

NWSN: Understanding and Healing Our Children & Youth: Using Evidence Based Assessments & Interventions



Ensure that your assessments and services for children and families are evidence based and research is service driven in line with your mission and values.

Initiate the project:

Ask yourself what you want to know that could be helpful to the families you serve and the people who serve them.

Select assessments and evidence based interventions; consider service driven research:

Make sure the effort always has the families at the forefront, never putting research before the well-being of the people you serve. Review literature, assessments, and interventions carefully. Assess their cultural competency and sensitivity with a racial, equity, diversity and inclusivity (REDI) lens.

Secure funding:

Make sure your budget for the project includes all relevant professionals, including training and certification, consultants for evaluation and project supervision, evidence based assessment tools and intervention booklets, software, and incentives for participation, in addition to your in-house team. Multiple fundings sources may be needed. Prepare to submit a compelling grant proposal to each with measurable outcomes, both quantitative and qualitative.

Manage funds and service delivery:

Managing the funds and service delivery will allow you to have control over how the services are rendered.

Keeps and control your data and dissemination:

Data is helpful but it always has context; retain ownership through clear agreements. No one can understand this as well as shelter staff, who work with the families day in and day out and have more awareness of environmental factors that could be influencing the work (eg. not being able to complete services with families because a large number of housing units became available).

Form successful partnerships:

Seek partnerships with funding sources that are in line with your mission and values. Seek out experienced researchers who can help you with the technical aspects of the project. Find an experienced evaluator that can help you find the strengths and areas of improvement. Locate and form working relationships with trainers in the interventions you choose. This will help you immensely when inevitable turnover occurs and you need to train new team members.

Be open to learning to new things:

You will become familiar with clinical assessments, interventions, training, IRB certification for research, valid interpretations of results, and data entry and management.

Facilitating factors:

This is mission driven work. A shared belief in mission is vitally important, not only among staff members, but also among funders and research partners. Partners must trust and respect each other's expertise. This journey requires a tremendous amount of communication if it is to work well. Also, in order for the ship to go somewhere, it needs a captain. It is difficult to complete a project successfully without compassionate and committed leaders who can be responsive to families and are also organized and detail-oriented enough to navigate the demands of a research project. Compassionate, dedicated staff are also required to receive numerous trainings, provide interventions, and administer assessments in a clinically responsive way while maintaining fidelity to the evidence-based practices and team processes. Creating a positive team environment is essential. When team members see the benefit of service and growing professionally by gaining certifications and licensure, it is easier to avoid turnover. Seeing positive outcomes for the families and the program itself helps to motivate the team to continue their important work. Finally, being curious and open to the feedback that is received helps everyone to adjust as needed.

Resources:

Sample Assessments

For Children:

Development

Battelle Developmental Inventory, 3rd Edition, Screener

Behavior

Brief Infant-Toddler Social and Emotional Assessment (BITSEA)

Eyberg Child Behavior Inventory

Child Behavior Checklist

Trauma

Child & Adolescent Trauma Screen-Caregiver Report & Youth Report (CATS)

Parenting Stress Index, Short Form (PSI-IV, SF)

Parent Child Interaction/Relationship

Dyadic Parent-Child Coding System (DPICS)

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Parent Relationship Questionnaire, 3rd Edition (PRQ)
Keys to Interactive Parenting Scale (KIPS)

For Parents:

Symptoms Checklist (SCL-27)
PTSD Checklist for Civilians, DSM 5 (PCL-5)
Adult Adolescent Parenting Inventory (AAPI)

Sample Interventions

Child Parent Psychotherapy (CPP)
<https://childparentpsychotherapy.com/>

Family Check UP/Everyday Parenting (FCU/EP)
<https://fcu.uoregon.edu/training>

Parent Child Interaction Therapy (PCIT)
<https://www.pcit.org/>

Perinatal Child Parent Psychotherapy (PCPP)-link to manual
<https://www.amazon.com/Make-Room-Baby-Child-Parent-Psychotherapy/dp/1462551904>

Trauma Focused Cognitive Behavior Therapy (TF-CBT)
<https://tfcbt.org/>

Video Feedback Intervention for Positive Parenting, Sensitive Discipline (VIPP-SD)
<https://www.universiteitleiden.nl/en/vipp>

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