



A review of books and handbooks related to the workforce skills in family support

Research report



- ▶ **Lack of standardized guidelines for family support workforce skills.**
- ▶ Family support professional skills in Mental Health, Psychology and Social Work.
- ▶ Specific contents about Knowledge Development, Intervention, Research and Practice, and Assessment.



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The editor and coordinator of this document is Ana Pereira Antunes.

The authors of this document are Ana Pereira Antunes (University of Madeira & Research Centre on Child Studies (CIEC) of University of Minho, Portugal – WG4 participant in EurofamNet), Irena Avirovic Bundalevska (Saints Cyril and Methodius University in Skopje, North Macedonia – Management Committee Member from North Macedonia and WG4 participant in EurofamNet) & Makedonka Radulovic (Saints Cyril and Methodius University in Skopje, North Macedonia – Management Committee Member from North Macedonia and WG4 participant in EurofamNet).

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For further information, please contact:

EurofamNet: <https://eurofamnet.eu/contact>

Contact author: Ana Pereira Antunes ana.antunes@staff.uma.pt



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Abstract

Purpose: There is a significant gap in defining and conceptualizing the specific professional skills of family support workers. Family support workers are active in various fields of action, yet there is no concrete and established definition of their set of services and abilities. In order to present a perspective on family support workforce skills, we conducted a literature review of books and handbooks, as a continuum to a previous systematic review, which was devoted to papers' analyses in the same field. The main purpose of the present work was to systematize the skills used in the family support workforce within a conceptual framework, based on available books and handbooks. *Method:* Procedures of systematic review were followed, and books and handbooks were selected from some online databases (Scientific Online Knowledge Library from Portugal; Google books; Macedonian National Library; and JSTOR digital library from United States). The descriptors included only books and handbooks published in English and from 1995 to 2020. *Results:* we have searched several online platforms which resulted with a selection of a total of 48 books and handbooks with content related to family support professional skills, of which only 9 were entirely (or almost) dedicated to the topic of family support professional skills. The main topics of the selected publications were Mental Health, Psychology and Social Work, and the main specific contents were related to Knowledge development, Intervention, Research and practice, and Assessment. *Discussion:* Most of the books and handbooks included a chapter or more chapters which content was related to family support professional skills. Few books were specifically devoted to the development of skills of the family workers. Family support professional skills appear aggregated to some intervention domains such as Mental Health, Psychology and Social Work and not as a domain itself. Many of the books were not available online and that constitutes a limitation of this study. The selected books and chapters evidence the lack of standardized guidelines for family support workforce skills and further research and work on that sense is needed.

Key-words: family support, workforce, professional skills, systematic review.

Introduction

As part of the European Union COST action “The European Family Support Network: A bottom-up, evidence-based, and multidisciplinary approach,” and its working group committed to “developing a standardization framework on skills”, a group of researchers conducted a systematic literature research on books and handbooks in order to systematize the skills used in the family support field of action. As the main aim of this working group is to develop a common framework for standardization of skills, as the basis for the enhancement, harmonization and consistency of competencies of family support workforce across Europe, this group of researchers continued a previously research on family support workforce skills (Burgund, Nunes, Zegarac, & Antunes, 2021; Zegarac, Burgund, Nunes, & Antunes, 2021).

Family support workers provide emotional and practical assistance and guidance to children and families in need. Many European countries do not have an equivalent profile worker, instead there are many others worker profiles in this field, among which the most significant are: social workers, psychologists, pedagogues, lawyers, economists, doctors, special educators, speech therapists, special prevention pedagogues, sociologists, health workers, educators specialized in family studies, gender studies specialists etc. These professionals work in different settings and institutions, such as: social care centers, shelters, counseling offices, foster care or adoption agencies, children protective services agencies and other family services organizations (Avirovic Bundalevska, Radulovic, & Keskinova, 2021). As a result, the literature on family support workers is scattered in various related fields, and professionals, as well as researchers, are facing challenges in defining their set of skills standards and competences required.

The main source of our systematic literature review was available electronic database of published scientific book and handbooks related to the topic of choice. The main purpose of the present systematic literature review is to provide an overview of books and handbooks on family support workforce, appropriate to cover the gap in conceptualizing the professional skills of family support workers.

