



Research Centre for Children and Families

Evidence Review of Permanency Practices

In partnership with Parenting Research Centre

Betty Luu, Amy Conley Wright, & Susan Collings

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Permanency Practices Review

Project overview (practice frameworks for PSP)

Family and Community Services (FACS) has approached the Research Centre for Children and Families (RCCF) and the Parenting Research Centre (PRC) to review, design, implement, trial and evaluate of a practice framework for permanency support. FACS would like to ensure that the Permanency Support Program (PSP) is evidence-informed with specified approaches, techniques and strategies for parents and carers working towards permanency, operationalised at a behavioural level in funded services. The proposed framework proposed will make explicit the connection between activities—including essential quality and timing features of those activities—and the permanency results that services are aiming to achieve. The permanency practice framework will be developed drawing on approaches to permanency that are based on the best available evidence.

This project is specifically about practices and approaches for supporting parents and carers to have the required parenting supports, skills and confidence to be able to offer and sustain a permanent home to children through restoration, guardianship or open adoption. This review developed by RCCF examines practices that build the capacity of the adults who care for children in order to promote children's development, wellbeing and safety. PRC will use the review findings to inform the development of the practice frameworks with chosen sites, drawing on the evidence when exploring each chosen sites' outcomes and existing practices.

The practice frameworks will focus primarily on the time that caseworkers spend with parents and carers through weekly, fortnightly, or monthly visits.

Aim of the review

This review involved searching published and grey literature for practices undertaken by caseworkers to help parents and carers develop the skills and confidence to support permanency for children and young people through restoration, guardianship or adoption.

PICOS statement

Population	Parents and carers of children and young people (0-18 years) in out-of-
	home, who are either in a permanent placement for restoration,
	guardianship or adoption (or moving towards).
	 Parents and carers include foster carers, Kinship carers, adoptive
	parents, guardians, birth parents and relatives
Intervention	Practices: Discreet, concrete, observable techniques and strategies that
	a worker can implement with the parent or carer with the intention of
	achieving a specific permanency goal for the child.
Comparison	Studies with and without comparison groups are in scope. Any form of
	comparison condition is suitable for inclusion.
Outcomes	Permanency outcomes that focus on stability, security and safety.
	Children are, first and foremost, protected from abuse and neglect
	(safety; Saunders et al., 2008). Making long-term care arrangements
	for children with families that can offer lifetime relationships and a
	sense of belonging (security; Tilbury & Osmond, 2006); establish

	continuity or stability of care, where the carer and the care
	arrangements remain unchanging over an extended period.
Study design	Meta-analysis, systematic review, randomised controlled trial, research
	studies or articles, research report or other grey literature. Data
	collection methods can be qualitative, quantitative or mixed-methods,
	including assessment, surveys, interviews, case studies, focus groups, or
	observational studies.

Research Question

What are existing practices to help parents and carers develop the skills and confidence to support permanency for children and young people in restoration, guardianship or adoption?

Search Strategy

Electronic bibliographic databases. To limit results, keyword searches were restricted to Abstract (AB), Title (TI) and Subject Headings (SU) where possible. Search terms were tailored for the requirements of each electronic bibliographic database. The following databases were searched: Social Services Abstract, Sociological Abstracts, PSYCINFO, MEDLINE, CINAHL, Cochrane Library, Campbell Collaboration Online library, University of Sydney Library online catalogue

Search terms: (permanency OR permanence) AND (reunification OR restoration OR adoption OR guardianship) AND (plan* OR program* OR practice* OR approach* OR framework* OR quide* OR model*)

Websites of Australian and international organisations and government. Search for grey literature was carried out. This involved manual browsing of content as well as keyword searches (e.g., "permanency", "permanency practices", "permanency planning"). The search terms used for each website varied according to each website's search system.

Websites from Australia

Australian Government, www.australia.gov.au

Australian Institute of Family Studies, AIFS, https://aifs.gov.au/

Australian Institute of Health and Welfare, AIHW, https://www.aihw.gov.au/

Australian Research Alliance for Children and Youth, ARACY, https://www.aracy.org.au/

Parenting Research Centre, PRC, https://www.parentingrc.org.au/

Sax Institute, https://www.saxinstitute.org.au/

Websites from New Zealand

New Zealand Government, http://newzealand.govt.nz/search

Oranga Tamiriki Ministry for Children https://www.orangatamariki.govt.nz/

Websites from the United Kingdom

U.K. Government (this site includes The Scottish Government, Department of Justice Northern Ireland, Department of Education Northern Ireland, North Ireland Government Services and the Department of Health, Social Services and Public Safety), www.gov.uk/

Works for Children's Social Care, https://whatworks-csc.org.uk/

Websites from the United States

Child Welfare Information Gateway, https://www.childwelfare.gov/

California Evidence-Based Clearinghouse for Child Welfare, https://www.cebc4cw.org/

Child Welfare Services, https://www.acf.hhs.gov/cb/focus-areas/child-welfare-services

Websites from Canada

Government of Canada (publications only), https://www.canada.ca/en.html Canadian Child Welfare Research Portal, https://cwrp.ca/

International Organisations

World Health Organization, https://www.who.int/

Google Scholar, https://scholar.google.com/

Hand searching. Citations of studies identified during data extraction were also examined for further relevant references.

Inclusion criteria

- Published in English from the year 2000 (period of practice shift).
- Documents need to have a <u>central</u> focus on practices undertaken by caseworkers to build the capacity of parents and carers to promote safety, stability and security of a permanency placement for a child in out-of-home-care or statutory care (i.e., open adoption, guardianship, restoration)
- Includes Australian and international published and unpublished documents, including
 practice and legislative frameworks, policies, policy comparisons and analyses,
 practice guides, and reviews. These documents do not have to include evaluations.
 There are no restrictions on study design for documents reporting research. Only
 documents available online are included.

