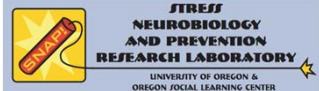


The Bridge from Science to Action

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 Stress Neurobiology and Prevention Lab
 University of Oregon & Oregon Social Learning Center

Stress Neurobiology and Prevention Laboratory

- Directed by Dr. Phil Fisher
- SNAP is a developmental translational research laboratory
- Co-located at the University of Oregon and the Oregon Social Learning Center in Eugene, Oregon
- Our work focuses on:
 - The impact of early adversity on brain development
 - The development and testing of interventions to prevent or address the effects of early stress.
 - Impacting policy and practices related to high risk children and families



Agenda

- The bridge between research and practice
 - The translational research cycle
- Two examples
 - Parent Management Training Oregon
 - Filming Interactions to Nurture Development
- Theory of Change
- Taking innovation to scale

Acknowledgements





Center on the Developing Child  HARVARD UNIVERSITY

The translational research cycle


A BRIDGE FROM SCIENCE TO ACTION


Three Core Concepts



Early experience builds brain architecture.

Serve & Return interaction shapes brain circuitry.



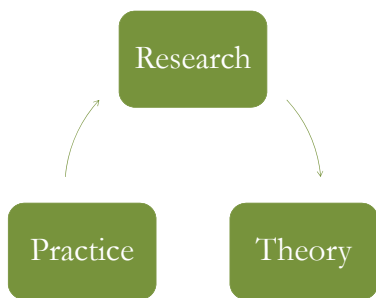
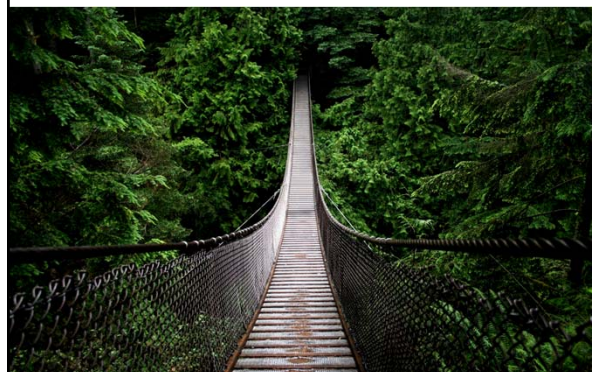


Toxic stress can derail healthy development.

“Toxic stress can be avoided if we ensure that the environments in which children grow and develop are nurturing stable and engaging.”

http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/toxic_stress/

A Bridge from Science to Action



Parent Management Training and Filming Interactions to Nurture Development

TWO EXAMPLES OF TRANSLATIONAL RESEARCH

An Example: PMTO

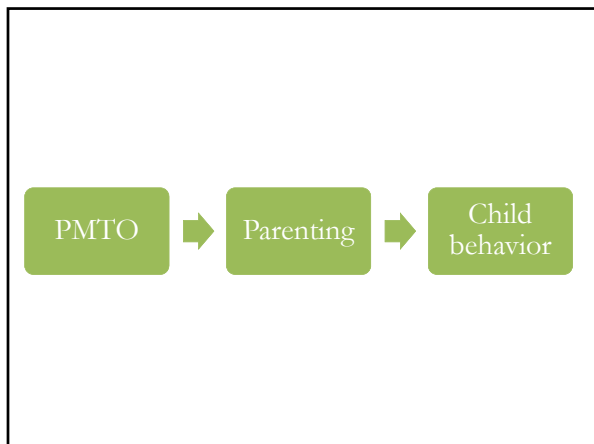
- Parent Management Training Oregon
- Empirically supported treatment
 - Reducing behavior problems
 - Promoting healthy development



Harsh discipline

Poor monitoring

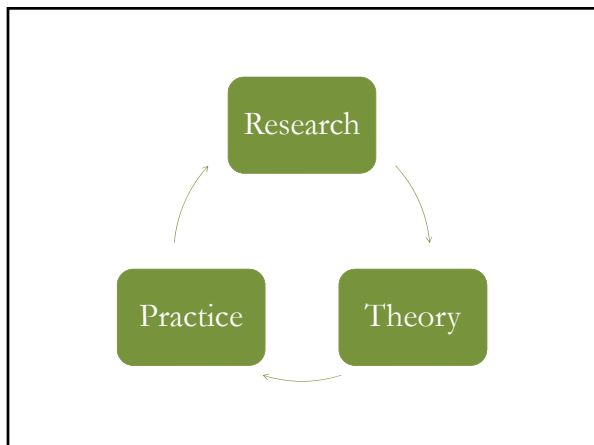




PMTO

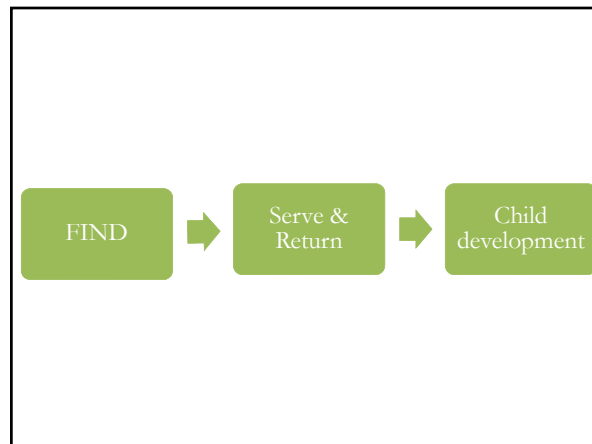

- Parents learn effective behavior management skills
 - Skill encouragement
 - Limit setting
 - Monitoring and supervision
 - Problem solving
 - Positive involvement

