Supporting Families -- School and Community Connections: Illustrating Concepts through the LIFT Experience

Key Words: Family, Classroom, Social Relationships

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LIFT

Part 1. Background
Three-Tiered Model of Intervention

- **Primary Intervention**
  - (All Students)
  - (75-80% of students)
  - **Preventing Harm**

- **Secondary Intervention**
  - (At-risk Students)
  - (15-25% of students)
  - **Reversing Harm**

- **Tertiary Intervention**
  - (High-risk Students)
  - (5-10%)
  - **Reducing Harm**
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
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
Developing a Theory

• *Work took place at the non-profit Oregon Social Learning Center (OSLC)*

• 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
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

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<tr>
<th>Classification</th>
<th>Percent</th>
<th>Cumulative Percent</th>
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<tr>
<td>Developed at OSLC</td>
<td>23%</td>
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<tr>
<td>Derived from OSLC</td>
<td>23%</td>
<td>56%</td>
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<tr>
<td>Includes many OSLC elements</td>
<td>33%</td>
<td>81%</td>
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<tr>
<td>Few or no OSLC elements</td>
<td>19%</td>
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Prevention Along the Developmental Continuum

**Examples of Problem Behaviors**

- **Pre-school (0-5 yrs)**
  - Not sharing, non-compliance, temper tantrums

- **5-6 yrs**
  - Pushing, shoving, not following rules

- **12-13 years**
  - Associating with deviant peers, drug use

- **16 years**
  - Drop out, gang affiliation

- **21 years**
  - Criminal behavior, violence

- **30-35 years**
  - 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

- Adverse Contexts
- Coercive Behavior
- Aversive Behavior
- Escalation
- Negative Reinforcement
- Skill Encouragement
- Limit Setting
- Monitoring
- Problem Solving
- Positive Involvement
- Positive Behavior

Forgatch & Patterson, 2010
Theory of Action

Behaviors

Feelings

Thoughts

Behaviors
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
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”
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
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

Percent of Group

Pre-treatment

Months Postintervention

0

1

2

3

4

5

6

7

8

Control

Intervention

Proportional Odds Ratio = 2.4
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

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<td>.17</td>
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<tr>
<td>Emotional distress</td>
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<td>.15</td>
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<tr>
<td>Conduct problems</td>
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<td>.14</td>
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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
References


• Murrihy, Kidman, & Ollendick (Eds.) (2012). *Clinical handbook of assessing and treating conduct problems in youth.* New York: Springer.


• Grove, Evans, Pastor, & Mack (2008). A meta-analytic examination of follow-up studies of programs designed to prevent the primary symptoms of oppositional defiant and conduct disorders. *Aggression and Violent Behavior.*

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• Eddy, Reid, Stoolmiller, & Fetrow (2003). Outcomes during middle school for an elementary school-based preventive intervention for conduct problems: Follow-up results from a randomized trial. *Behavior Therapy*.

LIFT
Part 2. Parent Directed Components
Pre-school (5-6 yrs)
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Positive parenting, life satisfaction
Component 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
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
Component 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
The Theory of Action

Feelings → Thoughts → Behaviors → Feelings
Parent Resistance

History of 10,000 Defeats

Negative Emotion
- Anger
- Contempt
- Fear
- Sadness

Parental Resistance (Avoidance)
- I Won’t
- I Can’t
- Homework

Parent Pathology
- Depression
- Antisocial
- Stress

Social Disadvantage
- Education
- Occupation

Adapted from Patterson & Chamberlain, 1994
Helpful Resources


LIFT
Part 3. Child Directed Components
Component 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
Component 2: Recess Incentive Program

- 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

Behaviors
Feelings
Thoughts

Behaviors → Feelings → Thoughts → Behaviors
LIFT

Part 4. Putting It All Together
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)
Frequency of Problem Behaviors

Problem Behaviors: 18

Referrals: 134
Culture
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.
Sociocultural Context

Family Environment

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
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.
Moving to New Settings
Miles de Manos
Connected Modes of Action

- LIFT (School/Family Bridge)
- NF (Family)
- PBIS (School)
- Child
Preventing Violence: Miles de Manos

- **Promote Protective Factors**
  - Build strong, healthy relationships with prosocial adults
    - Guidance – positive encouragement, supervision and monitoring, limit setting
    - Problem solving
    - Role modeling
  - Build strong, healthy relationships with prosocial children

- **Minimize Risk Factors**
  - If they exist, closely monitor and supervise relationships of each child with any peers and adults who are involved in antisocial behaviors such as violence
Key Elements of Relationships

- Introduction
- Spend time together
- Talk together
- Go through situations together
- Support each other
- Problem solve together
- Guide and role model (adults with children)
One Frame on Goals

- Present *options* for relationship development
  - Parents and other caregivers and children
  - Teachers and children
  - Parents and other caregivers and teachers

- Provide *opportunities* for relationship development
  - Parents and other caregivers
  - Teachers
Finding Resources

Parent Management Training (PMT) and Child Social and Problem Solving Skills Training

There are a variety of quality programs available. Check out several national-level evidence-based practice lists and find programs of interest that appear on several different lists. Example companies that provide evidence-based materials, training, and/or supervision include incredibleyears.com, isii.net, and cfchildren.org
Finding Resources

Recess Incentive Program (RIP)

RIP is a version of the Good Behavior Game (GBG). Numerous publications are available on several versions of the GBG, including the one used in LIFT – search via your local university library.
Finding Resources

LIFT

Program materials are available through the Oregon Social Learning Center, www.oslc.org.
Disclosure of Potential COIs

I have no conflict of interest to report.
LIFT Developers

LIFT was developed and tested through an ongoing collaboration that involved multiple professionals, including Kate Kavanagh, Tom Dishion, Patti Chamberlain, Marion Forgatch, Beverly Fagot, Jerry Patterson, John Reid, Hill Walker, Dave Andrews, Margaret Lathrop, Bruce Bowers, Karla Antoine, Linda Tharp, Becky Fetrow, Betsy Ramsey, Deborah Capaldi, Mike Stoolmiller, Shep Kellam, Nick Ialongo, Karen Bierman, Jean Poduska, and J. Mark Eddy, and a variety of other OSLC scientists and staff members and external consultants from across the U.S., working with the administrators, principals, teachers, other staff members, children and families of the Eugene 4J, Springfield, and Bethel School Districts in Oregon.