Exclusion criteria

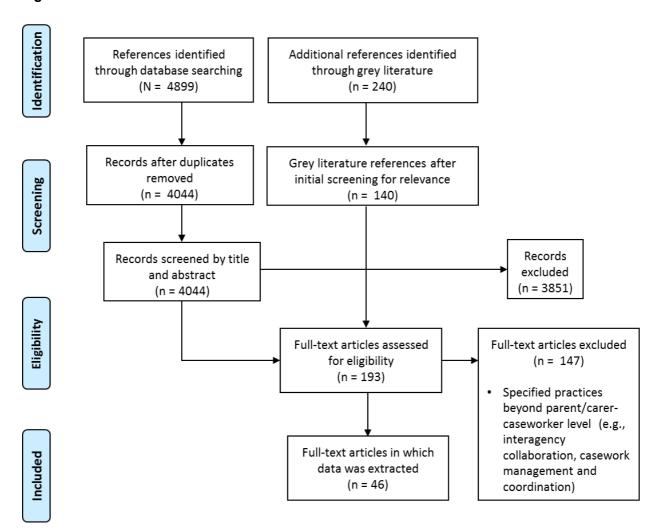
- Documents which have only <u>minimal or incidental</u> content on permanency practices suggested for promoting safety, stability and security of a placement for a child in out-of-home-care or statutory care. References limited to case management, case coordination, wider interagency collaboration and responsibilities and carer recruitment, are also out of scope.
- For the purposes of this review, programs or approaches that are already in place in the Permanency Support Program (PSP) are also out of scope (e.g., Family Group Conferencing, Family Finding).
- Practices limited to long-term foster care; or limited to family preservation and/or prevention of child maltreatment and other programs for children who do not have statutory involvement; or practices tailored only for children identified as potentially at risk for out-of-home under statutory intervention
- Books, thesis, conference presentations, and book chapters

Screening

Abstract screening. The three-person team was briefed to screen abstracts to identify papers that met criteria. During this abstract screening phase, references were sorted into one of three groups by reading the title and abstracts: relevant, maybe relevant, not relevant. The full-text of grey literature references categorised as maybe were further reviewed by two team members (the first and second author) to determine inclusion.

Data extraction. PDFs containing the full-text of references sourced via electronic databases were located. Data extraction of key information from each reference was collated in Tables A and B. During data extraction, references were also excluded when it was found that the full-text did not meet inclusion criteria.

Figure 1. PRISMA chart



Explanation of tables used for data extraction

<u>Table A References</u> provides a summary of the references included in this review.

Reference	Practice Approach	Permanency	Targeted	Country	Study aims	Method	Sample size and	Main findings
		type	group				type	
Citation <name al.,="" et="" year=""></name>	Program/Practice name (if applicable)	What permanency pathway is this practice	What group does this practice target?	Where the paper originates from	What is the aim of the study/paper?	Summary of the method used in the study/paper? (if applicable)	Summary of sample size and characteristics of sample (if	Summary of the main findings of the study/paper
	Short blurb or summary of program or practice	applicable for?	(include children's ages where possible)				applicable)	

<u>Table B Permanency Practices</u> provides a summary of the specific practices mentioned in the references

Methods of practice	Intended goal/outcome	When is the	Mode and	Strengths	Limitations	Relevant references
		practice	nature of			
		implemented?	delivery			
Name of practice plus a short blurb or	Summary of what the practice aims to	Pre-, during, post- placement?	Who delivers the	List strengths of the practices (based on	List limitations of the practices (based on	Based off the # column in Table A
summary about the practice	achieve; intended outcomes		practice? Is it face-to- face?	the reference or study findings)	the reference or study findings)	Note: Possible that the same practices
Note: A program may have multiple practices; each practice should be			Duration			appear in multiple references
on a new row						

Key Program and Practice Outcomes Identified

Mapping of key outcomes of programs/practices was undertaken through inductive coding of the intended goals or outcomes described for each program/practice. These categories were also further refined through discussions between collaborators at PRC and RCCF. It is important to note that the goals and outcomes were ascertained from explicit descriptions available in the full-text articles identified for this review. Hence, not all programs or practices have been fully mapped due to a lack of limited information in full-texts. Particularly in the case for practices, further details are likely to be available in training manuals and sessions.

- Building parenting ability: A category of approaches related to building the parenting skills of parents and carers.
 - Skills and knowledge (**SK**): developing understanding of child development and repertoire of discrete and practical parenting techniques
 - Capacity (CAP): building parent/carer readiness or motivation to change parenting practices
 - Confidence (CON): practices to build parent or carer competence and self-efficacy in parenting
 - Responsiveness (**RES**): practices to alter parent or carer responses to children's (problem) behaviours; increasing warmth and sensitivity; reducing hostility
 - Insight and self-awareness (**INS**): improving parent/carer ability to reflect on how their own behaviours can affect their interactions with children
 - Address parental trauma (**TRA**): practices to confront or address maladaptive interaction styles that are often a result of parents' early childhood environments
- Collaborative planning approaches (CP): Practices undertaken with parents and/or carers that involves them in decision making and supporting intentions to achieve specific permanency goals for the child
- Parent engagement and navigation (ENG): Practices undertaken with parents and/or
 carers that engage them in permanency planning, allow them to develop awareness of
 issues that may have caused child protection involvement and provide clarity about
 how to address case plan goal for restoration, guardianship or adoption.
- Strengthening parent and carer relationships (**PCR**): Practice undertaken to improve communication and interactions between parents and carers
- Strengthening parent/carer and child relationships (**PChR**): Practice undertaken to improve communication and interactions between parents/carers and the children

Table A. Identified practices mapped to outcomes (where possible).

Note: * refers to practices in which further information about outcomes is limited in the full-text articles identified for this review

D .:	D .: D .:	Intended goal/outcome of	CIV	CAD	CON	DEC	INIC	TD 4	CD	FNG	DCD	DCI D
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	СР	ENG	PCR	PChR
	Using a behavioural approach, may											
	include:											
	- Emphasising that parents providing children with support for positive or											
	prosocial behaviour using concrete											
	reinforcement strategies to help reverse											
	negative patterns of interactions that											
	children have been accustomed to											
	- Assisting parents/carers with											
	identifying origins of problems,											
	responding to parenting challenges, and	Parents and carers are better										
Behaviour	child's receptivity to praise or rewards	able to anticipate events and										
management	- Viewing the parents' capacity for self-	thereby increase their ability to										
training*	regulation as central	manage the child's behaviour.	x	x	x	x	x					x
- Halling	regulation as contrai	strengthening family members'		^			^					X
		skills in communication, problem										
		solving, and parenting; help										
		parents implement behaviour										
		management methods discussed										
		and practiced in the groups										
		- Teach families the skills they										
		need to prevent placement or										
		successfully reunify with their										
	Home practice assignments: complete	children										
	homework assignments or tasks at home	- help parents practice and think										
	relating to the parenting skills taught	about the concepts learned in										
	through the program, which are often	class										
Client	reviewed at the next session by the	- expand on practice times that										
homework	practitioner.	occur with the clinician present	х	x			х					

