

Strategies For Scaling Effective Family Focused Preventive Interventions To Promote Childrens Cognitive Affective And Behavioral Health Workshop Summary

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~~November Q\u0026APassive Income: How I Make \$7,200 A Month (5 Ways) Strategies for Scaling Up Education Innovations Strategies For Scaling Effective Family Strategies for Scaling Effective Family-Focused Preventive Interventions to Promote Children's Cognitive, Affective, and Behavioral Health: Workshop Summary. Show details Forum on Promoting Children's Cognitive, Affective, and Behavioral Health; Board on Children, Youth, and Families; Institute of Medicine; National Research Council.~~

Introduction - Strategies for Scaling Effective Family ...

Workshop participants described strategies to facilitate the scale-up of effective family-focused preventive programs. Generating demand. Several participants noted programs tend to be more successful if there is consumer support for them; local, agency, and political champions of them; and if the right program is matched to the right organization.

Strategies for Scaling Tested and Effective Family-Focused ...

Strategies for Scaling Effective Family-Focused Preventive Interventions to Promote Children's Cognitive, Affective, and Behavioral Health is the summary of a workshop convened by the Institute of Medicine Forum on Promoting Children's Cognitive, Affective, and Behavioral Health to explore effective preventive interventions for youth that can modify risk and promote protective factors that are linked to mental, emotional, and behavioral health, and how to apply this existing knowledge.

1 Introduction | Strategies for Scaling Effective Family ...

Strategies for Scaling Effective Family-Focused Preventive Interventions to Promote Children's Cognitive, Affective, and Behavioral Health by Margie Patlak, Forum on Promoting Children's Cognitive, Affective, and Behavioral Health Staff, Youth, and Families Board on Children, Institute of Medicine, Division on Behavioral and Social Sciences and Education, unknown edition,

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Front Matter | Strategies for Scaling Effective Family ...

Suggested Citation:"Strategies for Scaling Tested and Effective Family-Focused Preventive Interventions to Promote Children's Cognitive, Affective, and Behavioral Health-Workshop in Brief."Institute of Medicine and National Research Council. 2015. Strategies for Scaling Tested and Effective Family-Focused Preventive Interventions to Promote Children's Cognitive, Affective, and Behavioral ...

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Workshop Agenda - Strategies for Scaling Effective Family ...

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Meeting Scale-Up Challenges - Strategies for Scaling ...

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Strategies for Scaling Tested and Effective Family Focused ...

Strategies for Scaling Effective Family-Focused Preventive Interventions to Promote Children's Cognitive, Affective, and Behavioral Health: Workshop Summary Over the last three decades, researchers have made remarkable progress in creating and testing family-focused programs aimed at fostering the cognitive, affective, and behavioral health of children.

Strategies for Scaling Tested and Effective Family-Focused ...

While an extensive array of existing evidence-based practices (EBPs) have the potential to improve patient outcomes, little is known about how to implement EBPs on a larger scale. Therefore, we sought to identify effective strategies for scaling up EBPs in primary care. We conducted a systematic review with the following inclusion criteria: (i) study design: randomized and non-randomized ...

Effective strategies for scaling up evidence-based ...

Nine steps for developing a scaling-up strategy. 1.Delivery of health care - standards. 2.Health services - standards. 3.Health planning. 4.Technology, Medical. 5.Technological innovations.

Nine steps for developing a scaling-up strategy

Also, if need be, do not hesitate to invest in your team as their learning will ultimately reduce your work and allow you to scale your business effectively. 2. Networking and Collaboration. The mindset that promotes growth and scalability must extend itself to collaborations and partnerships outside the business.

Scaling a Business: Effectively Scale Your Business in 2020

of a scaling up strategy most frequently reported was related to human resources. As very few studies provided a measure of the coverage of the scaled-up intervention, it is uncertain whether their scaling up strategies were effective. The science of scaling up EBPs in primary care is young and future initiatives should include the development of

Over the last three decades, researchers have made remarkable progress in creating and testing family-focused programs aimed at fostering the cognitive, affective, and behavioral health of children. These programs include universal interventions, such as those for expecting or new parents, and workshops for families whose children are entering adolescence, as well as programs targeted to especially challenged parents, such as low-income single teens about to have their first babies, or the parents of children with autism. Some family-focused programs have been shown to foster significantly better outcomes in children, including enhanced educational performance, and reduced rates of teen pregnancy, substance abuse, and child conduct and delinquency, as well as reduced child abuse. The favorable cost-benefit ratios of some of these programs are due, in part, to the multiple and far-ranging effects that family-focused prevention programs targeting children can have. Other family-focused programs have shown success in smaller academic studies but have not been widely applied, or have not worked as effectively or failed when applied to more diverse real-world settings. "Strategies for Scaling Effective Family-Focused Preventive Interventions to Promote Children's Cognitive, Affective, and Behavioral Health" is the summary of a workshop convened by the Institute of Medicine Forum on Promoting Children's Cognitive, Affective, and Behavioral Health to explore effective preventive interventions for youth that can modify risk and promote protective factors that are linked to mental, emotional, and behavioral health, and how to apply this existing knowledge. Based on the 2009 report "Preventing Mental, Emotional, and Behavioral Disorders Among Young People," this report considers how to build a stronger research and practice base around the development and implementation of programs, practices, and policies that foster children's health and well-being across the country, while engaging multi-sectorial stakeholders. While research has advanced understanding of risk, promotive, and protective factors in families that influence the health and well-being of youth, a challenge remains to provide family-