<http://www.isii.net/>



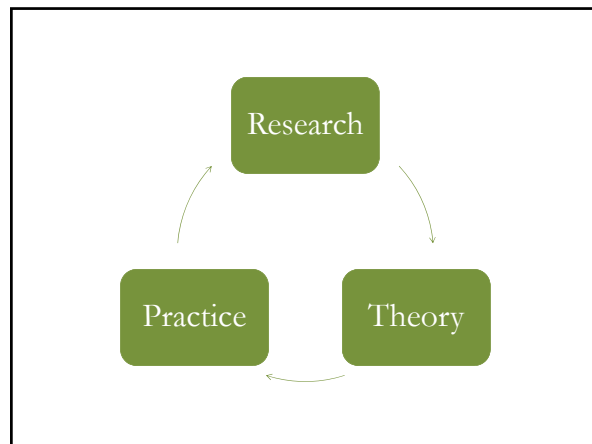
FIND

- A video coaching program for parenting and other caregivers of high risk children.
- Currently being tested in a number of settings with different populations.



The FIND Elements

- Sharing the child's focus
- Support and Encouragement
- Naming
- Back and Forth
- Endings and Beginnings

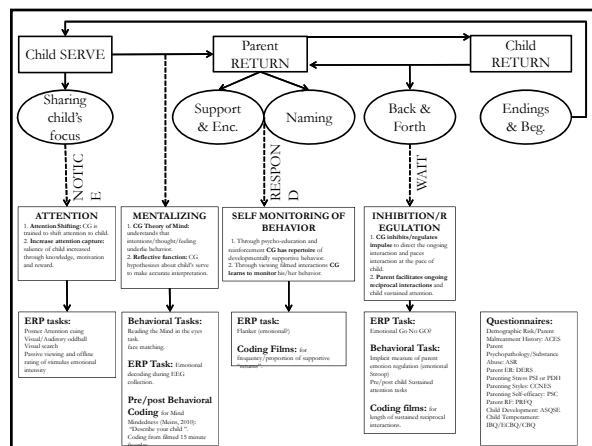
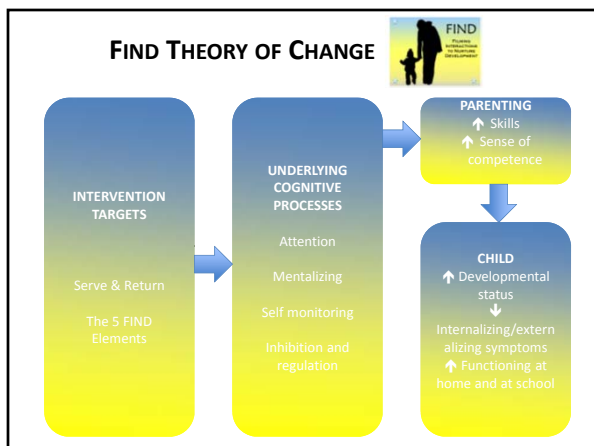


Targets, underlying processes, outcomes

THEORY OF CHANGE

Elements of a Theory of Change

- Intervention targets
 - Skills
- Underlying processes or capacities
- Outcomes
 - Parent
 - Child
 - Dyad



FIND Pilot

- Pilot of the individualized FIND program
- Child welfare involved mothers
 - With children 0-4
- Referred to the FIND program at OSLC Community Programs
- Invited to participate in study at University of Oregon
- 4 assessments total
 - 2 prior to the program
 - 2 after

FIND Pilot Cont.

- Material Oxytocin
- Filmed parent child interaction tasks (free play and clean up)
- Infant Parent Daily Report
- Expressed Emotion Interview
- Maternal EEG
- Computer Based Tasks
 - Card sort
 - Flanker
- Questionnaires
 - Basic Demographic Questionnaire (DEMO)
 - BDI/BAI
 - Parent sense of Competence
- Ages and Stages Questionnaire, Social Emotional
- Service Utilization (SERV)
- Adverse Childhood Experiences Survey
- Infant Intentionality Questionnaire
- Toronto Empathy Questionnaire (TEQ)
- Emotional Contagion scale
- Parental Reflective Function Questionnaire

Characteristics of a scalable model

TAKING INTERVENTIONS TO SCALE

Characteristics of a Scalable Model

- Brief
- Targeted
- Clear
- Flexible
- Complementary

Brief

- Funding
- Engagement
- Retention and completion
- Efficacy



Targeted

- Specific intervention targets
- Tied to a strong theory of change



Clear

- A model should be clear about:
 - Who
 - What
 - When
 - Where
 - Why
 - How



Flexible

- Provider
- Participant
- Setting



Complementary



- Modular
- Synergistic

Summary

- Translational research
 - A bridge from science to action
- Two examples
 - PMTO and FIND
- Theory of change
 - Targets, underlying processes, outcomes
- Characteristics of a scalable model

Resources

- SNAP Lab
 - <http://pages.uoregon.edu/snablabs/SNAP/Welcome.html>
- Parent Management Training Oregon
 - www.isii.net/
- Oregon Social Learning Center
 - <http://www.oslc.org/>
- The Harvard Center on the Developing Child
 - <http://developingchild.harvard.edu/>

Thank You

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