

CLINICAL WEBINARS

FOR HEALTH SERVICE PSYCHOLOGISTS

TRANSLATING RESEARCH TO PRACTICE

Today's Webinar Will Begin Promptly at 2pm ET

Save the Date!

Upcoming 2021 Webinars From the National Register

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March 23*

Drs. Julian Ford, Jana Martin,
Morgan T. Sammons, &
Melissa Wasserman

TRANSITIONING TO
TELEPSYCHOLOGY

April 7

Drs. Kate Nooner and
Nora Noel

HELPING CLIENTS WITH
SUBSTANCE USE RECOVERY
GOALS DURING COVID-19

April 14*

Dr. Joe Scropo

DUTY TO PROTECT: GENERAL
PRINCIPLES AND PRACTICAL
ADVICE

May 5*

Dr. Jennifer Birdsall

BEHAVIORAL MANAGEMENT
IN LONG-TERM CARE

The Family Check-Up Model: Family Assessment and Feedback

Robyn Metcalfe, M.S.
University of Oregon

Webinar Tips for Attendees

Please review our webinar guidelines for frequently asked questions:
www.nationalregister.org/webinar-tips/

1 CE Credit, Instructional Level: Intermediate

1 Contact Hour (New York Board of Psychology)

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Robyn Metcalfe, M.S.



Robyn Metcalfe, M.S., is a Counseling Psychology doctoral student at the University of Oregon and a therapist at the Child and Family Center, utilizing the Family Check-Up and other evidence-based interventions with Oregonian families. Her research interests include parenting behaviors and the prevention of child maltreatment.