Method

This work was developed after a previous systematic review on workforce skills in family support (Burgund et al., 2021; Zegarac, Burgund et al., 2021) where the authors suggested to continue the work conducting a search on books and handbooks related to the topic. As so, the current main purpose is to present a perspective on the *family support workforce skills* published in handbooks and books.

The procedures of a systematic review were followed as possible (Moher et al., 2015; Siddaway, Wood, & Hedges, 2019). Since books and handbooks are not always in scientific databases other online platforms were considered instead.

A search was held in April 2021, from a Portuguese university, and from a Macedonian university. As we explained before it followed as possible the procedures of a systematic review despite the fact that we were not searching for scientific articles. The adopted steps are described next:

- I) The 1st step was to define the search descriptors (after some essays), the databases and the search procedures to adopt.

The search descriptors selected included the conjugation of the words as possible in the platforms:

Handbooks books AND family support AND workforce skills

Handbooks books family support workforce skills

The online platforms selected and used in Portugal were:

<https://www.b-on.pt/> [Scientific Online Knowledge Library from Portugal]

<https://google.pt/> [Google books]

The online platforms selected and used in North Macedonia were:

<https://google.pt/> and <https://google.com/> [Google books]

<https://mk.cobiss.net/> [Macedonian National Library]

<https://www.jstor.org> [JSTOR digital library from United States]

It was also decided to include publications only written in English and published after 1995 as in the cited previous work (Burgund, Nunes, Zegarac, & Antunes, 2021; Zegarac, Burgund, Nunes, & Antunes, 2021).

- II) The 2nd step was the search conducted (April 2021) and a first selection was done (57 books and handbooks) considering the title and, if necessary, the abstract (when available) of the book/handbook or the chapters of the book/handbook (when available).

The search was conducted in the selected platforms according to the following procedures:

a) Search 1

Online platform: <https://www.b-on.pt/> [Advanced search]

Inserted the key words descriptors to search: Handbooks books AND family support AND workforce skills

[the first basic search found 25,637 results, then after descriptors definition as described below there were 265 results]

Besides the key words were also defined cumulative descriptors:

Expanders

- Apply related words
- Also search within the full text of the articles
- Apply equivalent subjects

Limiters

- Full Text
- Available in Library Collection
- Date Published: from 1995-01-01 to 2020-12-31

Type of sources

- eBooks
- Books

Language

- English

Disciplines

- Psychology
- Social Sciences & Humanities
- Social Work

All Results

- eBooks (254)
- Books (11)
- Academic Journals (10,571)
- Reviews (597)
- Magazines (125)

From the 265 referenced e-books/books, after reading the available description and looking at the index, were identified 9 books to check the specific chapters to see if there are any related to the topic of the search.

b) Search 2

Online platform: <https://google.pt/> [Advanced Book Search]

Inserted the key words descriptors to search (with all the words): handbooks books family support workforce skills

the first search with no filters: 253.000.000 results, then using filters search: all books and all content: 34.300 results, then using the filters bellow presented - 73 books]

Besides the key words were also defined cumulative descriptors:

Language

- English

Search

- Limited preview and full view

Content

- Books

Return content published between

- Publication date: from 1995-01-01 to 2020-12-31

Results

73 Books

From the 73 referenced books, after reading the available description and looking at the index, were identified 15 books to check the specific chapters to see if there are any related to the topic of the search (one was the second edition of another in search 1; 7 of them appeared duplicated in search 3*, so they were eliminated there).

c) Search 3

Online platform: <https://google.pt/> [Advanced Book Search]

Inserted the key words descriptors to search (with all the words): handbooks books family support workforce skills

[the same filter as above but with no publication data limit 37.700 books]

Besides the key words were also defined cumulative descriptors:

Language

- English

Search

- Limited preview and full view

Content

- Books

Return content published between

- Publication date: no time limit

Results

37.700 Books (because of the number extension was decided to check the first 100 results sequenced by relevance)

From the 100 first referenced books, after reading the available description and looking at the index, were identified 27 books to check the specific chapters to see if there are any related to the topic of the search (7 of them were duplicated from search 2, so they were eliminated; two were duplicated from search 1 - they were also eliminated).

