

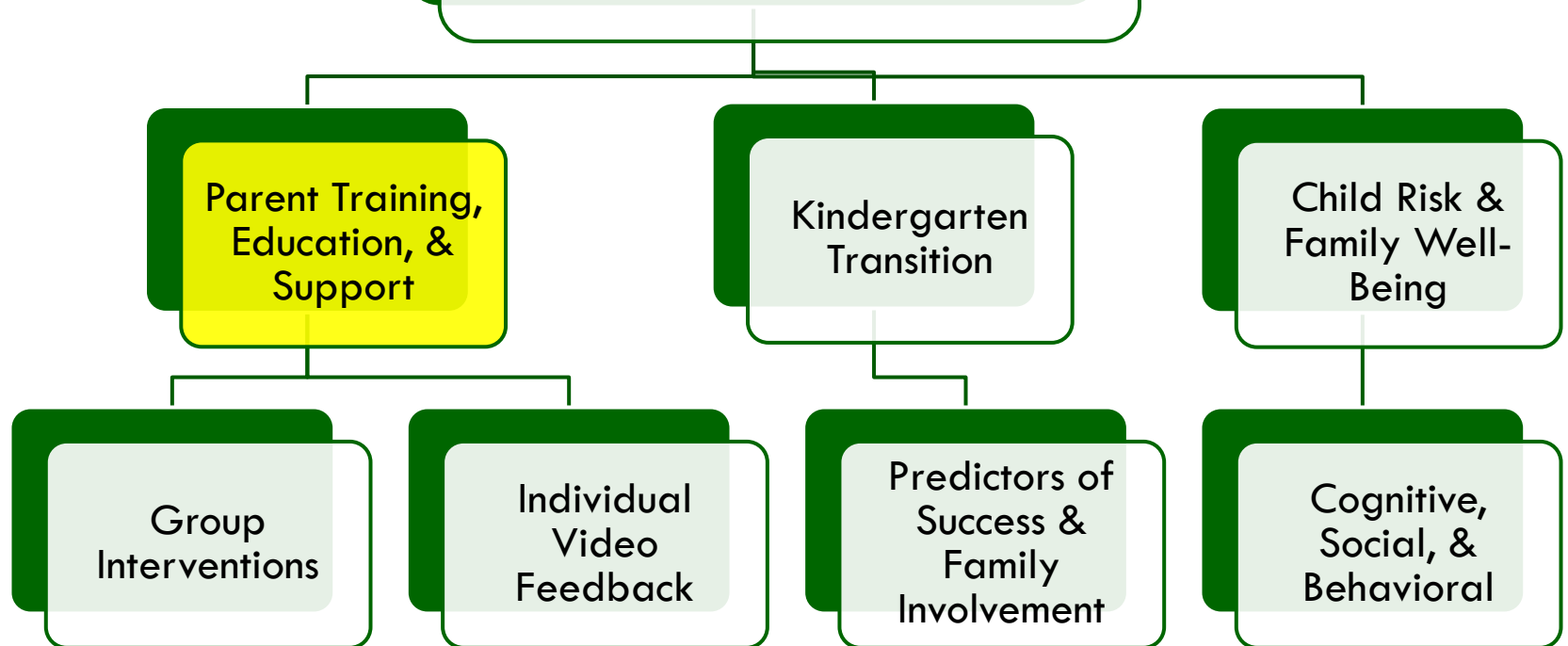
Family-Focused Interventions for Children with Developmental Disabilities

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Autism Interest Group: Autism Lecture Series

Supporting At-Risk Young Children & Families



- Implementing Evidence-Based Practices with Integrity
- Practices Guided by Ecological Systems & Behavioral Theories
- Group & Single Case Methodology

Overview Talk



- Family-based interventions
 - Oregon Parent Project
 - Family Check-Up

- Next Steps

Risk of Dual Developmental & Behavioral Problems

- Heightened Risk for Dual Diagnosis
 - Deficits in communication, self-regulation, social skills, coping skills
 - Associated medical, physical, or sensory impairments
- Impact on individuals, families, schools, health care system, & community at-large (e.g., Borthwick-Duffy & Eyman, 1990)

Young Children are At-Risk

- Young children with developmental delays are experiencing problems at an early age (Baker et al. 2002, 2003; Guralnick, 2006; McIntyre et al., 2006)
- Left untreated, children are at risk for developing a severe behavior disorder or mental illness (Borthwick-Duffy & Eyman, 1990; Emerson, 2003; McIntyre et al., 2002)

