

Portland State University

PDXScholar

Student Research Symposium

Student Research Symposium 2013

May 8th, 12:30 PM - 2:00 PM

Fidelity and Adaptation of a Sibling Relationship Intervention for the Prevention of Antisocial Behavior

Casadi "Khaki" Marino
Portland State University

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/studentsymposium>



Part of the [Social Work Commons](#)

Let us know how access to this document benefits you.

Marino, Casadi "Khaki", "Fidelity and Adaptation of a Sibling Relationship Intervention for the Prevention of Antisocial Behavior" (2013). *Student Research Symposium*. 19.

<https://pdxscholar.library.pdx.edu/studentsymposium/2013/Presentation/19>

This Oral Presentation is brought to you for free and open access. It has been accepted for inclusion in Student Research Symposium by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.

Fidelity and Adaptation of a Sibling
Relationship Intervention for the Prevention
of Antisocial Behavior

Portland State University School of Social Work

Casadi “Khaki” Marino, LCSW, PhD student

Contact information: casadi@pdx.edu;
casadimarino@hotmail.com

Cell 503-490-5856

Lew Bank, PhD

Bowen McBeath, PhD

Supporting Siblings in Foster Care (SIBS)

- NIH Funding
- Examines the effectiveness of a parent management training and relational intervention for siblings in foster care and their caregivers
- RCT evaluation, universal recruitment
- Older siblings 11-15 years of age and younger siblings up to four years younger

PSU School of Social Work
Regional Research Institute

1600 SW 4th

Portland, OR 97201

<http://www.rri.pdx.edu/>

References

- Feinberg, M., Solmeyer, A., & McHale, S. (2012). The third rail of family systems: Sibling relationships, mental and behavioral health, and preventive intervention in childhood and adolescence. *Clinical Child & Family Psychological Review, 15*, 43-57.
- Kramer, L. (2010). The essential ingredients of successful sibling relationships: An emerging framework for advancing theory and practice. *Child Development Perspectives, 4* (2), 80-86.
- Murphy, S. & Gutman, S. (2012). Intervention fidelity: A necessary aspect of intervention effectiveness studies. *The American Journal of Occupational Therapy, 66* (4), 387-388.
- Shlonsky, A., Bellamy, J., Elkins, J., & Ashare, C. (2005). The other kin: Setting the course for research, policy, and practice with siblings in foster care. *Children and Youth Services Review, 27*, 697-716.

Abstract

The Supporting Siblings in Foster Care program (SIBS) utilizes a universal recruitment strategy for a RCT skills training program for siblings in foster care at high risk of poor health, disability, and conduct issues. This poster session will examine the process of program adaptation, review the components of intervention fidelity, and explore the challenges of intervention in the context of foster children's lives. Fidelity of implementation and program adaptation are essential to prevention program design. Program adaptation may be required for cultural fit and ecological factors. Focus group data from a group of intervention staff indicated that changes were made to program content and delivery in order to engage diverse youth with attention, developmental, and behavioral issues living in the flux of an overtaxed Child Welfare system, foster placement changes, and custody and reunification struggles. Recommendations for future implementation research include building flexibility into the curriculum and training staff in planned modification for the most common challenges. Competencies essential to effective sibling relationships and the core components of intervention programs will need to be elucidated as research progresses. Intervention fidelity is important for program dissemination and for interpreting the effects of an intervention. It will be necessary to explore the process of adaptation and identify specific factors that influence effectiveness with particular populations.

Fidelity of Implementation

- Fidelity is increasingly seen as involving the component of receipt of intervention or participant engagement.
- A common adaptation made in the interest of engagement is not implementing all program components.
- Program adaptation may be required for ecological factors

Focus Group Questions

- What are the types of adaptations you have made to the curriculum?
- What are the circumstances or the demands that lead to adaptation?
- Do you think most of your adaptations or modifications have been planned or made in the moment ?
- Did the adaptations support the core curriculum or may they have compromised implementations of the core components of the curriculum?
- What do you think are the essential components of the curriculum?

Four Themes from Focus Group with Relational Intervention Coaches

- Children's Learning Style and Capacity to Maintain Attention
- Environmental Issues
- Engagement
- Confusion regarding fidelity and adaptation

Learning Style and Capacity to Maintain Attention

- H: Some kids, their learning style, they do well by writing things down and the forms are used really well. Some kids can't read them or just like being more active and you might not bring the worksheets out.
- F: ...or doing more role playing or playing a game instead...
- H: Some kids can't sit still, they have to be moving around. They're only going to listen if they're moving around.

Learning and Attention cont.

- C: I've noticed that the setting you choose to do each session in, like Sib Space as opposed to a busy Starbucks, can really effect the implementation like the kids' focus. I think that's an important variable...Another thing I've noticed is that the time of day you're doing the coaching session. I have one that is in the mornings and one that is in the evenings. The morning's, and it's on the weekends, too, but they seem, they're not as tired.

Environmental Issues

- R: It sounded like the fractures between adults. I've heard a lot of staffing about the relationship of foster mom and then bio dad and those conflicts between adults.
- H: Some kids are really busy. They have therapy and sports and visits and their bio parents can't see one another. They have visits with bio mom and visits with bio dad...In times that I've shortened the curriculum to be like four of five meetings, that typically was done because there was a major life event happening, like one of the kids was going to be moving.

Engagement

- F: I think we go into the sessions thinking we'll try lots of different things. We don't go into the session thinking, "Well, we're going to have to do it this way no matter what." I think it is nice to know things, but still don't go in with assumptions and having a solid way of doing things.
- E: It totally depends on how much we know coming in, sort of what's going on. I think most of them, most of you seem to be using that first session, you come out of it saying, "Okay, so changes are going to happen."

Engagement cont.

One conversation:

- E: It seems that the adaptations make it possible. Like if we hadn't made them, it wouldn't have gone anywhere.
- H: It helps with engagement
- R: So there's intention to do the adaptations so the curriculum can progress. So you can actually abide.

Confusion regarding Fidelity

H: I've done that before in the shortening of them. We've done like four or five sessions but met for like two or two and a half hours. So doing shorter length of the whole thing but longer sessions. And then the opposite...Or done sessions two and three together, that's pretty common. Reorganizing the sequence sometimes. Pulling out some of the positive thinking stuff, it will just fall out into different sessions. Things happen. I don't think when we do it is all that consistent. Things fall in. We get to everything usually, but where they fall in the sequence isn't always consistent.

Fidelity conversation cont.

One conversation:

- H: There's also a lot of flexibility within everything we do. I don't know how you capture that, in fidelity or whether you address it as a change or not. The way we present managing emotions can look very different for every kid...
- R: They don't necessarily deviate from the curriculum, but just utilize the spectrum of the curriculum. We adjust. That's almost on the fly, it seems for me at least. Knowing what the options are and how to deliver. Maybe the first method of that wasn't working.
- H: There are a lot of ways to get at the thing we're trying to communicate to the kids.
- R: I don't know if you call that a modification or not.

Recommendations for Future Implementation Research

- Build in modifications for child learning style and capacity to maintain attention; consider that trauma history may present as attention issues
- Build flexibility into the curriculum
- Define fidelity and adaptation
- Train staff in planning modifications for the most common challenges
- Develop best practices for adapting interventions