

GenerationPMTO

Program overview, background, delivery, and
Implementation

Blueprints Conference - 2018

Margrét Sigmarsdóttir, Ph.D.,
Marion S. Forgatch, Ph.D., & Laura A. Rains, M.A. M.S.W.

AGENDA

BACKGROUND

THEORY AND OUTCOMES

DELIVERY AND TRAINING

IMPLEMENTATION

BACKGROUND



Gerald R. Patterson, 1926 – 2016
Program founder

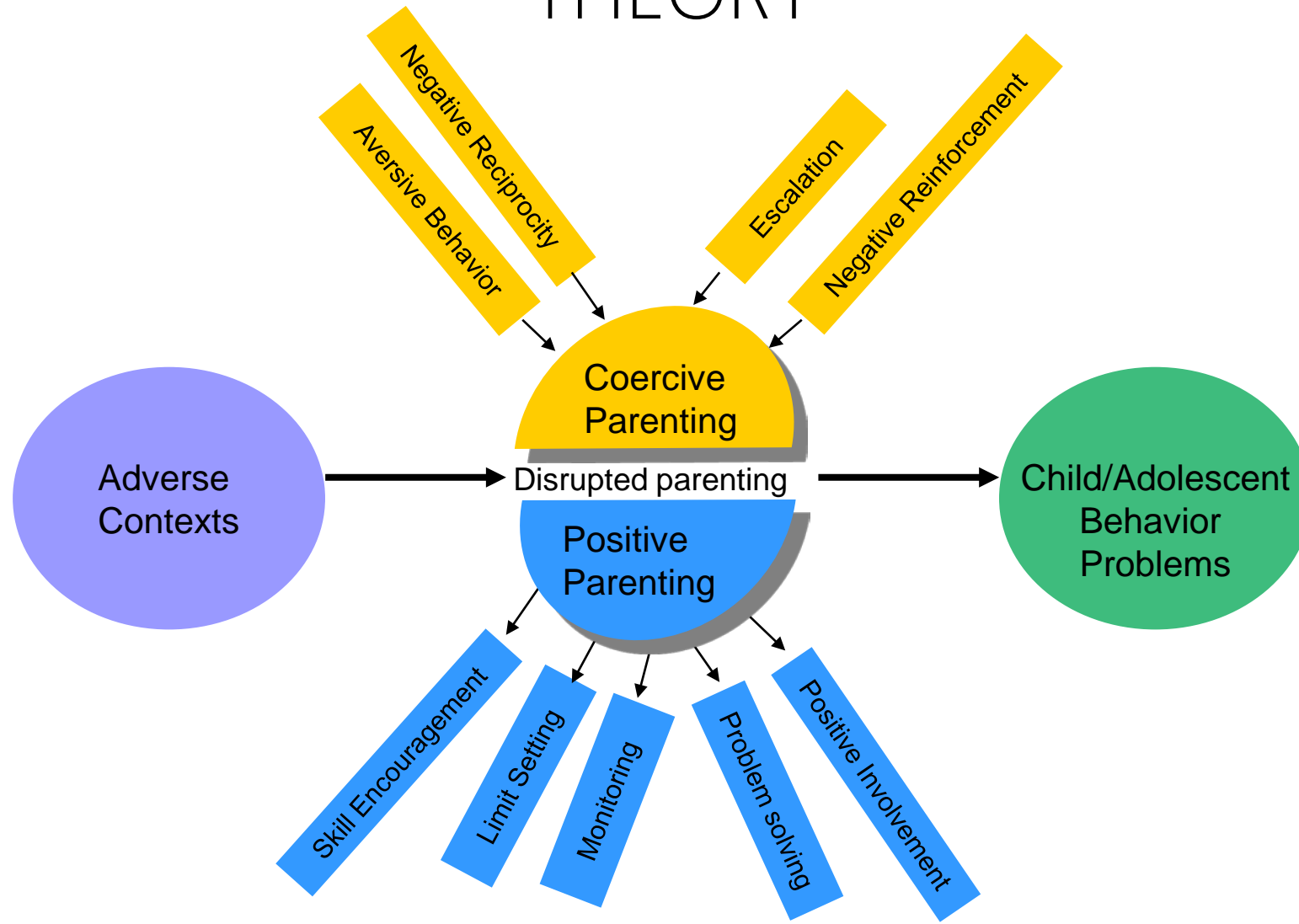
The program based on this work is called
GenerationPMTO

BACKGROUND

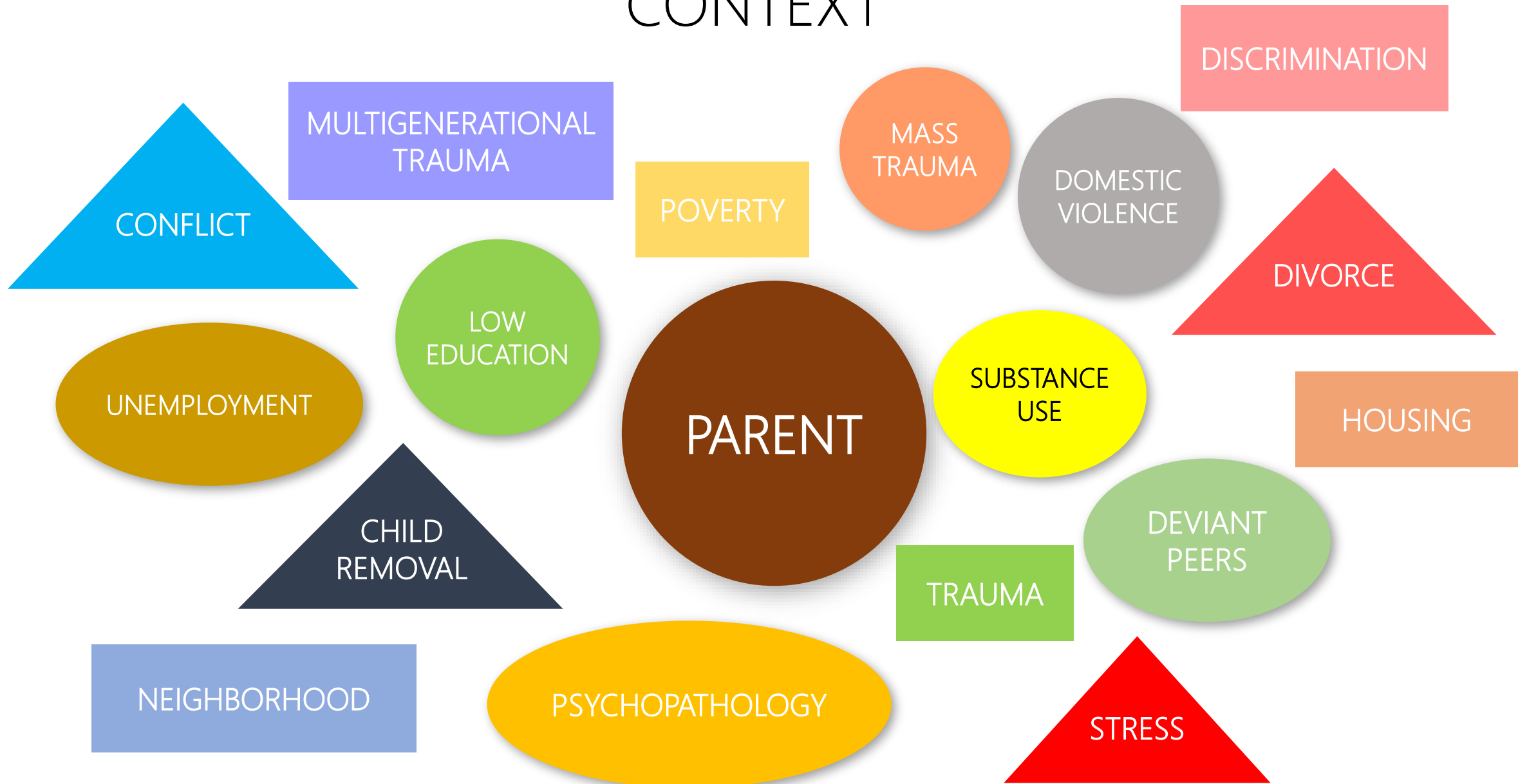


(Forgatch, Patterson, & Gewirtz, 2013)

THEORY



CONTEXT



RESEARCH

SAMPLES

Divorced Mothers (PTC)

Step-families (MAPS)

Schools in High Crime
Neighborhoods (LIFT)

Maltreated Children
Foster Care (KEEP)

Adjudicated Youth

Treatment Foster Care:
Delinquent Boys (MTFC)

Treatment Foster Care:
Delinquent Girls (MTFC)

Foster Care: Mentally Ill
(Hospitalized) (MTFC)

Early Intervention Treatment
Care (EIFC)