Impact on Families

- Behavior problems place significant burden on caregivers (Bromley & Blacher, 1991; McIntyre et al., 2002)
- Behavior problems, more so than cognitive problems, contribute to parental stress (Baker et al., 2003; Eisenhower et al., 2005; Lecavalier et al., 2006)
- **Need for early systematic, preventive and early intervention efforts**

FAMILY-BASED SUPPORT FOR CAREGIVERS WITH YOUNG CHILDREN WITH DD

Oregon Parent Project



**PI, McIntyre
R01 HD059838**

**Examining the efficacy, generalization, &
maintenance effects of intervention**

Carolyn Webster-Stratton's *Incredible Years Parent Series*

- Consistent with developmental psychopathology model (e.g., Sameroff & Fiese, 2000)
- Influenced by social learning and behavioral theories
- Teaches parents strategies to increase positive parent-child interactions
- Utilizes 12-week group format
 - 2 ½ hour sessions (community-based)
 - Discussion
 - Videotape vignettes
 - Role-play & modeling
 - Didactics

We held sessions in the evening (5:30-8pm) with free dinner & childcare

Carolyn Webster-Stratton's *Incredible Years Parent Training (IYPT-DD *)*

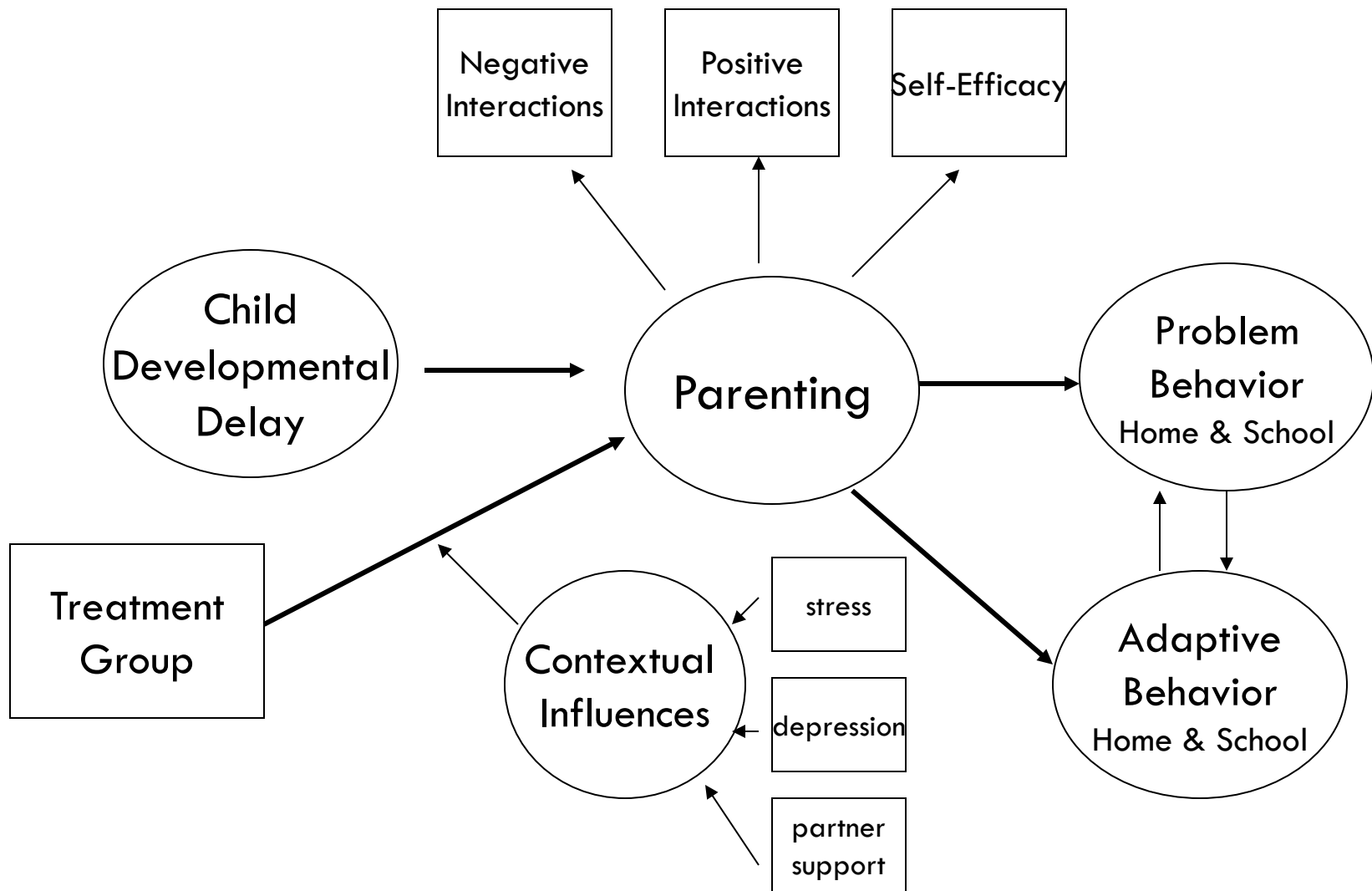
- Play
 - Importance, follow child's lead, increasing language through play
- Praise & Rewards
 - Use of appropriate reinforcement strategies
- Effective Limit Setting
 - Utilizing effective instruction sequences, distraction, re-direction
- Handling Misbehavior & Problem Solving

