

# Family-centered Prevention During the Transition to Elementary School

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# Collaborators

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# History of Family Check-Up Research

The Family Check-Up is recognized as a model program by several different entities



The Family Check-Up has been supported by multiple federal agencies.



## Early Adolescence

- ❖ Project Alliance
- ❖ Project Alliance 2
- ❖ Next Generation
- ❖ Positive Family Support
- ❖ Community Mental Health

(Dishion, Stormshak, Seeley, Kavanagh)

## Early Childhood

- ❖ Early Steps
- ❖ Kindergarten Success

(Shaw, Dishion, Stormshak, McIntyre, Garbacz)

## Ongoing projects

- ❖ FCU Online
- ❖ FCU 4 Health
- ❖ FCU for Pediatric SU Prevention

(Stormshak, Seeley, Smith, Berkel, Ridenour, Shaw)

Timeline

1995-----

-----2018-----

# Effects of Family Check-Up intervention on mental health and behavioral outcomes

## Behavior

- Aggression
- Peer deviance
- Risky sexual behavior
- Substance Use
- Depression

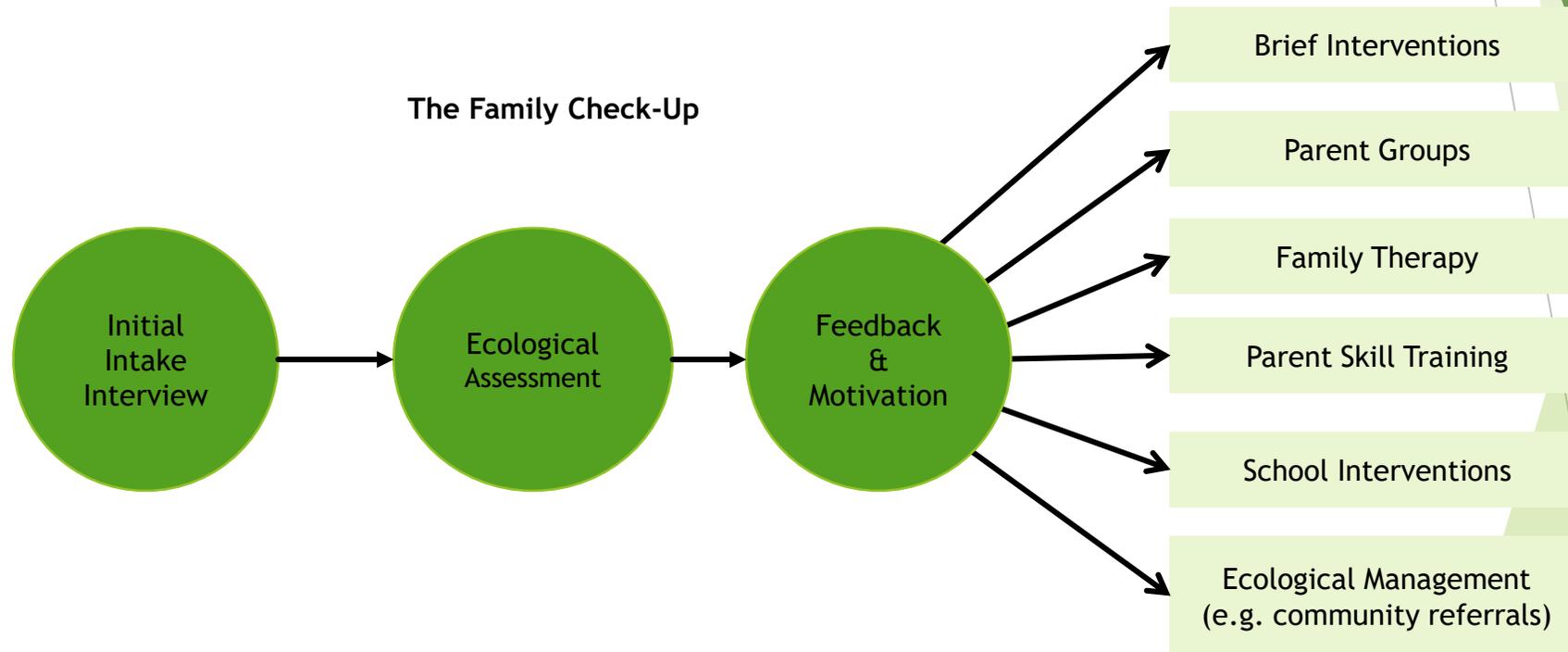
## Parenting

- Positive Parenting
- Limit Setting
- Monitoring
- Maternal Depression