d) Search 4:

An additional search to search 2 and 3 was conducted on google.pt and google.com using the key words: handbooks books family *intervention* workforce skills and following the cumulative descriptors:

Language

- English

Search

- Limited preview and full view

Content

- Books

Return content published between

- Publication date: no time limit

Results

36.900.000 Books (because of the number extension was decided to check the first 100 results sequenced by relevance)

From the 100 first referenced books, after reading the available description and looking at the index (where possible), were identified 22 books to check specific chapters (where available). 6 books are duplicated from Search 1, 2 and 3 and were eliminated. The other 16 books were added to the results list.

e) Search 5:

Online platform: <https://mk.cobiss.net/>

Inserted the key words descriptors to search (with combination of words):

Combination 1 - handbook, book, family, support, workforce, skills;

Combination 2- handbook, book, family, support;

Combination 3- handbook, book, family, support, workforce; and

Combination 4- book, family, support, workforce.

Language

- English

Results: No books available.

f) Search 6:

Online platform: Jstor (filter: books)

Inserted the key words descriptors to search (with all the words): handbook family support workforce skills

No other filters

Results: 17 books but with no match with the topic was found.

The search was repeated using the key-word intervention instead of support (handbook family intervention workforce skills) and the results were 16 books, but no match with the research topic was found.

So, 57 books/handbooks were listed to be analyzed in a deeper way (Table 1 in Appendix A).

III) The 3rd step was a deeper analysis of the 57 books/handbooks and the analysis of the selected chapters.

Data Analysis

From the list of the 57 books/handbooks only the full texts available online were considered for data content analysis despite other books/handbooks were also referenced because the available information (title and/or partial text) justified their mention as an interesting book/handbook on the studied topic).

When was found for a title more than one edition was selected the latest, if it was available (sometimes it was not).

The analysis of the books/handbooks/chapters was carried out according to *a priori* defined categories: Date of publication, Publisher, Editor(s), Handbook/Book Title, and to *a posteriori* defined categories: Subject; Research and practice; Knowledge development; Assessment; and Intervention.

These last categories emerged from the analysis of the books/handbooks:

- a) Subject - refers to the main topic of the books/handbooks;
- b) Research and practice – refers to results of research and practice supported by research showing the importance of evidence-based practice;
- c) Knowledge development – refers to the presentation of theories/ideas or studies that allow development of knowledge;
- d) Assessment – refers to procedures of assessment to be taken; and
- e) Intervention – refers to practice proposals or specific interventions.

In this analysis we had in mind that we were looking for books/handbooks that presented and contributed to the development of workforce skills in family support. Thus, to analyze the books/handbooks we considered family support workforce skills

“as their learned power of doing things in collaborative ways, while supporting different aspects of family functioning in a competent manner, and the ability to use their knowledge effectively and readily in the execution or performance of serving families using holistic, strengths-based, and relationship-based practice approach.” (Zegarac et al., 2021)

After data analysis is possible to say that only 9 books/handbooks from the 57 books listed in Table 1 (in Appendix A) were fully available online, but only remained 8, due to the exclusion of the book 4 because it was not the most recent edition, which was the book 18 also in the Table 1 (in Appendix A). The others 48 books/handbooks on Table 1 (in Appendix A) could be partially previewed, but only 40 remained after the analysis because 8 books/handbooks were excluded: the books 11, 46 and 50 did not have chapters related to the workforce skills in family support; the books 47 and 53 because was not possible to check the contents because they were no accessible; the books/handbooks 33 and 43 because were published before 1995; and the book 39 that was the same as the book 2 in

the Table 1 (in Appendix A). So, 48 is the number of books/handbooks related to the workforce skills in family support.

Results

In this systematic literature review were found 48 books/handbooks with contents related to skills of family support workers (only 8 were fully available online) and of which 9 were entirely or almost dedicated to the topic we were searching for.

