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Elements of Systematic Intervention Planning

➤ **Identifying goals (focus on developmental tasks and behaviors)**

- **Treatment goals for children**
 - What does each child need to learn/master
 - Individually?
 - In family relationships?
 - In other systems, settings, activities?
 - What behaviors will demonstrate progress?

- **Treatment goals for parents**
 - What does each parent need to master
 - To shield the child from conflict?
 - To use effective parenting skills and authority, so the child can progress developmentally
 - To support the child's independent relationships?
 - To manage daily routines and support normal activities for the child?
 - To create a safe and stable household?
 - To accurately understand the child's feelings, including expressions of distress?
 - To solve family problems effectively?
 - What behaviors will demonstrate progress?

➤ **Identifying resources required**

- What activities or services can promote the desired changes?
- Can the child participate in community or normative activities?
 - If so, what activities will best promote treatment goals?
 - If not, what interventions are required to enable the child to participate?
 - What structures are needed to shield the child from conflict during activities?
- Are psychoeducational resources available?
- How do available services fit with parents' schedules and daily stressors?

- How can the family be assisted in integrating and applying information and experiences from various settings?
- Is specialized treatment or a treatment team required?
- Is it workable to combine some specialized services with community activities/resources?

- **Underlying structure**
 - Detail in safety orders – establishing safety while promoting healthy relationships and activities
 - Reducing conflict in parenting transitions
 - Structures for children’s activities and events
 - Procedures for selecting and supporting activities
 - Support for children’s autonomy and parent-child relationships
 - Priorities among activities, and between activities and therapeutic interventions
 - A process to adapt procedures as needs change

- **Structuring psychological interventions**
 - Consider each element in model orders and specialized treatment models
 - Selection of therapists
 - Sufficient qualifications, at least in the coordinating therapist
 - Explain the differences to the court
 - Realistic understanding of resources, and about the choices parents make about using their resources
 - Consider combining specialized and non-specialized services, with coordination
 - Structure for coordinating therapeutic information
 - Balancing privacy and accountability
 - Clear path from the therapeutic approach to the desired change
 - Establishing accountability
 - Cooperation with treatment
 - Payment
 - Supportive transitions to and from services
 - Shielding the child from conflict
 - Use of parental authority to promote child’s cooperation
 - Specific behavioral changes
 - Is a parenting coordinator needed?
 - If so – what skills or background should this person have?
 - How should the rule be structured?
 - What if the parents won’t stipulate?

- **Anticipating and addressing sabotage and resistance**
 - If interventions haven't worked in the past, what has gone wrong?
 - If past interventions were inappropriately selected or poorly structured, differentiate the new intervention plan from what has been tried in the past
 - If family members have frustrated or undermined progress, how?
 - Who is likely to disagree with the recommended plan?
 - How might resistance be manifest?
 - Which parts of the recommendations will cause anxiety in the child?
 - Establish procedures with clear expectations and enough detail to prevent obvious sources of sabotage
 - If recommending a specialized provider, consider recommending that person be involved in crafting the treatment order

- **Measurement of progress and feedback mechanisms**