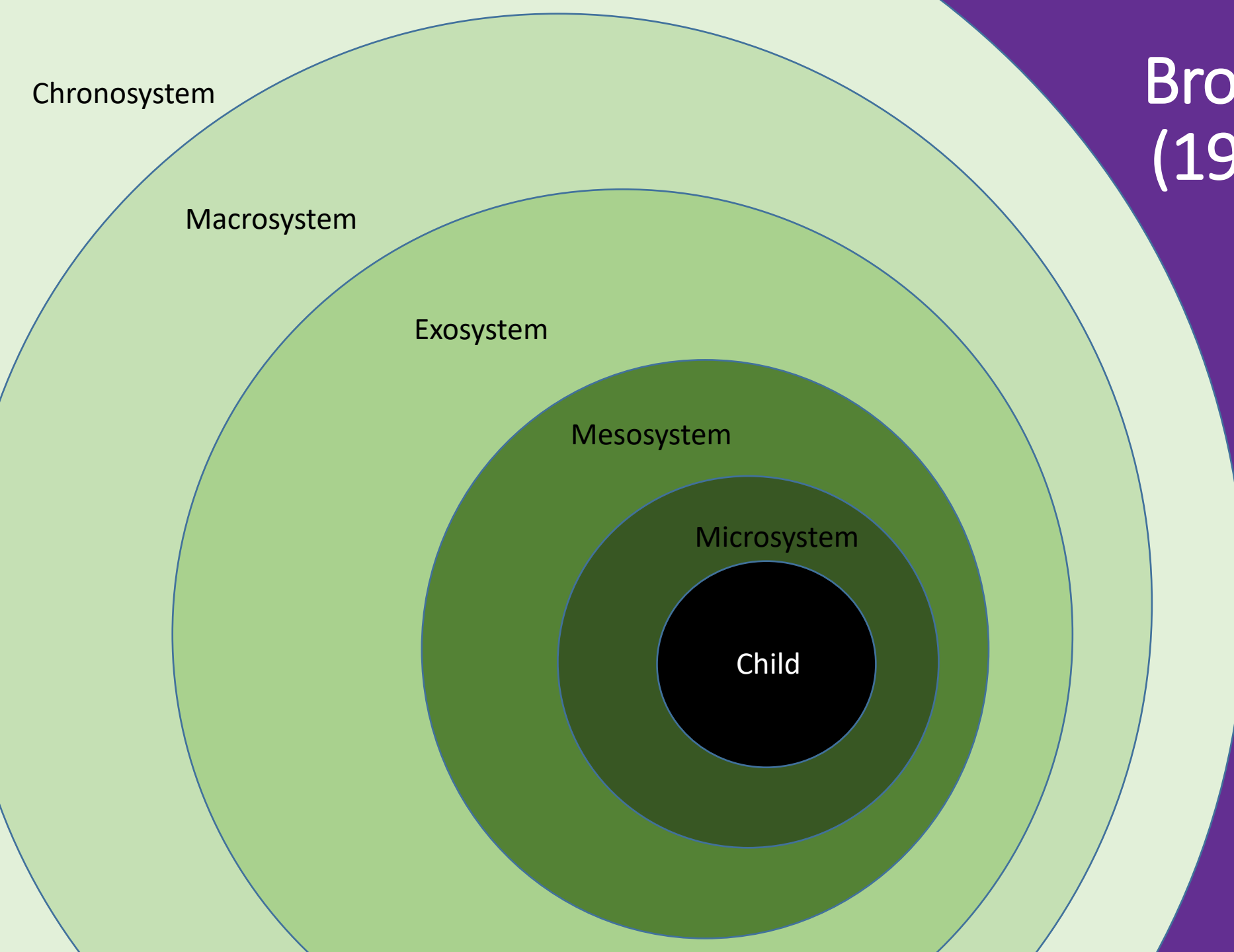
Disclosures/Conflicts of Interest

- I have no conflicts of interest to disclose.