		Intended goal/outcome of										
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
	Drawing a collaborative helping map											
	with parents											
	- Vision: Safety, Permanency, and Well-											
	Being. What are your hopes for your											
	children? What kind of family would you											
	prefer to be?											
	- Obstacles/Challenges: What gets in											
	the way of your Vision for your family?											
	What are we worried about?											
	- Supports: Who and what support you											
	in obtaining your Vision for your family?											
	What is working well?											
	- Plan: On a scale of 0-10, how safe are											
	the children? What needs to happen?	eliciting caregivers' hopes and										
	How can we draw on supports to	Vision for their children's future										
Collaborative	address obstacles to ensure Safety,	lives is an effective engagement										
helping map	Permanency, and Well-Being?	tool								Х		
	During the co-parenting session, parent											
	pairs have the opportunity to expand											
	their knowledge of each other and their											
	child, practice open communication, and											
	negotiate inter-parental conflict											
	regarding topics such as family visitation,											
	dressing and grooming, family routines,											
	and discipline.											
	- Family systems strategies included											
	joining, didactic lesson, reenactment, and	I the standard for the										
Distriction	restructuring (no further information	Limited information in full-text										
Didatic lesson	available)	articles in this review	1									

		Intended goal/outcome of										
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
		Parents need to understand that										
		the decisions of child welfare										
		agencies and the courts are										
	provide direct instruction to families	based to a large extent on										
	regarding the language and culture of	parental behaviour, not parental										
	the child welfare system; an important	feelings or intentions, and that										
	component in client engagement	those behaviours are judged										
	- direct instruction can help families	through punctuality, use of										
	negotiate the system and assist them in	language, attire, communication										
	achieving success in their goals;	with the worker, and follow-										
Direct	education of families about the culture of	through with tasks outlined in the										
instruction	the child welfare system	service plan					х			x		
	In the empowerment group, parents											
	develop an empowerment plan with the											
	Family Center staff, which is shared with											
	their social worker.	defining the sequence of services										
	- empowerment plan translates the court-	needed and parental behaviours										
Empowerment	ordered case plan into parent-friendly	required to successfully complete										
plan	language	the child welfare case plan								х		
	structured parenting skills group;											
	experiential exercises to allow for more	enhance parents' experience of										
	effective learning for participants better	nurturing parenting, relevant if										
Experiential	able to express themselves through art,	they were previously victims of										
exercises	play, and interactive activity	abuse and neglect as children						Х				
	Using behavioural education principles.											
	Practitioners provide problem solving for	Parents and carers have a chance										
	parents around managing children's	to present particular situations										
	problem behaviours. May involve	that were either particularly										
	practitioners observing a parent-child	challenging or positive for them.										
	interaction and then providing feedback	Problem solving with other foster										
	to reinforce positive changes in	carers around problem										
Feedback	parenting	behaviours	Х									Х

		Intended goal/outcome of										
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
		empower parents; provide an										
		opportunity for sharing,										
		communication and fun. Instead of										
		continued discussions of failure,										
		success is demonstrated as family										
		members bridge gaps and alter										
		emotional patterns of interaction										
		through enjoyable experiences										
		- parents can report successes										
		relating to tasks they set at the										
		end of the training of the										
		previous week and ask for										
	With practitioners, participants identify	support from the group if										
	the kinds of information or topics they	problems arise.										
	would like to discuss and set small	- Enable parent to provide a										
	parenting goals around; progress is later	safe, permanent environment that										
Goal setting	shared and the practitioner offers	ensures the well-being of the										
and feedback	support, skill building and reinforcement.	child		Х	Х	Х			Х			Х
		help prospective foster parents										
		assess their own strengths and										
	The group-based foster parent pre-	limits in working with children and										
Guided	service training is combined with a home	parents who need foster care										
imagery	study process	services					Х					
	- facilitated conversation between birth	share important information										
	and resource parents, often with	about a child and to be the first										
	contributions from the child, about a	step in building a relationship										
	child's need	between the child's birth parents										
	- vital step between birth and foster	and the new caregivers										
	families that ideally should take place within the first week of removal	- establishing communication and										
	- allow for valuable information sharing	building a relationship between families										
	=											
	about a child's needs, strengths, and	- allow parents to stay informed										
lcebreaker	preferences, helping to minimize the	of child's development; share										
	trauma a child may experience as a	information; lessen impact of									v	
meeting	result of placement	parent-child separation				l]				X	

		Intended goal/outcome of										
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
		caregiver is helped to override										
		tendencies to respond "in kind"										
	most crucial aspect of the intervention is	and to provide nurturance										
	the parent coach's use of "In the	regardless; caregiver is helped to										
	Moment" comments that target the	provide environment that helps										
	caregiver behaviors of nurturance,	child develop regulatory										
	following the lead with delight, and non-	capabilities and to decrease										
	frightening behaviors. These are used	behaviors that may be										
In the moment	throughout the home visiting session while	frightening or overwhelming to										
comments	working with the parent.	the child.	Х	Х		Х						
	specific services that are provided											
	include therapy, parent education, crisis											
	intervention, liaison with community											
In-home	agencies, referrals, and monetary	Limited information in full-text										
services*	assistance to cover basic needs	articles in this review										
	During the co-parenting session, parent											
	pairs have the opportunity to expand											
	their knowledge of each other and their											
	child, practice open communication, and											
	negotiate inter-parental conflict regarding topics such as family visitation,											
	dressing and grooming, family routines,											
	and discipline.											
	- Family systems strategies included											
	joining, didactic lesson, reenactment, and											
	restructuring (no further information	Limited information in full-text										
Joining	available)	articles in this review										
9		designed to proactively increase										
		parents' capacity to understand										
		and respond effectively to their										
Mindful		child's emotions, and thereby,										
emotion	coaching for parents to emotionally	help their child to develop and										
coaching	engage with their adolescents	improve emotional competence.		x		х						

