7-1-2004

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

Susan M. Sheridan
University of Nebraska - Lincoln, ssheridan2@unl.edu

Follow this and additional works at: http://digitalcommons.unl.edu/cyfsposters

Part of the Pre-Elementary, Early Childhood, Kindergarten Teacher Education Commons

http://digitalcommons.unl.edu/cyfsposters/13

This Article is brought to you for free and open access by the Children, Youth, Families & Schools, Nebraska Center for Research on at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Posters, Addresses, & Presentations from CYFS by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
Family Interventions: Will What We Know Now Change What We Do in the Future?

Susan M. Sheridan
University of Nebraska-Lincoln
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