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focused interventions across child and adolescent development at sufficient scale and reach to significantly reduce the incidence and prevalence of negative cognitive, affective, and behavioral outcomes in children and adolescents nationwide, as well as to develop widespread demand for effective programs by end users. This report explores new and innovative ways to broaden the reach and demand for effective programs and to generate alternative paradigms for strengthening families.

Gain a greater awareness of the processes involved in the dissemination of evidence-based interventions, as well as existing supports that help disseminate and sustain them. Many interventions that aim to help children and adolescents are found to be efficacious every year, but program developers are often not equipped with the skills, knowledge, or tools to understand how to scale up a program or sustain it after the initial funding. Consumers (e.g., service providers, who are consumers of interventions), on the other hand, often do not understand all that goes into implementing and scaling up an intervention. This special issue: introduces readers to the problem, discusses some of the challenges with disseminating programs, and presents various supports that exist which can help scale up and sustain interventions. The authors' goal is to promote the field of dissemination science by encouraging the sharing of successes and challenges. This is the 149th volume in this Jossey-Bass series New Directions for Child and Adolescent Development. Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area. Each volume focuses on a specific new direction or research topic and is edited by experts from that field.

Advancing Criminology and Criminal Justice Policy is a definitive sourcebook that is comprised of contributions from some of the most recognized experts in criminology and criminal justice policy. The book is essential reading for students taking upper level courses and seminars on crime, public policy and crime prevention, as well as for policy makers within the criminal justice sphere. There has been a growing recognition of the importance of evidence-based criminal justice policies from criminologists, policymakers, and practitioners. Yet, despite governmental and professional association efforts to promote the role of criminological research in criminal justice policy, political ideologies, fear, and the media heavily influence criminal justice policies and practices. Bridging the gap between research and policy, this book provides the best-available research evidence, identifies strategies for informing policy and offers direct policy recommendations for a number of pressing contemporary issues in criminal justice, including: Delinquency, intervention programs and community crime prevention, Problem-oriented policing and the science of hot-spot policing, Sentencing and drug courts, Community corrections, incarceration and rehabilitation, Mental illness, gender, aging and indigenous communities.

The Prevention of Crime provides a unique and comprehensive overview of effective crime prevention programs, strategies and policies, demonstrating how criminological theories, research, and practice are interrelated. Offers the most cutting-edge, comprehensive summaries of effective interventions based on the latest research, by the foremost scholars on the topic of crime prevention in the U.S Provides unique practical information and discussions on how to effectively replicate prevention strategies in communities and criminal-justice settings is highly relevant to students, providing them with the latest research in this area Coverage of multiple theories of crime includes the more recent public-health and life-course developmental perspectives Includes a comprehensive review of the increasing number of effective crime prevention interventions and the practicalities of ensuring that these programs, practices and policies are effectively implemented, both in the U.S and in other countries Presents the most cutting-edge current and optimistic view regarding crime prevention: that it is possible to effectively reduce crime but that efforts need to start early in communities and continue through the life-course

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

This is the first book to provide a multidisciplinary, critical, and global overview of evidence-based parenting education (PEd) programs. Readers are introduced to the best practices for designing, implementing, and evaluating effective PEd programs in order to teach clients how to be effective parents. Noted contributors from various disciplines examine evidence-based programs from the U.S., Canada, Europe, Asia, Australia, as well as web-based alternatives. The best practices used in a number of venues are explored, often by the developers themselves. Examples and discussion questions encourage application of the material. Critical guidance for those who wish to design, implement, and evaluate PEd programs in various settings is provided. All chapters feature learning goals, an introduction, conclusion, key points, discussion questions, and additional resources. In addition to these elements, chapters in Part III follow a consistent structure so readers can easily compare programs—theoretical foundations and history, needs assessment and target audience, program goals & objectives, curriculum issues, cultural Implications, evidence-based research and evaluation, and professional preparation and training issues. The editor has taught parenting and family life education courses for years. This book reviews the key information that his students needed to become competent professionals. Highlights of the book's coverage include: Comprehensive summary of evidence-based PEd training programs in one volume. Prepares readers for professional practice as a Certified Family Life Educator (CFLE) by highlighting the fundamentals of developing and evaluating PEd programs. Exposes readers to models of parenting education from around the world. The book opens with a historical

