

The KEEP Foster Parent Interventions

Keeping Foster Parents Trained and Supported

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Overview


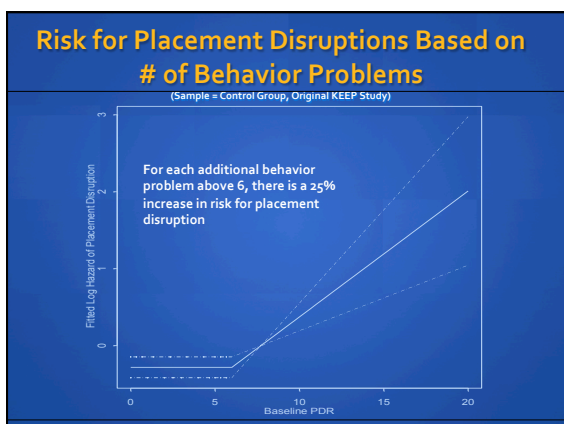
- Three versions of KEEP
- Original model for children age 4-12
- KEEP SAFE for teens
- KEEP-P for children age 2-6
- All KEEP programs address behavior problems & trauma history of children in foster care
- Today
 - Describe KEEP model
 - Summary of outcome studies
 - Scale-ups of KEEP in Child Welfare Systems in NYC & Tennessee

Needs of & Services for Youth in Foster Care

- Many children and teens (40% to 50%) in foster care display some type of mental health problem.
- Within their first year of placement up to 50% disrupt from foster homes.
- Services delivered by CWS caseworkers are rarely evidence-based or evidence-informed
- The norm is to refer children out for mental health services, and refer parents to parenting classes

Linkage Between Behavior Problems and Placement Disruptions

- Externalizing behavior problems occur most commonly
- Bidirectional relation between externalizing behavior problems and placement disruptions
 - Newton, Litrownik, & Landsverk (2000)
 - Chamberlain, Price, Reid, Landsverk, Stoolmiller, & Fisher (2006)
 - Aarons, James, Morn, Raghavan, Wells, & Leslie (2010)

Rationale for Focusing on Externalizing Behavior Problems

- Externalizing behavior problems predict later maladjustment
- Bidirectional relation between behavior problems and placement disruptions
 - Reductions in behavior problems leads to greater placement stability
 - Placement stability helps to prevent behavior problems
- Recent surveys of foster parents indicate:
 - Foster parents desire help in managing children's behavior problems
 - Difficulties in managing behavior problems is one of the major reasons that foster parent drop out

Predictors of Levels of Foster Parent Stress

(Perry & Price, Under Review)



Origin of KEEP Intervention Model



KEEP Intervention Model (Provided in Supportive Group Context)

(Chamberlain, Price, Reid, & Landsverk, 2008)



Key Parenting Strategies Taught



Maintaining Parent Involvement

- Socially competent and culturally diverse group leaders.
- Childcare provided.
- Foster parents are given credit toward yearly licensing requirement.
- Parents receive monetary incentives to participate.
- Refreshments are provided at each session.
- Home visitations for missed sessions.
- Weekly phone calls to help individualize the curriculum, provide additional support, and collect information on the child's problem behavior.
- Attendance (at or above 80%).

Findings: KEEP Intervention Studies

Study 1: KEEP RCT Effectiveness Study



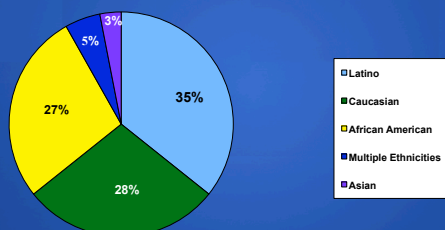
Special thanks to:

- Yvonne Campbell, Dir. and Patty Rahiser, Deputy Dir.
- Mary C. Harris, Dir.
- Debra Zanders-Willis, Dir. and Roseann Myers, Deputy Dir.

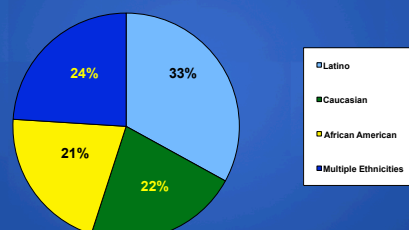
Study 1 (1999 – 2005): Is the KEEP Intervention Effective in Reducing Child Behavior Problems and Impacting Placement Disruptions? Funding: NIMH

- Participants: 702 foster and relative families (359 treatment and 343 control) with a child between the ages of 5 and 12.
- Foster parents: Female (94%), average age: 48.6 (range: 19 to 81).
- Foster children: Female (52%), average age: 8.8 (range: 5 to 12).