		Intended goal/outcome of										
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
		continuity of relationships,										
	Using behavioural education principles	empower parents to change,										
	- Modelling positive behaviours (e.g.,	providing opportunities to										
	during interactive activities and while	practice newly acquired skills,										
	sharing a group meal)	and providing frequent										
	- allows parents to see good parenting	opportunities for participant self-										
	and try it with their own children, under	evaluation										
	the supervision of the staff, before they	- gives parents a learning										
	begin practising at home during the	experience they often missed out										
Modelling	transition to restoration	on in their own childhood										
	counselling approach											
	- requires a caseworker to listen											
	empathetically and build trust with the	encourage motivation to change										
	family before pushing for change	and resolve ambivalence;										
	- getting parents to recognize the	increase motivation and intent to										
Motivational	potential benefits of participating in a	change; engage and motivate										
interviewing	home-based family support program;	families					Х			Х		
		opportunity to report back on										
		how the skills are working at										
		home and engage in individual										
		problem solving										
		- trouble shoot problems the										
		foster parent was having in										
		implementing the assignment, and										
	During the week the facilitator will check	to collect data on the child's										
	in with the parents or carers by phone	problem behaviors during the										
	and parents complete a "Parent Daily	past day										
	Report" (PDR): The PDR is a 31-item	- allows program staff and foster										
	measure of behavior problems (e.g.,	parents to identify specific										
	arguing, complaining, back-talk). Caregivers were asked to recall the past	problems that are most commonly occurring and also which of those										
	24-h and respond yes or no to whether	behaviors are most stressful so										
	the identified foster or kinship child	program staff can follow up with										
	displayed the behavior; which of the	more intensive contact in order to										
Parent Daily	behaviors that occurred were stressful	support the family; critical for										
Report	for them to deal with.	ongoing case planning	x						x			

		Intended goal/outcome of										
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
		strengthen parent-child bond;										
	Interactive play between parents and	home visits can be used to										
	children with developmental guidance	reinforce newly learned skills in										
	from a therapist or workers; children and	the family's natural environment										
	parents receive support before, during	and to gather additional										
	and after visits in an effort to maximize	information for ongoing problem										
	their intended effectiveness; involves	resolution strategies										
	child-parent interactions and child's free	- help improve the parent/child										
	play with developmentally appropriate	bonds										
	toys selected to elicit trauma play and	- develop play and trauma										
	foster social interaction	narratives, to help children										
	- planned activities are determined prior	express strong feelings and for										
	to the visit to assist both the parent and	parents to gain insight of the										
	child with internalizing new skills and	impact of their past attachment										
	more positive interaction patterns	history on their parenting.										
	- Can occur during support group	- parents learn to interact with										
	through or during visitation	and respond to children's										
	- can involve interactions that are	behavior appropriately; teach										
	observed by a therapist behind a 1-way	and reinforce positive										
Parent-child	mirror, communicates with parent via	communication, discipline,										
interaction	wireless device, parent applies skills	boundary setting and shared										
activity	related to following the child's lead	learning to strengthen the family	х			х	х					х

		Intended goal/outcome of										
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
	Resource parents can provide feedback											
	to birth parents, pointing out specifically											
	what the parent did that was effective											
	as well as offering suggestions for ways	Model effective parenting;										
	a situation might be handled differently.	provide learning opportunities for										
	- It allows the resource parent to monitor	birth parent to practice parenting										
	the activities between the birth parents	skills										
	and the child.	- reduces shame, guilt, fear, and										
	- Involves foster parents who are willing	uncertainty faced by biological										
	and able to keep biological parents	parents (e.g., who are parenting										
	substantively involved in the day-to-day lives of their children. Parents are	sober for the first time) and										
	supervised, taught and mentored by the	brings consistent parenting										
	foster parent. As the program's name	practices between biological and foster parent homes										
	states, they are truly "partners" in the	- involves "reparenting," in which										
	parenting process.	adults learn the parenting and										
	- may involve planned provision of out-	living skills necessary to care for										
	of-home care to parent(s) and their	their children and maintain a										
	children so that the parent(s) and host	household while concurrently										
	caregivers simultaneously share the care	dealing with their own personal										
	of the children and work toward	issues and establishing positive										
Partner	independent in-home care by the	connections with community										
parenting	parent(s)	resources	x		x			х		x	х	
		Limited information in full-text										
Prompting	using behavioural education principles	articles in this review										
	During the co-parenting session, parent											
	pairs have the opportunity to expand											
	their knowledge of each other and their											
	child, practice open communication, and											
	negotiate inter-parental conflict											
	regarding topics such as family visitation,											
	dressing and grooming, family routines,											
	and discipline.											
	- Family systems strategies included											
	joining, didactic lesson, reenactment, and											
Daanasteer	restructuring (no further information	Limited information in full-text										
Reenactment	available)	articles in this review		<u> </u>	<u> </u>	l .						

		Intended goal/outcome of										
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
	During the co-parenting session, parent											
	pairs have the opportunity to expand											
	their knowledge of each other and their											
	child, practice open communication, and											
	negotiate inter-parental conflict											
	regarding topics such as family visitation,											
	dressing and grooming, family routines,											
	and discipline.											
	- Family systems strategies included											
	joining, didactic lesson, reenactment, and											
5	restructuring (no further information	Limited information in full-text										
Restructuring	available)	articles in this review										
	using behavioural education principles	parents have the opportunity to										
	and active learning methods; illustrations	practice skills in a supported										
	of primary concepts are presented via	environment										
	role-plays.	- provides the family an										
	- predictive process to explore family	opportunity to predict the difficult-to-handle events that,										
	life cycle stages; may involve designing and role-playing family system	based on the events of the past,										
	responses to the predictable and other	will probably occur in the future										
	unforeseen events. They are coached as	- help prospective foster parents										
	a family system to use strengths and skills	assess their own strengths and										
	they have integrated into their family	limits in working with children and										
	functioning in order to generalize	parents who need foster care										
Roleplaying	responses that work well for them	services	x	x			х					
Rolepiajing	responses that work well for them	Teach parents and children a	^	^			^					
Skill building*		wide variety of "life skills"	х									
		Limited information in full-text										
Task analysis	using behavioural education principles	articles in this review										

