The KEEP Foster Parent Interventions

Keeping Foster Parents Trained and Supported

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Overview

- The need for addressing the behavior problems of children in foster care
- Origins, content, and structure of KEEP Intervention
- Summary of KEEP outcome research
Mental Health Needs of Children in Foster Care

- Many children and youth (40% to 50%) in foster care display some type of mental health problem.
- Within this group, the largest proportion demonstrate some form of externalizing behavior problem.
  - Oppositional/defiant behaviors
  - Aggressive behaviors
  - Disruptive behaviors
  - Conduct disorders
Linkage Between Behavior Problems and Placement Disruptions

- Bidirectional relation between externalizing behavior problems and placement disruptions
  - Newton, Litrownik, & Landsverk (2000)
  - Aarons, James, Monn, Raghavan, Wells, & Leslie (2010)

- Externalizing Behaviors → Negative Placement Changes
- Delinquency
- Increased use of Mental Health Services
Risk for Placement Disruptions based on # of Behavior Problems
(Sample = Control Group, Original KEEP Study)

For each additional behavior problem above 6, there is a 25% increase in risk for placement disruption.
Risk for Placement Disruptions based on Problem Behavior and Number Children in the Home
Rationale for Addressing 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 for foster parent drop out
Predictors of Levels of Foster Parent Stress

(Perry & Price, Under Review)

- Level of Child Behavior Problems
- Level of Foster Parent Stress
- Perceived Support from Case Worker
- Level of Satisfaction in Being a Foster Parent
Evolution of KEEPER Intervention Model

Social Learning Theory/Parent Management Training

Multidimensional Treatment Foster Care (MTFC)

KEEP Foster Parent Training
So, What is KEEP?

https://vimeo.com/119595855
KEEP Intervention Model
(Provided in Supportive Group Context)
(Chamberlain, Price, Reid, & Landsverk, 2008)

**Foster parents provided with instruction and examples in Parent Management Training (PMT) for 16 sessions.**

**Opportunities to practice skills with guided feedback.**

**General group support facilitated by trained and supervised paraprofessionals.**

**Group leader stimulates parents to generate solutions based on their experiences with their child and with their cultural and individual background.**

**Weekly follow-up phone calls with group facilitator to monitor progress and assist in application of materials.**
Content of Group Sessions
(Children ages 5 to 12 version)

- Welcome and Overview
- Parents as Teachers – Importance of Cooperation
- Parents as Teachers – Teaching New Behaviors
- Using Charts and Incentives
- Setting Limits
- Discipline Strategies
- Balancing Encouragement and Limit Setting
- Avoiding Power Struggles
- Pre-Teaching
- Super Tough Behaviors
- Promoting School Success
- Promoting Positive Peer Relations
- Managing Stress
Key Parenting Strategies Taught

Reinforcement/Encouragement – *Catching kids being good*
- Informal – *Thank you for picking up your toys*
- Formal – Charts, bead jar

Limit Setting and the Importance of Consistency
- Time out
- Privilege removal
- Work chores

Avoiding Power Struggles

Monitoring and Supervision

Pre-Teaching
Maintaining Parent Involvement

- Socially competent and culturally diverse facilitators.
- Childcare provided.
- Foster parents are given credit (8 hours) toward yearly licensing requirement.
- Parents reimbursed $15.00 per session for travel expenses.
- 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 (Original KEEP: 81% completed 12 or more sessions; 75% completed 14 or more sessions.)
Findings:
KEEP Intervention Studies
Special thanks to:

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

- 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

- Latino: 35%
- Caucasian: 28%
- African American: 27%
- Mixed Ethnicity: 5%
- Asian: 3%
Ethnicity of Target Foster Children

- Latino: 33%
- Caucasian: 24%
- African American: 22%
- Mixed Ethnicity: 21%
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*.
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?

Proportion Positive Reinforcement

- .33 of total effect mediated
- .50 of total effect mediated

Parenting Training → Behavior Change

*Findings were strongest for families with children exhibiting high (7 or more behaviors) vs. low levels of behavior problems (6 or fewer).

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

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

- **“Positive Change”** (Exit): child returned to natural family/parent, child moved to be with a relative, child went to an adoptive family.

- **“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 placement.
- The longer children were in a home the less likely they were to exit that home.
- Children in the KEEP intervention group were more likely to experience a positive exit (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

Mean Predicted Probability of Negative Exit

Number of Prior Placements

GROUP
- Control
- Intervention
**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.**
- **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

Pretest: 5.02
Posttest: 3.56

Pretest: 4.18
Posttest: 3.59

Random Assignment Group
KEEP
Control
Number of Behavior Problems of Focal Sibling: Group X Time

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<tr>
<td>GROUP</td>
<td>4.06</td>
<td>3.22</td>
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Random Assignment Group

- KEEPG
- Control
Parental Distress Related to Focal Child Behavior Problems: Group X Time

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<th>Time</th>
<th>Pretest</th>
<th>Posttest</th>
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<tr>
<td>2.5</td>
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<td>5.92</td>
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<td>5.19</td>
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Random Assignment Group
- KEEP
- Control
Parental Distress Related to Focal Sibling Behavior Problems: Group X Time

Pretest  | Posttest
---|---
6.6 | 5.55
5.67 | 5.18

Random Assignment Group:
- **KEEP**
- **Control**
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).
Child Behavior Problems: Group x Time

(KEEP - SAY Groups)

(Price, Roesch, & Walsh, 2012)
Child Behavior Problems: Relationship x Time (Intervention Group only)

- # of Behavior Problems
  - NonKin
  - Kin

- Time:
  - Baseline
  - Termination

Graph showing the decrease in behavior problems over time for both NonKin and Kin groups.
Number of Child Behavior Problems and Associated Parental Distress Levels.

(Price, Roesch, & Walsh, in preparation)
General Conclusions

- Parent training targeting child behavior problems can impact child behavior and placement changes/disruptions.
- Paraprofessionals 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

- Oregon
- Washington
- California, San Diego County
- New York City
- Maryland
- Great Britain
- Tennessee
Our Gratitude to:

- San Diego County, Child Welfare Services
- SAY San Diego (Shannon Throop)
- OSLC Research & Clinical Staff (Courtenay Padgett & JP Davis)
- CASRC Research Staff (Norma Talamantes)
- Foster and Kin Families who have participated in KEEP
- Children in care whose lives we hope have been positively impacted by KEEP
Questions?