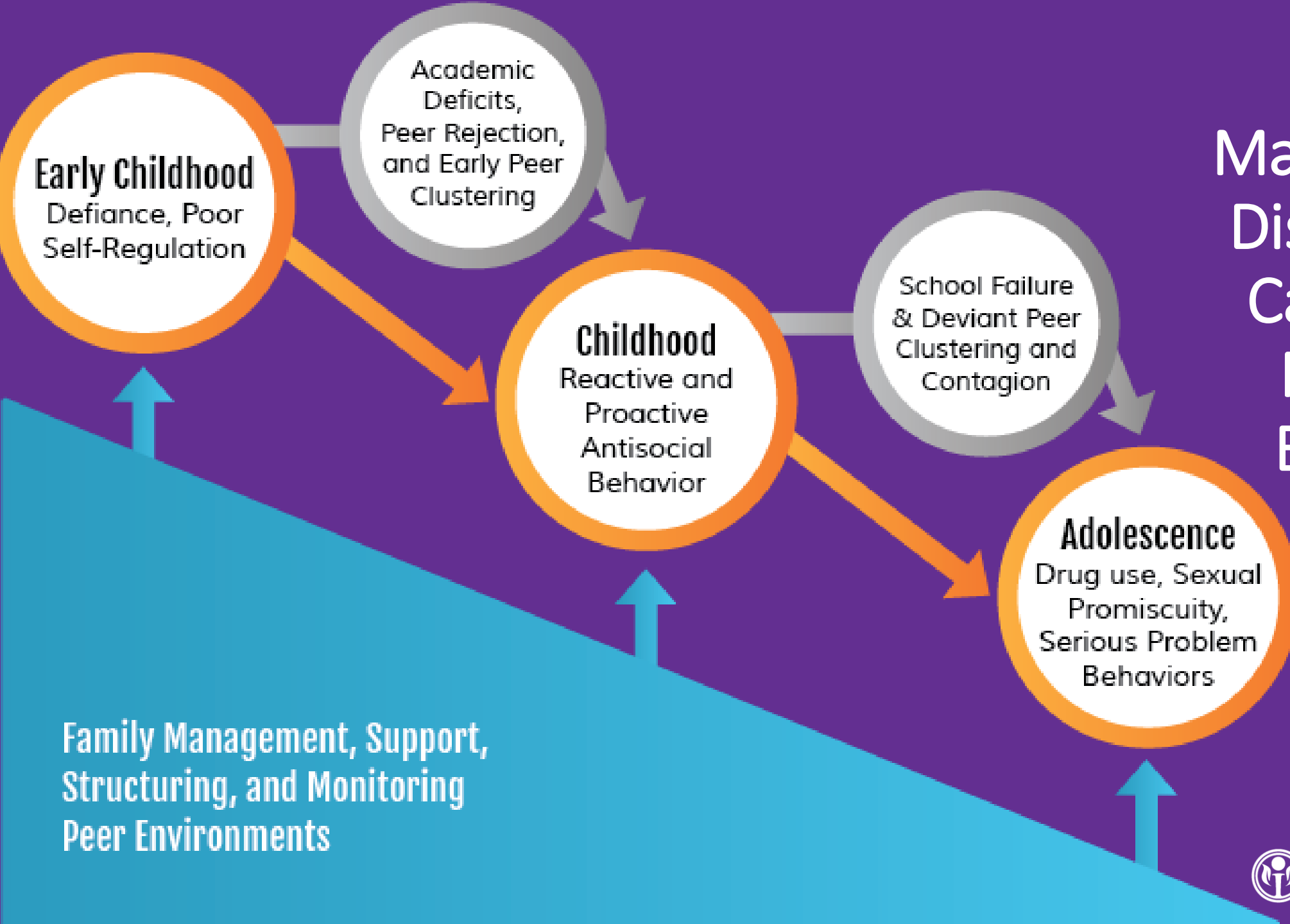
Learning Objectives

1. Describe the Family Check-Up Model and the research supporting its efficacy.
2. Discuss the role of ecological assessment in the context of the Family Check-Up.
3. Identify key clinical processes used in the Family Check-Up to engage families in the change process.

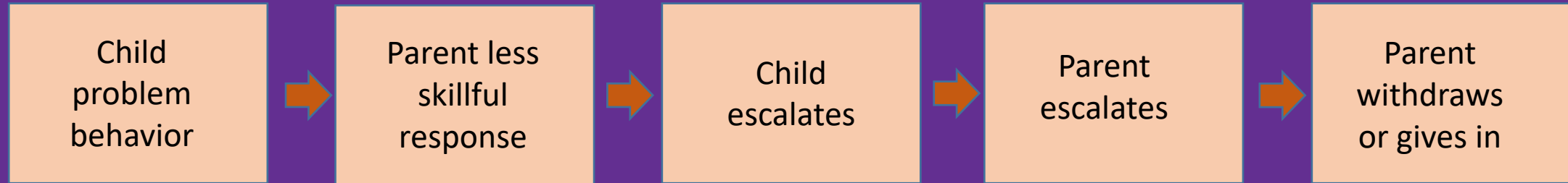
Bronfenbrenner's (1979) Ecological Model



