Data Mining Strategies to Refine Target Populations and Inform Intervention Selection – Sharing Experiences from the Permanency Innovations Initiative

Bryan Samuels, Commissioner, Administration for Children, Youth and Families
Maria Woolverton, ACF, Office of Planning, Research and Evaluation
Becci Akin & Tom McDonald, Kansas Intensive Permanency Project
Larry Small & Dana Weiner, Illinois’ Trauma-Focus Model for Reducing Long Term Foster Care

Participant Dial-in Number: 1-800-860-2442
Achieving Better Outcomes for Vulnerable Children and Families

Bryan Samuels, Commissioner
Administration on Children, Youth, and Families
Integrating Safety, Permanency, Well-Being: System Level

- Evidence-Based Interventions
- Progress Monitoring
- Screening and Assessment
- Continuous Quality Improvement

Improving on child- and family-level outcomes

December 12, 2012
Integrating Safety, Permanency, Well-Being: Program Level

- **Improving on child- and family-level outcomes**
- **Developmentally specific approach**
- **Knowledge building for staff and foster parents**
- **Addressing secondary trauma**
- **Build capacity to deliver EBPs; contract for externally-delivered EBPs**
- **Trauma-informed screening and mental health assessment**
- **Cross-system partnerships and collaboration**
Integrating Safety, Permanency, Well-Being: Practice Level

- Case planning focused on outcomes (as opposed to services)
- Promotion of healthy relationships
- Monitor progress for reduced symptoms and improved child/youth functioning
- Proactive approach to addressing social and emotional needs
- Trauma-informed case planning and management

Improving on child- and family-level outcomes
## Common Concerns & Evidence-Based Interventions (1 of 2)

<table>
<thead>
<tr>
<th>Diagnosis/Concern/Activity</th>
<th>Evidence-Based Interventions (Examples)</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Screening Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of Mental Health &amp; Behavioral Health Issues</td>
<td><strong>Screening Tools</strong>&lt;br&gt;• Child &amp; Adolescent Needs &amp; Strengths—Trauma (CANS)&lt;br&gt;• Pediatric Symptom Checklist (PSC)&lt;br&gt;• Strengths and Difficulties Questionnaire (SDQ)&lt;br&gt;• Child Behavior Checklist (CBCL)</td>
<td>0-18&lt;br&gt;4-16&lt;br&gt;4-17&lt;br&gt;4-18</td>
</tr>
<tr>
<td><strong>Most Common Mental Health Diagnoses for Children in Foster Care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Disorder/Oppositional Defiant Disorder</td>
<td>• Parent-Child Interaction Therapy (PCIT)&lt;br&gt;• Strengthening Families Program (SFP)&lt;br&gt;• Early Risers – Skills for Success&lt;br&gt;• Brief Strategic Family Therapy (BSFT)&lt;br&gt;• Multisystemic Therapy (MST)&lt;br&gt;• Familias Unidas&lt;br&gt;• Multidimensional Treatment Foster Care (MTFC)</td>
<td>2-7&lt;br&gt;3-16&lt;br&gt;6-12&lt;br&gt;6-17&lt;br&gt;9-17&lt;br&gt;12-17&lt;br&gt;12-17</td>
</tr>
<tr>
<td>Attention Deficit Hyperactivity Disorder</td>
<td>• Parent–Child Interaction Therapy (PCIT)&lt;br&gt;• Triple P&lt;br&gt;• Children’s Summer Treatment Program (STP)</td>
<td>2-7&lt;br&gt;0-16&lt;br&gt;6-12</td>
</tr>
<tr>
<td>Major Depression</td>
<td>• Adolescents Coping with Depression (CWD-A)&lt;br&gt;• Cognitive Behavioral Therapy (CBT) for Adolescent Depression&lt;br&gt;• Alternative for Families-Cognitive Behavioral Therapy (AF-CBT)</td>
<td>13-17&lt;br&gt;13-25&lt;br&gt;4-16</td>
</tr>
</tbody>
</table>
## Common Concerns & Evidence-Based Interventions (2 of 2)

<table>
<thead>
<tr>
<th>Diagnosis/Concern/Activity</th>
<th>Evidence-Based Interventions (Examples)</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trauma</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actionable Trauma Symptoms</td>
<td>• Child-Parent Psychotherapy (CPP)</td>
<td>0-6</td>
</tr>
<tr>
<td></td>
<td>• Parent-Child Interaction Therapy (PCIT)</td>
<td>2-17</td>
</tr>
<tr>
<td></td>
<td>• Combined Parent-Child Cognitive Behavioral Therapy for Families at Risk for Child Physical Abuse (CPC-CBT)</td>
<td>3-17</td>
</tr>
<tr>
<td></td>
<td>• Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)</td>
<td>4-55</td>
</tr>
<tr>
<td></td>
<td>• Alternatives for Families/Abuse Focused Cognitive Behavioral Therapy (AF-CBT)</td>
<td>5-17</td>
</tr>
<tr>
<td></td>
<td>• Cognitive Behavioral Intervention for Trauma in Schools (CBITS)</td>
<td>6-12</td>
</tr>
<tr>
<td></td>
<td>• Trauma Affect Regulation: Guide for Education and Therapy (TARGET-A)</td>
<td>10-55</td>
</tr>
<tr>
<td></td>
<td>• Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)</td>
<td>13-21</td>
</tr>
<tr>
<td></td>
<td>• Prolonged Exposure (PE) Therapy for Youth 18-25</td>
<td>18-25</td>
</tr>
<tr>
<td><strong>Behavioral Concerns</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internalizing/Externalizing Behaviors</td>
<td>• Child Parent Psychotherapy (CPP)</td>
<td>0-6</td>
</tr>
<tr>
<td></td>
<td>• Promoting Alternative Thinking Strategies (PATHS)</td>
<td>0-12</td>
</tr>
<tr>
<td></td>
<td>• Incredible Years</td>
<td>0-12</td>
</tr>
<tr>
<td></td>
<td>• Triple P</td>
<td>0-16</td>
</tr>
<tr>
<td></td>
<td>• Parenting Wisely</td>
<td>0-17</td>
</tr>
<tr>
<td></td>
<td>• Nurturing Parenting Programs (NPP)</td>
<td>6-12</td>
</tr>
<tr>
<td></td>
<td>• Brief Strategic Family Therapy (BSFT)</td>
<td>6-17</td>
</tr>
<tr>
<td></td>
<td>• Fostering Healthy Futures (FHF) – mentoring + skills training</td>
<td>9-11</td>
</tr>
<tr>
<td></td>
<td>• Functional Family Therapy (FFT)</td>
<td>10-18</td>
</tr>
</tbody>
</table>
Achieving Better Outcomes