		Intended goal/outcome of										
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
	Visitation occurs in a home-like setting on	experience visits that promote										
	location, or in community or home	growth, positive development,										
	settings; participant families consist of	developmental milestones, and										
	children and their parent or parents, and	support safety, permanency, and										
	in some cases extended family members	well-being.										
	- supervised visitation with therapist	- promote nurturing and positive										
	present, coaching and mentoring	parenting skill development										
	services, the visits foster a natural	- families engage in healthy play										
	environment where children and their	activities and communication										
	families are therapeutically assessed,	necessary for successful										
	coached, and mentored	reunification										
	- Visits are family-centered and strength-	- maintain the parent-child										
	based, focusing on the needs of the child	relationship and to strengthen										
	and family; gives parents hands-on	family attachments; enhance the										
	experience and immediate feedback as	parent's ability to adequately										
	they master parenting skills.	and appropriately care for and										
	- Weekly meetings can be arranged	relate to his or her child; identify										
	between foster parents and birthparents	and resolve problems before the										
	to create a visiting schedule and to share	child is returned to the parent's										
TI	information about the child, discuss	care; develop and practice new										
Therapeutic	discipline strategies, and communicate	parenting behaviors and patterns										
contact	about parenting styles.	of interaction."	Х	Х		Х					Х	Х
	creating an environment from the outset											
	that is as inclusive as possible (e.g.,											
	includes visual aids such as picture books that illustrate each child care step											
Universal	alongside simply worded descriptions to	Limited information in full-text										
design	increase comprehension	articles in this review										
uesigii	micrease combrenension	arnaes in inis review]									

B .:	B .: B .::	Intended goal/outcome of	CV	CAD	CON	DEC	INIC	TD 4	CD	FNG	DCD	DCI D
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	СР	ENG	PCR	PChR
	Active learning methods; illustrations of											
	primary concepts are presented via role-											
	plays and videotapes. Videotapes are											
	made of all sessions; and a worker											
	corrects deviations from model fidelity											
	via weekly supervisory calls											
	- uses videotaped examples of parents											
	and children interacting in order to											
	demonstrate parenting skills. Then	parents have the opportunity to										
	parents are given opportunities to discuss	practice skills in a supported										
	and practice the skills.	environment; bolster parents'										
	- can be used in conjunction with	feelings of confidence and										
Video	attachment theory-informed, strength-	competence; increasing parenting										
feedback	based consultation strategies	sensitivity			v							
reedback	· ·	Sensitivity	Х		Х	Х						
	Using the manualized Parents and											
Videotaped	Children Basic Series Program (no further	Limited information in full-text										
vignettes	information available)	articles in this review										

		Intended goal/outcome of										
Practice name	Practice Description	practice	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
	professional supervision of weekly visits											
	(including support and coaching), follow-											
	up contacts with birth and foster families,											
	and the provision of other supportive											
	services as needed to facilitate regular,											
	frequent, and meaningful connections											
	- active participation of the coach in											
	supporting the parent throughout the											
	visit, encouraging the parent to identify											
	and meet the child's needs and providing	building supportive, respectful										
	opportunities to practice parenting	connections with birth parents that										
	techniques	encompassed their needs and										
	- mentors work with both the birth	strengthened their capacity to										
	parents and foster parents to prepare	provide nurturing, safe care of										
	them for the visits, including teaching	their child; bringing healing to the										
	them about realistic expectations and	trauma of separation through										
	following the child's lead.	visitation; encourage birth and										
	- In some programs, foster parents may	foster families toward safe,										
	be present and receive instruction during	comfortable, face-to-face										
	preservice and other trainings. During	connections, recognizing the value										
	initial visits, the mentor is in the room with	of shared nurturing to the child										
	both sets of parents and the child. Both	who is dependent on both										
	the mentor and foster parents provide	families										
	positive feedback and coaching about	- supporting safe, productive and										
	the birth parents' interactions with the	fun parenting time between										
Visit coaching	children.	parents and children	Х	Х				X			X	Х

Table B. Identified programs (with practices) mapped to outcomes.

Note: * refers to programs in which further information about practices is limited in the full-text articles identified for this review

	Practices utilised										
Program information	in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
Attachment and Biobehavioral Catch-up (ABC)											
- targets foster carers of children aged less than six years, who have been											
maltreated or who are at risk of maltreatment or who exhibit attachment	In the moment										
related problems that threaten to disrupt their foster care placement	comments				х						х
Child Parent Psychotherapy (CPP) is a dyadic therapeutic intervention for											
very young children who have experienced trauma.											
- brings together the domains of psychology, attachment, trauma,											
cognitive-behavioral, and social learning theories to address the child's											
emotional, cognitive, and social functioning.											
- designed to enhance participants' caregiving capacity; when possible,	Parent-child										
the birth parent—child relationship as well as the foster parent—child	interactive										
relationship will be addressed through these interventions.	activity		х	х	х	х	х				х
Collaborative Helping is a principle-based, integrative practice framework											
grounded in family-centered values and principles such as striving for											
cultural curiosity and responsiveness, believing in resourcefulness, working											
in partnership, and making our work accountable to the people we help											
- Collaborative Helping maps assist workers in thinking their way through											
complex situations and to provide a framework for constructive											
conversations about challenging	Collaborative										
issues	helping map			x				х	х		
Combined cognitive behavioural program and educational program											
- Cognitive Behavioural program is an adaptation of the Webster-Stratton											
Incredible Years program	Behaviour										
- Parenting program for improving difficult behaviour in children aged 3	management										
to 8 years. Targets adoption and permanency	training*	х			Х						
The Connections Project											
- practical framework for relational practice with birth families, organized											
around parental visitation											
- informed by psychoanalytically oriented understandings of the											
attachment and relational needs of human beings, and by the application											
of these ideas in supportive services to families and infant mental health											
interventions; from child welfare, the project drew on family-centered,											
inclusive, and strengths-based practice models	Visit coaching									Х	х