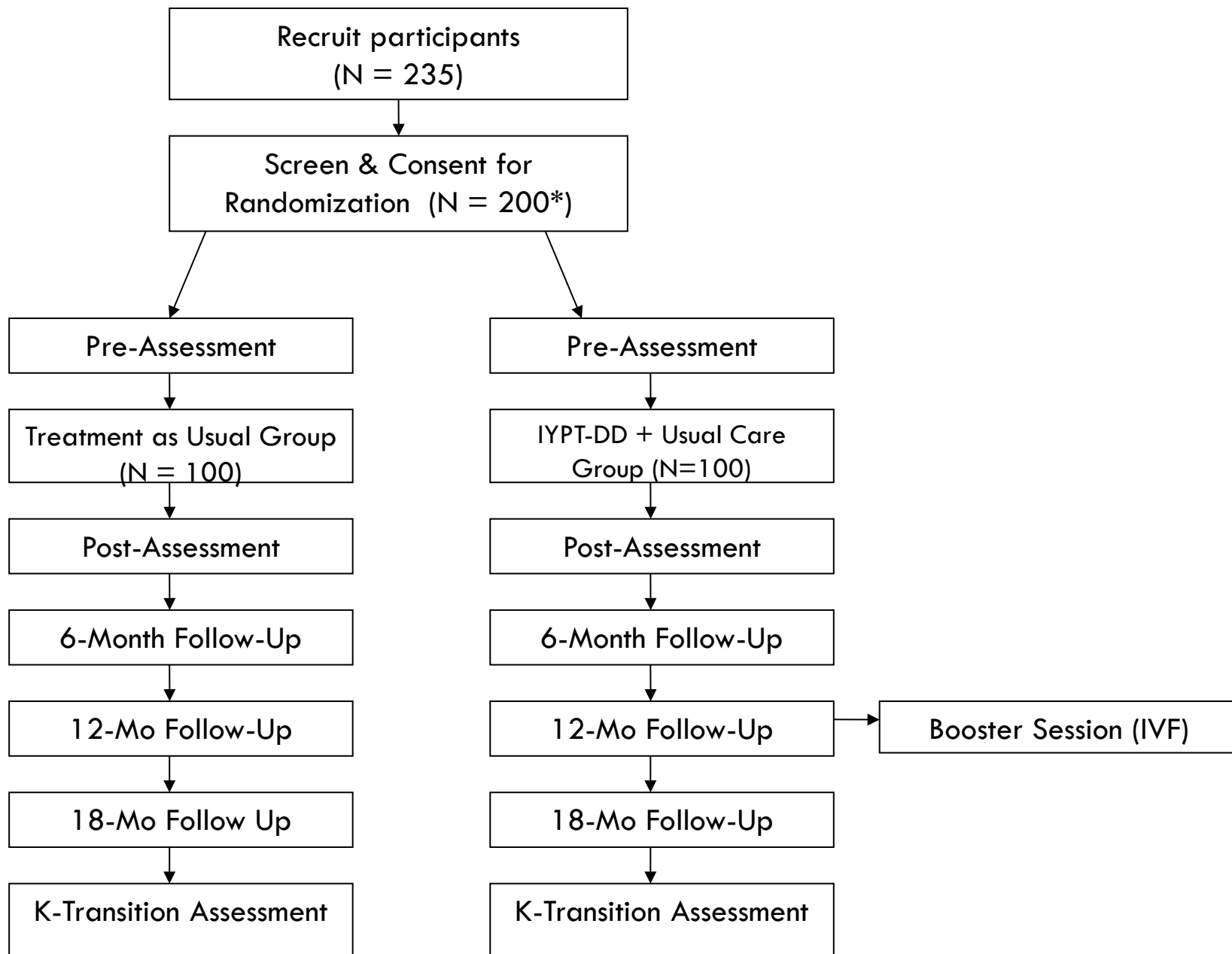
*Adaptations made (McIntyre, 2008a) - *JIDR*