therapeutic, responsive & supportive settings & relationships

Validated Screening

Clinical Assessment

Functional Assessment

Case Planning for Safety, Permanency, and Well-being

Evidence-based Intervention(s)

Progress Monitoring

Outcomes

social-emotional functioning

Achieving Better Outcomes
Permanency Innovations Initiative

Data Mining Strategies to Refine Target Populations and Inform Intervention Selection

December 12, 2012
Introduction/Overview

Maria Woolverton
ACF, Office of Planning, Research, and Evaluation
The Permanency Innovations Initiative... is providing support...focused on decreasing the number of children in long-term foster care. Over the next 5 years, this program will invest $100 million in new intervention strategies to help foster youth move into permanent homes, test new approaches to reducing time spent in foster care placements, and remove the most serious barriers to finding lasting, loving environments.*

Goal—Build Evidence for Replicable Strategies
The PII will build the evidence base for innovative interventions that improve permanency outcomes for children and youth who face serious barriers to permanency and are at high risk of long-term foster care (LTFC)

*President Barack Obama, Presidential Proclamation: National Foster Care Month, White House Office of the Press Secretary, April 29, 2011.
6 Cooperative Agreement Awards

- Arizona Department of Economic Security
- California Department of Social Services
- Illinois Department of Children and Family Services
- University of Kansas Center for Research, Inc.
- Los Angeles Gay and Lesbian Community Services Center
- Washoe County, Nevada, Department of Social Services
PII’s Approach to Implementation and Evaluation

• Step-by-step process oriented toward achieving the outcome of interest:
  • Reducing long-term foster care

• A framework informed by:
  • Implementation science  (Fixsen, Naoom, Blasé, Friedman & Wallace, 2005)
  • Evaluation research  (Testa & Poertner, 2010)
3 Primary Stages of PII Approach

- Exploration and Installation
- Implementation and Evaluation
- Dissemination and Translation
Stage 1: Exploration & Installation

- Define outcome of interest
- Identify target population
- Select an innovation/intervention and appraise the strength of the research evidence
- Construct a logic model with an explicit theory of change & PICO question
- Install the innovation

YEAR 1

EARLY YEAR 2
**PICO:**
Well-built Evaluation Questions

<table>
<thead>
<tr>
<th>Do children in the target population (P) who receive the intervention (I) have a significantly better outcome (O) than children in a comparison group (C) who do not receive the intervention?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Population</td>
</tr>
<tr>
<td>• Intervention</td>
</tr>
<tr>
<td>• Outcome</td>
</tr>
<tr>
<td>• Comparison</td>
</tr>
</tbody>
</table>
### Year 1 Tools and Deliverables:

4 Templates and 2 Plans

<table>
<thead>
<tr>
<th>Template</th>
<th>Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Template</td>
<td>Implementation Plan</td>
</tr>
<tr>
<td></td>
<td>(developed by grantee)</td>
</tr>
<tr>
<td>Intervention Template</td>
<td>Evaluation Plan</td>
</tr>
<tr>
<td></td>
<td>(developed by evaluator)</td>
</tr>
<tr>
<td>Comparison Template</td>
<td></td>
</tr>
<tr>
<td>Outcome Template</td>
<td></td>
</tr>
</tbody>
</table>
P Template—

- **What target P(s) are at risk of LTFC or disproportionally represented in LFTC?**

- **What are the specific child, placement, and family characteristics of P that put P at risk of LTFC and what evidence shows that these are associated with LTFC?**

- **Prioritize these characteristics and summarize the results of data mining that show they are associated with risk of LTFC.**

- **What key systemic barriers especially affect P (staffing, organization support/service, leadership, other)?**
Informing the Population Template

- Literature reviews
- Informant interviews
- Focus groups
- Case record reviews and data extraction
- Analyses of administrative data
Administrative Data Analyses

• Describe the LTFC Population
• Compare characteristics of children in LTFC with children in care for shorter periods
• Model risk characteristics known at earlier points in time that distinguish children who move into LTFC from those who exit to permanency sooner
What Did We Learn from the Data Mining?

For some grantees, we:

- Confirmed that the intervention matched the target population
- Identified need for different or additional intervention to match the needs of target population
- Identified need for modifying the target population
- Identified sub-populations that require either additional intervention activities or warrant tracking
Permanency Innovations Initiative

Defining a Target Population & Selecting an Intervention
by the Kansas Intensive Permanency Project (KIPP)
Co-Principal Investigators: Becci Akin and Tom McDonald
December 12, 2012
Today’s Presentation

- Brief Kansas context/background
- Defining target population
- Selecting an intervention
- Lessons learned from this planning process
Kansas Context

- PII Project: Kansas Intensive Permanency Project (KIPP)
- Convened by: University of Kansas School of Social Welfare
- Key partners
  - State public child welfare agency (Kansas DCF)
  - 4 foster care providers
    - KVC Behavioral Healthcare
    - St. Francis Community Services
    - TFI Family Services
    - Youthville Inc.
- Privatized foster care since 1997
- Long history of public-private-university partnership
Map of Kansas Counties by Population Density

Population Density Peer Groups for Counties in Kansas

- Frontier (less than 6 persons per sq. mile)
- Rural (6 to 19.9 persons per sq. mile)
- Densely-settled rural (20 to 38.9 persons per sq. mile)
- Semi-Urban (40 to 149.9 persons per sq. mile)
- Urban (150+ persons per sq. mile)

The X in Barton County designates it as the central county of Kansas. Source: The Geography of Kansas, Part 1: Political Geography by Walter H. Schiefelbein (pg. 295), Transactions of the Kansas Academy of Science (1903); copyright 1949 Kansas Academy of Science.