Ethnicity of Foster/Kin Parents



Ethnicity of Target Foster Children

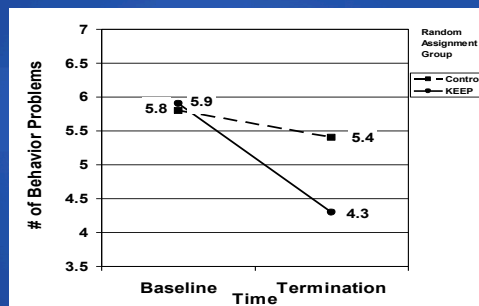


Question 1: Does the Intervention Reduce Child Behavior Problems?

(Chamberlain, Price, Leve, Laurent, Landsverk, & Reid, 2008)

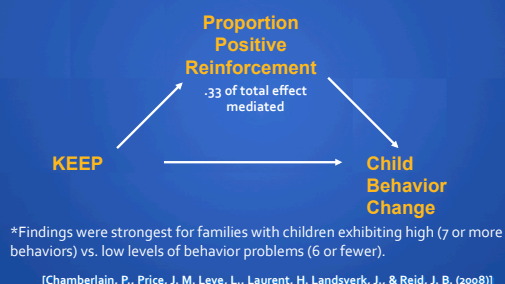
- Average of parent reports of child behavior problems from three separate assessments over two weeks prior to the intervention at **baseline**.
- Average of parent reports of child behavior problems from three separate assessments over two weeks following intervention **termination** (~ 5 mo post baseline).

Number of Child Behavior Problems: Group X Time



* Note: There were no significant main or interaction effects for generation of facilitator, ethnicity, gender, or language group.

Question 2: Do Parenting Practices Mediate Reductions in Behavior Problems Affected by Intervention?



Question 3: Does the Intervention Impact Placement Changes (Exits)?

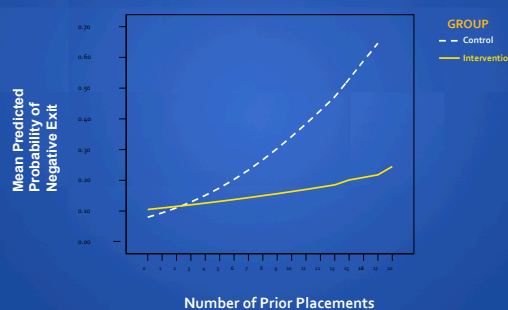
(Price, Chamberlain, Landsverk, Reid, Leve, & Laurent, 2008)

- "Positive Change" (Exit): child returned to family/parent of origin, child moved to be with a relative, child was adopted.
- "Negative Change" (Exit): child moved to a different foster home, child moved back to receiving home, child moved into residential/psychiatric care, or child ran away.

Findings: Placement Changes

- Children were less likely to exit a kinship than a non-relative placement.
- The longer children were in a home the less likely they were to exit that home. Biggest risk is in the 1st year.
- Children in the KEEP intervention group were more likely to experience a positive placement change (17.4%) than children in the control group (9.1%).
- Negative Exits: Being in the intervention group mitigated the negative impact of prior placement history.