	Practices utilised										
Program information	in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
_	Videotaped										
Co-Parenting	vignettes										
- Two-component intervention for birth and foster parent pairs. Intervention	Roleplaying										
includes both a parenting and a co-parenting component.	Client homework										
- the parenting component comprises four programs: play, praise and	Joining										
rewards, effective limit setting, and handling misbehavior.	Didatic lesson										
- The co-parenting component is offered to individual families (birth and	Reenactment										
foster parent pair, and target child) in a separate session	Restructuring	х									
"Cornerstone Advocacy" is a promising approach that involves intensive											
advocacy during the first 60 days of a child welfare case.	Visit coaching										
Eckerd Connects' Brevard Supervised Family Visitation											
- model of supervised visitation, coaching, and mentoring services for	Therapeutic										
dependent children and their families	contact		x								х
ENGAGE (Engagement, Needs assessment, Goal setting, Assessment of											
progress, Goal achievement, Ending work) model for achieving											
permanency within the policy structure											
- model identifies three domains that influence parental functioning: the											
parent's own developmental history and personal characteristics, the child's											
individual characteristics, and parental social connectedness to the											
environment.	Goal setting and										
- based on the Belsky and Vondra theoretical model of determinants of	feedback										
parenting and the research literature on child neglect	Direct instruction							х	х		
Families Together											
- Visitation takes place in the Children's Museum when the Museum is open	Therapeutic										
to the public.	contact										
Family Centred Treatment											
- designed to find simple, practical, and common sense solutions for											
families faced with disruption or dissolution of their family											
- Obtaining highly successful engagement rates											
- parents coached as a family system to use strengths and skills they have											
integrated into their family functioning in order to generalize responses	Client homework										
that work well	Roleplaying		x	х	х				х		
	Parent-child										
Family Reunification Project	interaction										
- create a neutral setting for structured visits with biological parents,	activity										
children in placement, and foster parents with structured activities	Feedback	X									X

	Practices utilised										
Program information	in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
FamilyConnections' Reunity House											
- provides therapeutic supervised visitation for families whose goal is											
reunification. Families progress through the program within a 'Phase'											
system, which provides increased visitation time and increased autonomy.											
In addition to visitation services, group, individual, couples, and family											
therapy is provided to these same families. Aftercare provides in-home											
services to families to continue to support the family following reunification.											
- FamilyConnections' Reunity House, ideally set up as a business in a house	Therapeutic										
located on a residential street	contact	х	х	х					х		х
Fostering Relationships: Washoe County, Nevada											
- adaptation of the Attachment and Biobehavioral Catch-Up for Visitation											
(ABC-V) intervention	Visit coaching							х		x	х
Functional Family Therapy											
- an intensive family intervention											
- treatment in terms of five processes: establishing engagement with the											
family, developing family motivation to change, clarifying typical											
sequences of interactions in the relations among family members,											
facilitating behavior change of individuals and change in the interactions	Behaviour										
of family members, and supporting the generalization of learned skills to a	management										
wider number of settings.	training*	Х	х						х		
Homebuilders											
- home and community-based intensive family preservation and											
reunification treatment program											
- intensive inhome services provided by a practitioner who works with a	Modelling										
caseload of approximately two families in order to provide the counseling,	Roleplaying										
resource development, and practical support the families need.	Motivational										
- Treatment in the natural setting: Almost all services take place in the	interviewing										
client's home or the community where the problems are occurring and,	Skill building*										
ultimately, where they need to be resolved.	Client homework	Х									
Icebreaker meeting											
- play a crucial role in building the critical connection between birth											
parents and the foster parents who are caring for a child											
- stand-alone meeting developed by Family to Family, an innovative child	l										
welfare reform initiative developed and supported by the Annie E. Casey	Icebreaker										
Foundation from 1992 through 2009.	meetings	Х								X	

	Practices utilised										
Program information	in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
Incredible Years											
- Manualised parenting skill development program with home visiting	Behaviour										
- Increases praise and use of non-violence discipline and decreases	management										
criticism, harsh discipline, negative commands	training*	х		х	Х						
Intensive Family Preservation Services (IFPS)											
- Home-based model of intervention combining counselling, concrete											
services. Provides emotional and material support. (Homebuilders is one											
example of IFPS)											
- Family preservation to address issues that have brought in the child	In-home services*										
protection response. Draws on Family systems theory and strength-based	Therapeutic										
approach	contact		х						х		
Intensive Reunification Program											
- Predominantly a group based parent education and peer support with											
intensive home based visitation services											
- based on a behavioral paradigm that requires intensive time and skills of											
foster care staff											
- provide multiple opportunities for parents and their children to spend											
time together; where they are encouraged to engage and interact,	Modelling										
challenges that may arise become live learning opportunities for change	Goal setting and										
- staff actions combined with discussions of the situation become meaningful											
to the family because parents and children are able to see how conflicts	Parent child										
can develop and how they can be resolved without resorting to violence or	interaction										
other defeating behavior	activity		Х								
	Universal design										
evidence-based parent education (for parents with disabilities in child	Task analysis										
welfare)	Modelling										
Effective interventions for parents with intellectual disabilities are based	Prompting										
primarily on universal design and behavioral education principles and are	Roleplaying										
home-based, individualized and skill-focused	Feedback	X									X

	Practices utilised										
Program information	in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
KEEP (keeping foster and kinship parents trained and supported) and KEEP											
SAFE											
- KEEP is based on social learning theory. KEEP is a less intensive version of											
MTFC that can be applied to any foster home setting											
- sessions include topics such as teaching new behaviors, using reward											
systems, setting limits and avoiding power struggles; give parents effective	Video feedback										
tools for dealing with their child's externalizing problems, trauma, and	Roleplaying										
other behavioral and emotional problems and to support them in the	Client homework										
implementation of those tools	Parent Daily										
- there is an adaptation of the KEEP (Keeping Foster Parents Trained and	Report										
Supported) group intervention that can be delivered at home too (not just	Goal setting and										
group like KEEP is) mentioned in Leathers et al 2012 for adoption	feedback	х	х		Х						Х
Mendocino County Family Services Center (MCFSC)											
Designed with inspiration from three theoretical frameworks: the Kubler-											
Ross model of death and dying; Maslow (1943) Hierarchy of Needs;											
Strengths Perspective	Empowerment										
- focus on developmental change for birth parent	plan	Х	х	х							
Motivational interviewing											
- can be used as part of Family Residential Family Treatment											
- motivational Interviewing as a counseling strategy for individual therapy	Motivational										
sessions	interviewing								х		
Newpin program offers parents and children a holistic service											
- Newpin facilities create home-like environments where parents can spend											
contact time with their children, learn parenting skills and receive											
therapeutic care. The Newpin staff describe how they are 'parenting the											
parent'- filling in the gaps in the family's experience and creating a											
supportive place for them to practice parenting their children	Modelling		Х						Х		
Nova Model											
- The group-based foster parent pre-service training is combined with a											
home study process. Session content includes: 1) foster care program goals,											
and agency strengths and limits in achieving those goals; 2) foster parent											
roles and responsibilities; and 3) the impact of fostering on foster families,	Roleplaying										
and on children and parents who need foster care services	Guided imagery							Х			