Based on 2007 U.S. Census Bureau Population Estimates using the peer group definition adopted by the Kansas Department of Health and Environment. For more information, see the following website: http://www.socsci.ku.edu/ssc/viewProject.asp?ID=76
Defining KIPP’s Target Population
KIPP’s Initial Problem Definition

- Children with serious emotional and behavioral problems get stuck in foster care
- Lack of dedicated parent services
- Impact of parental trauma
- Widening gap between parent & child
Confirming the Target Population

- Key questions asked:
  1. What are risk factors of LTFC?
  2. What are families’ critical barriers to permanency?
  3. What are system barriers to permanency?
What Are the Risk Factors of LTFC?

- Children at highest risk of LTFC = children with SED
  - Children with SED were 350% more likely to experience LTFC
- Both externalizing and internalizing behaviors
  - Most common dx = behavior disorders
  - More likely to present with co-occurring SED & DD
## Example of Quantitative Analysis

<table>
<thead>
<tr>
<th>Child Characteristics</th>
<th>All Children/Youth</th>
<th>Total N</th>
<th>Bivariate</th>
<th>Multivariate</th>
<th>95% Conf Intv for Multivar OR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No LTFC</td>
<td>Yes LTFC</td>
<td>% Yes LTFC</td>
<td>p</td>
<td>Odds Ratio</td>
</tr>
<tr>
<td>All children</td>
<td>6111</td>
<td>988</td>
<td>13.9%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3148</td>
<td>493</td>
<td>15.5%</td>
<td>0.346</td>
<td>1.07</td>
</tr>
<tr>
<td>Male</td>
<td>2963</td>
<td>495</td>
<td>16.9%</td>
<td>0.346</td>
<td>1.07</td>
</tr>
<tr>
<td>Age at Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age at entry (years)</td>
<td>8.4</td>
<td>6.9</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>5024</td>
<td>722</td>
<td>12.6%</td>
<td>0.605</td>
<td>0.89</td>
</tr>
<tr>
<td>Black</td>
<td>922</td>
<td>245</td>
<td>21.0%</td>
<td>0.346</td>
<td>1.07</td>
</tr>
<tr>
<td>Other</td>
<td>165</td>
<td>22</td>
<td>13.4%</td>
<td>0.605</td>
<td>0.89</td>
</tr>
<tr>
<td>Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Disability</td>
<td>4602</td>
<td>467</td>
<td>9.3%</td>
<td>0.000</td>
<td>1.85**</td>
</tr>
<tr>
<td>Disability</td>
<td>1509</td>
<td>521</td>
<td>25.7%</td>
<td>0.000</td>
<td>3.40***</td>
</tr>
<tr>
<td>Mental Health Problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not SED</td>
<td>3026</td>
<td>236</td>
<td>7.2%</td>
<td>0.000</td>
<td>3.13***</td>
</tr>
<tr>
<td>SED</td>
<td>3085</td>
<td>752</td>
<td>19.6%</td>
<td>0.000</td>
<td>3.13***</td>
</tr>
<tr>
<td>Primary Removal Reason</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neglect</td>
<td>1516</td>
<td>304</td>
<td>16.7%</td>
<td>0.099</td>
<td>0.84</td>
</tr>
<tr>
<td>Physical Abuse</td>
<td>872</td>
<td>144</td>
<td>14.3%</td>
<td>0.099</td>
<td>0.84</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>358</td>
<td>59</td>
<td>14.1%</td>
<td>0.202</td>
<td>0.82</td>
</tr>
<tr>
<td>Other</td>
<td>3365</td>
<td>479</td>
<td>12.5%</td>
<td>0.710</td>
<td>0.71</td>
</tr>
<tr>
<td>Placement Characteristics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior removals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>5501</td>
<td>868</td>
<td>13.6%</td>
<td>0.038</td>
<td>1.25*</td>
</tr>
<tr>
<td>Yes</td>
<td>610</td>
<td>126</td>
<td>16.4%</td>
<td>0.038</td>
<td>1.25*</td>
</tr>
<tr>
<td>Initial Type of Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinship</td>
<td>1311</td>
<td>118</td>
<td>8.3%</td>
<td>0.000</td>
<td>2.10**</td>
</tr>
<tr>
<td>Family Foster Care</td>
<td>3810</td>
<td>721</td>
<td>15.9%</td>
<td>0.000</td>
<td>2.10**</td>
</tr>
<tr>
<td>Congregate Care</td>
<td>938</td>
<td>144</td>
<td>13.3%</td>
<td>0.000</td>
<td>1.71**</td>
</tr>
<tr>
<td>Other</td>
<td>52</td>
<td>5</td>
<td>10.3%</td>
<td>0.074</td>
<td>1.28</td>
</tr>
<tr>
<td>Siblings in Foster Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2195</td>
<td>231</td>
<td>9.5%</td>
<td>0.000</td>
<td>1.84**</td>
</tr>
<tr>
<td>Yes</td>
<td>3916</td>
<td>757</td>
<td>16.2%</td>
<td>0.000</td>
<td>1.84**</td>
</tr>
<tr>
<td>Early Stability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No (3+ placements)</td>
<td>1118</td>
<td>232</td>
<td>17.4%</td>
<td>0.000</td>
<td>0.72*</td>
</tr>
<tr>
<td>Yes (0-2 placements)</td>
<td>4993</td>
<td>751</td>
<td>13.1%</td>
<td>0.000</td>
<td>0.72*</td>
</tr>
<tr>
<td>Runaways</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>5581</td>
<td>869</td>
<td>15.5%</td>
<td>0.000</td>
<td>1.44*</td>
</tr>
<tr>
<td>Yes</td>
<td>530</td>
<td>119</td>
<td>18.3%</td>
<td>0.000</td>
<td>1.44*</td>
</tr>
</tbody>
</table>
What Are Families’ Critical Barriers to Permanency?