## School

- School engagement
- Grades
- Attendance
- Teacher Rated Behavior

# An Overview of the Family Check-Up Traditional Model

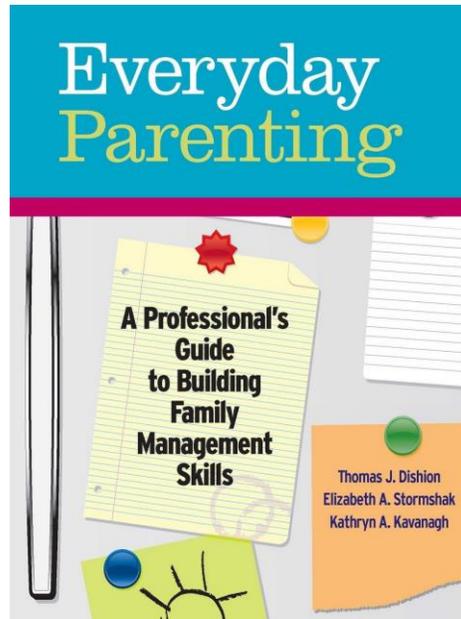


(Dishion & Stormshak,  
2007)

# Everyday Parenting Curriculum

## Positive Behavior Support

1. Parent requests and child cooperation
2. Parent praise for child cooperation
3. Behavior-change plans/incentives
4. Behavior-change plans/barriers



## Limit Setting and Monitoring

5. Monitoring daily activities
6. Guidelines for limit setting
7. Proactive limit setting
8. Limit setting challenges/regulation

## Relationship Building Skills

9. Negotiating conflict
10. Choosing solutions to family problems
11. Proactive positive routines
12. Shared family routines and activities

# Adaptations of the FCU

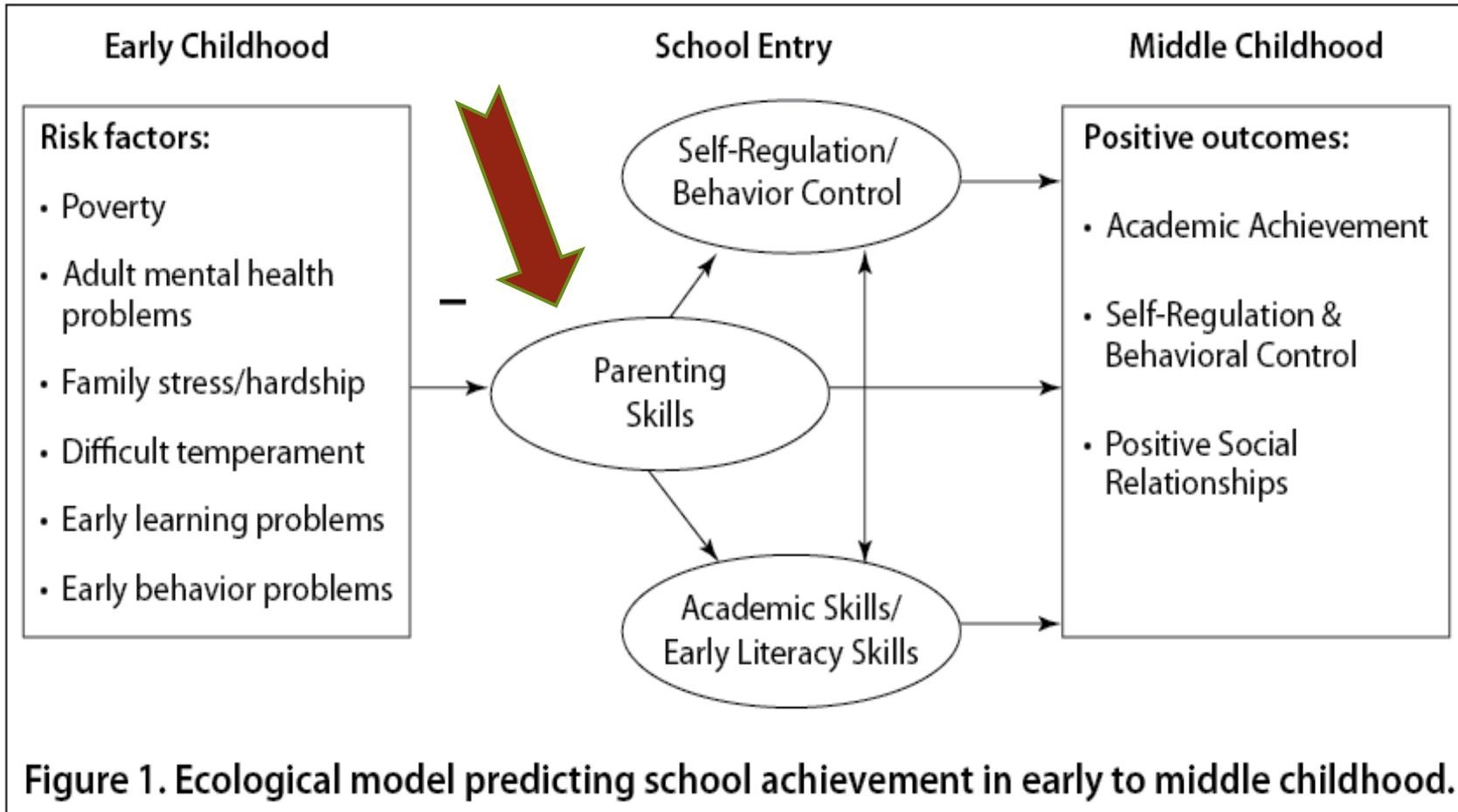
- ▶ For Community Mental Health - One session intake/assessment and follow-up feedback session
- ▶ For Wide-Scale Dissemination - Removal of video-taping and feedback
- ▶ For different populations - culturally relevant measures/feedback process
- ▶ For rural populations - Online
- ▶ For health - Adaptation of new health content and assessments