Probability of Negative Exit by Prior Placements and Intervention Group

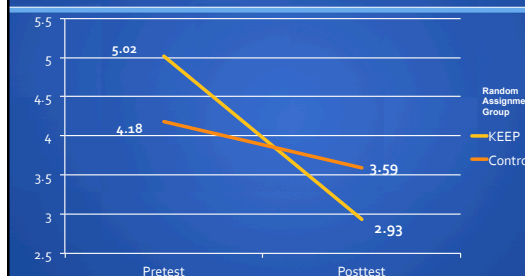


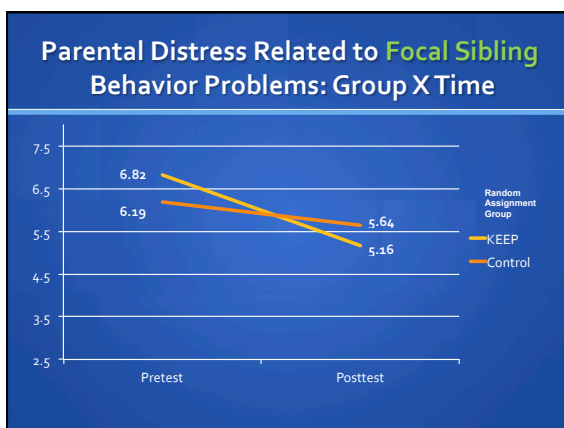
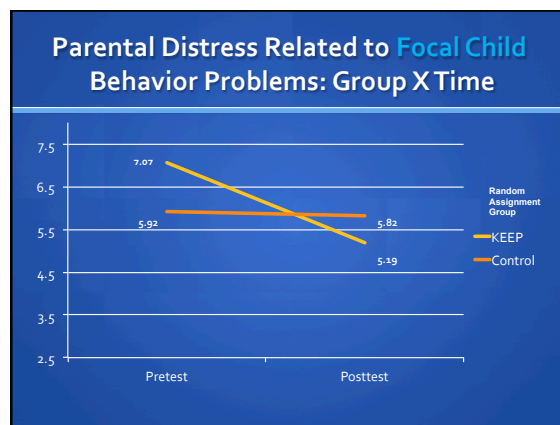
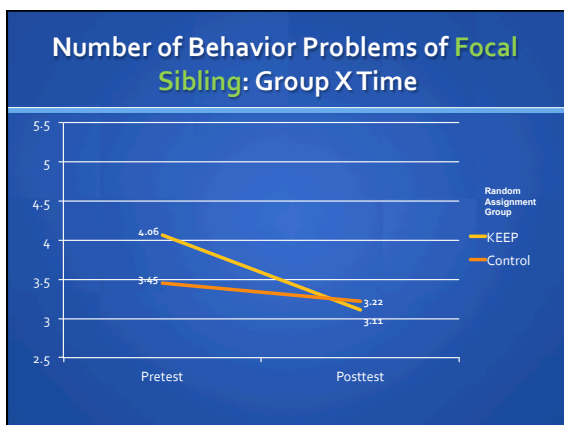
Study 2 (2009 – 2014): Can the Effects of the KEEP Intervention Generalize to other Children?

(Funding NIMH)
(Price, Roesch, & Walsh, in press)

- Tested effectiveness of KEEP as it was being implemented in San Diego County. **Randomization of participants into KEEP.**
- Delivery: Personnel from Social Advocates for Youth (SAY, San Diego).
- Training and supervision: CASRC personnel. Consultation provided by OSLC.
- Examined the generalizability of the effects of the KEEP intervention (4 - 12 year olds) to other children in the home: to **Focal child** and **Focal sibling**.

Number of Behavior Problems of Focal Child: Group X Time

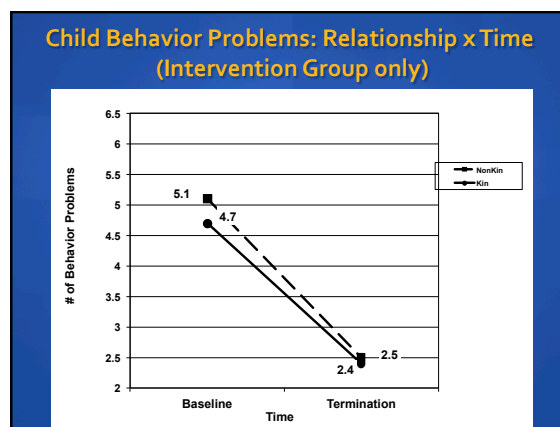
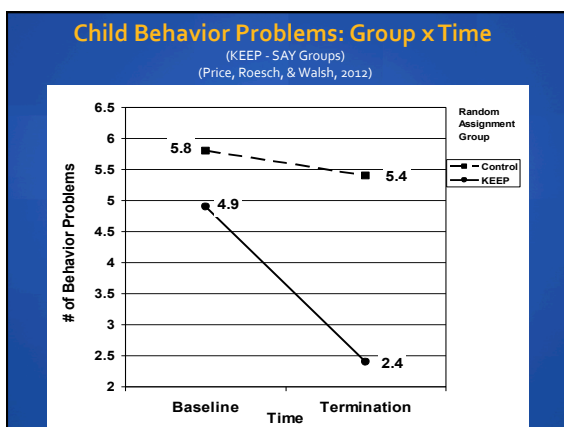