- Parenting competency/attitudes (97%)
- Parent mental health (90%)
- Poverty (87%)
- Parent alcohol and other drug (AOD) problems (83%)
- Parent trauma (80%)
- Engagement
Example of Case Record Data Collection

- **Family Structure**
  - # of caregivers
  - # of children in care
- **Poverty & Resource Issues**
  - Poverty related issues
  - Housing not stable
  - Lack of social supports
  - Multiple services/ need help with coordination
- **Clinical Needs/Presenting Problems**
  - Mental health problems
  - Parent history of trauma
  - Parent history of foster care
  - Alcohol & other drug issues
  - Developmental/Intellectual Disabilities
  - Medical problems

- **Parenting**
  - Competency
  - Attitude
  - Cooperation or engagement problem
  - Prior CW involvement
- **Home Environment**
  - Domestic violence
  - Legal or criminal issues
  - Other stress or caregiver strain
| Case | No. of CG | No. of Children in OOH Care | No. of Children in Home | Poverty/Related Issues | Housing | Lack of Social Supports | Multiple Services; Need Help Coordn Services | Mental Health Problems | Hx of Trauma | Parent Hx of Foster Care | ADD Issues | Devel Disab/ Cognit Probs | Medical Probs | Parent Comp | Parent Attitude | Coop Prob or Engage Prob | Prior CW Involv/ Reports/ Subst | Legal Issues or Criminal Involv | Other Stress/ Caregiv Strain |
|------|----------|-----------------------------|--------------------------|----------------------|---------|-------------------------|-----------------------------------------------|-----------------------|-----------|------------------------|-----------|-------------------------|------------|-------------|----------------|------------------------|-----------------------------|-----------------------------|
| 1    | 2        | 3                            | 0                        | 1                    | 0       | 0                       | 1                                             | 1                     | 1         | 0                      | 1         | 1                       | 0           | 1           | 0             | 1                      | 1                           | 1                            |
| 2    | 1        | 3                            | 0                        | 1                    | 1       | 1                       | 0                                             | 1                     | 1         | 99                     | 1         | 0                       | 0           | 1           | 1             | 1                      | 1                           | 1                            |
| 3    | 1        | 7                            | 0                        | 1                    | 1       | 0                       | 0                                             | 1                     | 0         | 1                      | 0         | 0                       | 99          | 1           | 1             | 0                      | 0                           | 1                            |
| 4    | 1        | 5                            | 0                        | 1                    | 0       | 0                       | 99                                             | 99                    | 99        | 1                      | 99        | 99                      | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 5    | 1        | 4                            | 0                        | 1                    | 1       | 1                       | 1                                             | 1                     | 0         | 0                       | 0         | 1                       | 1           | 1           | 0             | 1                      | 1                           | 1                            |
| 6    | 1        | 3                            | 0                        | 1                    | 0       | 1                       | 0                                             | 1                     | 0         | 0                       | 1         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 7    | 2        | 4                            | 2                        | 1                    | 1       | 1                       | 1                                             | 1                     | 1         | 1                      | 0         | 1                       | 0           | 1           | 1             | 1                      | 1                           | 1                            |
| 8    | 1        | 5                            | 0                        | 1                    | 1       | 0                       | 1                                             | 1                     | 1         | 1                      | 0         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 9    | 2        | 3                            | 0                        | 1                    | 1       | 0                       | 1                                             | 1                     | 0         | 0                       | 1         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 10   | 2        | 1                            | 2                        | 1                    | 1       | 1                       | 1                                             | 1                     | 1         | 1                      | 0         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 11   | 2        | 3                            | 1                        | 1                    | 1       | 0                       | 1                                             | 1                     | 1         | 0                       | 1         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 12   | 2        | 4                            | 0                        | 1                    | 1       | 1                       | 1                                             | 0                     | 0         | 0                       | 1         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 13   | 1        | 2                            | 1                        | 1                    | 1       | 0                       | 1                                             | 1                     | 0         | 0                       | 1         | 1                       | 0           | 1           | 0             | 0                      | 0                           | 1                            |
| 14   | 2        | 3                            | 2                        | 0                    | 0       | 1                       | 1                                             | 1                     | 1         | 1                      | 1         | 1                       | 0           | 1           | 1             | 0                      | 0                           | 1                            |
| 15   | 2        | 5                            | 0                        | 1                    | 1       | 1                       | 1                                             | 1                     | 1         | 1                      | 0         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 16   | 2        | 0                            | 1                        | 1                    | 1       | 0                       | 99                                             | 1                     | 1         | 1                      | 0         | 1                       | 1           | 1           | 1             | 0                      | 1                           | 0                            |
| 17   | 1        | 1                            | 0                        | 0                    | 0       | 1                       | 0                                             | 0                     | 0         | 1                       | 1         | 0                       | 1           | 1           | 0             | 0                      | 0                           | 1                            |
| 18   | 1        | 2                            | 0                        | 1                    | 1       | 0                       | 0                                             | 1                     | 1         | 0                       | 1         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 19   | 2        | 4                            | 0                        | 1                    | 0       | 1                       | 0                                             | 1                     | 1         | 99                     | 1         | 0                       | 0           | 1           | 1             | 0                      | 1                           | 1                            |
| 20   | 2        | 5                            | 0                        | 1                    | 1       | 0                       | 1                                             | 1                     | 1         | 0                      | 0         | 0                       | 1           | 1           | 1             | 0                      | 0                           | 1                            |
| 21   | 2        | 1                            | 2                        | 1                    | 0       | 0                       | 0                                             | 1                     | 1         | 0                      | 0         | 0                       | 1           | 1           | 1             | 0                      | 0                           | 1                            |
| 22   | 3        | 2                            | 0                        | 1                    | 1       | 1                       | 1                                             | 1                     | 1         | 0                      | 1         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 23   | 2        | 2                            | 0                        | 99                   | 99       | 99                      | 0                                             | 1                     | 1         | 99                     | 1         | 99                      | 99          | 1           | 0             | 0                      | 1                           | 1                            |
| 24   | 1        | 3                            | 0                        | 1                    | 0       | 1                       | 1                                             | 1                     | 1         | 0                      | 1         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 25   | 2        | 1                            | 0                        | 1                    | 1       | 0                       | 0                                             | 1                     | 1         | 0                      | 1         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 26   | 1        | 7                            | 0                        | 1                    | 1       | 1                       | 1                                             | 1                     | 1         | 99                     | 0         | 1                       | 0           | 0           | 1             | 1                      | 0                           | 1                            |
| 27   | 2        | 3                            | 0                        | 1                    | 1       | 1                       | 1                                             | 1                     | 1         | 0                      | 1         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 28   | 2        | 1                            | 3                        | 0                    | 0       | 1                       | 1                                             | 99                    | 0         | 0                      | 0         | 0                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 29   | 1        | 3                            | 0                        | 1                    | 1       | 1                       | 1                                             | 1                     | 1         | 0                      | 1         | 1                       | 1           | 1           | 1             | 1                      | 1                           | 1                            |
| 30   | 2        | 1                            | 0                        | 1                    | 1       | 1                       | 0                                             | 1                     | 0         | 1                      | 1         | 1                       | 0           | 1           | 1             | 1                      | 1                           | 1                            |
| **TOTAL** | **3.03** | **26**                      | **18**                   | **22**               | **13**   | **27**                   | **24**                                                        | **6**                 | **25**    | **7**                   | **11**    | **29**                   | **23**      | **20**      | **27**        | **18**                   | **20**                     | **13**                     |
| %    |          | **87%**                      | **60%**                   | **73%**              | **43%**   | **90%**                   | **80%**                                                        | **20%**              | **83%**    | **23%**                  | **37%**    | **97%**                   | **77%**     | **67%**     | **90%**       | **60%**                   | **67%**                     | **43%**                     |
What Are the System Barriers to Permanency?