# The Family Check-Up at School Entry

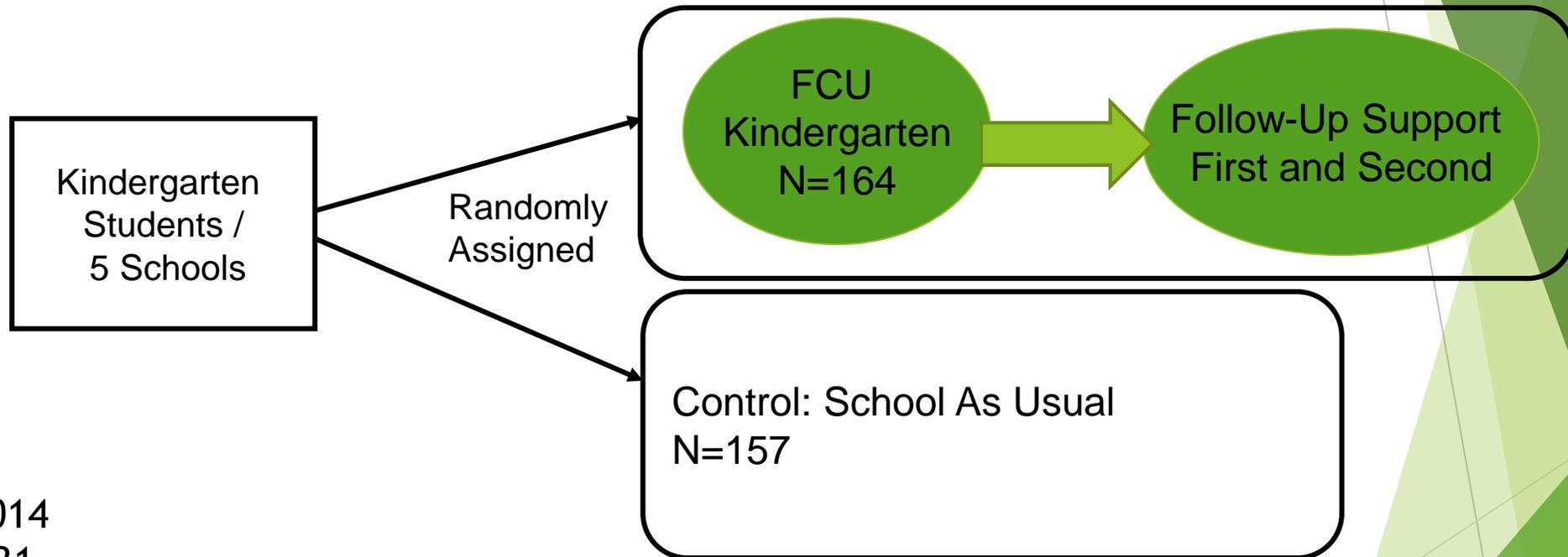
- ▶ Family-centered to capitalize on parent motivation during this transition
- ▶ Delivered during the Kindergarten year, and then every year since then (3 times)
- ▶ Targets caregivers and focuses on effective parenting strategies
- ▶ Goals is to motivate parents to make changes in parenting behavior and support academic success



# Developmental model of adaptation at school entry



# Kindergarten Success Study Research Design: Efficacy Trial



Began in 2014

Total N = 321

2 cohort design

Assessments conducted K - 3

“Goal 3” - To understand the efficacy of an intervention for at-risk and high-risk families to improve academics and reduce problem behavior