Large RCT – Project Overview

- RCT design – 200 families with preschoolers with DD
- Test the efficacy of IYPT-DD in comparison with treatment as usual in terms of changing:
 - **Child behavior** (reducing maladaptive behavior, increasing adaptive behavior, and increasing school adjustment)
 - **Parent behavior** (reducing negative parent–child interactions, increasing parenting competence and self-efficacy)
 - **Adaptation to kindergarten** (social skills, classroom behavior, academics, student-teacher relationships)
- Post-treatment, 6mo, 12mo, 18mo, & K-trans follow-up
- Mechanisms of change & cost-effectiveness analyses

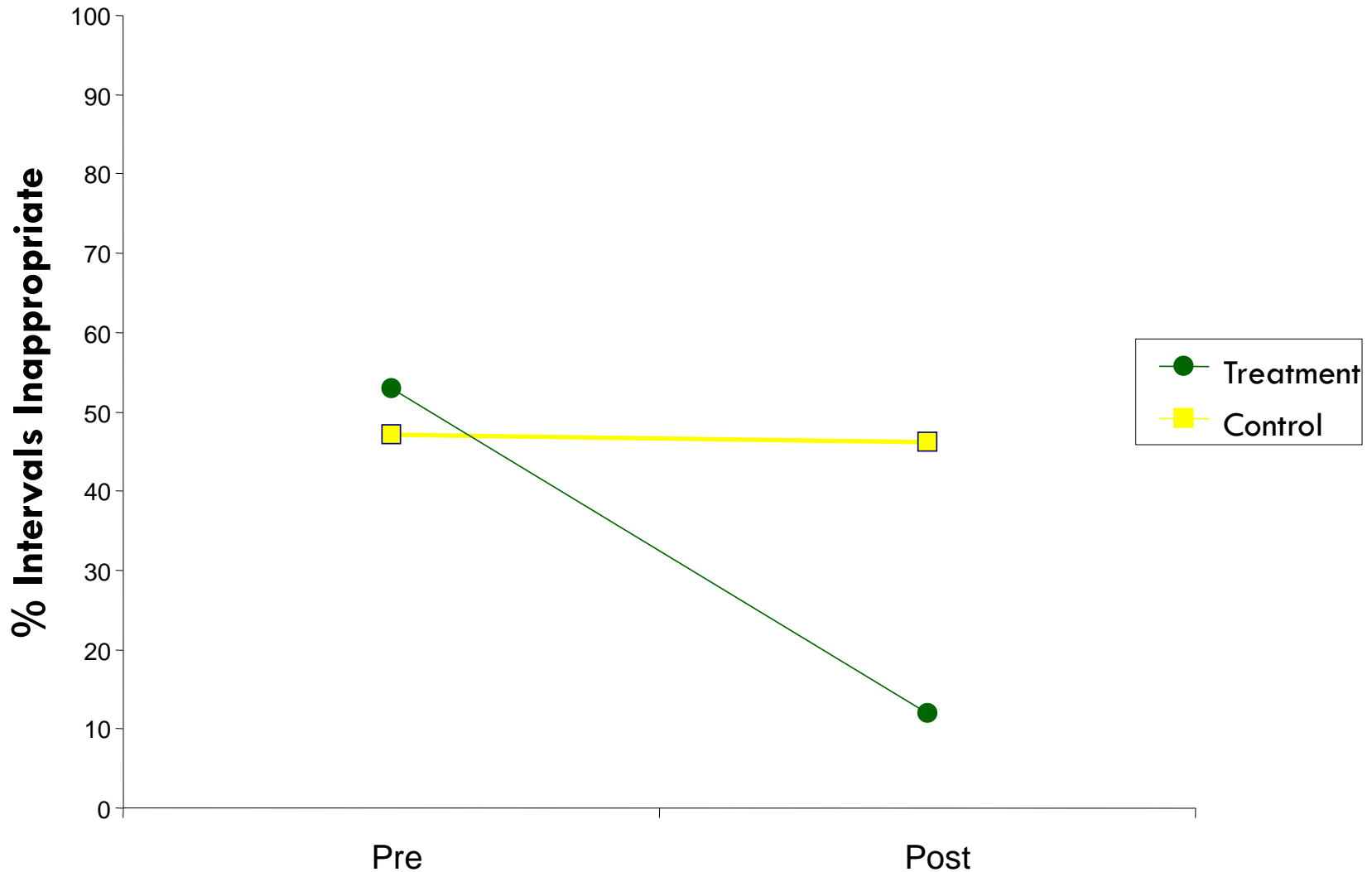
Study Model of Relationships Among Child, Family, and Contextual Variables