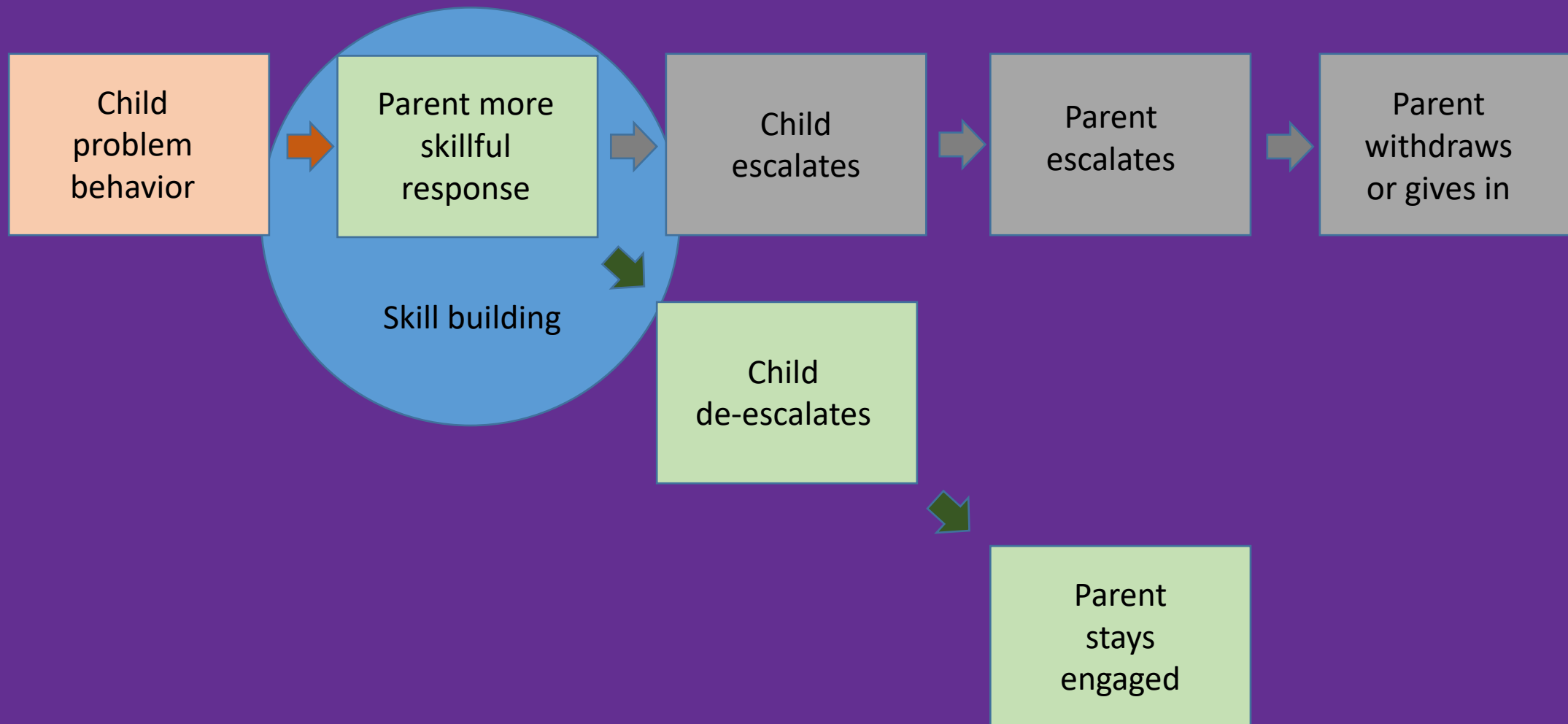
Family Management Disrupts the Cascade of Problem Behavior



Breaking the Coercive Cycle



Breaking the Coercive Cycle



What is the Family Check-Up (FCU)?

THE FAMILY CHECK-UP MODEL



Family Management Training:
Everyday Parenting Curriculum

Brief & Tailored
Family Management

Family Management
Weekly Meetings

Family Management
Parent Groups

Community
Resources & Support

Research Base

Young Children

- Inhibitory control
- Language development
- Obesity
- Internalizing behavior
- Externalizing behavior

Adolescents

- Substance use
- Risk of arrest
- High risk sexual behavior
- Depression
- Academic outcomes

Research Base

Young Children

- Inhibitory control
- Language development
- Obesity
- Inter

Adolescents

- Substance use
- Risk of arrest

Behavior



Through the mechanism of **parenting behavior changes**:

- Parenting behavior skill
- Positive behavior support
- Family-school engagement

Motivational Enhancement Strategies

Express Empathy

Note Discrepancies

Avoid Arguing

Roll with Resistance

Support self-efficacy

- Included at every stage of the FCU model
- Important to show parents that you understand that they have been trying

Completing an FCU



Follow-up:

Parent Skills Training
Family Therapy
Child Therapy
School Interventions
Community referrals

