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# Family Interventions: Will What We Know Now Change What We Do in the Future?

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# *Family Interventions: Will What We Know Now Change What We Do in the Future?*

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Discussant

## What Have We Learned?

- There are intervention programs that are efficacious or promising
- There is documented support for models that address various needs
- Programs that bring families and schools together tend to fare better than those that work in isolation
- Examples...

## What We Don't Know

- About diversity?
- About context?
- About interventions (complexity, implementation issues, etc.)?
- About long-term effects (for students, parents, and teachers)?

## What Does It All Mean?

- For research
- For practice
- For training
- For the future...

## What Does It All Mean?

- ❏ Link between research and practice is critical
- ❏ We need to understand how to take research findings “to scale”
- ❏ We need to understand what is involved in implementing or institutionalizing the programs in natural community practice contexts
- ❏ We need strategic efforts to infuse evidence-based practices into the fabric of the field.

One Hopeful Vision:  
The Futures Conference and  
Subsequent Actions

## Goals Developed as an Outcome of the Futures Conference

- ❏ Goal A: Identify *evidence-based models* of effective family-school partnerships.
- ❏ Goal B: Ensure that school psychologists *engage in activities* to change the culture of schooling to ensure that families are integral partners in the educational process of children.
- ❏ Goal C: Change *pre-service education and training* of school psychological candidates to infuse a focus on families as integral partners in the educational process.

## A Charge to All

We must continue to work in concert:

- ❏ As a research community, we must engage in research that will allow us to understand contextual features of practice
- ❏ As a practice community, we must engage in efforts to alter structures and allow for the use and continual evaluation of evidence-based practices