In Table 2 (in Appendix B) can be seen results for the selected books/handbooks related to family support work skills available online. Authors are diverse, as the subjects: Mental Health ($n = 1$), Intellectual and Developmental Disabilities ($n = 1$), Resilience ($n = 1$), Behavioural Intervention ($n = 1$), Evidence-Based Therapies ($n = 1$), Positive Development ($n = 1$), Diversity and Education ($n = 1$) and Refugees Integration ($n = 1$). Chapters dedicated to family support work skills were integrated in the books/handbooks where other chapters were related to other topics. The date of publication the books/handbooks is from 2005 and 2008 what is a small range and not updated, and all of them were published by Springer (Table 1 in Appendix A). Maybe this fact is related to the database where the books/handbooks were allocated because they were all collected in the same one.

The main contents related to family support workforce skills (the emergent categories) reveal that those chapters provide the development of the workforce skills related to: Intervention ($n = 7$); Knowledge development ($n = 5$); Research and practice ($n = 5$) and Assessment ($n = 1$).

More specific and detailed information about the selected chapters is presented in Table 3 (in Appendix C). The main specific subjects are related to Mental Health, Psychology and Social Work. Psychology is the most frequent domain.

Concerning the books/handbooks partially previewed online ($n = 40$) some data can be presented (Table 4 in Appendix D). The range of publication is from 1995 to 2020, according to the defined descriptor in the search, with the following distribution: 1995 ($n = 1$), 2000 ($n = 4$), 2002 ($n = 3$), 2004 ($n = 3$), 2005 ($n = 1$), 2006 ($n = 1$), 2007 ($n = 3$), 2008 ($n = 2$), 2009 ($n = 1$), 2010 ($n = 1$), 2011 ($n = 2$), 2012 ($n = 3$), 2013 ($n = 3$), 2014 ($n = 4$), 2015 ($n = 1$), 2016 ($n = 1$), 2017 ($n = 2$), 2018 ($n = 3$), 2020 ($n = 1$). Finally, can be seen that authors are also diverse as well as the subjects. Again, the main topics are related to Mental Health,

Psychology and Social Work, which appear documented and illustrated in several specific subtopics.

In Table 5 (in Appendix E) are presented the 9 books/handbooks entirely (14, 25, 31, 35, 44, 48, 51 and 56) or almost (28) dedicated to the workforce skills in family support. In fact, only 9 books/handbooks (from the 48 books/handbooks) are specifically related to the development of professional skills in family support. Even in these publications, as well as in the most part of the other selected chapters, the central categories seem related to Knowledge development, Intervention, Research and practice and Assessment. Chapters related to the development of specific skills of the professionals are scarce. The focus is mainly presented in the development of knowledge, assessment and intervention, and evidence-based practice. Or, we can also say, the development of technical skills and specific knowledge, if using the categories from Burgund et al. (2021) and Zegarac et al. (2021). The qualities of the professionals (Burgund et al., 2021; Zegarac et al., 2021) are referred in just a few books/handbooks (e.g., see Table 5 in Appendix E).

Discussion and conclusions

The research we conducted on books and handbooks related to the workforce skills in family support shows a wide range of resources available at the online data bases related to family and intervention but not specifically on family support workers. At the beginning 57 books and handbooks related to family support work skills were identified as close to our main goal (Table 1 in Appendix A), but only 48 remained: 8 books/handbooks were fully available online and the other 40 books/handbooks could be partially previewed. The second step, i.e., the analyses of books and handbooks related to family support work skills that are available online can be reported as more significant and useful to our purpose. Additionally, we can note that most of the chapters dedicated to family support work skills were integrated in the books/handbooks where other chapters were related to other topics. Chapters related to the development of specific skills of the professionals are rare. The focus is mainly presented in the development of knowledge, assessment and intervention, and evidence-based practice. The main contents related to family support workforce skills (the emergent categories) reveal that those chapters provide the development of the workforce skills related to: Intervention; Knowledge development; Research and practice and Assessment. Areas that relate to the three topics of family support skills that were identified in the systematic review on workforce skills in family support (Burgund et al., 2021; Zegarac et al., 2021) are: Professional qualities (attitudes and attributes), professional technical skills and professional specific knowledge. The main specific subjects in the analysed books and handbooks are related to Mental Health, Psychology and Social Work. Psychology is the most frequent domain which gives the impression that family support is more perceived as domain of Psychology instead of Pedagogy, Social work or other related fields. Psychology appears to be increasing in popularity as a preferred qualification for the sector, particularly among those who have completed a university associate or bachelor's degree or higher (Family Services Workforce Survey report, 2017). In this context, we suggest that a more interdisciplinary approach on the domain of family support is desirable, both in the theoretical field (studies, research, scientific articles, books, handbooks etc.) and the practical and professional area.