# An Overview of the Family Check-Up Kindergarten

Initial Interview



Assessment



Feedback



Brief Interventions

Home to school communication

Family Support

Parent Skill Training

Family routines

Ecological Management  
(e.g. community referrals)

(Dishion & Stormshak, 2007)

# Feedback Session

1. Focus on Strengths
2. Assess child and family adjustment relevant to early elementary school
3. Focus on parenting skills and school adjustment

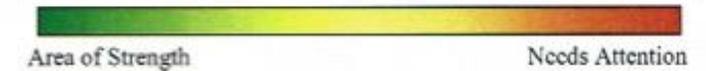
Family ID:

Date:

## Child and Family Feedback Form

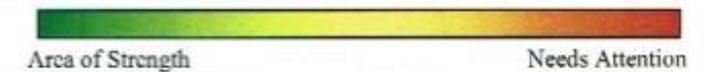
### Child Adjustment

Behavior	
Emotional Well-being	
Peer Relationships	
Academics & Learning	
Other:	



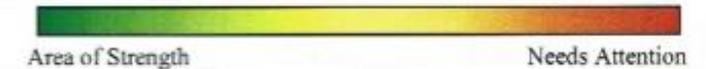
### Family Background and Support

Family Life Events	
Parent Well-Being	
Relationships & Social Support	
Other:	



### Family Management

Positive Parenting Strategies	
Limit Setting	
Parent-Child Relationship	
Home-School Connection	
Other:	



# Goals of Family Check-Up at School Entry

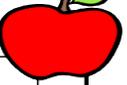
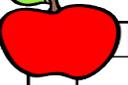
- ▶ Improve behavior at home
- ▶ Enhance home-to-school communication
- ▶ Improve behavior at school
- ▶ Increase achievement and school success

# Adaptations for Kindergarten Families and Schools: School Readiness and Academic Support

- ❖ Behavioral observation included 2 new components—
  - ❖ Reading with your child
  - ❖ Doing homework together (math)
  - ❖ Behavioral screener (parents)

## Intervention Included:

- Reading support interventions for parents (instruction on child-parenting reading)
  - Making reading enjoyable
  - Focus on child's level
  - Asking questions
- Support for family-school communication



## Tips for When your Child is Struggling to Read

### Create a Routine

- Create a space focused on reading and avoid distractions, such as the TV.
- Choose reading material that is appropriate for your child's level. If you are unsure what is appropriate, ask your child's teacher.
- Establish a routine. Try to read at the same times each week.
- When you read with your child, invite them to describe pictures, read words, and have a discussion about what you read.

### Be Positive

- Choose material your child likes
- Provide encouragement
- Praise your child for trying new words and reading material
- Use humor
- Visit a public library to explore reading material and participate in reading activities
- Laugh and have fun

### Keep it Fun At Home

- Don't make reading a power struggle. Read to your child and show genuine interest in what you're reading.
- Don't force your child to read the words. Follow their lead.
- When reading, sit together, look at each other from time to time, pause and talk about the pictures and words.
- Use your finger to follow along with the words.
- Link the content of the books to your "real life" experiences. Talk about what you are reading and ask your child questions.
- Your child's teacher may use specific teaching strategies at school to improve your child's skills. Ask your child's teacher what they are and how you can help at home.