POSITIVE PARENTING PRACTICES

Skill Encouragement

Positive Involvement

Effective Discipline

Problem-solving

Monitoring / Supervision

COERCIVE PARENTING

Negative Reciprocity

Escalation

Negative Reinforcement

CHILD OUTCOMES

Earlier reunification

Arrest Rates / Severity of Crime

Substance Use

Noncompliance

Delinquent Behaviors

Academic Function

Out of Home Placement

Deviant Peer Associations

Depression

PARENT OUTCOMES

Depression

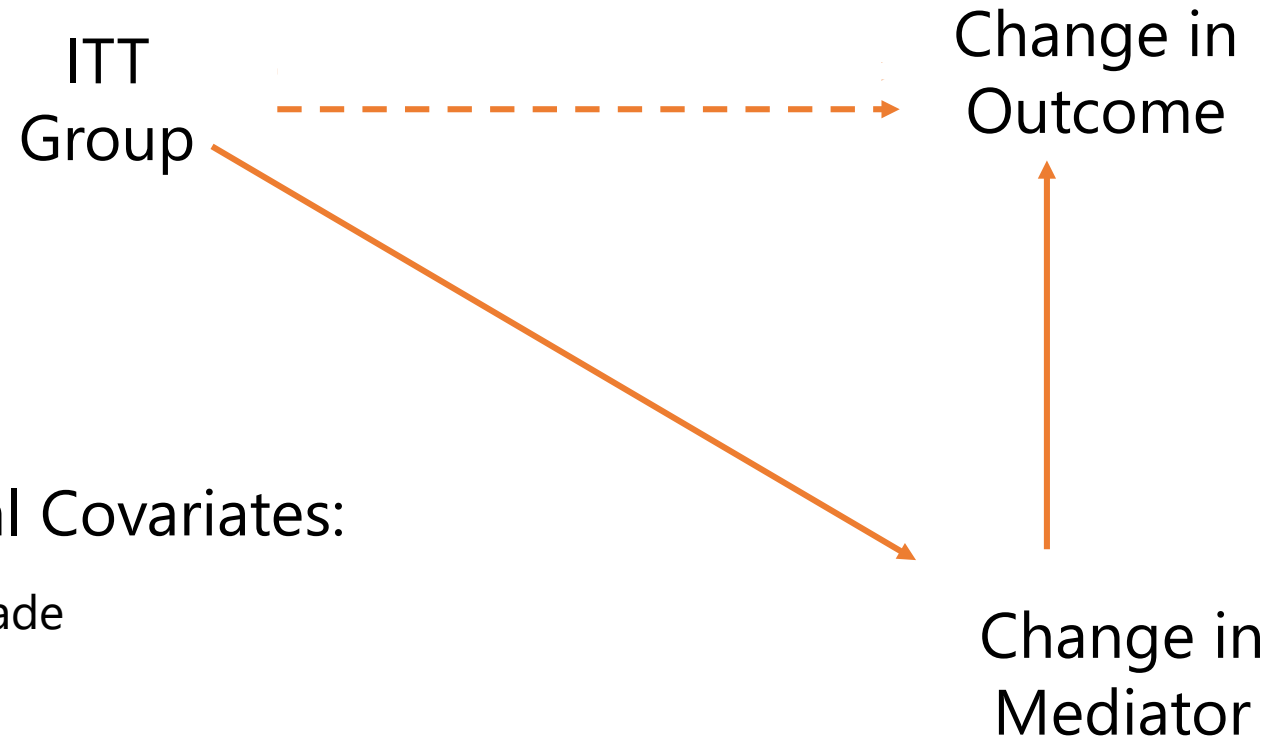
Standard of living

Arrest rates

Marital adjustment /satisfaction

Higher retention to treatment

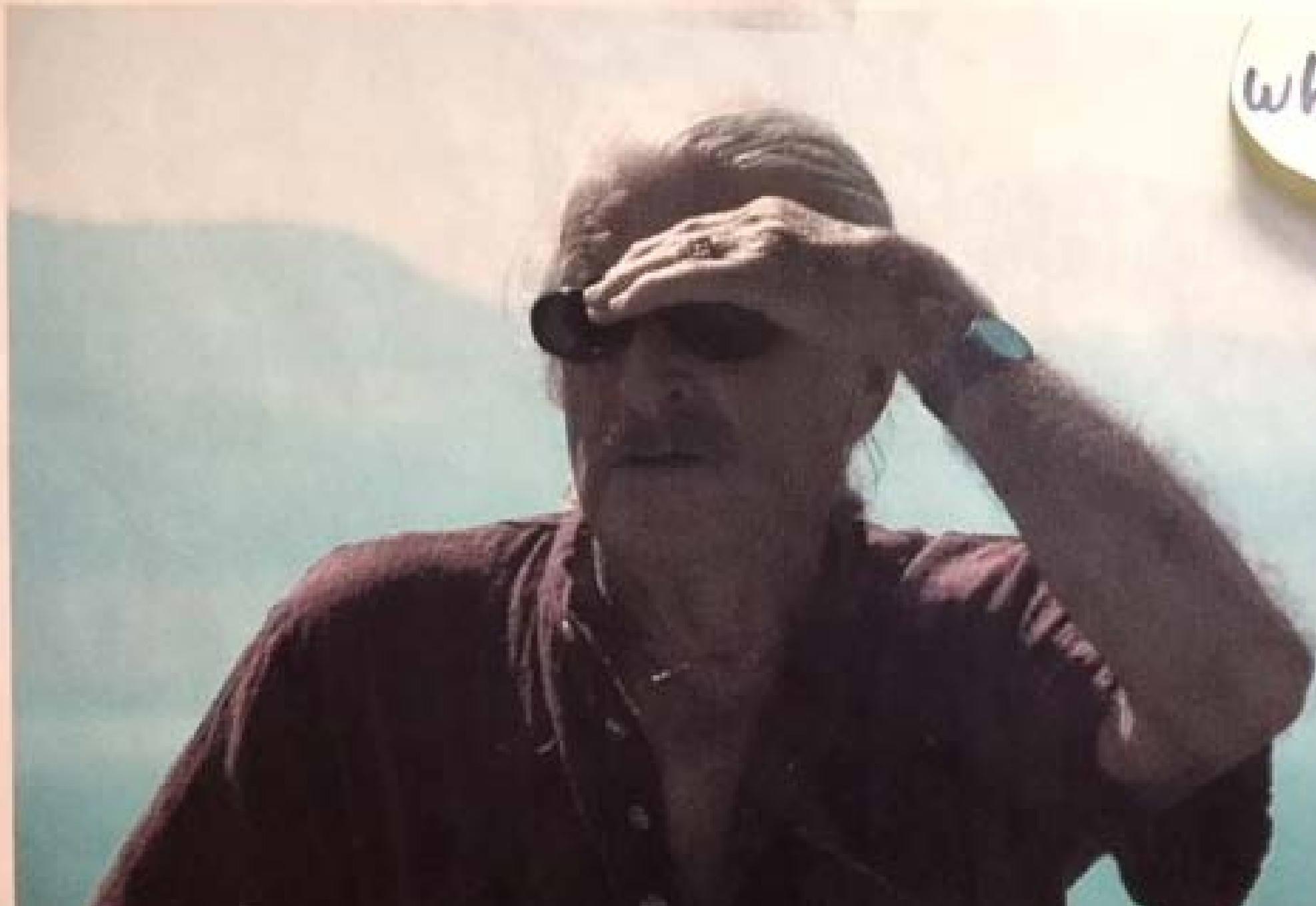
RESEARCH



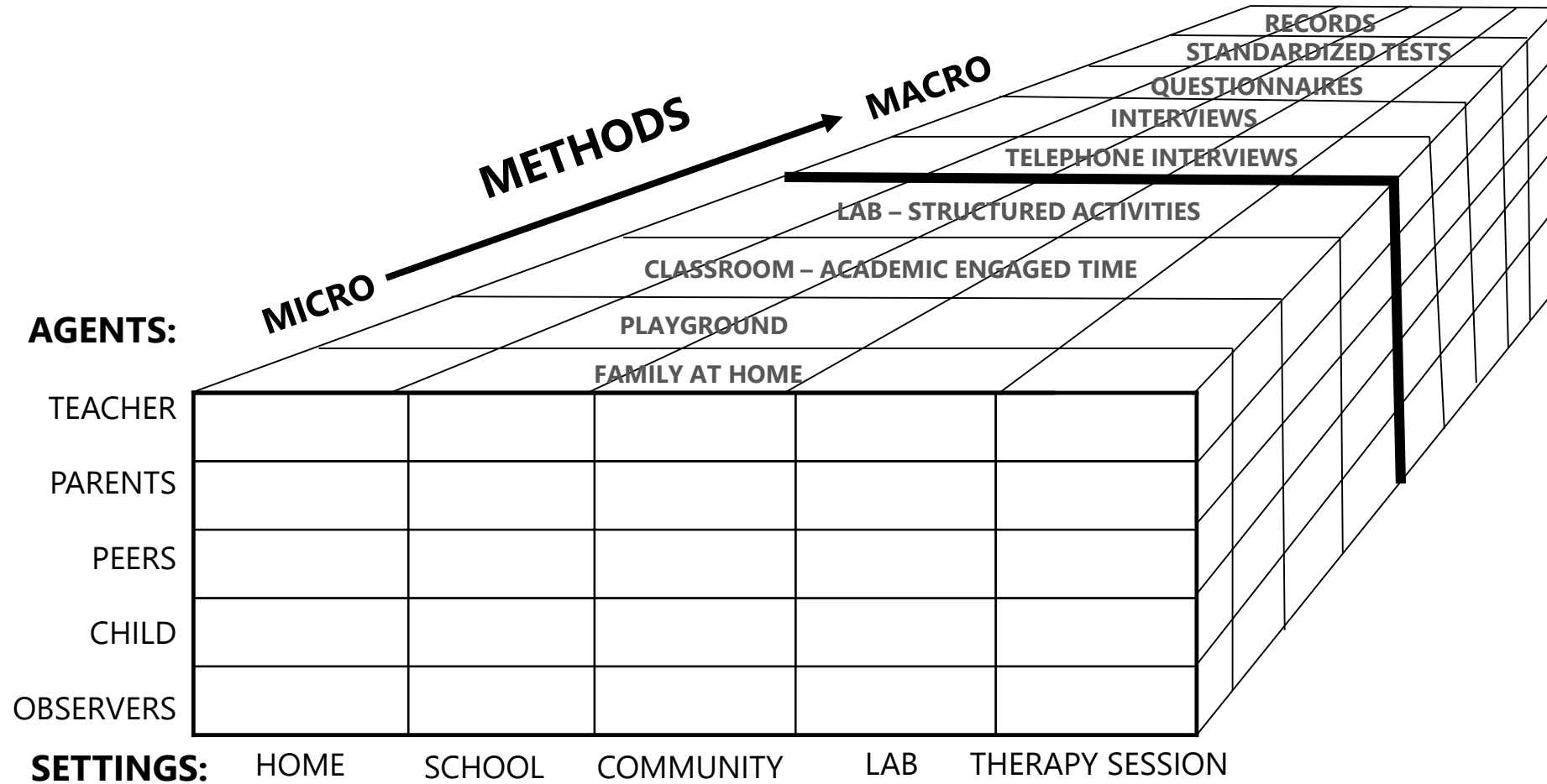
Potential Covariates:

- Age/Grade
- Gender
- Socioeconomic status
- Baseline levels

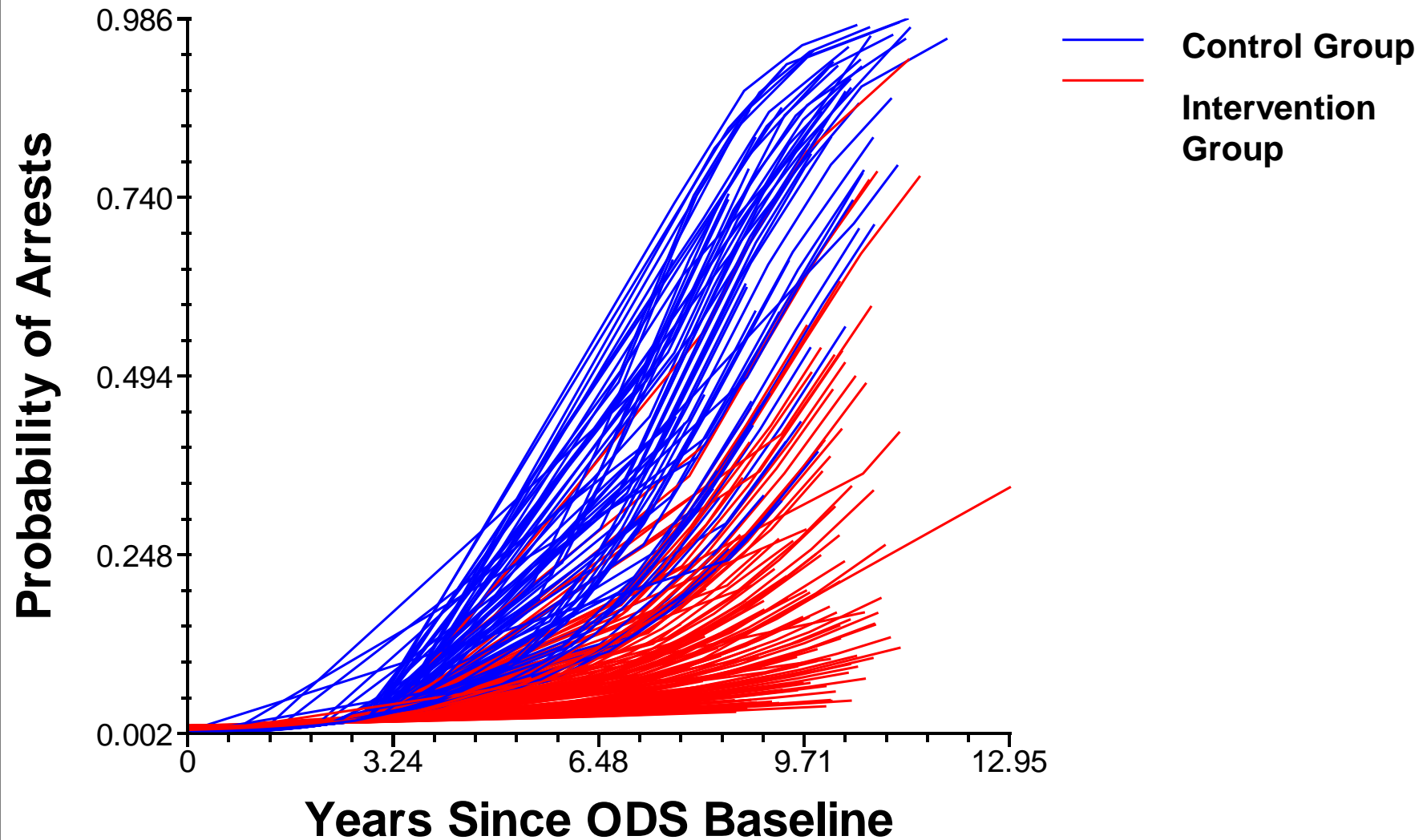
Where's my
DATA ?