	Practices utilised										
Program information	in program	SK	CAP	CON	RES	INS	TRA	СР	ENG	PCR	PChR
Nurturing Parent Program (NPP) is a family-centered intervention											
- designed specifically to employ psycho-educational and cognitive-											
behavioral approaches to help parents who have maltreated their children											
learn new parenting skills through enhancement of family relationships;											
conducted in a group setting											
- the use of alternatives to harsh and abusive disciplinary practices, an											
increased knowledge of developmentally-appropriate child expectations,											
and ultimately a reduction in maltreatment.											
- designed to enhance participants' caregiving capacity; when possible,											
the birth parent–child relationship as well as the foster parent–child	Experiential										
relationship will be addressed through these interventions.	exercises	х		x	х						х
On the way home											
- provides reunification support to youths and their families for a period of											
12 months after discharge from residential care with the primary goals of											
maintaining placement and school stability	Client homework	х		x							х
Parent-child interaction therapy (PCIT)											
- curriculum focuses on relationship enhancement as well as how parents											
discipline their children.	Parent child										
- Parent training model based on social learning theory and attachment	interaction										
theory.	activity		Х								
Parent Management Training-Oregon (PMTO)											
- PMTO is a structured intervention aimed at enhancing effective parenting											
practices, especially in families encountering complex problems such as											
child emotional and behavioral disorders, parental mental health issues,											
poverty, and trauma. The intervention focuses on improving five core											
parenting practices: (1) appropriate discipline; (2) skill											
encouragement; (3) supervision and monitoring; (4) problem-solving; and	Client homework										
(5) positive involvement	Feedback	Х			Х						Х
Partners in Parenting.											
- used as part of Family Residential Family Treatment	Partner										
- A model for family foster care.	parenting										Х
Play and Learning Strategies II (PALS) for young children	Video feedback	х									

	Practices utilised										
Program information	in program	SK	CAP	CON	RES	INS	TRA	CP	ENG	PCR	PChR
Home visiting (e.g. Promoting First Relationships)											
- family consultants help their clients become more effective parents by											
building nurturing and responsive relationships with their children.											
Promoting First Relationships is a curriculum based on attachment theory											
that provides consultation strategies for working with parents and other											
caregivers											
- strengths based approach	Video feedback		Х		Х						
	Goal setting and										
Reach for Success	feedback										
- Success Coaches provide families with an array of supports including: in-	Parent child										
home skill building, service coordination, crisis intervention and	interaction										
management (24/7 support) and advocacy	therapy								Х		
Resource parenting partnership											
- resource families partner with the birth parents of the foster children in											
their homes.											
- When everyone on the team is working towards the same goal of	Therapeutic										
preserving and rebuilding the family for the long-term welfare of the child,	contact										
relationships are strengthened and permanency can be achieved more	Parent										
quickly.	partnering							х		х	
Shared Family Foster Care											
- combines the benefits of in-home and out-of-home child welfare services.											
SFC has been used to prevent the separation of parents from their											
children, and to reunify families by providing a safe environment in which											
to bring together families and children who have been separated, and											
hence can be linked to permanency planning; also to promote more											
expedient decision-making by helping parents make the choice to											
terminate their parental rights; it provides stability for children while	Parent										
alternative permanency plans are being made.	Partnering		Х	Х						Х	
	Behaviour										
	management										
Strengthening Families	training*	Х									Х

	Practices utilised										20
Program information	in program	SK	CAP	CON	RES	INS	TRA	СР	ENG	PCR	PChR
Therapeutic Facilitated Visitation (TFV)	P - 3										
The TFV program has multiple visitation rooms in order to meet the high											
demand for visitation services. Visitation rooms provide a safe, bright											
atmosphere, designed to resemble a comfortable, family room setting with											
a mini-kitchen set-up. This set up allows for practical skill building											
surrounding activities of daily living as well as a natural setting for parents	Therapeutic										
to practice managing multiple tasks	contact	x	x								х
Treatment Foster Care Oregon (TFCO, formerly Multidimensional treatment											
foster care MTFC); Early Intervention Foster Care (EIFC) program, from											
Oregon Social Learning Center; adaptation of the Multidimensional											
Treatment Foster Care program.											
- based on social learning theory											
- Behavioral parent training and support for MTFC foster parents											
- Key program elements include: Close supervision, Fair and consistent											
boundaries, predictable consequences for behavior, supportive adult	Behaviour										
mentoring relationship(s), and reduced exposure to peers with similar	management										
behavior problems	training*										
- emphasizes the use of concrete encouragement for pro-social behavior;	Parent Daily										
consistent, non-abusive limit-setting to address disruptive behavior; and	Report										
close supervision of the child.	Feedback	Х									
Triple P-Positive Parenting Programme	Behaviour										
- multilevel, preventively oriented, parenting and family support strategy	management										
- Draws its programme content from several theoretical frameworks	training*										Х
Tuning in to Teens (TINT)											
- Australian model for teaching parents the technique of mindful emotion											
coaching to engage with their adolescents											
- Families are encouraged to learn that using the TINT strategies even											
30% of the time has an impact on a teen's emotional competence. The											
expectations of using TINT strategies are feasible and manageable; while											
it may not replace current parenting style, families who use TINT may see											
immediate impact and therefore, may use it more often as it continues to	Mindful emotion										
be successful.	coaching		Х								

Table C. Identified programs (with practices) mapped to level of evidence

(Note: * depicts level of evidence ascertained from secondary references)