### Be Flexible and Responsive

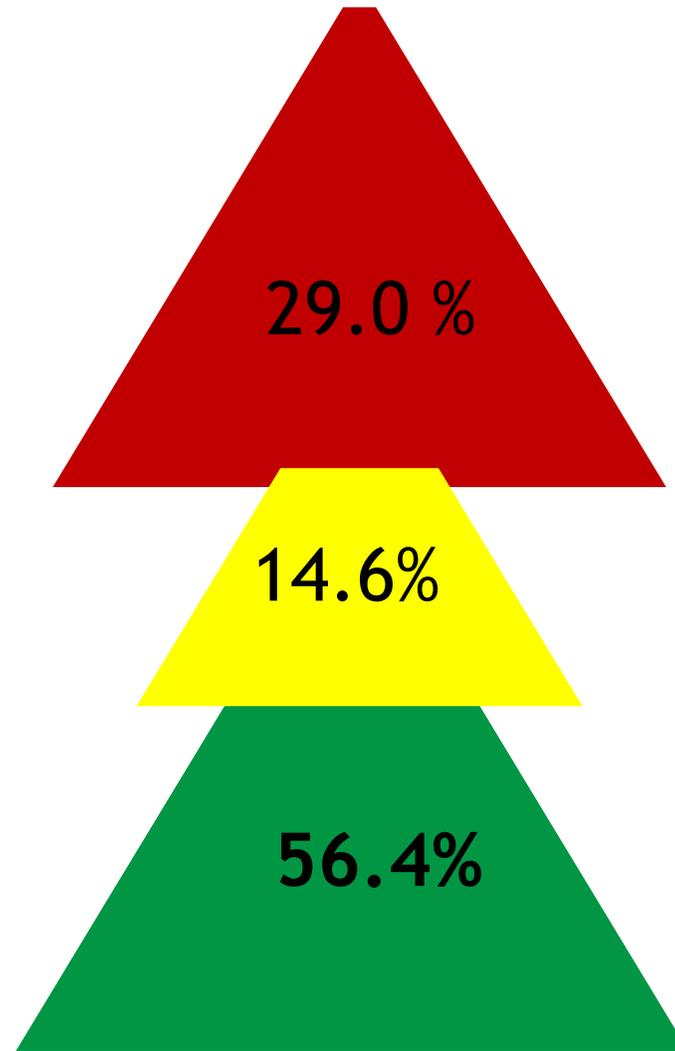
- As your child's reading improves, select books that are more difficult to read.
- Change the material you read and have your child help you select what to read.
- Contact your child's teacher if you are unsure what material to try next.
- During school breaks, continue a reading routine. Take advantage of the extra time by taking more frequent trips to the public library or museums.

Significant effects on family engagement in learning at home - Families in the intervention group reported higher levels of home-based engagement in learning (Garbacz et al., 2018)

# Who did we serve?

- ▶ 80% white, 20% ethnically diverse
- ▶ 5 schools participated; 50-90% free/reduced lunch
- ▶ Average household income: \$39,000
- ▶ Students with IEP or 504 plan: 15%
- ▶ Students with low reading on STAR: 14%
- ▶ Attendance rate average: 95% (range 70% to 100%)
- ▶ Attended preschool: 70%
- ▶ Elevated levels of attention problems/hyperactive predicted participation in FCU
- ▶ Partnership with Trillium to administer program

# Participation in FCU Kindergarten by Risk



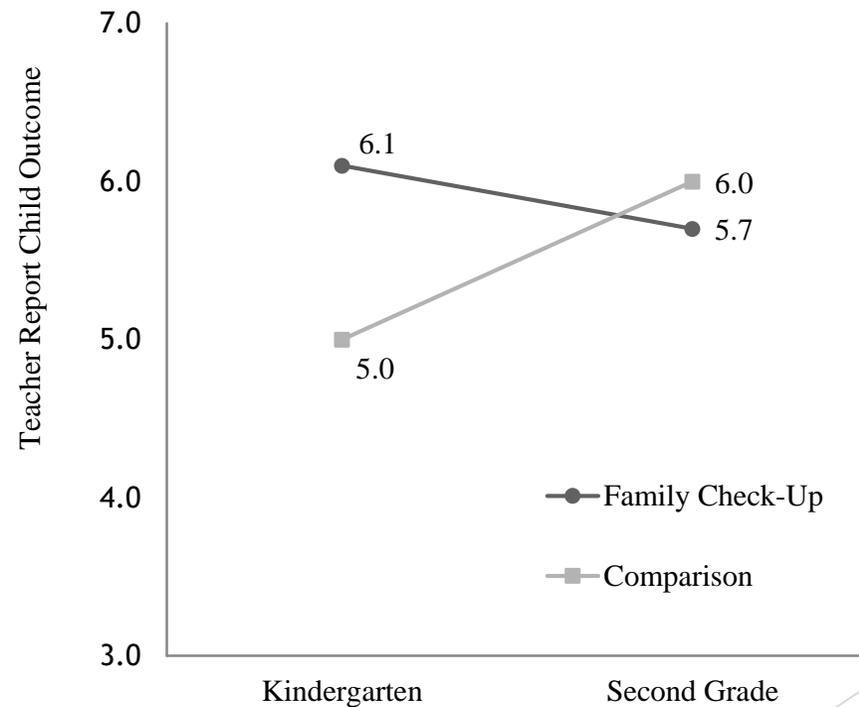
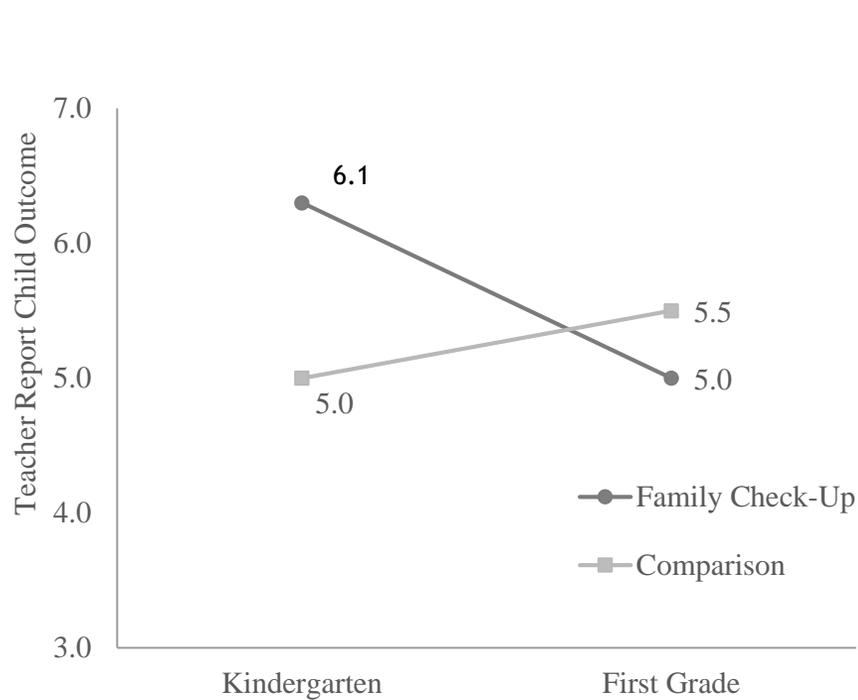
Parents Strengths and Difficulties (SDQ)  
-% in high risk range on any scale