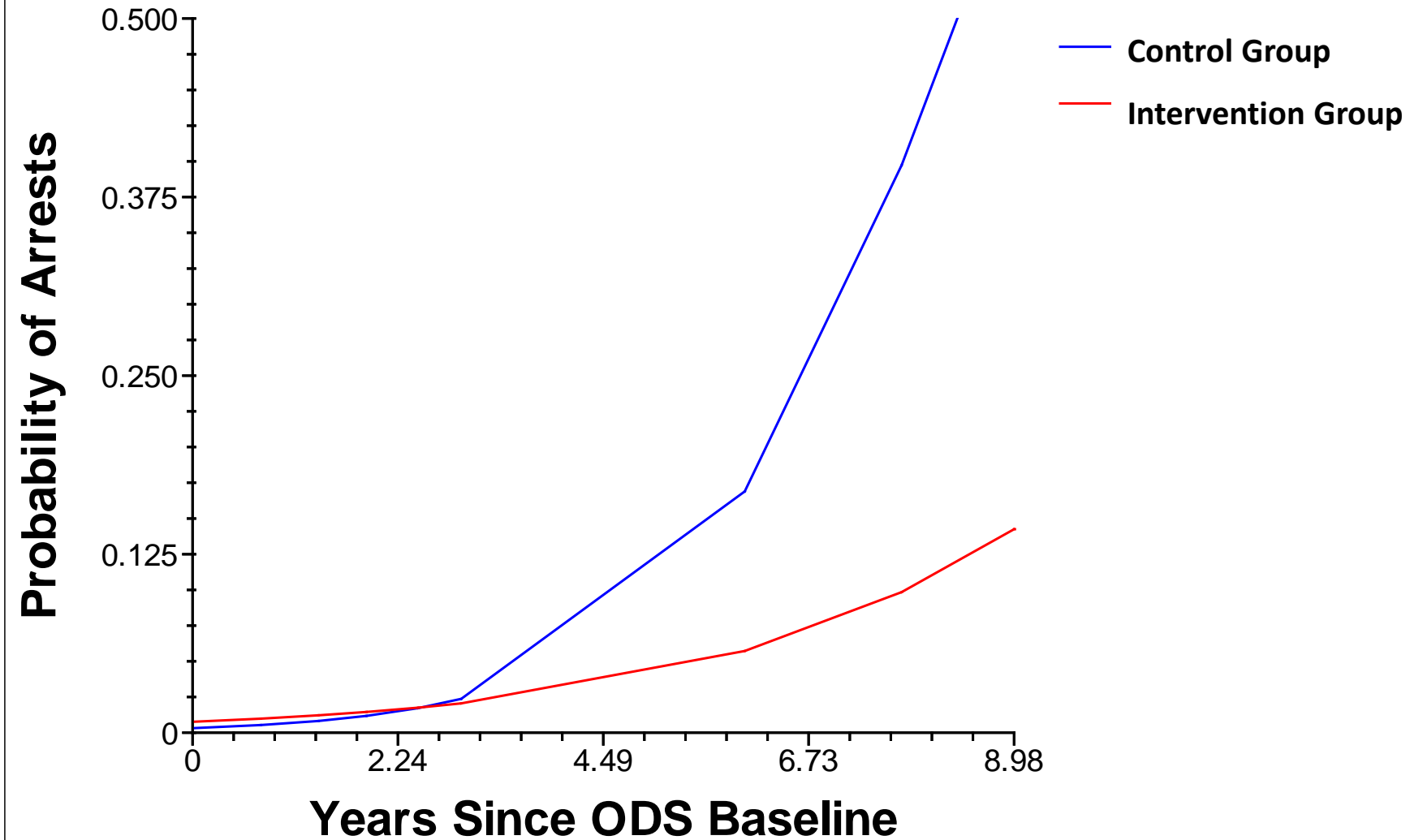
RESEARCH: MEASURES



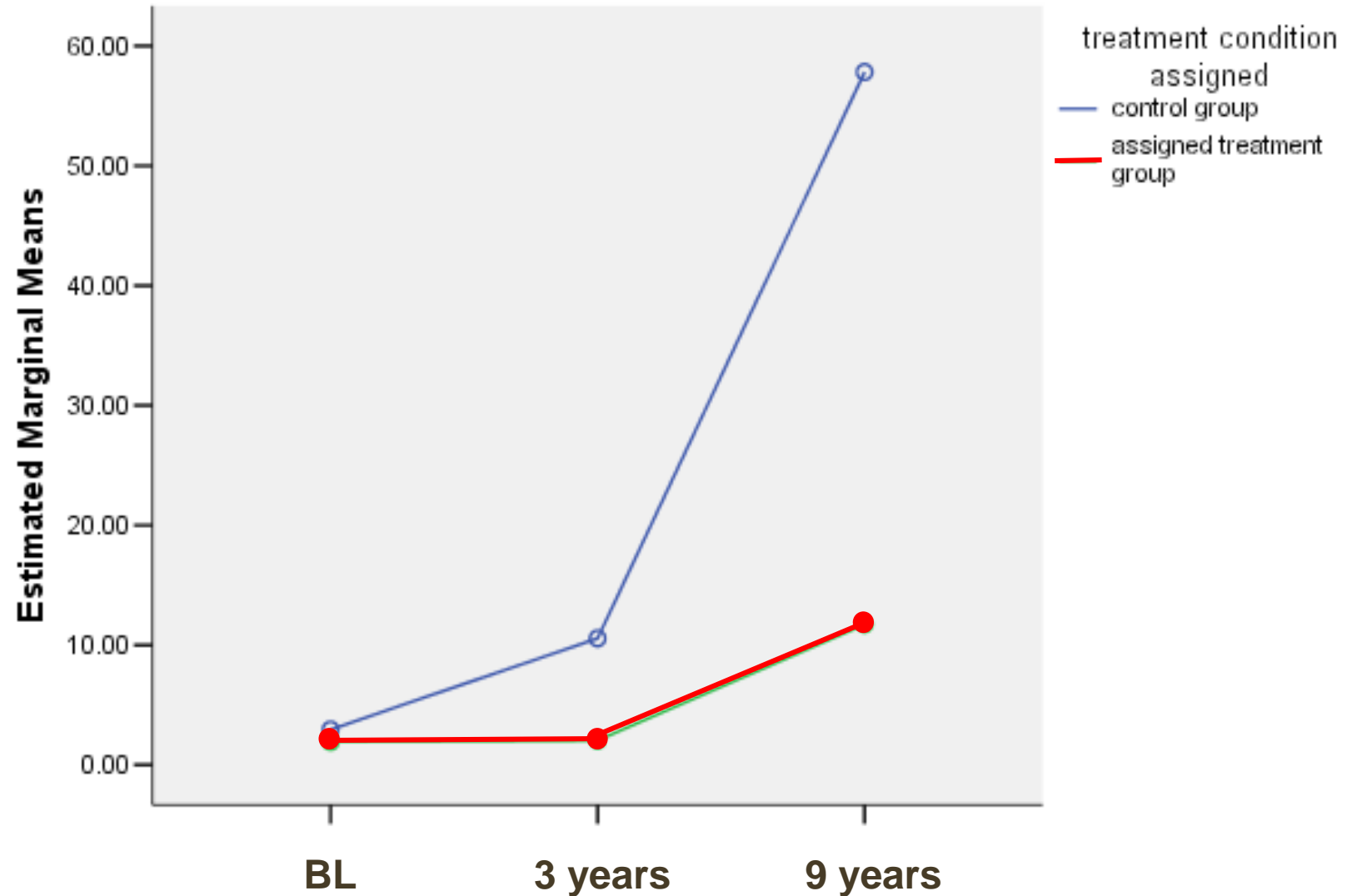
Probability of Youth Arrests by Individuals



Probability Youth Arrests: Oregon Divorce Study

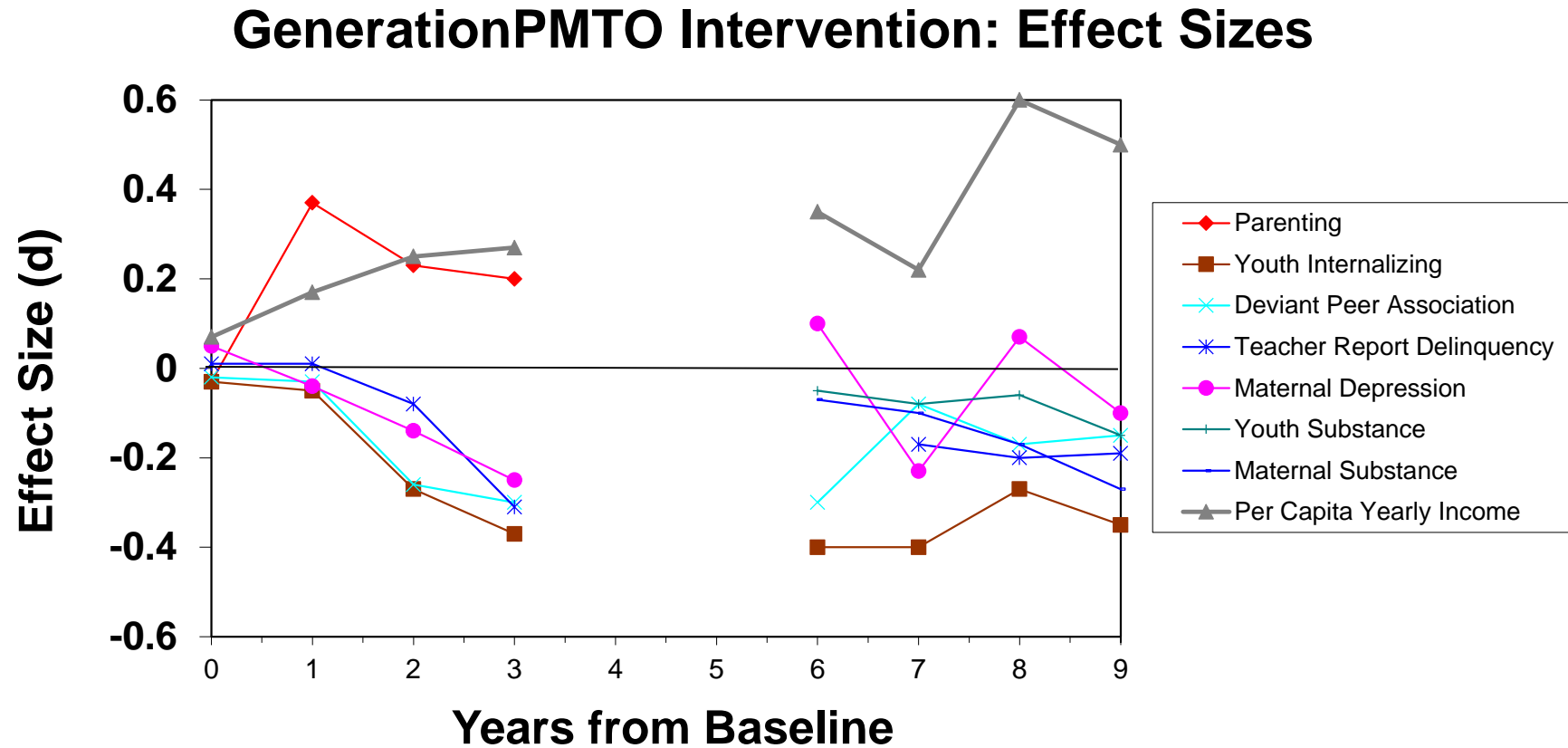


Probability Maternal Arrests: Oregon Divorce Study



(Patterson et al., 2010)

Cohen's d Effect Sizes: Oregon Divorce Study



COST EFFECTIVENESS

SHOWING
BENEFICIAL
FINANCIAL
SAVINGS

- ➔ DENMARK 2013
- ➔ WASHINGTON STATE
INSTITUTE
FOR PUBLIC POLICY, 2017

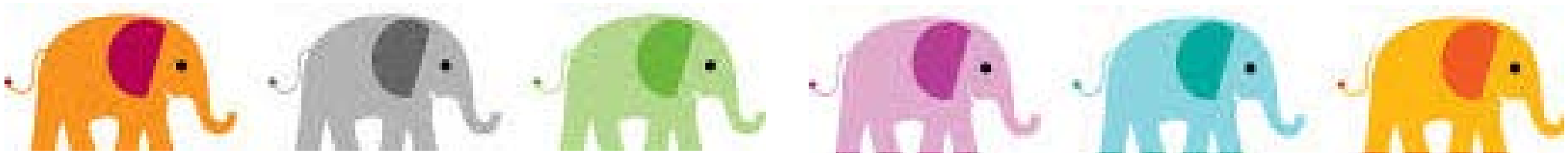
TESTIMONIALS



PRACTICE



WHAT DO THERAPISTS
AND PARENTS DO?