*Estimated 15% attrition

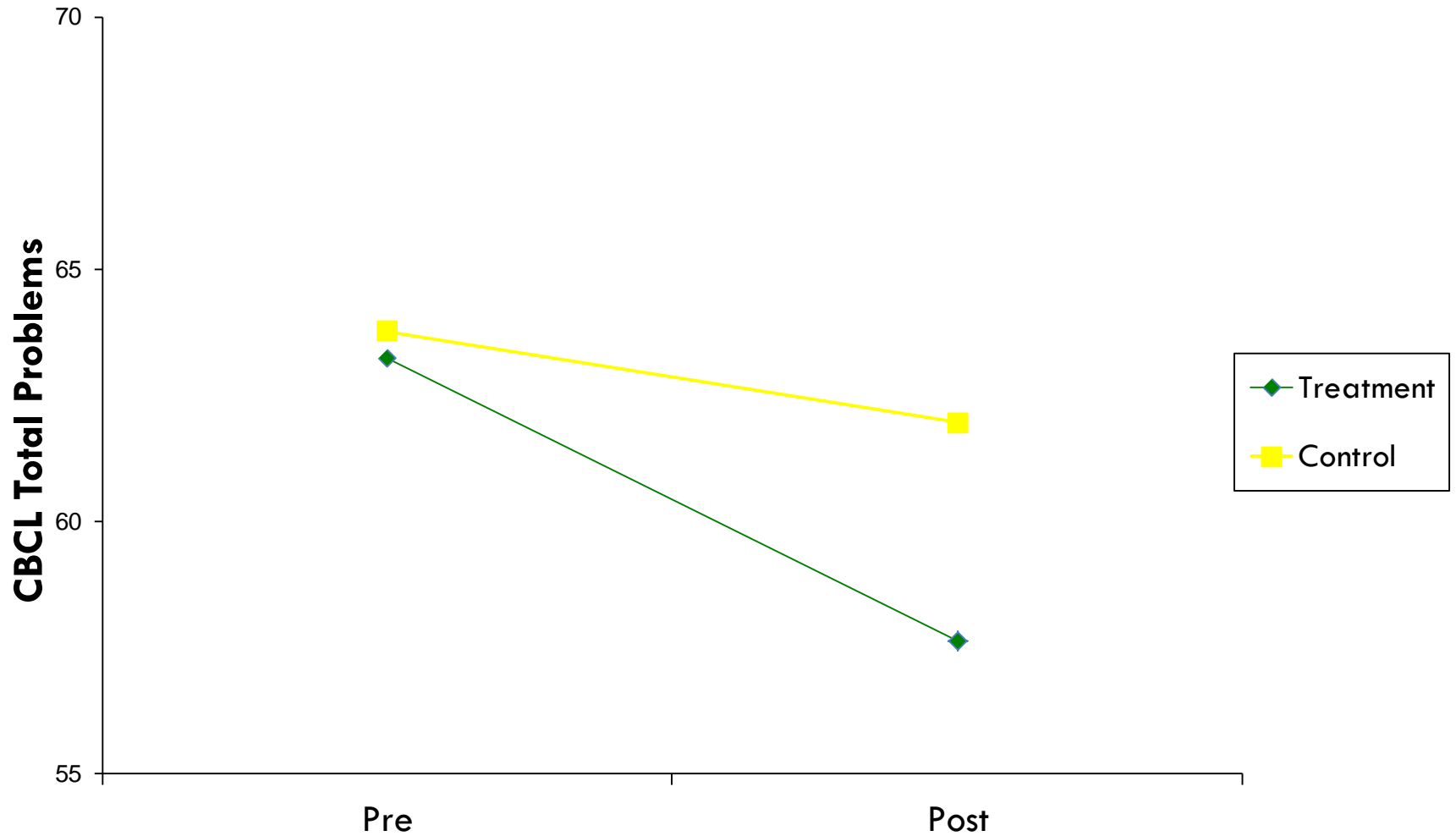
Observed Parent-Child Interactions



McIntyre (2008b) *AJMR*
R03HD047711 (McIntyre, PI)