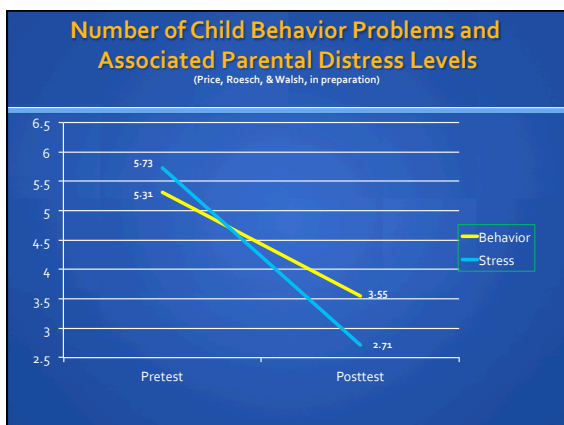


Study 3 (2005 – 2008; 2013 - present): Can Effects of the Intervention be Maintained when Delivered by Community Mental Health Provider?

Funding SD Child Welfare

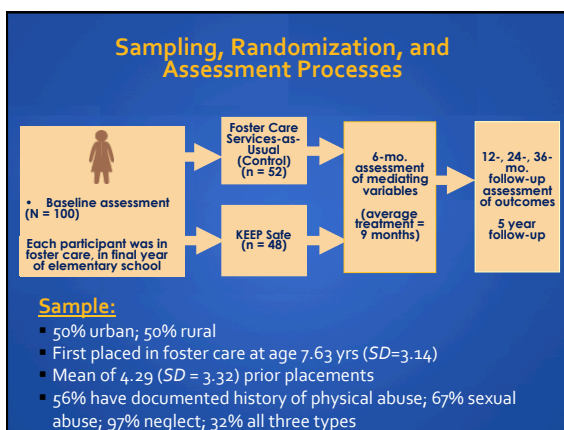
- Tested effectiveness of KEEP as it was being implemented in San Diego County.
- Delivery: Personnel from Social Advocates for Youth (SAY, San Diego).
- Trained and supervision: CASRC personnel. Consultation provided by OSLC.
- Began in HHSA Central region, expanded to all regions of San Diego County.
- 180 families served (3 or more sessions).





Study 4. KEEP Safe - Middle School Girls

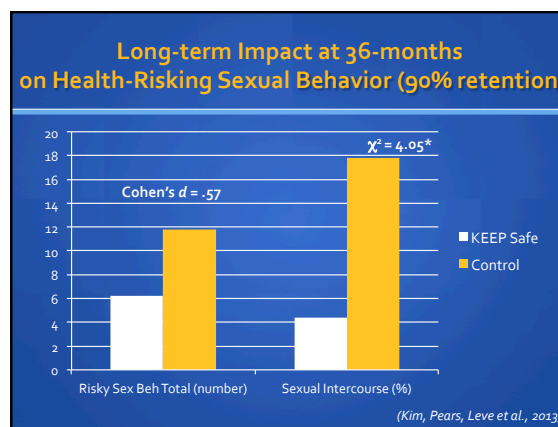
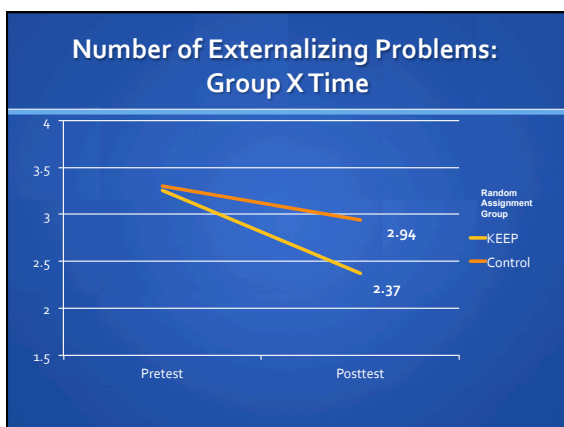
- 100 foster and kinship families
- Girls exiting elementary school (~age 11)
- Randomly assigned to receive parenting intervention (Parenting Groups + Youth skill building) versus usual caseworker services
- Lane and Multnomah counties (Oregon)
- Summer sessions + weekly through 1st year middle school, 90-min each