Stage 1: Initial Interview



Explain Family Check-Up process and rationale



Explore family strengths, problem areas, and concerns



Respond to family questions



Link Interview to Assessment & Schedule Assessment

Stage 1: Initial Interview



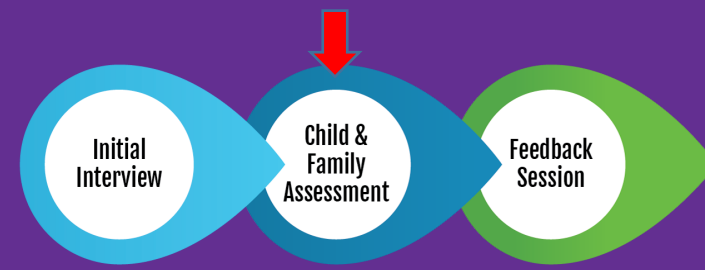
Sample Intake Questions: Parent

- 1. Can you tell me a little bit about each family member? Do you all live together?*
- 2. Tell me what brings you here; can you identify 2-3 major concerns?*
- 3. Tell me about your family strengths. How do you cope when things get difficult?*
- 4. What happens when the problem behavior begins? What happens before the behavior, and how do you respond? How does your response impact your child?*

Sample Intake Questions: Child

- 1. Tell me about your favorite games, foods, and things to do? How about your least favorite?*
- 2. Draw a picture of your family doing something together. Can you tell me about each family member?*
- 3. If you had a magic wand that could give you three wishes, what three things would you want different at your house?*
- 4. What do you like most about school? What do you like least? What would you like to be different?*

Stage 2: Assessment



01

Parent
questionnaire on
self and family

02

Parent
questionnaire on
child

- ages 2 to 5
- ages 6-10
- ages 11-17

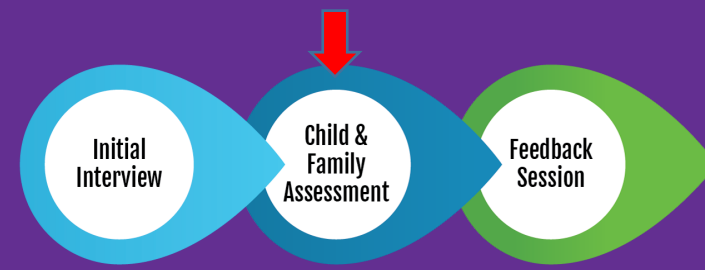
03

Child/adolescent
questionnaire on
self-11 to 17

04

Family and Child
Interaction Tasks

Stage 2: Assessment



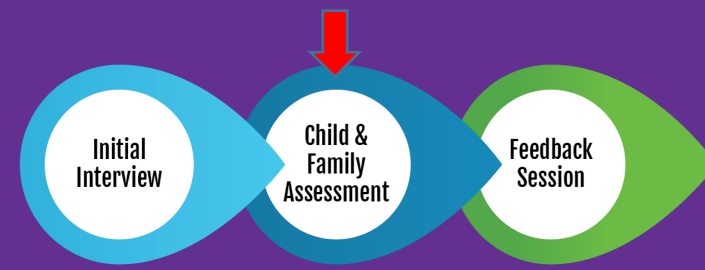
Please tell us if any of the following events happened to you in the past month, the past year, or in your lifetime?

	Past Month	Past Year	Lifetime	Never	Prefer not to answer
1. You moved or changed living arrangements:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. You experienced the death or loss of a loved one:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Someone new moved into your home (birth, person moving in, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Changed your relationship status (divorce, separation, remarriage, new partner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. You experienced problems with your child(ren)â€™s school(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. You experienced legal problems (went to court, arrested, CPS, etc):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. You or someone in your family was in an Accident, had a serious illness, or injury (car accident, fire,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Digital Questionnaire Sample

Consider:
School
Assessment?

Stage 2: Assessment



Family Interaction Tasks

- Three to five 3-5 minute scripted interaction tasks
- Tasks are video-recorded and scored by the therapist(s)

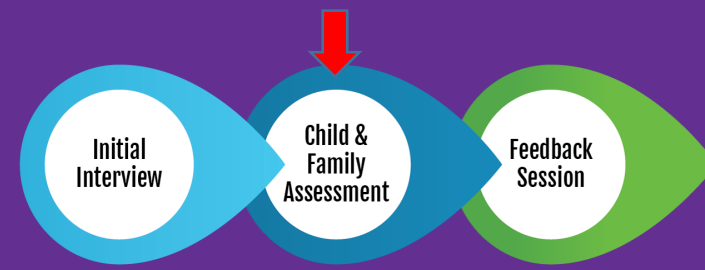
Older Children

- *School Expectations & Goals:* Talk about goals for school
- *Monitoring:* Talk about a time youth was alone with peers
- *Limit Setting:* Talk about time when a limit was set
- *Problem-solving:* Family solves a problem
- *Planning an Activity:* Family plans an activity for the family to enjoy together