Group X Time $F(2,42) = 19.52; p < .001$

Child Behavior Problems



McIntyre (2008b) AJMR

Group X Time $F(2,42) = 5.28; p < .05$

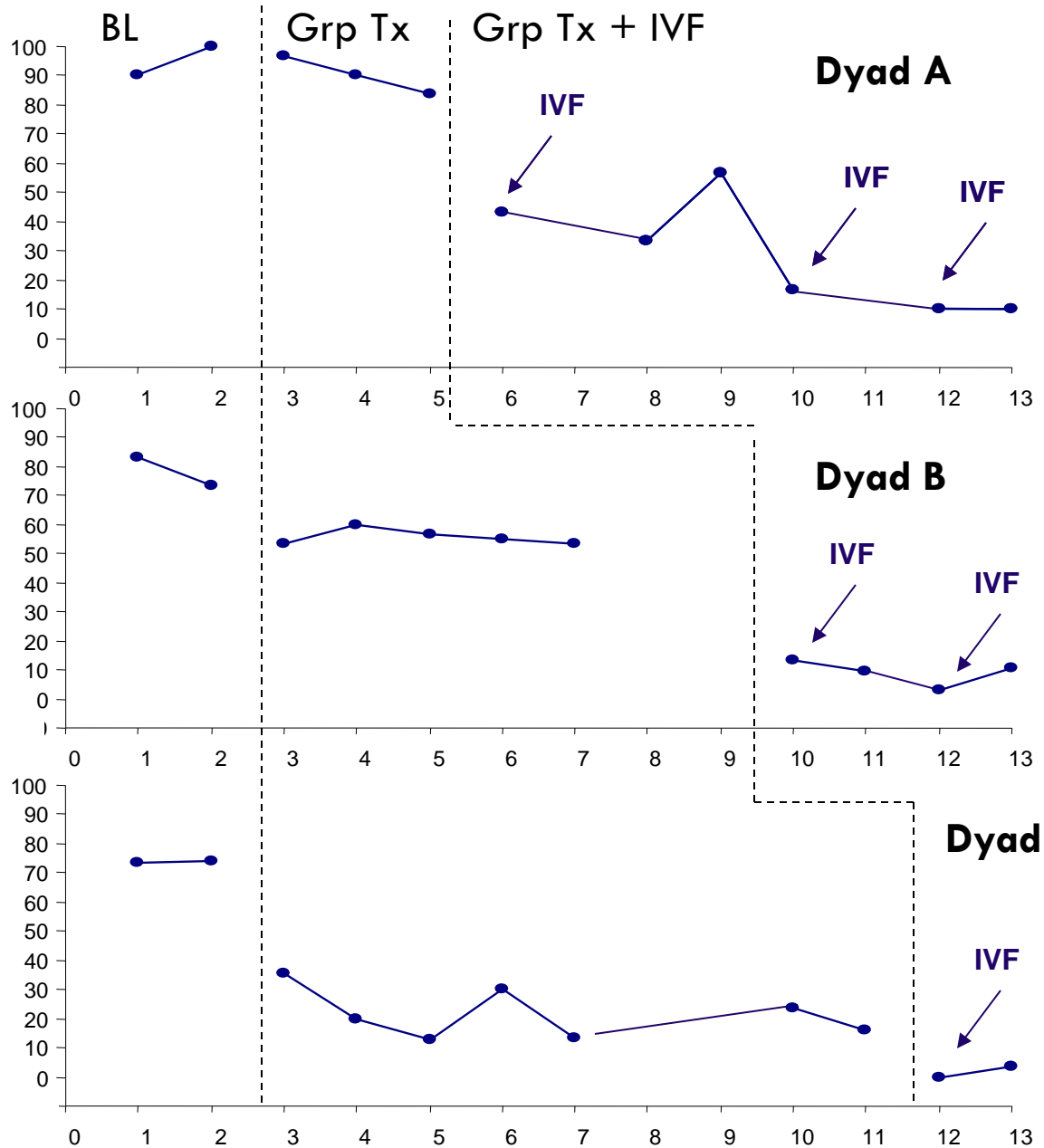
ENHANCEMENT OF GROUP PARENT TRAINING PROGRAM