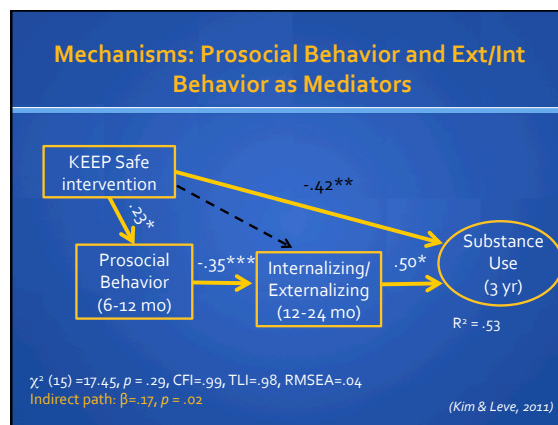
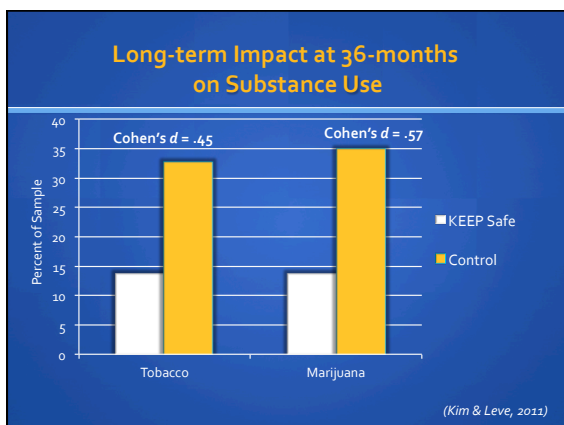


KEEP Parenting Groups + Girls Skills Groups

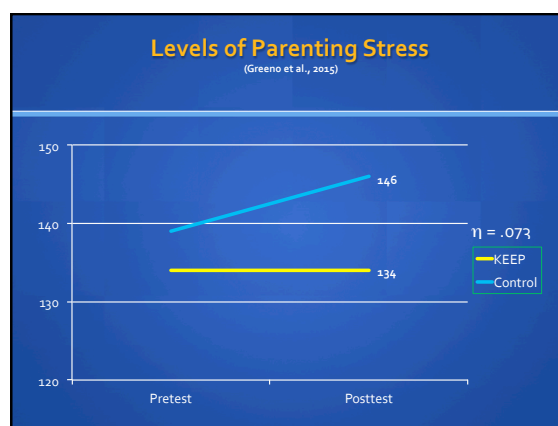
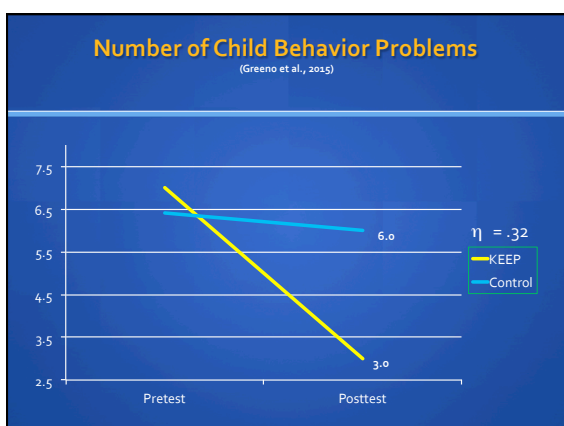
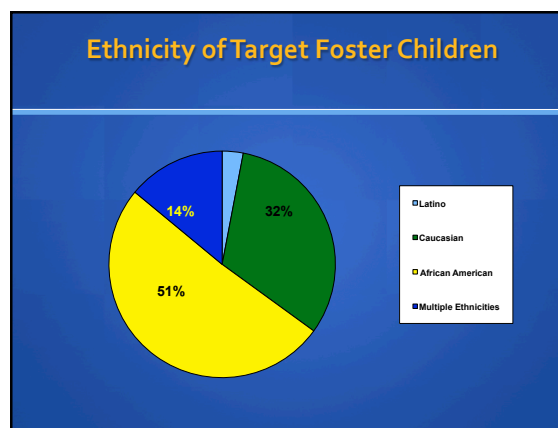
- Started the summer prior to middle school entry
- Six sessions of group-based parent management training for foster parents (5-8 parents/group)
- Six sessions of group-based skill-building sessions for the girls (5-8 girls/group)
- Met twice a week for 3 weeks
- Weekly group-based parent training sessions for foster parents; weekly individual skills-training sessions for the girls through first year middle school