# Treatment Engagement

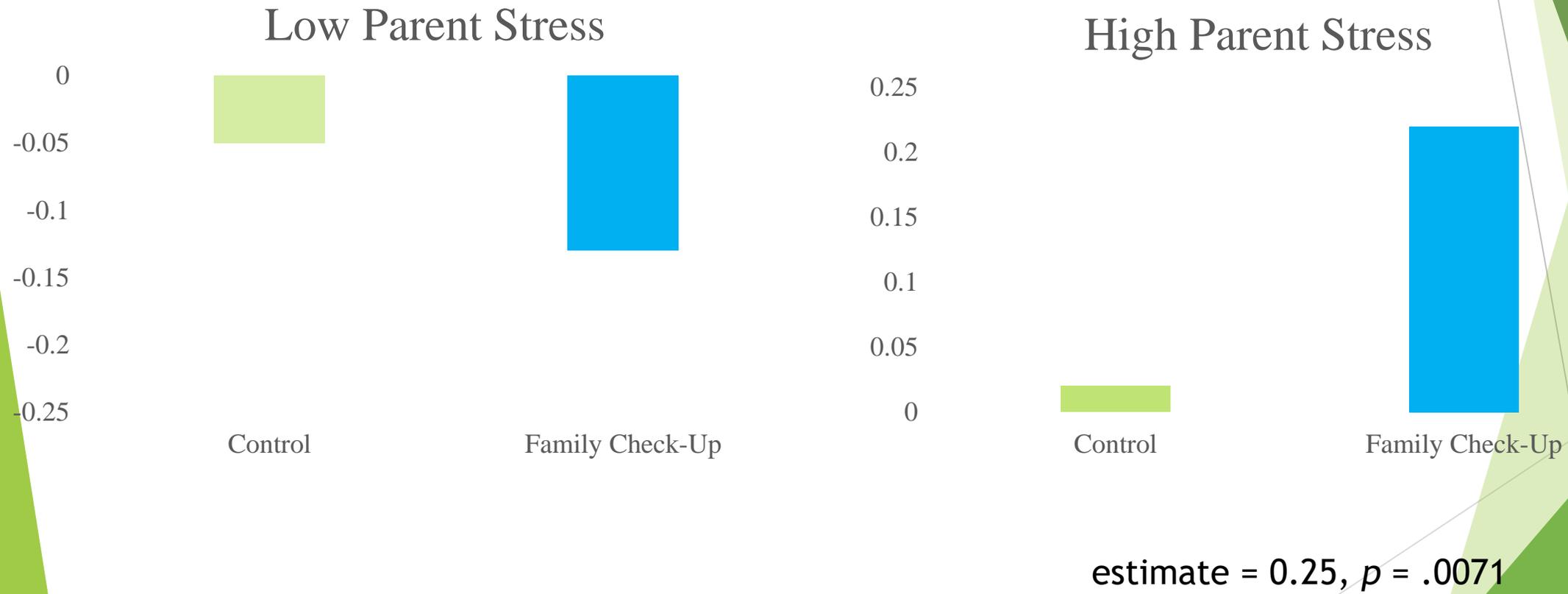
- ▶ 87% completed Kindergarten Family Check-Up
- ▶ 65% completed additional sessions after the feedback
- ▶ Average number of contacts with each family- 4.05
- ▶ 73% completed First Grade Family Check-Up
- ▶ 66% completed Second Grade Family Check-Up