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overview of PEd development. It is followed by 20 chapters divided in four parts. The initial six chapters focus on fundamentals of parenting education --program design, implementation, evaluation, the role of mediators and moderators, as well as the U.S. Cooperative Extension Parent Framework. The three chapters in Part II review the latest status of parenting education in Europe, Asia, and web-based alternatives. Part III presents ten stellar, evidence-based parenting programs offered around the world. In addition to the learning goals, introduction, conclusion, key points, discussion questions, and additional resources that are found in all chapters, those in Part III also consider theoretical foundations and history, needs assessment and target audience, program goals & objectives, curriculum issues, cultural Implications, evidence based research and evaluation, and professional preparation and training issues. Part IV reviews future directions. Ideal for advanced undergraduate or graduate courses in parent education, parent-child relations, parenting, early childhood or family life education, family therapy, and home, school, and community services taught in human development and family studies, psychology, social work, sociology, education, nursing, and more, the book also serves as a resource for practitioners, counselors, clergy members, and policy makers interested in evidence based PEd programs or those seeking to become CFLEs or Parent Educators.

Healthy mental, emotional, and behavioral (MEB) development is a critical foundation for a productive adulthood. Much is known about strategies to support families and communities in strengthening the MEB development of children and youth, by promoting healthy development and also by preventing and mitigating disorder, so that young people reach adulthood ready to thrive and contribute to society. Over the last decade, a growing body of research has significantly strengthened understanding of healthy MEB development and the factors that influence it, as well as how it can be fostered. Yet, the United States has not taken full advantage of this growing knowledge base. Ten years later, the nation still is not effectively mitigating risks for poor MEB health outcomes; these risks remain prevalent, and available data show no significant reductions in their prevalence. *Fostering Healthy Mental, Emotional, and Behavioral Development in Children and Youth: A National Agenda* examines the gap between current research and achievable national goals for the next ten years. This report identifies the complexities of childhood influences and highlights the need for a tailored approach when implementing new policies and practices. This report provides a framework for a cohesive, multidisciplinary national approach to improving MEB health.

Scholars and policymakers increasingly call for evidence-based, prevention-oriented, and community-driven approaches to improve public health and reduce youth crime, substance use, and related problems. However, few functional models exist. In *Communities that Care*, four leading experts on prevention describe one such system to illustrate how communities effectively engage in prevention activities. *Communities That Care (CTC)* is a coalition-based prevention system implemented successfully in dozens of communities across the world that promotes healthy development and reduces crime rates for youth. Drawing on literature from criminology, community psychology, and prevention science this book describes the conditions and actions necessary for effective community-based prevention. The authors illustrate how effective community-based prevention can be undertaken by describing how the CTC prevention system has been developed, implemented, evaluated, and disseminated across the U.S. and internationally. *Communities that Care* shares invaluable lessons about the implementation and evaluation of community-level interventions and establishes a set of best practices for anyone seeking to engage in and/or evaluate effective prevention efforts.

Bullying has long been tolerated as a rite of passage among children and adolescents. There is an implication that individuals who are bullied must have "asked for" this type of treatment, or deserved it. Sometimes, even the child who is bullied begins to internalize this idea. For many years, there has been a general acceptance and collective shrug when it comes to a child or adolescent with greater social capital or power pushing around a child perceived as subordinate. But bullying is not developmentally appropriate; it should not be considered a normal part of the typical social grouping that occurs throughout a child's life. Although bullying behavior endures through generations, the milieu is changing. Historically, bullying has occurred at school, the physical setting in which most of childhood is centered and the primary source for peer group formation. In recent years, however, the physical setting is not the only place bullying is occurring. Technology allows for an entirely new type of digital electronic aggression, cyberbullying, which takes place through chat rooms, instant messaging, social media, and other forms of digital electronic communication. Composition of peer groups, shifting demographics, changing societal norms, and modern technology are contextual factors that must be considered to understand and effectively react to bullying in the United States. Youth are embedded in multiple contexts and each of these contexts interacts with individual characteristics of youth in ways that either exacerbate or attenuate the association between these individual characteristics and bullying perpetration or victimization. Recognizing that bullying behavior is a major public health problem that demands the concerted and coordinated time and attention of parents, educators and school administrators, health care providers, policy makers, families, and others concerned with the care of children, this report evaluates the state of the science on biological and psychosocial consequences of peer victimization and the risk and protective factors that either increase or decrease peer victimization behavior and consequences.

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