- Lack of dedicated parent services (84%)
- High caseloads (79%)
- High caseworker turnover (77%)
- Parent lack of transportation (76%)
- Court system (70%)
Summary of Target Population Findings

Target population: Children, 3-16, who meet criteria for serious emotional disturbance (SED)

Point of intervention: Parents of children with SED

Families’ critical barriers to permanency
- Parenting competency
- Parent MH, AOD, Poverty issues
- Parental trauma
- Parental engagement

System barriers to permanency
- Lack of dedicated parent services
- High caseloads
- High worker turnover
- Lack of transportation
- Court/Legal system
Selecting an Intervention
4 Step Process, Iterative Not Linear

- Gather evidence from multiple sources
- Conduct interviews
  - Purveyors/program developers (4)
  - Child welfare experts/thought leaders (10)
  - Implementers (6)
- Narrow to two choices
- Select an intervention
## Example Matrix on Interventions/Programs

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Age</th>
<th>Description/Format</th>
<th>Intended Population</th>
<th>Intended Outcomes</th>
<th>Level of Evidence</th>
<th>Studied in CW pop</th>
<th>Training Requirement</th>
<th>Fidelity Monitoring</th>
<th>CW Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-18</td>
<td>Individual, group, Home visitor, 1:1</td>
<td>Parents, youth, foster parent</td>
<td>Reunification, Placement stability</td>
<td>Level 2 CEBC</td>
<td>Yes/no</td>
<td>5 days of training plus coaching</td>
<td>Yes, video observation; checklist by practitioner;</td>
<td>Permanency Safety Well-being</td>
</tr>
</tbody>
</table>
## Total Hours = 223