PRACTICE



ACTIVE TEACHING: THE 3-D APPROACH

Demonstrate:

Model appropriate and sufficient information. Engage family quickly and effectively with wrong way/right way demonstrations. Be theatrical.

Differentiate:

Help parents specify characteristics that differentiate effective and less effective action.

Debrief:

Punctuate and frame effective actions. Guide parents to recognize and reinforce their own and each other's successes.

LET'S TRY IT OUT!

Practice demonstrating
"wrong way/right way"
directions and
debriefing role plays

1. Model wrong way direction
2. Debrief
3. Brainstorm how to build a better direction
4. Model right way direction
5. Debrief

SAMPLE DIRECTIONS:

"Put your shoes in the closet now, please."

"Use an inside voice now, please."

"Put your toys away in the toy box now, please."

(Name), do (_____) now, please."

IMPLEMENTATION: OVERVIEW



IMPLEMENTATION



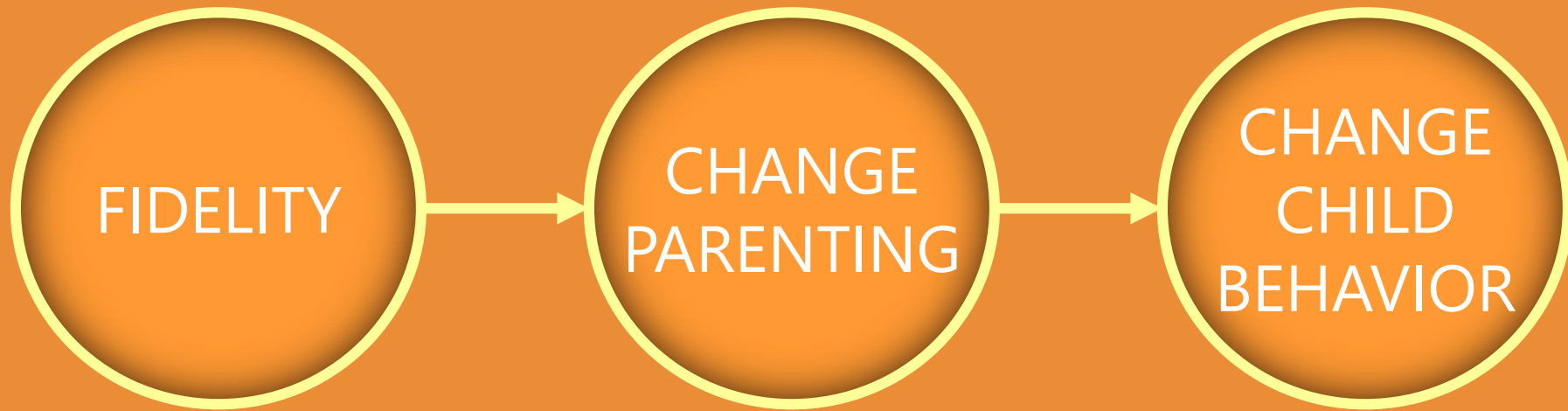
FIDELITY OF IMPLEMENTATION RATING SYSTEM - FIMP

Competent Adherence
to the PMTO Method

FIVE DIMENSIONS
KNOWLEDGE
STRUCTURE
TEACHING
PROCESS SKILLS
OVERALL DEVELOPMENT

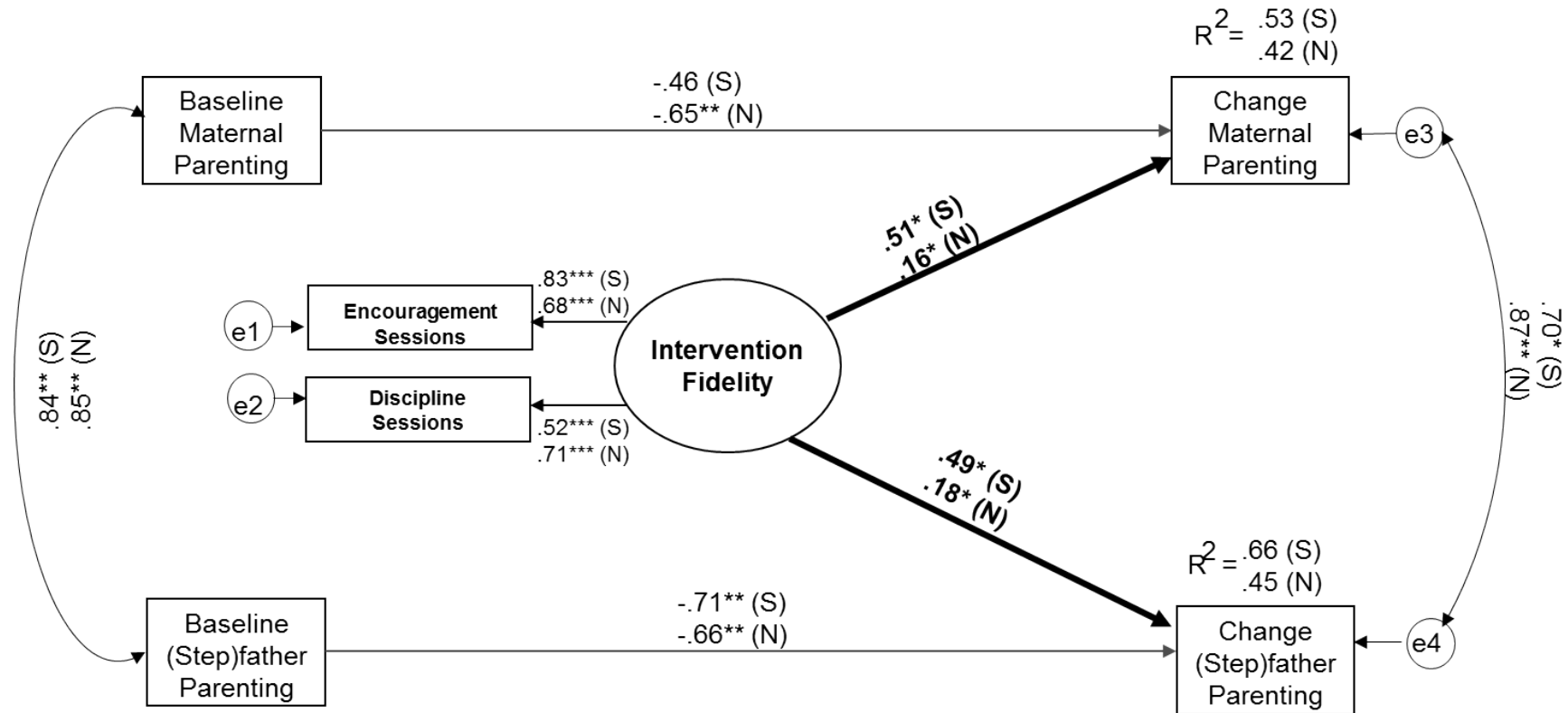
RATED	
9-POINT LIKERT SCALE	
1-3	NEEDS WORK
4-6	ACCEPTABLE WORK
7-9	GOOD WORK

RESEARCH: FIDELITY TO INTERVENTION



FIMP Predictive Validity: 2 Samples

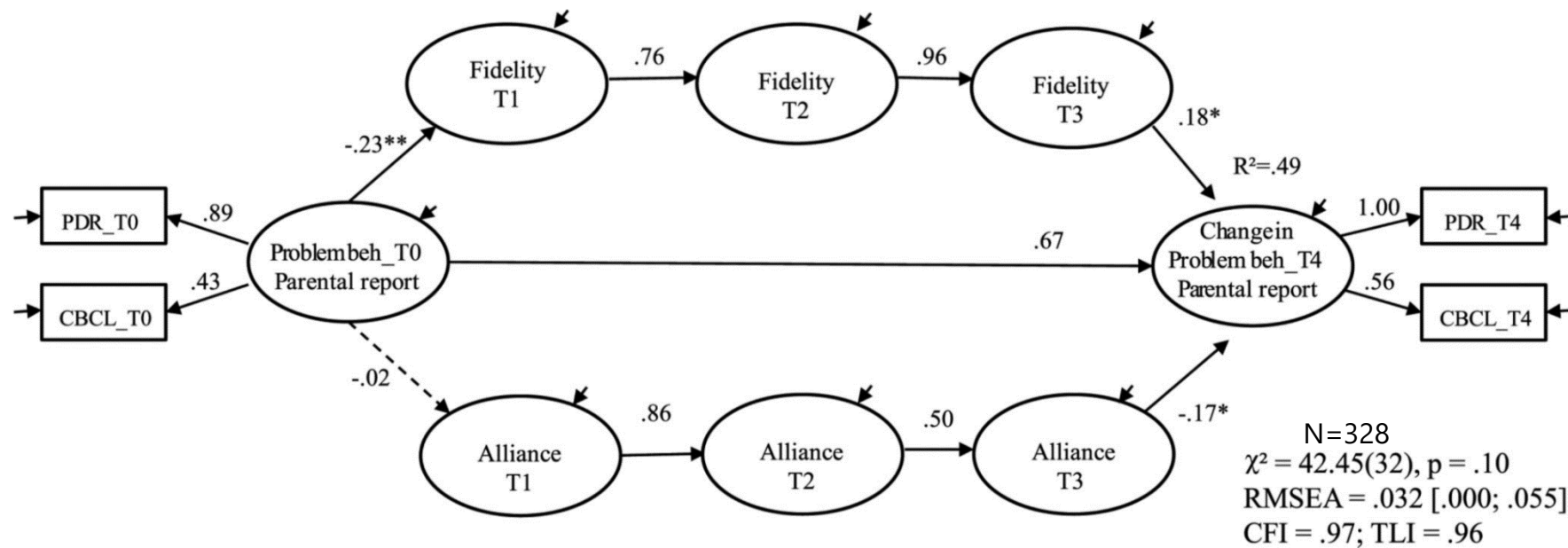
S = Efficacy Trial: Stepfamily Prevention Sample – N = 4 Therapists; N = 20 Families
N = Effectiveness Trial: Norwegian Clinical Sample – N = 114 Therapists; N = 238 Families



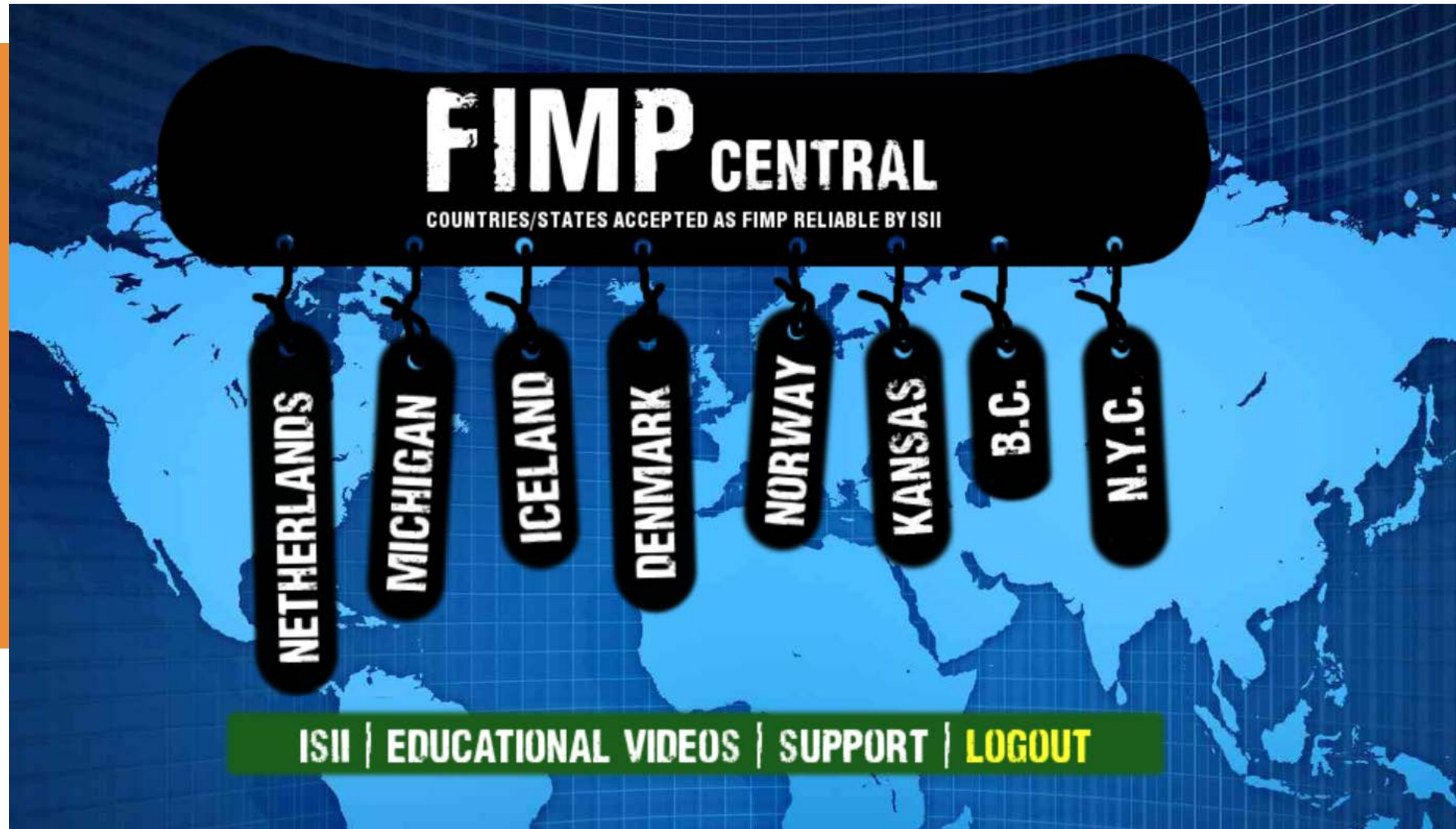
Stepfamily Sample: chi-square = 9.113, df = 12, $P = .693$, CFI = 1.000, cmin/df = .759, rmsea = .000; * $p < .05$; ** $p < .01$; *** $p < .001$; Forgatch, Patterson, & DeGarmo (2005)