# ITT Effects on teacher ratings of child behavior from Kindergarten to Second grade (Garbacz et al., 2018)

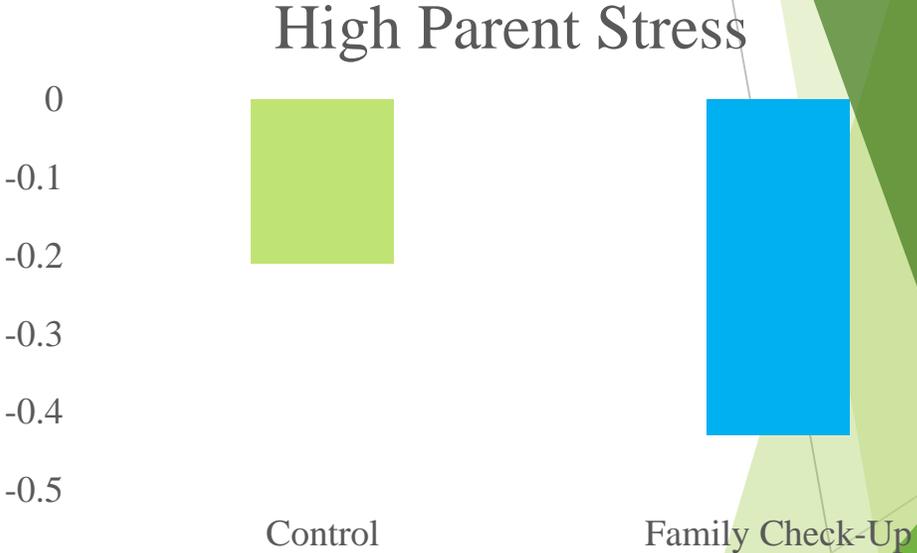
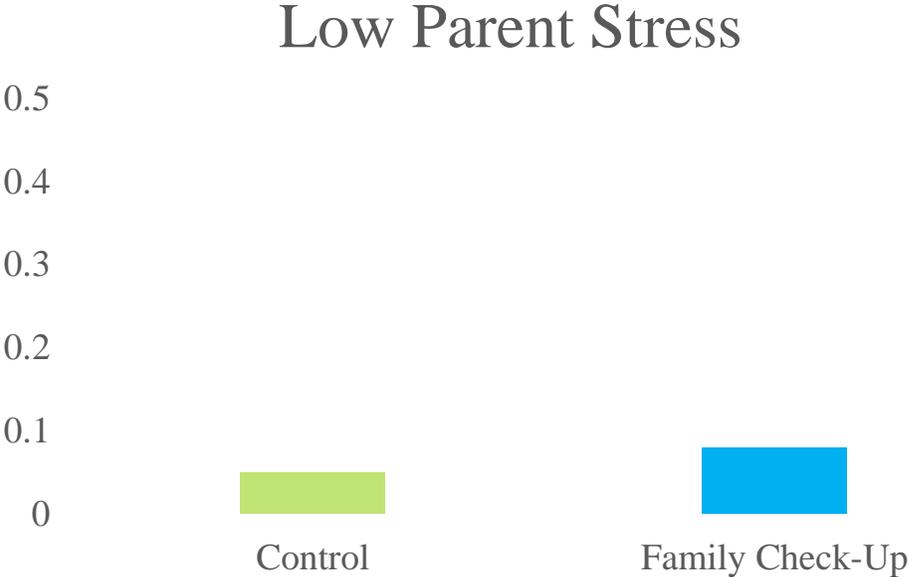


\*Risk status moderated outcomes - with greater effects for children at the highest level of behavioral risk (Hedges'  $g = -.43$ ; -29)

# Influence of Parent Stress on Family Check-Up Effect for Parent Monitoring and Family Routines (Stormshak et al, under review)