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Activity</th>
<th>Approx. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/9/2011</td>
<td>Kansas SRS Leadership; Casey Family Programs (Lien Bragg, Peter Pecora, Page Walley, Barry Salovitz)</td>
<td>Presentation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expert interview: Peter Pecora suggested adopting PMTO.</td>
<td></td>
</tr>
<tr>
<td>2/22/2011</td>
<td>KU Management Team</td>
<td>Meeting</td>
<td>2</td>
</tr>
<tr>
<td>2/22/2011</td>
<td>Rick Barth, Maryland</td>
<td>Expert interview: Recommended PMTO and cautioned that combining interventions may reduce effectiveness.</td>
<td>2</td>
</tr>
<tr>
<td>2/23/2011</td>
<td>KIPP Steering Committee</td>
<td>Meeting</td>
<td>3</td>
</tr>
<tr>
<td>2/24/2011</td>
<td>T/TA Webinar</td>
<td>Webinar</td>
<td>2</td>
</tr>
<tr>
<td>3/1/2011</td>
<td>Lee Rone, Youth Villages</td>
<td>Implementer interview</td>
<td>1</td>
</tr>
<tr>
<td>3/1/2011</td>
<td>KU Management Team</td>
<td>Meeting</td>
<td>2</td>
</tr>
<tr>
<td>3/1/2011</td>
<td>Jim Wotring, Michigan</td>
<td>Implementer interview</td>
<td>1</td>
</tr>
<tr>
<td>3/2/2011</td>
<td>TA Site Visit</td>
<td>Meeting</td>
<td>6</td>
</tr>
<tr>
<td>3/3/2011</td>
<td>Robin Spath</td>
<td>Evaluator interview</td>
<td>1</td>
</tr>
<tr>
<td>3/4/2011</td>
<td>KU Management Team</td>
<td>Meeting</td>
<td>2</td>
</tr>
<tr>
<td>3/7/2011</td>
<td>Triple P</td>
<td>Purveyor interview</td>
<td>1</td>
</tr>
<tr>
<td>3/8/2011</td>
<td>KU Management Team</td>
<td>Meeting</td>
<td>2</td>
</tr>
<tr>
<td>3/8/2011</td>
<td>Patti Chamberlain, Oregon</td>
<td>Expert interview: Recommended PMTO.</td>
<td>1</td>
</tr>
<tr>
<td>3/8/2011</td>
<td>PMTO</td>
<td>Purveyor interview</td>
<td>2</td>
</tr>
<tr>
<td>3/9/2011</td>
<td>Intervention Working Team</td>
<td>Meeting</td>
<td>3</td>
</tr>
<tr>
<td>3/9/2011</td>
<td>Abi Gewirtz, Minnesota</td>
<td>Implementer interview</td>
<td>1</td>
</tr>
<tr>
<td>3/14/2011</td>
<td>PII T/TA</td>
<td>Meeting</td>
<td>1</td>
</tr>
<tr>
<td>3/14/2011</td>
<td>PMTO</td>
<td>Purveyor interview</td>
<td>1.5</td>
</tr>
<tr>
<td>3/14/2011</td>
<td>Jill Duerr-Berrick, California</td>
<td>Expert interview</td>
<td>1</td>
</tr>
<tr>
<td>3/17/2011</td>
<td>PII T/TA</td>
<td>WebEx</td>
<td>1.5</td>
</tr>
<tr>
<td>3/18/2011</td>
<td>PII T/TA</td>
<td>WebEx</td>
<td>1</td>
</tr>
<tr>
<td>3/23/2011</td>
<td>Intervention Working Team</td>
<td>Meeting</td>
<td>3</td>
</tr>
<tr>
<td>3/24/2011</td>
<td>KU Management Team</td>
<td>Meeting</td>
<td>2</td>
</tr>
<tr>
<td>To date</td>
<td>KIPP Team</td>
<td>Post meeting debriefings</td>
<td>78</td>
</tr>
</tbody>
</table>

**TOTAL** 223
Narrow to Two Choices

- Evidence supported intervention
- Experience with our target population
- Proven effectiveness for addressing parent risk factors
- Certification time & transferability
- Fit within urban-frontier continuum
- Sufficient training, coaching & fidelity measures
- Cost
- Sustainability
- Parsimony
Selected PMTO

- Parent Management Training-Oregon Model
- Highest level of evidence (CEBC Rating 1)
  - Improving parenting capacity
  - Reducing problematic child behavior
- By helping mothers improve parenting, PMTO:
  - Reduces maternal depression
  - Speeds recovery from poverty
  - Reduces drug involvement and frequency of arrests
KIPP’s Service Model

**Evidence Supported Intervention**
Oregon Model of Parent Management Training (PMTO)

**Proximal Outcomes**
- Increase in positive parenting behaviors
- Decrease in coercive parenting practices
- Increase in use of community resources and social supports
- Increased readiness for reunification
- Improvements in parental mental health and substance use
- Decrease in child problematic behavior
- Increase in child functioning

**Distal Outcomes**
- Increase reunification rates
- Decrease long-term foster-care rates
- Increase in stable permanency rates

**Tailor PMTO for Parents of Children with SED in Kansas Foster Care**
- Early intervention & engagement
- In-home, intensive
- Low caseload
- Accessible & responsive
- Trauma-informed

- Comprehensive family assessment
- Robust referrals
- Service coordination
- Emphasis on parent/child visits
- Clinical & team supervision
Connecting the Target Population to the Intervention (1)

Families’ critical barriers to permanency

Parenting competency
- Parent MH, AOD, Poverty issues
- Parental trauma
- Parental engagement

KIPP’s response

PMTO
- Comprehensive assessment, robust referrals & svc coord
- Trauma-informed PMTO
- Early contact; strengths-oriented; in-home; parent/child visits
Connecting the Target Population to the Intervention (2)

**System barriers to permanency**

- Lack of dedicated parent services
- High caseloads
- High worker turnover
- Lack of transportation
- Court/Legal system

**KIPP’s response**

- KIPP/PMTO
  - Low caseloads
  - Clinical & team supervision
    - In-home
  - Education & advocacy
KIPP’s Theory of Change

Parenting Practices
- Positive Parenting Practices
  - Skill Encouragement
  - Positive Involvement
  - Effective Discipline
  - Problem-Solving
  - Monitoring/Supervision
- Coercive Parenting Practices
  - Negative Reciprocity
  - Escalation
  - Negative Reinforcement

Child Behavior
- Prosocial Skills
- Problem Behaviors
- Mental Health Functioning

Other Proximal Outcomes
- Community Supports
- Parent MH and AOD
- Readiness for Reunification

Distal Outcomes
- Timely Reunification
- Long-Term Foster Care
- Stable Reunification
- Child Safety

KIPP/PMTO → Parenting Practices → Other Proximal Outcomes → Distal Outcomes → Child Behavior
Figure 1. Logic Model of the Kansas Intensive Permanency Project

**Resources**
- Population: Children and youth, aged 3-16, who meet criteria for serious emotional disturbance (SED)
- Intervention: KIPP/PMTO V.
- Comparison: Usual foster care case management services

**Implementation**
- Competency Drivers installed
  - Practitioners & supervisors selected
  - KIPP and PMTO Training
  - Supervision & Coaching
  - Fidelity rating and direct feedback
- Service Delivery
  - Child assessment for SED with CAFAS or PECFAS
  - Parent engagement early in case
  - Family assessment
  - Parenting training/PMTO
  - Parent-child visits
  - Concrete services
  - Robust referrals & service coordination
- Usability testing metrics (see Table 1)