Younger children

- *Child-led play:* Child picks a toy activity and caregiver follows along
- *Child Clean Up:* Caregiver directs the child to pick up the toys from the child-led task
- *Teaching Task:* Caregiver teaches the child to do something that is slightly above her/his capabilities
- *Caregiver Busy Task:* Caregiver is asked to do something that takes attention while child is left in free play
- *Family Drawing:* Fun family task that assesses parent-child engagement

Stage 2: Assessment



Clean-up task sample script:

“The next task is to have [CHILD NAME] clean up the toys and put them into this basket. You can say anything that you think will help him/her except physically put the toys in the basket.

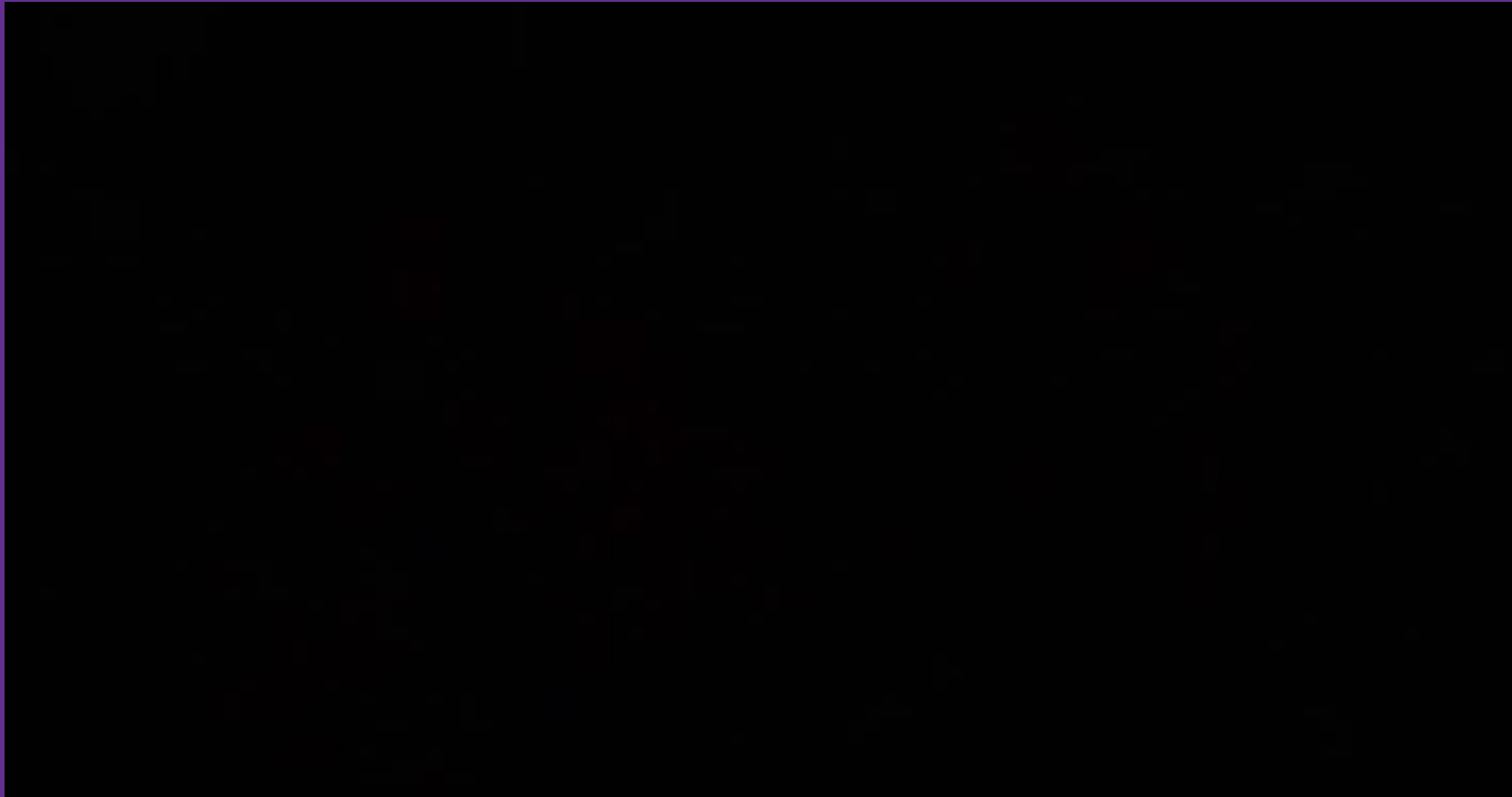
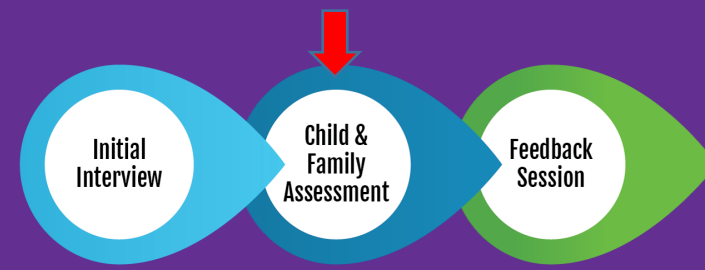
I’ll come back in 3 minutes.