Program name	Practices utilised in program	Experimental	Quasi- experimental	Pre-post test	Descriptive
Attachment and Biobehavioral Catch-up (ABC)	In the moment comments	X			
Child Parent Psychotherapy (CPP)	Parent-child interactive activity		Х		Χ
Collaborative Helping practice framework	Collaborative helping map				Х
Combined cognitive behavioural program and					
educational program	Behaviour management training*	Χ			
Connections Project	Visit coaching				Χ
<u> </u>	Videotaped vignettes				
	Roleplaying				
	Client homework				
	Joining				
	Didatic lesson				
	Reenactment				
Co-parenting	Restructuring		*		
Cornerstone Advocacy	Visit coaching				*
Eckerd Connects' Brevard Supervised Family					
Visitation	Therapeutic contact				*
Engagement, Needs assessment, Goal setting,					
Assessment of progress, Goal achievement, Ending	Goal setting and feedback				
work (ENGAGE) model	Direct instruction				Χ
Families Together	Therapeutic contact				*
	Client homework				
Family Centered Treatment	Roleplaying			*	
	Parent-child interaction activity				
Family reunification project	Feedback				*
FamilyConnections' Reunity House	Therapeutic contact				*
Fostering Relationships	Visit coaching				*
Functional Family Therapy	Behaviour management training*	*			
	Modelling				
	Roleplaying				
	Motivational interviewing				
	Skill building*				
Homebuilders	Client homework	*			*
lcebreaker meetings	lcebreaker meetings				Χ
Incredible Years	Behaviour management training*	*	*		

			Quasi-	Pre-post	
Program name	Practices utilised in program	Experimental	experimental	test	Descriptive
	In-home services*				
Intensive Family Preservation Services (IFPS)	Therapeutic contact		*		*
	Modelling				
	Goal setting and feedback				
Intensive Reunification Program	Parent child interaction activity		Χ		
	Universal design				
	Task analysis				
	Modelling				
	Prompting				
	Roleplaying				
Interventions for Parents with Disabilities	Feedback				*
	Video feedback				
	Roleplaying				
	Client homework				
KEEP (Keeping Foster Parents Supported and	Parent Daily Report				
Trained) program	Goal setting and feedback	*	X	X	*
Mendocino County Family Services Center (MCFSC)	Empowerment plan				X
Motivational Interviewing	Motivational interviewing				X
NewPin	Modelling				Χ
	Roleplaying				
NOVA Model	Guided imagery				*
Nurturing Parent Program (NPP)	Experiential exercises				Χ
On the Way Home (OTWH)	Client homework	*			
Parent Child Interaction Therapy	Parent child interaction activity		*		Χ
	Client homework				
Parent Management Treatment Oregon (PMTO)	Feedback	Χ	*		
Partners in Parenting	Partner parenting				Χ
Play and Learning Strategies II (PALS)	Video feedback		*		
Promoting First Relationships	Video feedback	Χ			
·	Goal setting and feedback				
Reach for Success	Parent child interaction therapy				X
	Therapeutic contact				
Resource Parent Partnering	Parent partnering				X
Shared Family Foster care	Parent Partnering				*
Strengthening Families	Behaviour management training*		*		
Therapeutic facilitated visitation	Therapeutic contact				*

			Quasi-	Pre-post	
Program name	Practices utilised in program	Experimental	experimental	test	Descriptive
Treatment Foster Care Oregon	Behaviour management training*				
(TFCO)/Multidimensional Treatment Foster Care	Parent Daily Report				
(MTFC)/Early Intervention Foster Care (EIFC)	Feedback	X	*		*
Triple P-Positive Parenting Programme	Behaviour management training*		*		
Tuning in to Teens (TINT)	Mindful emotion coaching				Χ

Programs and practices across the permanency types

Figure 2. Program across permanency types

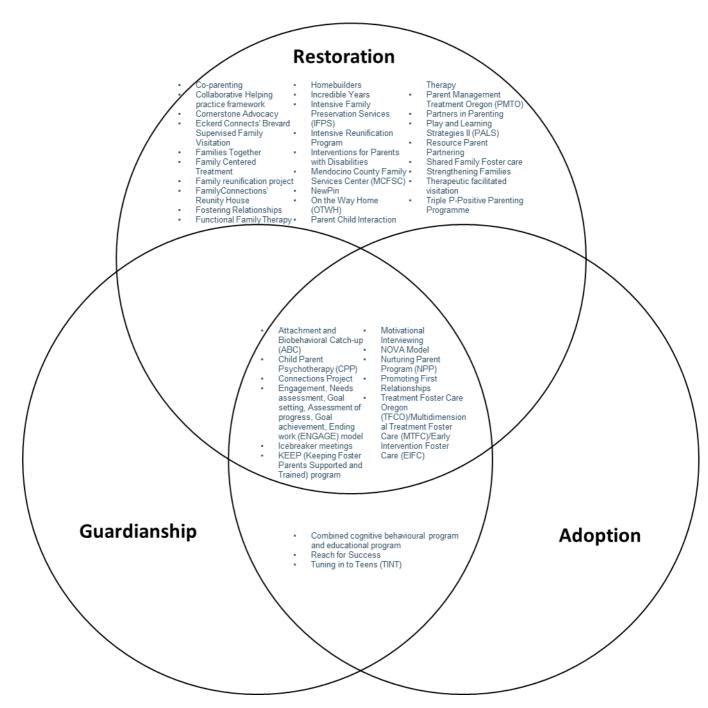
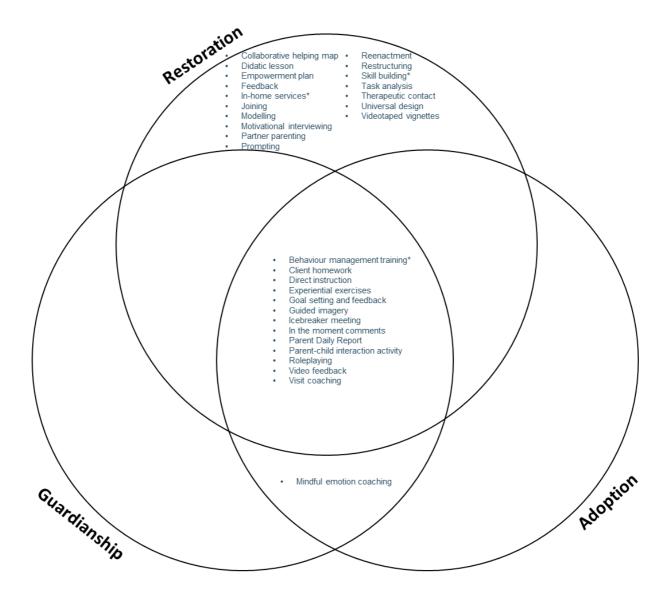


Figure 3. Practices across permanency types



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