**Outputs**
- #/% of children assessed for SED
- #/% of parents who have comprehensive assessment
- #/% of weekly parent visits
- #/% of parents who complete KIPP services
- #/% of practitioners PMTO certified
- #/% of practitioners rated at adequate or > on fidelity score

**Proximal Outcomes**
- Positive parenting behaviors (+)
- Coercive parenting practices (-)
- Use of community resources & supports (+)
- Parent MH & SA (+)
- Readiness for reunification (+)
- Problematic child behavior (-)
- Child functioning (+)

**Distal Outcomes**
- Reunification (+)
- Long-term foster care (-)
- Stable permanency (+)
- Child safety (0)

**External Conditions**
- Privatized foster care and adoption services
- Uncoordinated/fragmented service systems
- Budget cuts, esp for MH and AOD treatment

**Theory of Change**
- Parents of children with SED face multiple and complex problems that prevent them from reunifying with their children.
- Resources must be dedicated to improve ineffective parenting practices and to connect parents with community resources and social supports, such as MH and AOD treatment.
- When parenting and community connections are strengthened, a more adequate and prosocial environment for children is created.
- When the family’s interpersonal and social environment is bolstered, child functioning increases and behavior problems decrease. These changes combine to create readiness for reunification, which leads to more timely reunifications.
- Strengthened, reunified families will be more likely to experience stable permanency and child safety.

**End-Values**
- Family continuity and permanence
- System continuity and permanence
- Budgetary efficiency
KIPP’s PICO Question

Do children, aged 3-16, in foster care who meet criteria for SED (P) achieve more timely and stable permanence (O) if their families receive early, intensive home-based parent management training (I) compared to children in foster care whose families receive usual services (C)?

- P = Population
- I = Intervention
- C = Comparison
- O = Outcome
Lessons Learned about the PII Approach

- Promotes data driven decision-making & program design
- Requires resources for data collection, analysis, and interpretation
- Opens opportunity to find a different target population and understand risk factors with greater depth
- Creates sense of urgency for and strengthen commitment to target population
- Assists in selecting the intervention with a systematic and thorough process
KIPP Co-Principal Investigators:
Becci Akin, PhD
Tom McDonald, PhD

KU School of Social Welfare
beccia@ku.edu
t-mcdonald@ku.edu
Data Mining for Identifying & Serving Populations at Risk

Dana A. Weiner, Ph.D.
PII Evaluation Liaison
Northwestern University
Illinois Department of Children & Family Services

An Initiative of the Children’s Bureau
Purpose of Data Mining Activities

- To compile empirical support for the focus of the proposed project (for PII, identify population at greatest risk of Long Term Foster Care)
- Describe the population at greatest risk to identify barriers to positive outcomes
- Analyze heterogeneity in the target population to identify characteristics and subgroups amenable to intervention
Illinois Context

- PII Project: Trauma-Focused Intervention to Reduce Long-Term Foster Care
- Convened by: Illinois Department of Children & Family Services
- Key partners
  - Contracted System of Care (wraparound) program providers
  - University Partners
    - Northwestern University
    - University of Chicago
    - University of Illinois – Chicago Jane Addams College of Social Work
- Decade-long commitment to trauma-informed assessment & application of trauma lens to addressing child & family needs
Infrastructure & Collaboration

• Departmental Infrastructure
  • Ongoing data collection using trauma-informed, family-focused, strengths-based tools (CANS)
  • Ongoing maintenance to ensure the integrity of data on placement moves (CYCIS)
  • Centralized, well-documented case management (SACWIS)

• University Partners
  • Northwestern (CANS Warehouse)
  • University of Chicago (Integrated Database)
  • U of I Jane Addams College of Social Work (federal reporting)
  • UIUC Child & Family Research Center (monitoring CW outcomes)
Approaches to Defining & Refining a Target Population

- Descriptive Analysis – What are the characteristics of youth in the population?
- Bivariate Analyses (Odds Ratios, Significance Tests, Bivariate Regression) – What characteristics are related to outcomes?
- Predictive Models (Multiple Regression) – How do those characteristics work in combination to predict risk factors or outcomes?
- Understanding Heterogeneity (Latent Class or “Cluster” Analysis) – Are there meaningful subgroups within the population of interest that require different interventions?
- Confirmatory Qualitative Analysis & Focus Groups
Transparency: Assumptions & Theory of Change

• Ideas about which subgroups have poorer outcomes than others
• Ideas about why subgroups of youth have poorer outcomes
• Theories about what will improve outcomes among at-risk groups
Step One: Consolidating Findings from Previous Studies

- Relative caregivers have greater resource & service needs to address physical & mental health problems; non-relative caregivers may lack knowledge and may experience higher rates of trauma-related needs. (Smithgall)
- Between 41% and 47% of 9-12 year olds enter care with an open Intact case; youth entering with an open intact case are slightly more likely to fail to achieve permanency in 24 months (Zinn).
- Youth with multiple and chronic interpersonal traumas were significantly more likely to have placement disruptions or interruptions compared to youth with single type or non-repeated traumas (Kisiel)
- 15% of kids in care 2 years who enter between 9-12 are in congregate care settings, although this increases from about 5% for youth entering at 9 to 30% among youth entering at 12 (Zinn)
- Hope for reunification wanes in adolescence (Fuller)
- For many CANS items, actionable levels of needs, or absence of strengths, predict longer time until permanency is achieved OR predict not achieving permanency by 2 years. These include trauma symptoms & externalizing behaviors (McClelland)
- Some caregiver needs are inversely related to the likelihood of achieving permanency; different groups of needs characterize biological and substitute caregivers of youth not achieving permanency within 2 years (McClelland).
Age and Risk of LTFC

Permanence Within The Next 2 Years
Among Children in Care 2 Years After Entry
By Age at Entry and Exit Type

Percent of Entrants

- HAP
- HMP

Age at 2 Years Post-Entry
Step Two: Synthesize Findings Applying Predictive Models to Historical Data

- Predictive models more precise for Cook County, where risk of LTFC is higher
- Among youth in care 2 years, youth at increased risk for LTFC are
  - More likely to have MH problems
  - More likely to have bio parents with MH needs, housing instability, or inadequate supervision skills
  - More likely to be age 12 or older
You can only mine what you measured...