Video Modeling
Individualized Videotape Feedback

Individualized Video Feedback Sessions

- Parent watches video of herself and child interacting
- During video:
 - If **appropriate** behavior → then parent is praised
 - If **inappropriate** behavior → error correction (Adapted from Himle, Miltenberger, Flessner et al., 2004).
 - 1) video stopped
 - 2) Identify and correct error
 - 3) Trainer models the appropriate behavior
 - 4) Parent practices correct response
 - 5) Procedure is repeated until parent correctly performs the target response 3 consecutive times

% Intervals Inappropriate



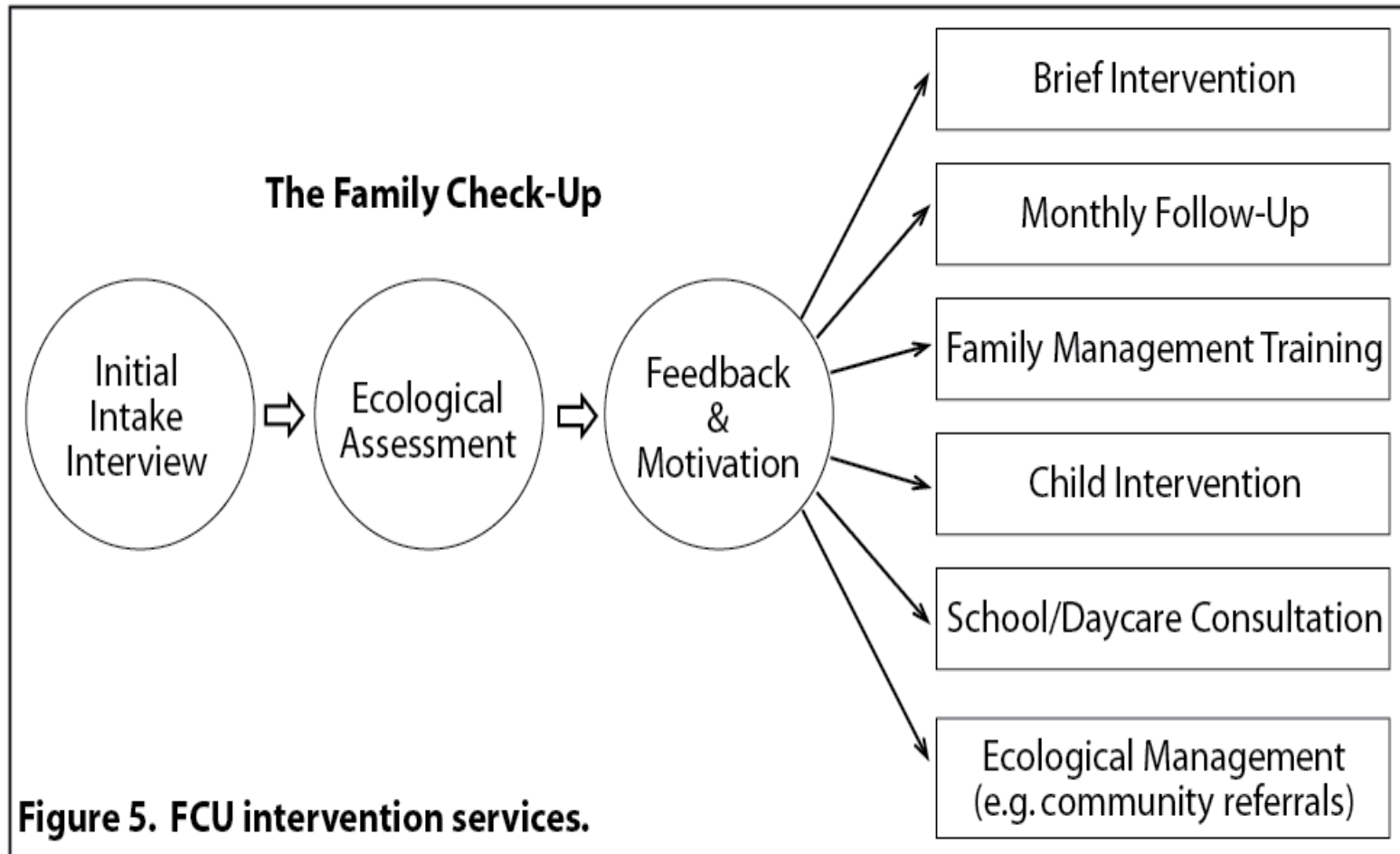
Multiple Baseline Design Across Three Mother-Child Dyads:

1. Baseline
2. Group Treatment (Parent Training)
3. Group Treatment + Individualized Video Feedback

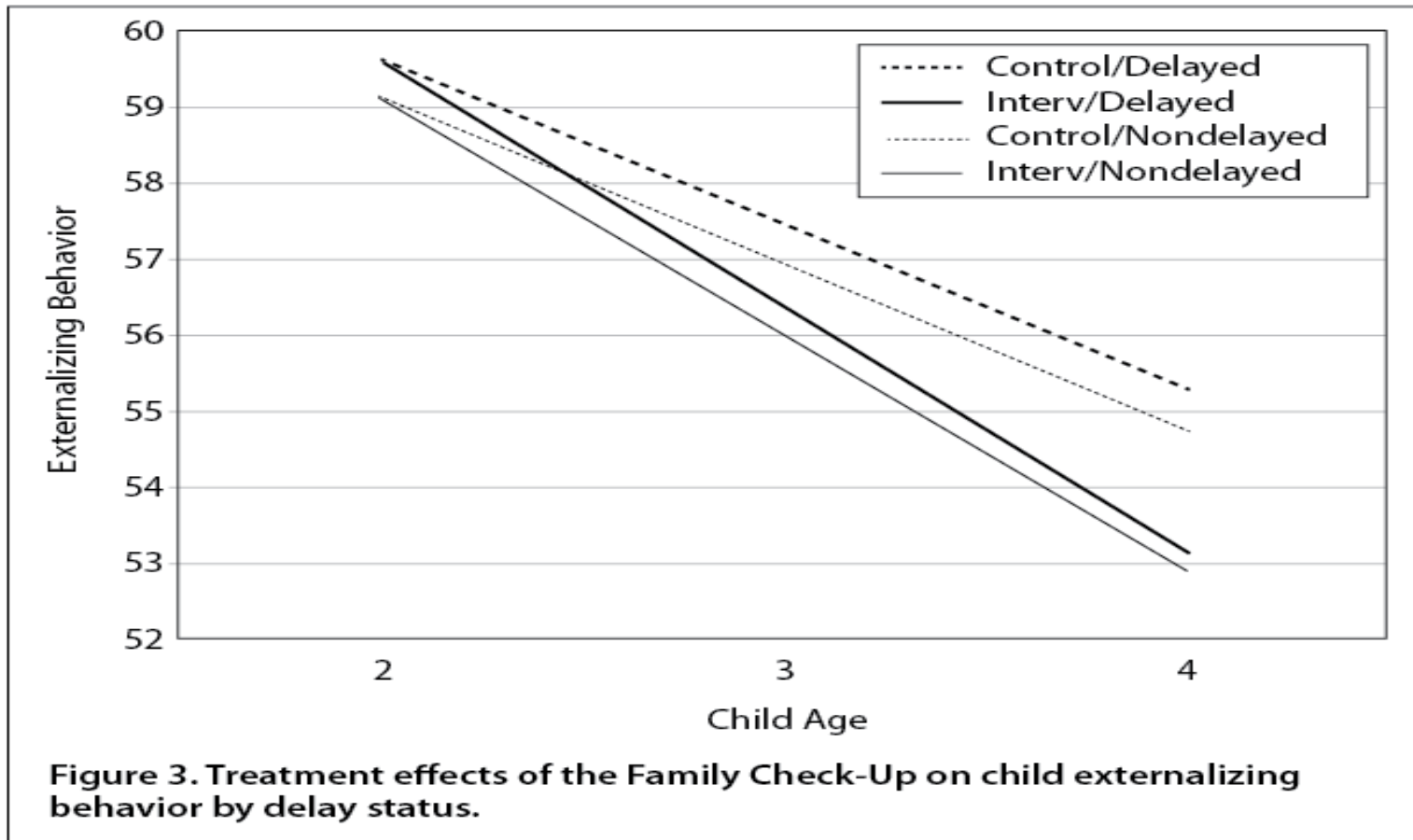
In Summary

- Heightened risk for developing behavior problems
- Parent Training and family support may help decrease negative parent-child interactions and behavior problems
- Not everyone may need individualized, intensive intervention
- More research is needed to address long-term outcomes and variables associated with “responders” and “non-responders”
 - Child, family, & environmental predictors

Using the FCU to Address Child & Family Well-being



Effects of FCU on Children with and without Delays



In conclusion...

- We need interventions that are potent, cost-effective, family-friendly **and rigorously tested.**
- We need more preventive efforts.
- We need to combine multi-systems of care
 - Early intervention / community supports
 - Education
 - Health care – biopsychosocial approaches
- We need interventions that are flexible and meet *changing* needs of children and families over time.
- We have just begun...we are at the tip of the iceberg.

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