Do you have any questions?

Okay, I will be back in three minutes.”

- Start the timer as soon as you leave the room. Return after 3 minutes

Stage 2: Assessment



Development of this video was funded by federal grants awarded to Drs. Thomas Dishion and Beth Stormshak at the University of Oregon

Family Check-Up: Family Interactions Coding Form Adolescence (11-17) V3.5

Enrollment or Family ID: _____ Provider ID: _____ TC Age: _____ Date: _____

Caregiver Behavior

Relationship Quality: Listens/attends/responds to child's needs and interests. Seeks child's input. Enjoys spending time with child. Neutral problem statements.

Positive Behavior Support: Prompts/praises/supports positive behaviors. Makes specific/clear/non-blaming requests. Scaffolds prosocial behaviors/activities. Anticipates issues and corrects in advance. States expectations positively.

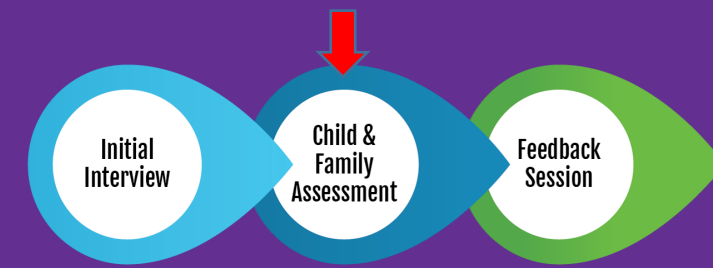
Monitoring & Limit-Setting: Aware of/tracks child's behaviors/activity/peers. Sets clear/reasonable limits. Uses effective consequences. Follows through with limits. Not harsh/critical. Active listening.

Child Behavior

Behavior: (Re)engages in the tasks, responds to caregiver directives, cooperative in task/activities with caregiver. Provides ideas and discloses.

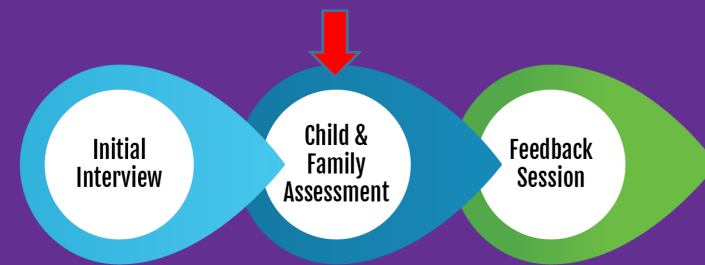
Emotional Adjustment: Regulated emotion (e.g., generally positive/neutral, appropriate emotional responses to context). No evidence of dysregulation (e.g., extreme laughing, flat affect, being angry or upset, sadness). Describe affect in 2 words or less in notes section.