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

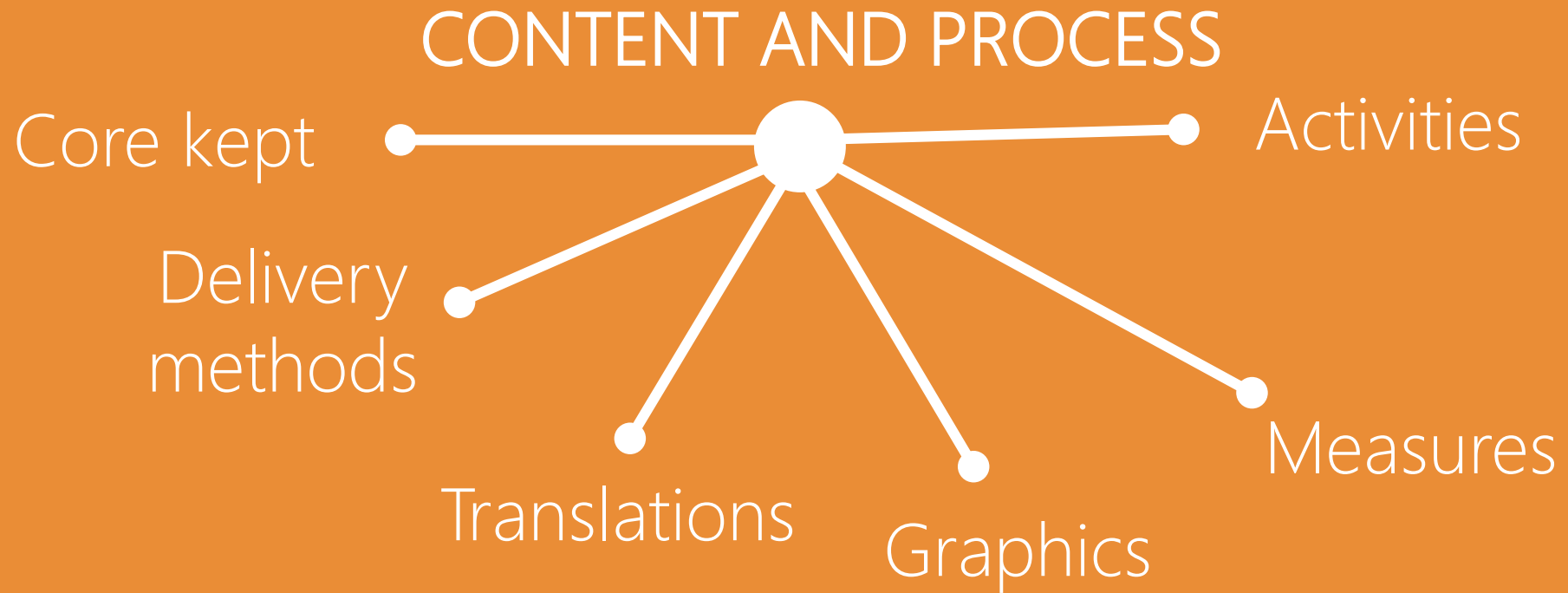


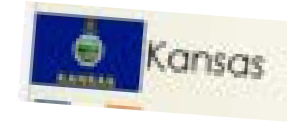
IMPLEMENTATION: FIDELITY





IMPLEMENTATION: CULTURAL ADAPTATION





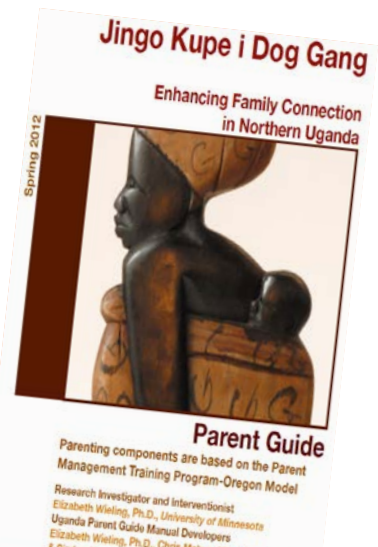
Generation PMTO

Steps to successful parenting



CAPAS

Criando con Amor:
Promoviendo Armonía y Superación



Jingo Kupe i Dog Gang

Enhancing Family Connection
in Northern Uganda

Parent Guide

Parenting components are based on the Parent
Management Training Program-Oregon Model

Research Investigator and Interventionist
Elizabeth Wieling, Ph.D., University of Minnesota
Uganda Parent Guide Manual Developers
Elizabeth Wieling, Ph.D., Chai...



ADAPT

After Deployment: Adaptive Parenting Tools



IMPLEMENTATIONS



Mexico City



Northern Uganda



New York City



British Columbia



Detroit



The Netherlands

IMPLEMENTATION: FULL TRANSFER



NORWAY

NORWAY IS RICH IN RESOURCES

A cartoon illustration featuring several Norwegian trolls. They are depicted with large noses, blue hats with white horns, and blue tunics. They are holding orange signs with white text. The trolls are arranged in a group, with some in the foreground and others in the background. The signs they are holding say 'PRODUCTIVE', 'SUSTAINED', 'IMPLEMENTATION', and 'RESEARCH'.

PRODUCTIVE

SUSTAINED

IMPLEMENTATION

RESEARCH

FULL TRANSFER: SUCCESS

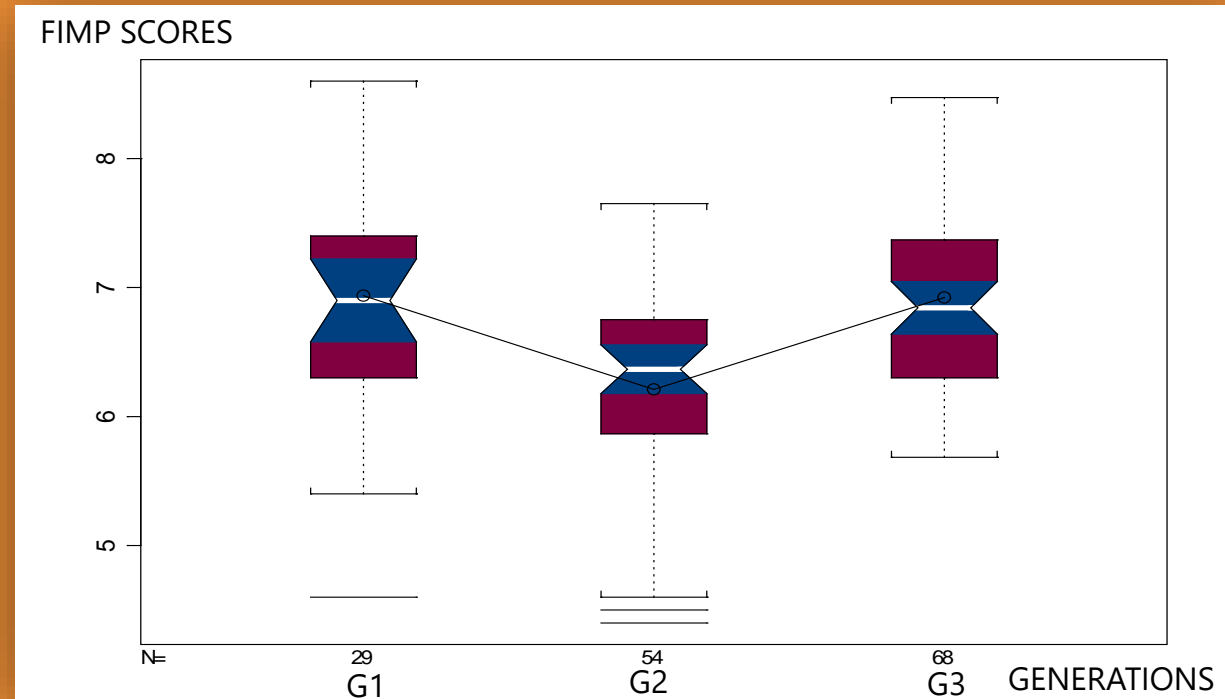
PARTICIPANTS: THERAPISTS AT CERTIFICATION

MEASURES: FIMP

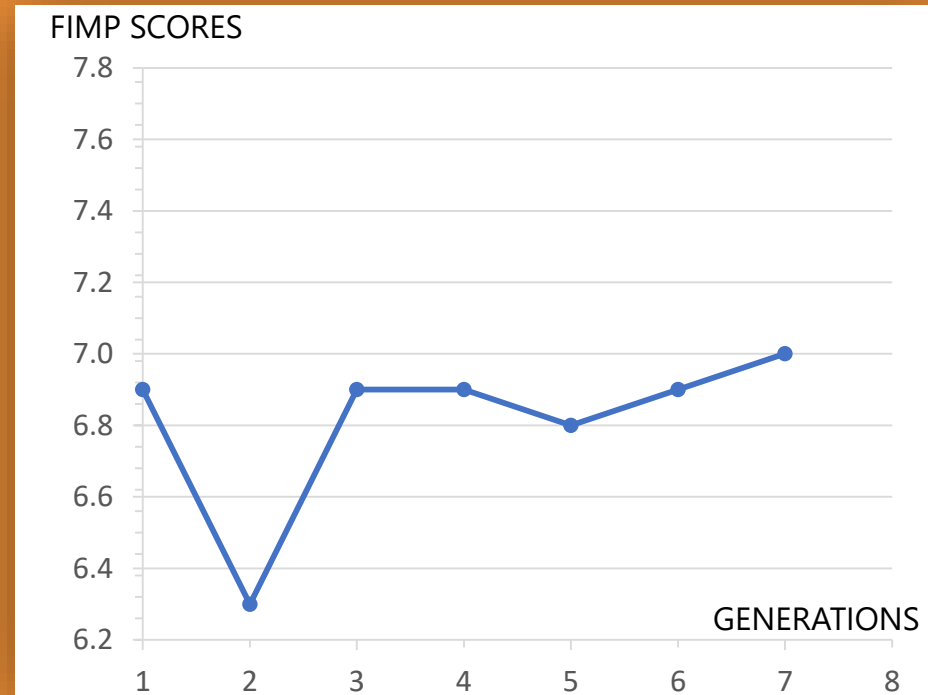
IMPLEMENTATION PROCEDURE: FULL TRANSFER APPROACH

RESEARCH PROCEDURES: FIDELITY ACROSS GENERATIONS

FIRST THREE GENERATIONS IN NORWAY



FIDELITY AT CERTIFICATION IN NORWAY



(Askeland, Forgatch, & Apeland , in preparation)

PMTO IN OTHER EUROPEAN NATIONS



DID WE SUSTAIN THE PROGRAM WITH ACCEPTABLE FIDELITY IN OTHER EU NATIONS?