(Chamberlain, Leve, & Smith, 2006)





- ### Study 5: Maryland KEEP Replication
- 4-12 year old children in foster care in Maryland
 - Referred through child welfare caseworkers or the State Automated Child Welfare Information System (nonrandomized)
 - $N = 113$ (65 participants in the KEEP group and 48 Controls)
 - Replicated the original KEEP treatment model developed by the Oregon team
- (Greeno, Lee, Uretsky, Moore, Barth, & Shaw, 2015)



Study 6: NYC KEEP: Implementation includes more than enacting EBP's

- 350 Case Workers trained to deliver KEEP (impacts 2000 youth 2-18/year)
 - Case loads lowered from 15/20 to 10
 - KEEP (foster, kin) was augmented by
 - R3 to saturate the case work culture
 - In every interaction Supervisors & Case workers trained to
 - Reinforce parent's relationship with child
 - Reinforce one small step/accomplishment parent has made
 - Reinforcing parent's effort
- CULTURE CHANGE from "We're watching and evaluating you" to "We're on your side and we think you can do it"
- (Chamberlain, Feldman, Wulczyn, Saldana, & Forgatch, 2016)

Weekly Implementation Support

- ❖ Weekly video uploads of KEEP sessions to HIPPA secure website
- ❖ Oregon consultant views and rates for fidelity
- ❖ Weekly coaching calls
- ❖ Ratings of individual parent engagement
- ❖ Tracks attendance
- ❖ Child data: Parent Daily Report



Nurturing Fidelity

- ❖ Support case workers for entering data
- ❖ In-person agency boosters
- ❖ Hot shot awards
- ❖ Monthly all-agency calls
- ❖ Monthly supervisor meetings



Monitoring Fidelity

- Monthly SOUP report (Supervisor Observation to Understand Performance)
- Tracks
 - Video uploads
 - Attendance
 - PDR, Visitation checklists entered
 - Participation in consultation calls



Cascading Implementation: Building Infrastructure for Sustainability

- Group Leaders conduct 3 groups with weekly consultation from Oregon and then are eligible to apply for "certification" status (meet fidelity criteria, good data hygiene)
- Approved GLs receive monthly consultation (but enter all session's data and video uploads)
- Approved GLs are eligible to become local coach/trainer
- Coach/trainers participate in 5-day training, take over weekly consultation for non-certified and conduct new staff training
- Oregon consultants go to first training of G2, monitor G2's fidelity

Results

- Data from Sept 2012-Sept 2014 show:
 - 20% increase in the rate of permanency for children placed in CSYNC agencies relative to those placed in non-CSYNC agencies (statistically significant)
 - 18% fewer lateral move (disruptions) for children in CSYNC agencies relative to those served by non-CSYNC agencies (non-significant)
 - Preliminary results show the program meets cost neutrality goals
 - Sustainability is happening; all agencies have local coach/trainers

General Conclusions

- Parent training targeting child behavior problems can impact child behavior and placement changes/disruptions.
- Caseworkers can deliver evidence-based parent training in a manner that is effective in reducing behavior problems of children in regular foster care.
- The KEEP intervention remains effective when delivered by a community agency that is unrelated to the intervention developers.
- Incentives and support for foster parents to attend groups are key to parent participation.
- Facilitator training and supervision remain key to intervention effectiveness.

KEEP Implementation Sites

- Tennessee-10
- Washington-2
- California, San Diego County-2
- New York City-11
- Maryland-2
- Great Britain-23
- Denmark-7

Our Gratitude to:

- San Diego County, Child Welfare Services
- Social Advocates for Youth San Diego
- Administration for Children's Services, NYC
- DHS, In-Home Tennessee
- National Institute on Drug Abuse
- National Institute of Mental Health
- Foster and Kin Families who have participated in KEEP
- Children in care whose lives we hope have been positively impacted by KEEP

Questions?