Tasks	Task 1	Task 2	Task 3	Task 4 (if applicable)	Task 5 (if applicable)	GLOBAL RATING
Caregiver 1 Behavior	CG1	CG1	CG1	CG1	CG1	CG1
Relationship Quality <i>Notes:</i>						
Positive Behavior Support <i>Notes:</i>						
Monitoring & Limit-Setting <i>Notes:</i>						
Caregiver 2 Behavior	CG2	CG2	CG2	CG2	CG2	CG2
Relationship Quality <i>Notes:</i>						
Positive Behavior Support <i>Notes:</i>						
Monitoring & Limit-Setting <i>Notes:</i>						
Child Behavior	Child	Child	Child	Child	Child	Child
Behavior <i>Notes:</i>						
Emotional Adjustment <i>Notes:</i>						



FIT Video Coding Form

Stage 2: Assessment



	Task 1	Task 2	Task 3	Global Rating
Relationship Quality	3	4	3.5	3.5

Stage 3: Feedback



Preparing for Feedback

THINK 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

FAMILY:

Child Age:

Date:

Family Check Up: Feedback Form

Family Well-Being and Support

Family Stress	
Parent Well-Being	
Parent Coping Strategies	
Caring Adults/Support Network	
Partner Support	
Parent Substance Use	
Other:	



Youth Adjustment

Behavior	
Emotional Adjustment	
Peer Relationships	
School Success	
Coping & Self-Management	
Other:	



Family Management and Relationships

Relationship Quality	
Positive Behavior Support	
Monitoring & Limit Setting	
Other:	



Sample Family Feedback Form



Child and Family Feedback Form

Family Background and Support

Family Stress	D	M
Parent Well-Being	D	M
Parent Coping Strategies	D	M
Caring Adults/Support Network	D	M
Partner Support	X	
Parent Substance Use	X	
Other:		



Area of Strength

Needs Attention

Stage 3: Feedback



- Explain process
- Parent self-assessment (“Many parents feel they learned something about their family after the assessment ...”)
- Explain feedback form
- Provide feedback
 - Feedback form
 - Use video clips to emphasize parent strengths
 - Summarize research using parent-friendly language
- Set goals

Tip: Remember to
use your MI skills!

Stage 3: Feedback



Goal Setting

- Use parents' own words in the goals
- Frame goals from a parenting perspective
- Link goals to specific services that are available (“Menu of Options”)

Family Check-Up Child and Family Goals

1. _____

2. _____

3. _____

Signature _____ Date _____

Type of Follow-Up Services	Frequency of Service
<input type="checkbox"/> Everyday Parenting visits Areas to cover with family: _____ _____	<input type="checkbox"/> Weekly
<input type="checkbox"/> Referral to Community Resources: _____	<input type="checkbox"/> Every other week
<input type="checkbox"/> Resource materials	<input type="checkbox"/> Monthly
<input type="checkbox"/> Phone check-in calls	<input type="checkbox"/> Every other month
	<input type="checkbox"/> Unscheduled
Date of next contact:	Contact information:

Fidelity

C

Conceptually accurate and adherent to the model

O

Observant and responsive to the family's needs

A

Active in structuring the session

C

Careful when teaching and providing feedback

H

Helpful in building hope and motivation

COACH rating system
assesses:

1. Fidelity
2. Competence

Key Takeaways

- The FCU is flexible and respects parent and clinician expertise.
- Multi-modal assessment of family functioning increases clinician ability to assess best options for families.
- Utilization of clinical processes like motivation enhancing strategies can improve parent commitment to behavior change.

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- Drs. Thomas Dishion and Beth Stormshak, program developers

Q&A With Robyn Metcalfe



- Dr. Sammons will read select questions that were submitted via the Q&A feature throughout the presentation.
- Due to time constraints, we will not be able to address every question asked.