IMPLEMENTATION

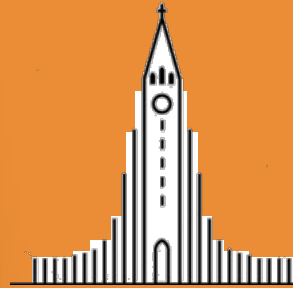
UNTIL 2016

300 Practitioners started training

MEAN CERTIFIED: 80%+

FOUR TO EIGHT GENERATIONS

THERAPISTS STILL ACTIVE : 70%



ICELAND

2002



DENMARK

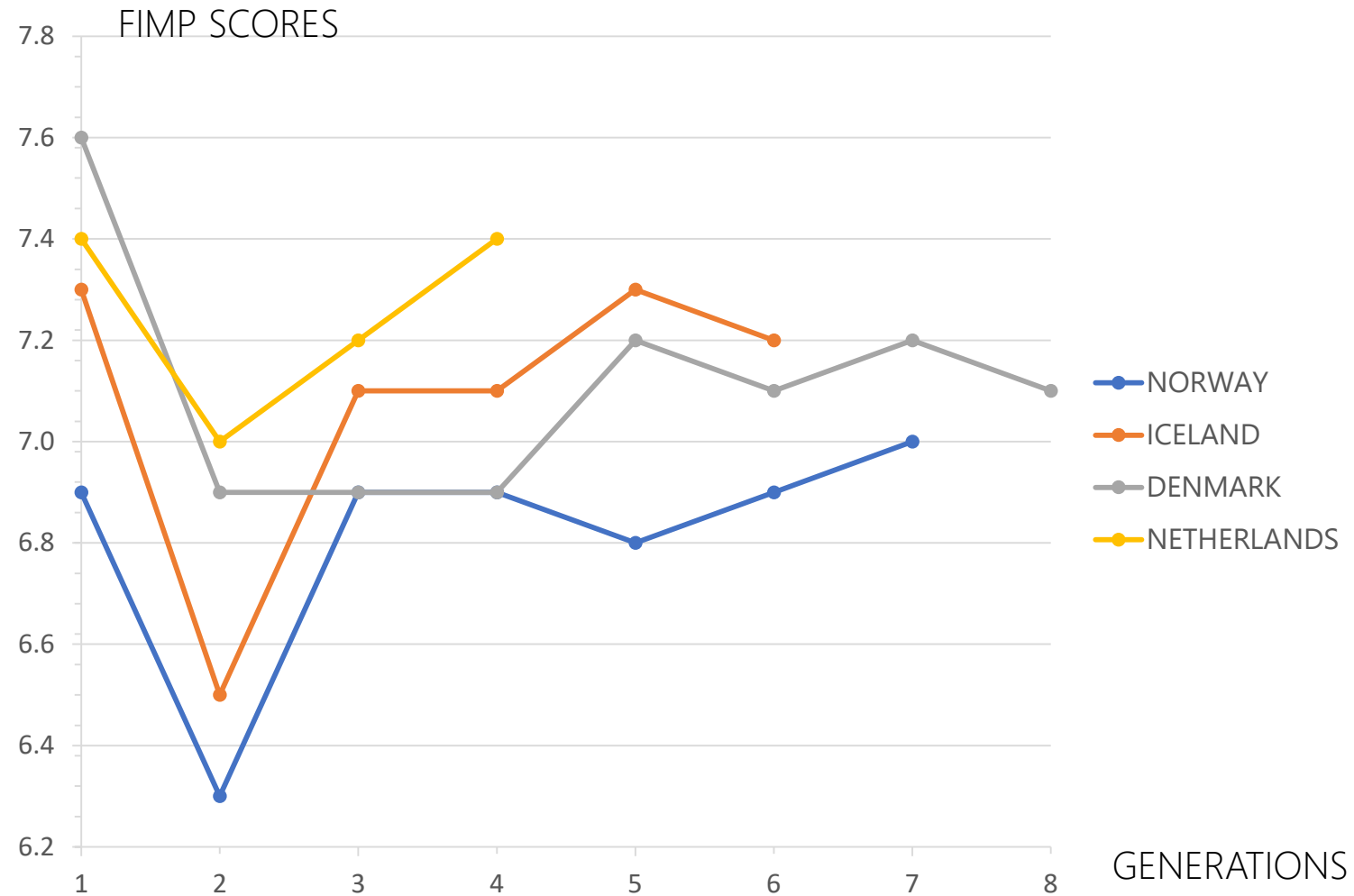
2006



NETHERLANDS

2007

NORWAY, ICELAND, DENMARK, NETHERLANDS



(Askeland, Forgatch, & Apeland , in preparation; Sigmarsdóttir et al., 2018)

Cultivate Support
and Buy-In on all
levels. Bottom-up
and Top-down.

Gather data
at all levels!

Respect all Core
Implementation
Factors.

Developing an EBP is
costly up front in \$\$
and staff time. In the
long run, ineffective
treatments cost more.

LESSONS LEARNED

TRAINING IN
FIDELITY IS
CRITICAL

ONGOING
COACHING
AND TRAINING

Provide
sufficient time to
learn the EBP.

Therapists with a passion
for family work are more
engaged in training and
complete program earlier.

Training in multiple
EBPs can be
confusing and
overwhelming for
therapists.

Engagement, Coaching,
Fidelity and Commitment to
Evidence-Based Practice
should be the main priorities.

WHAT IT TAKES:



Long-term Commitment

REFERENCES

Askeland, E., Forgatch, M., & Apeland, A. (in preparation). Scaling up an empirically supported intervention with fidelity: The case of GenerationPMTO in the Norwegian nationwide implementation.

Bank, L., & Patterson, G. R. (1992). The use of structural equation modeling in combining data from different types of assessment. In J. Rosen & P. McReynolds (Eds.), *Advances in psychological assessment* (Vol. 8, pp. 41-74). New York: Plenum.

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182. doi:10.1037/0022-3514.51.6.1173

Domenech Rodríguez, M. M., Baumann, A. A., & Schwartz, A. L. (2011). Cultural adaption of an evidence based intervention: From theory to practice in a Latino/a community context. *American Journal of Community Psychology*, 47, 170-186. doi:10.1007/s10464-010-9371-4

Fixsen, D. L., Naoom, S. F., Blase, K. A., Freidman, R. M. & Wallace, F. (2005). *Implementation Research: A synthesis of the literature*. Tampa, FL: University of South Florida.

Forgatch, M. S., & DeGarmo, D. S. (2011). Sustaining fidelity following the nationwide PMTO implementation in Norway. *Prevention Science*, 12, 235-246. doi:10.1007/s11121-011-0225-6

Forgatch, M. S., & Patterson, G. R. (2010). Parent Management Training - Oregon Model: An intervention for antisocial behavior in children and adolescents. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-based psychotherapies for children and adolescents* (2nd ed., pp. 159-178). New York: Guilford.

Forgatch, M. S., Patterson, G. R., DeGarmo, D. S., & Beldavs, Z. G. (2009). Testing the Oregon delinquency model with 9-year follow-up of the Oregon Divorce Study. *Development and Psychopathology*, 21, 637-660. doi:10.1017/S0954579409000340

Forgatch, M. S., Patterson, G. R., & Gewirtz, A. H. (2013). Looking forward: The promise of widespread implementation of parent training programs. *Perspectives on Psychological Science*, 8, 682-694. doi:10.1177/1745691613503478

Hukkelberg, S., & Ogden, T. (2013). Working alliance and treatment fidelity as predictors of externalizing problem behaviors in Parent Management Training. *Journal of Consulting and Clinical Psychology*, 81, 1010-1020. doi:10.1037/a0033825

Knutson, N. M., Forgatch, M. S., Rains, L. A., & Sigmarsdóttir, M. (2009). *Fidelity of Implementation Rating System (FIMP): The manual for PMTO™*. Implementation Sciences International, Inc. Eugene, OR.

Ogden, T., & Amlund-Hagen, K. (2008). Treatment effectiveness of parent management training in Norway: A randomized controlled trial of children with conduct problems. *Journal of Consulting and Clinical Psychology*, 76, 607-621. doi:10.1037/0022-006X.76.4.607

Patterson, G. R., Forgatch, M. S., & DeGarmo, D. S. (2010). Cascading effects following intervention. *Development & Psychopathology*, 22, 949 -970. doi:10.1017/S0954579410000568

Rambøll Management Consulting (2013). *Analysis of the economic impact of the Parent Management Training – Oregon (PMTO)* [Analyse af de økonomiske konsekvenser: Parent Management Training – Oregon (PMTO)]. Copenhagen, DK: The National Board. Retrieved from (in Danish) <https://www.bufoir.no/nn/Bibliotek/Dokumentside/?docId=BUF00002168>

Sigmarsdóttir, M., Forgatch, M. S., Guðmundsdóttir, E. V., Thorlacius, Ö., Svendsen, G. T., Tjaden, J., & Gewirtz, A. H. (2018). Implementing an evidence-based intervention for children in Europe: Evaluating the full-transfer approach. *Journal of Clinical Child and Adolescent Psychology*. Advance online publication. doi: 10.1080/15374416.2018.1466305

Tømmeraas, T., & Ogden, T. (2017). Is there a scale-up penalty? Testing behavioral change in the scaling up of Parent Management Training in Norway. *Administration and Policy in Mental Health*, 44, 203–216. doi:10.1007/s10488-015-0712-3

Washington State Institute for Public Policy. (2017). *Parent Management Training—Oregon Model (treatment population)*. *Children's Mental Health: Disruptive Behavior*. Retrieved from institute@wsipp.wa.gov



GenerationPMTO

THANK YOU