Marital/relationship quality
  - Neighborhood resources
  - Financial stress
  - Life stressors
  - Family and extra-familial support

Youth Report Questionnaires

- Youth behavior
- Peer relations
- School success
- Depression/anxiety
- Coping skills
- Effortful control/self-regulation
- Prosocial behavior
- Family conflict
- Family management

Merging Perspectives to Build a Case Conceptualization

Caregiver Perspective → Family Centered Case Conceptualization → Teacher(s) Perspective

Youth Perspective → Observations

Case conceptualization

Strengths-based
- Validate and affirm parents’ current strengths and identify strengths that can be further developed

Case conceptualization
- Create a cohesive story, a narrative
- What is the story I want this parent to hear?
- What is the potential effect of this information for the child?
- What are the obstacles for this family?
**Principles of Case Conceptualization**

T = Tailor feedback for client  
H = Harm reduction is top priority  
I = Integrate information into parenting frame  
N = Notice and build on parenting strengths  
K = Know and consider functional family dynamics

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**Feedback Session**

Research-based feedback to the parent in all of the content areas that were assessed during the ecological assessment

1. Self-assessment  
2. Overview and explanation of profile  
3. Feedback  
   • Start with strengths  
   • Identify the client’s story based on the assessment  
4. Exploration of menu and goal setting

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**Feedback Process Skills**

**Five Clinical Skills To Supported Change:**

- Briefly summarize and “connect the dots”  
- Use open ended questions  
  - To Engage and Check In  
  - 50% of time parent talks  
- Use reflective listening to unveil parent perspective  
- Look for opportunities to affirm and validate  
- Evoke parents’ change talk whenever possible

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Step 3:  
The Feedback Session
Self Assessment

- Feedback session begins with parent self-assessment
- Opportunity for therapist and parent to clarify key issues and assess how much awareness parent has about their child’s strengths and challenges
- Why start with self-assessment?

“Many parents feel they learned something about their family after the assessment. What did you learn about your child? Was there anything that s/he did that surprised you or stood out for you?”

Rationale Videotaped Feedback

1. Shows how a new skill might be useful
2. Improves performance of existing parenting skills
3. Identifies opportunities for using a parenting skill
4. Supports a parenting strength parent may be unaware

Fukkink, 2008; Kluger & DeNisi, 1996

Exploration of Menu & Goal Setting

- Suggest intervention goals based on assessment
- Use parent’s words to ‘own’ goal
- Prioritizing intervention goals based on case conceptualization
- Channeling goals into a theme involving parenting
Objective 3: Understand FCU’s Implementation Model

REACH Institute
- Research and Education Advancing Children’s Health (REACH)
- Newly Established Institute at ASU to support dissemination of FCU and other EBPs
- Works with communities to build capacity to implement and sustain EBPs within existing service systems

FCU Implementation Team Organization

Family Check Up

Follow-Up: Menu of Family Management (FM) Training

- Initial Interview
- Ecological Family Assessment
- Feedback Session
- Brief FM Sessions
- FM Therapy
- Child Focused Interventions
- Ecological Support

Dishion & Stormshak, 2007

REACH Implementation Coordinator
Lead Supervisor on Site
Consultant COACH
Service Providers On Site

Research and Education Advancing Children’s Health (REACH)

Newly Established Institute at ASU to support dissemination of FCU and other EBPs

Works with communities to build capacity to implement and sustain EBPs within existing service systems
**FCU Scale Up**

- FCU on several registries of EBPs based on extensive empirical support
  - Blueprints for Violence
  - NREPP
  - U.S. Administration for Children and Families, Home Visiting program

- We Know It Works, Now What? Moving Science to Practice
  - Challenge is not evaluating efficacy and effectiveness, it is the translation once efficacy and effectiveness is established

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**Core Implementation Components**

- Successful and sustainable implementation depends on several core components
  - FCU Core Implementation Components
    - System Readiness Assessment/Checklist
    - Pre Service Training
    - Ongoing Coaching and Consultation
    - Implementation Monitoring
      - Certification
    - Decision Data Support Systems

  *Fixsen, Blase, Naoom, & Wallace, 2009*

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**Readiness Assessment/Checklist**

- Senior Leadership Commitment
  - Administrator Participation in Implementati
  Consultations

- Staff Commitment
  - Attitudes Towards Evidence Based Programs

- Availability of Fiscal and Programmatic Resources Available
  - Prognosis for Fiscal Sustainability
  - Space, Equipment, Staff Skill Level

- Implementation Facilitators and Barriers Identified

- Ecological Fit
  - FCU- service system integration

  *Aarons et al., 2012; Kahn et al., 2014*

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**Pre Service Training**

- Pre Service Training: 4 day training
  - Knowledge Acquisition
  - Skill Practice and Acquisition
  - Technical Details
    - Collecting and managing video data
  - Feedback and Support
Coaching & Consultation

- Pre-Session Coaching
  - Integration of Assessment Results and Case Conceptualization
- Post-Session Coaching
  - Feedback Based on Video Observation
  - Fidelity Assessment Tool (COACH)

Monitoring Implementation

- Acceptability
  - Satisfaction
  - Enthusiasm
  - Attitudes
  - Meets client, provider, agency needs
- Feasibility
  - Adequate resources
- Uptake
  - Time from training to implementation
- Fidelity
- Penetration
  - # Families exposed to model
  - # Providers trained and certified

Decision Data Support Systems

- Provider skill level and expectations inform training
- Client outcomes inform intervention progress and tailoring
- Implementation monitoring informs coaching, consultation, and certification
- Model satisfaction, acceptability, feasibility informs adaptation

FCU Implementation Phases

- Conceptually linear but in practice cyclical and regressive

Novins, Green, Legha, & Aarons, 2013
Phase 1: Exploration

- Initial Contact
- Information and Cost Structure
- Readiness Assessment
- Organization Feedback and Strategic Planning
- Contract

Phase 2: Preparation

- Select Implementation Team
- Definition of Roles And Communication Strategies Sets The Stage For Successful Implementation And Sustainability
- Plan Rollout
  - Timeline For Training, Transition To Phase 3 Implementation, Certification And Sustainability
- Training
  - Clinical, Use Of Technology, Build Motivation For Model, Data Systems For Data Driven Implementation

Phase 3: Implementation

- Active Implementation
- Coach-based Supervision/ Consultation
- Implementation and Clinical Outcome Monitoring
- Provider Certification
- Problem Solve Implementation Barriers
- Technical Assistance
- Build In-house supervisory capacity

Phase 4: Sustainability

- Assess site capacity to sustain FCU
- Certify In-house Supervisors
- Site Certification
- Sustainable Implementation & Clinical Outcome Monitoring System
- Economic Viability
- Programmatic Viability
  - Resources & infrastructure
Next Steps & Scale-Up Challenges

- Increase Training and Consultation Capacity
  - E-training and virtual supervision

- Interventions to Build Site Readiness

- Workforce Development

- Building Quality Assurance and Feedback Capacity

- Maintaining Model Integrity
  - Assessing and preventing provider and site drift