Implementation Evaluation of ARC Reflections

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Partnership

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Duke Endowment

ARC Developers

Child Trends

Public Child Welfare Agencies
Acknowledgements

Child Trends
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ARC Reflections

• Attachment, Regulation and Competency (ARC)
  • framework for work with children and teens who have experienced trauma
  • Developed by Margaret Blaustein & Kristine Kinniburgh

• ARC Reflections
  • Training curriculum for foster parents

9 ARC Reflections modules

1. Understanding Trauma
2. Behavior Makes Sense
3. Put on Your Oxygen Mask
4. Cultivate Connection
5. Mirror, Mirror
6. Calm, Cool and Connected
7. Respond, Don’t React
8. Who are you? All About Identity
9. Endings and Beginnings
Implementation Settings

North Carolina Child Welfare System:
Buncombe County
Catawba County
Cleveland County
Haywood County
Lincoln County

Virginia Child Welfare System:
Fairfax County

*VA Evaluation supported by AECF; Evaluation in NC counties supported by Duke Endowment
ARC Reflections Evaluation Questions

How is the ARC Reflections curriculum implemented?

After ARC Reflections training, do foster parents, kinship caregivers, case managers know more about:

• The impact of trauma on children’s behavior and functioning?
• Trauma informed approaches?

How much do foster and kinship placements stabilize after ARC Reflections curriculum training?
Evaluation Design: Additional Data Collection

- Pre-, Post- Follow-up Surveys for Parents
- Interviews & Focus Groups
- Observation of Training
- Fidelity Checklists
- Attendance
- AECF Team Meetings
Implementation Facilitators & Challenges

Facilitators

• Agency leadership support

• Support and technical assistance from the developers and AECF consultants
  • Important to consider logistics
  • Implementation guide developed as a support

• Foster parents were able to claim training hours as part of recertification requirements

Challenges

• Time commitment required of staff and foster parents

• Caseworker guide was brief and did not include training instructions
  • Guide has been updated

• Foster parent recruitment was a challenge in some sites
  • Food, child care, timing, etc. important to consider
## Foster Parent/Kinship Caregiver Training Participants

<table>
<thead>
<tr>
<th>County</th>
<th>Trainings Completed</th>
<th>Pre-Training</th>
<th>Post-Training</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buncombe</td>
<td>1</td>
<td>12</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Catawba</td>
<td>2</td>
<td>13</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Cleveland</td>
<td>1</td>
<td>25</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Haywood</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Lincoln</td>
<td>1</td>
<td>27</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>Fairfax</td>
<td>4</td>
<td>47</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>134</strong></td>
<td><strong>110</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

Note: Not all attendees completed surveys; Foster parents were able to claim training hours as part of recertification requirements.
Foster Parent/Kinship Caregiver Demographics

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>19</td>
</tr>
<tr>
<td>White</td>
<td>95</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-30</td>
<td>8</td>
</tr>
<tr>
<td>31-40</td>
<td>45</td>
</tr>
<tr>
<td>41-50</td>
<td>29</td>
</tr>
<tr>
<td>50+</td>
<td>33</td>
</tr>
</tbody>
</table>

Years of experience as a foster parent

\[ M (SD) = 3.0 (2.8), \text{Range} = 0-14 \text{years} \]

Education

- < High School: 4.4
- High School: 11.4
- Some College: 36.8
- Bachelors: 25.4
- Masters: 21.1
- Doctorate: 0.9
Results: Significant Increases in Two Family Protective Factors

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Pre-Training (n = 81)</th>
<th>Follow-up (n = 38)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Family Functioning/resiliency</td>
<td>6.0</td>
<td>0.87</td>
</tr>
<tr>
<td>Social Support</td>
<td>6.4</td>
<td>0.79</td>
</tr>
<tr>
<td>Concrete Support</td>
<td>5.6</td>
<td>1.62</td>
</tr>
<tr>
<td>Nurturing and Attachment</td>
<td>6.2</td>
<td>0.78</td>
</tr>
<tr>
<td>Child development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know what to do as a parent</td>
<td>5.0</td>
<td>1.80</td>
</tr>
<tr>
<td>Know how to help my child learn</td>
<td>6.15</td>
<td>0.87</td>
</tr>
<tr>
<td>Child’s misbehavior is not to upset me</td>
<td>5.4</td>
<td>1.50</td>
</tr>
<tr>
<td>Praise child when he/she behaves</td>
<td>6.1</td>
<td>0.90</td>
</tr>
<tr>
<td>Don’t lose control when disciplining</td>
<td>6.2</td>
<td>0.97</td>
</tr>
</tbody>
</table>

*Significant at p < .05 from pre- to follow-up

Adapted from the Protective Factors Survey, developed by the FRIENDS National Resource Center for Community-Based Child Abuse Prevention in partnership with the University of Kansas Institute for Educational Research & Public Service through funding provided by the US Department of Health and Human Services.
Results: Significant Increases in Trauma Knowledge & Beliefs

<table>
<thead>
<tr>
<th></th>
<th>Pre-training (n = 111)</th>
<th>Post-training (n = 109)</th>
<th>Follow Up (n = 41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIP</td>
<td>4.63</td>
<td>5.25</td>
<td>5.16</td>
</tr>
<tr>
<td>TOM</td>
<td>4.57</td>
<td>4.76</td>
<td>5.13</td>
</tr>
<tr>
<td>EFF</td>
<td>4.32</td>
<td></td>
<td>4.43</td>
</tr>
</tbody>
</table>

Resource Parent Knowledge and Behavior Survey (Sullivan, Murray, Kane, & Ake, 2014)
Results: Foster Parent/Kinship Caregiver Perceptions of Training

Training sessions were interesting and engaging

There was a good balance of presentations, discussion, and activities

More equipped to care for children exposed to trauma

Presenters were clear and effective and activities were helpful

Prior to training, not familiar with information covered in ARC Reflections
ARC-Reflections: Additional Findings

• Offered foster parents useful, practical tools and approaches to parenting children who have been exposed to trauma

• Trainers implemented ARC Reflections with high fidelity

• Implementation might be improved by training caseworkers in addition to foster parents
Implications and Conclusions

- ARC Reflections:
  - Was implemented effectively in CW
  - Improved trauma knowledge & beliefs

- Need to tailor training structure to agency needs

- Booster trainings may help sustain gains

- Systems integration is likely optimal

- More rigorous research needed to determine child outcomes of training
Questions

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