# Influence of Parent Stress on Family Check-Up Effect for Negative Parenting



estimate = -0.25,  $p = .0309$

# Partnership with schools to improve long-term uptake of program

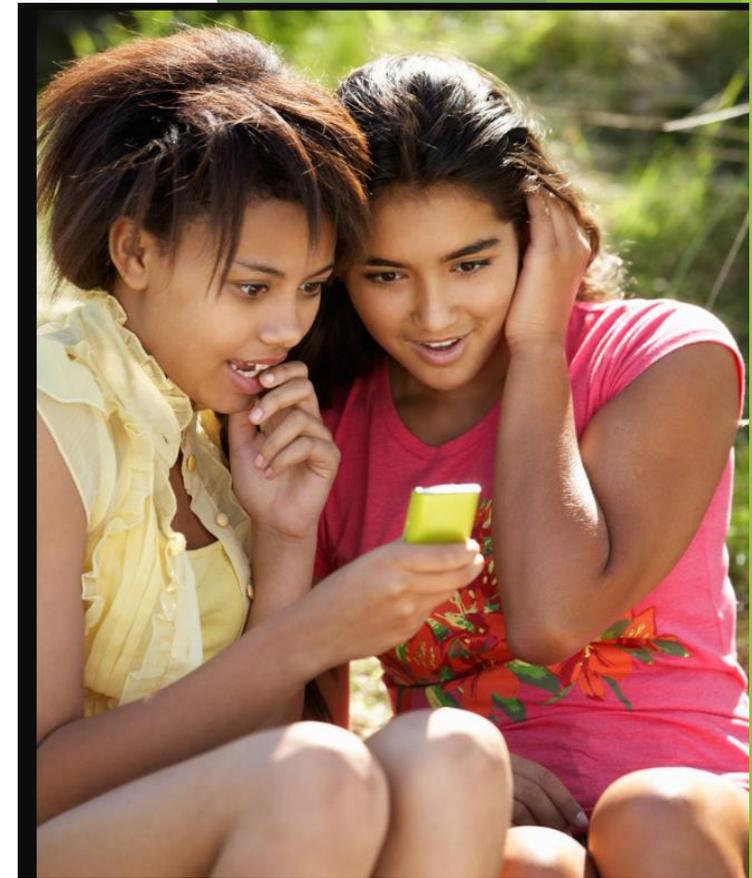
- ▶ Community mental health in schools: Training of local practitioners
- ▶ Strengths
  - ▶ On-site therapists
  - ▶ Quick access to families and children
  - ▶ Coordination with school behavioral programs
- ▶ Weaknesses
  - Staff Turnover -- sustainability
  - Training time and costs

# Family experiences

- ▶ “I enjoyed working/ being a part of this program. I would love to revisit in a few years to see how much my child will have grown by then.”
- ▶ “I enjoyed the process as it helped me see areas that were working well and areas for improvement”
- ▶ “The kindergarten study has been a God send to us! It has helped up so much. I have been more successful with the information and the study than any other classes or service providers we’ve had. I’m so thankful we were selected for the additional support time, and I’m sad to see it will be ending but it has been a very helpful and informational 2 years. Thank you so much!”
- ▶ “I would do the study again if at all possible. Definitely something I recommend.”
- ▶ “This program is one-on-one, rather than a class, and really based around us. That is important. I like the profile because I like to be able to see that I am better in this area; I feel like we are, but to be able to see it, and have other people see it, really helps.”

# What is next?

- ▶ We have a new grant from the Department of Education to follow these families into the middle school years
- ▶ The goal is to prevent behavior problems and increase academic achievement during the middle school transition
- ▶ Half the children will receive the middle school intervention, including the Family Check-Up
- ▶ We will be able to test the impact of early vs. late intervention on behavior and school adjustment
- ▶ The intervention will be delivered by our staff and partners at Trillium Mental Health
- ▶ Moving many of our modules to online format
- ▶ Adding modules focused on health, screen time, and nutrition





# Family Check-Up Online



[HOME](#) [SKILL SESSIONS](#) [TRACKING TOOL](#) [LIBRARY](#) [PROFILE](#) [LOG OUT](#)

## Things to try

Positive  
parenting

→ Restart

Set limits

→ Restart

Monitoring

→ Restart

Open  
communication

→ Restart



[Check-up Summary](#)

## Welcome back, Beth!

This program content is grouped around four recommended skill sessions, found on the side menu. By starting with Positive parenting, you will learn new parenting skills that can improve your child's behavior. After that, it is up to you to choose what skill session you'll work on next.

This program will encourage you to practice the skills you learn about. You'll keep track of how well your practice goes using the program's Tracking Tool, found in the top menu. This helps you refine your approach based on what works for you and your child.

Even though you may already be using some of the parenting skills covered in this program, your child is changing all the time. Staying a few steps ahead of your child is an excellent strategy to keep you prepared for new challenges.