- Because we collect assessment data on trauma and strengths, we could test theories of change related to these factors

- Predictive models were hampered by omission of variables we don’t capture:
  - Variation in judicial decision-making
  - Cultural/regional differences in caseworker & community bias
Step Three: Use Convergent Findings to Develop Criteria for a Current Sample

- Age (over nine at entry)
- Parental rights (no TPR by 2 years)
- Region (Cook County)
- Placement type (ever placed in IGH)
- Placement Instability
- Mental Health/Trauma Symptoms/Risk Behaviors
Illinois PII Eligibility Criteria

- Age (over nine at entry)
- Parental rights (no TPR by 2 years)
- Region (Cook County)
- Placement type (ever placed in IGH)
- Placement Instability
- Mental Health/Trauma Symptoms/Risk Behaviors
Logistic Considerations

- Federal project overlap
  - Age
  - Time point for intervention
- Sample size
  - Requires inclusion of multiple placement types, regions, and parental rights status
- Implementation
  - Exclusion of larger congregate care settings due to established treatment regimens
Target Population Definition

- Age risk factor + federal project overlap = include youth ages 11-16 at the two-year anniversary of entry
- MH/trauma risk + Placement Stability risk + sample size considerations = include youth with either 1 placement change and/or 1 symptom at two-year anniversary of entry
Decision-Making about Eligibility Criteria

- 991 (80% of 1239) no moves
- 268 sx
- 723 moved & had sx
- 128 no sx
- 851 (69% of 1239)

An Initiative of the Children’s Bureau
Refining Understanding of Risk for Selecting Interventions

PREDICTION VS. DESCRIPTION
Step Four: Describe Current Sample in Terms that Inform Intervention Selection

- Describe the population
  - Placement Type & Stability
  - Regional Distribution
  - Prevalence of Needs & Strengths
  - Permanency Goals
- Identify meaningful subgroups based on parameters
  - Age
  - Needs
  - Reason for Case Opening
  - Placement Stability
  - Trauma Experiences & Complex Trauma
Describing the Population

- Three data sources
  - Historical cohorts
  - “Start-Up” sample of youth who would enter the sample over the last four months
  - “Projected” sample of youth who will enter the sample in the next four months
Bi-Annual Eligibility by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>q3 &amp; q4</td>
<td>31</td>
<td>21</td>
<td>41</td>
<td>41</td>
<td>47</td>
<td>42</td>
</tr>
<tr>
<td>q1 &amp; q2</td>
<td>33</td>
<td>40</td>
<td>25</td>
<td>25</td>
<td>28</td>
<td>42</td>
</tr>
<tr>
<td>q3 &amp; q4</td>
<td>34</td>
<td>40</td>
<td>26</td>
<td>34</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>q1 &amp; q2</td>
<td>37</td>
<td>41</td>
<td>28</td>
<td>32</td>
<td>34</td>
<td>38</td>
</tr>
<tr>
<td>q3 &amp; q4</td>
<td>39</td>
<td>42</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>q1 &amp; q2</td>
<td>48</td>
<td>48</td>
<td>40</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>q3 &amp; q4</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
</tr>
</tbody>
</table>

An Initiative of the Children’s Bureau
Population Heterogeneity – Meaningful Subgroups
Trauma Cluster Analysis

- Cluster One (25%) typical Complex Trauma profile
  - 95% met the Complex Trauma criterion
  - high rates of symptoms in all of the four trauma symptom groups
- Cluster Two (60%) less Symptom Complexity
  - 46% met Complex Trauma criterion
  - relatively lower rates of symptoms (13-18%), indicating a lower degree of comorbidity among symptom types
- Cluster Three (15%) highly Behaviorally Disordered
  - 53% met Complex Trauma criterion
  - 100% had behavioral dysregulation issues
  - high rates of affect dysregulation (85%)
  - disproportionately male (63%)
  - at least 25% had previous detention
Implications for Intervention Selection

- If applying a complex trauma intervention, as many as 60% meet criteria.
- If applying a targeted trauma intervention, all youth with symptoms and trauma experiences other than neglect only (75%) are appropriate.
- In two years of intervention, estimates of roughly 800 youth becoming available for intervention meeting criteria.
Prioritization of Risk Factors for Intervention

- Consistency of findings across researchers, methodologies and samples
- Suitability for intervention, especially empirically supported interventions
- Feasibility of inclusion given sample size, study duration, and other logistic considerations
Selected Intervention: TARGET

- Addresses affect dysregulation that is (1) caused by trauma and (2) results in behavioral problems that are challenging for foster parents to manage
- Can be used with foster parents, biological parents, and youth
- Is appropriate for all youth with trauma histories, not just those with discrete traumatic events
- Developers had implemented the intervention with youth in Juvenile Justice settings but were eager to modify, apply, and test intervention with child welfare population
Children ages 11 to 16 in state custody for two years and have either (1) mental health symptoms and/or (2) at least one placement move

1. Screening
2. Intervention focused on youth
3. Intervention focused on biological parent
4. Improved affect regulation and stress management
5. Increased biological parent's capacity to manage stress, complete services, meet child's needs
6. Placement stability
7. Decreased symptoms and increased capacity to form relationships
8. Intervention focused on foster parent
9. Increased understanding and capacity to meet child's needs
10. Caregiver stress is reduced
11. Legal permanence (within 3 years)
Illinois PII Contacts
Dana A. Weiner, Ph.D. Evaluation Liaison
Dana.weiner@illinois.gov
312-814-1171

Larry Small, Ph.D., Project Director
Larry.Small@illinois.gov
312-814-5987