ENCOURAGING RESILIENCE WITH FAMILY-CENTERED, STRENGTHS-BASED SKILL BUILDING: A TRAINING PROGRAM FOR CLINICIANS



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A Dynamic Implementation Process

Community

Collaboration

<u>Providers</u>

Identify Needs

Engage Leadership

Establish Program Goals

Recruit Effective Program

Administrate **Training**

Evaluate Program Efficacy

Logistics

Mentorship

Adapt for Context

Adapt for Culture

Provide Support

Troubleshoot

Evaluate Implementation

Make Sustainable

Articulate Intervention

Engage Leadership

<u>Program</u>

Develop Training Program

Train Professionals

Evaluate Fidelity

Certify Competency

OSLC/ES of MI Implementation Process

Community

MI DCH identified need for EBP model based on EMU'S CAFAS data reports

MI DCH explored EBP models, OSLC expressed interest

DCH meeting with OSLC and CMH service providers

Easter Seals of MI/OCCMHA and two other CMH boards pursue training

Collaboration

Contract developed with OSLC for training

Train the Trainer model focused on supervisors and 3 MA level clinicians

ES MI educates
OSLC re: population
served

Materials adapted

Bi-weekly phone supervision with trainees

Troubleshooting and support to coordinator

<u>Program</u> Providers

OSLC trainers come to MI, train on the model through a series of workshops

OSLC trainers FIMP tapes

Trainees will be certified for completion

Ongoing consultation re: rollout to other staff

Intermittent FIMPing



PMTO TRAINING PROGRAM

Workshop days:

•6 PMTO Workshops (3-4 days): 23 days total

•2 FIMP Workshops (2 days): 4 days total

Direct Treatment of Families

- •3 training families
- Videotape all sessions
- Consultation on viewed sessions
- Bi-weekly phone consultation

PMTO CORE CHILD REARING STRATEGIES

- SKILL ENCOURAGEMENT
- LIMIT SETTING



MONITORING



PROBLEM SOLVING



POSITIVE INVOLVEMENT

But I don't want to be FIMPed!!





FIMP Dimensions Checklist (Knutson, Forgatch & Rains, 2002)

Interventionist	Family #	Session #
Session Date	Rater	Rater Date

	Good	d work		Accep	otable		Need	s wor	k
PMTO Knowledge	9	8	7	6	5	4	3	2	1
Structure	9	8	7	6	5	4	3	2	1
Teaching	9	8	7	6	5	4	3	2	1
Process Skills	9	8	7	6	5	4	3	2	1
Overall Quality	9	8	7	6	5	4	3	2	1

Interventionist	Family #	Session #	Session Date	Rater	Rater Date
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PMTO Knowledge

- Applies principles and model
- Understands core/supporting parenting practices
- Correct in technical details/procedures
- Demonstrates integration of PMTO tools

Interventionist	Family #	Session #	Session Date	Rater	Rater Date

Structure

- Follows an agenda
- Includes appropriate sections
- Manages orderly flow
- •Gives appropriate attention to relevant dimensions
- •Is responsive to family
- Maintains leadership
- Leads without dominating
- Makes good transitions
- Uses sensitive pacing and timing
- Sums up

Interventionist ____ Family #____ Session #___ Session Date ____ Rater ___ Rater Date____

Teaching Verbal Use of role **Uses variety of** activities play Gives information/ Balances verbal Sets up: instructions teach/active Provides Provides enough teaching Elicits goal behavior rationales information Models/ Engages family Uses good Integrates/weaves PMTO demonstrates information raps Capitalizes on Reviews material Pinpoints Assesses skills and fills opportunities: Conducts in gaps sufficient Pre-corrects Breaks into teachable number/range units Balances encouragement/ correction Predicts problems Provides enough information Adjusts PMTO tools to family Punctuates

Interventionist	Family #	Session #	Session Date	Rater	Rater Date
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Process Skills

Uses questioning process

- Prevents/manages resistance
- Prevents/manages conflict
- Maintains balance
- Promotes united approach
- Focuses on encouragement/ support
- •Connects with storyline

Uses variety of tools

- Normalizes
- •Interpret/reframes
- Metaphors
- Mirrors/matches
- Strategic warning
- Takes responsibility
- Paraphrases/ summarizes
- •Humor
- Paradox
- Reflects
- •Supportive interrupts
- Keeps contact
- Movement

Use of role play:

Sets up:

- •Directs what to do Conducts:
- Engages family
- Models/prompts/ coaches/ Theatrical
- Breaks into small steps/chunks
- Uses movement Debriefs:
- •Balances encouragement/correction
- •Weaves instructional material

Capitalizes on opportunities:

Moves smoothly/timing/ pacing

Interventionist	Family #	Session #
ession Date	Rater	Rater Date

Overall Quality

- Demonstrates knowledge of PMTO
- Performance on PMTO dimensions
- Accomplishment of goals
- Likelihood family will use
- •Family's satisfaction, will come back
- Difficulty of family/situation

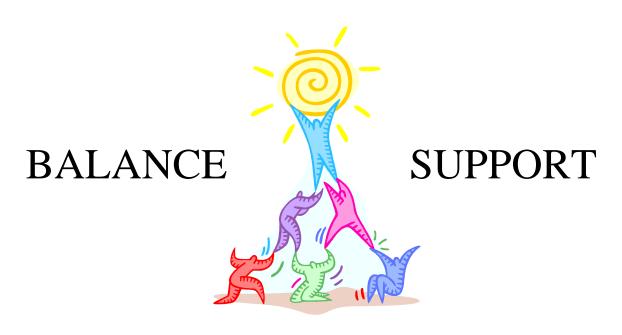
VALUE OF IMPLEMENTATION MODEL

ABILITY TO MEASURE:

- THERAPISTS' SKILL DEVELOPMENT
- ONGOING ADHERENCE TO EVIDENCE BASED MODEL
- TRAIN THE TRAINER DISSEMINATION MODEL

Lessons Learned....

COMMITMENT



EXPERTISE

ULTIMATE OUTCOME:

SKILLED THERAPISTS