Good sides of our report are many identified books and handbooks that refer to family support workforce skills and they can be used for future steps towards deeper or more specific literature review. However, our general conclusion is that there are not many books and handbooks on family support work skill sets that are available online. The existing ones, present in our report are established in context of other fields and professions. The major

findings of the work include separate chapters or parts of books and handbooks which are suitable for defining the development of specific skills of the family support professionals.

Finally, we should be aware that our research was limited to few online data bases, limited country access to google.com data bases, especially in the case of North Macedonia and limited availability of full preview of identified books and handbooks. From the six conducted searches we can report that four of them were successful (with many results found) and two unsuccessful with no results found at all or very limited and unrelated to the subject of the research.

A review report of books and handbooks related to the workforce skills in family support somehow failed to determine the list of skills significant for workforce in family support. The available data did not allow us to do it extensively. This is a red alarm that those books and handbooks might not be visible enough and that hard access for the researchers, practitioners, families that need literature on workforce skills in family support is also present. However, it is important to mention that our results do not pretend to be generalized because the referred limitation to access books and handbooks might not made possible other existing books and handbooks to appear. For instance, the work of other authors that seem related to the topic studied, as David & DiGiuseppe (2015), Evans (2019), Forest (2015), Forrester et al. (2021) or Patterson et al. (2018), to name just a few, did not appear in the conducted searches. In fact, published books and handbooks related to workforce family support skills might be a lot more. Another limitation that we faced was the amount of information and the limited resources to do it: the limited access to full books online, the limited available time to do the searches and the books and handbooks analysis, due to several professional researchers' commitments and pandemic constrains. Also associated with these aspects is the fact that it was not possible to do agreement coders when the information was selected (books/handbooks and chapters) and grouped (building categories). Despite that the information was shared and discussed online between the researchers.

To sum up, it is more than clear that publishing books or handbooks, standardized guidelines with focus on skills for workforce in area of family support is more than needed seeing it as a specific area of intervention, including professionals from several domains. At the end, to systematize a common ground of skills that family support workforce must develop and master despite their professional background. Some steps are being taken towards that accomplishment, as it is revealed in some of the books we found, and we hope this work could be a contribution to that also. Professionals must provide the best services and deserve the best training opportunities because families deserve the best services.

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Note. References marked with an asterisk indicate the books/handbooks listed to be reviewed.

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Appendices

Appendix A

Table 1. *The selected books/handbooks to be analysed related to family support work skills*

N	Date of publication doi	Publisher	Editor(s)	Book/handbook Title	Available online?	
					Yes ^a	No ^b
1	2005 https://doi.org/10.1007/b103125	Springer	Ric G. Steele & Michael C. Roberts	Handbook of Mental Health Services for Children, Adolescents, and Families	Yes	
2	2007 https://doi.org/10.1007/0-387-32931-5	Springer	John W. Jacobson, James A. Mulick, Johannes Rojahn	Handbook of Intellectual and Developmental Disabilities	Yes	
3	2005 https://doi.org/10.1007/b107978	Springer	Sam Goldstein & Robert B. Brooks	Handbook of Resilience in Children	Yes	
4	2005 https://doi.org/10.1007/b102865	Springer	Thomas P. Gullott & Gerald R. Adams	Handbook of Adolescent Behavioral Problems	yes	

5	2008 https://doi.org/10.1007/978-0-387-73691-4	Springer	Ric G. Steele, T. David Elkin, Michael C. Roberts	Handbook of Evidence-Based Therapies for Children and Adolescents: Bridging Science and Practice	yes
6	2008	Springer	Karen VanderVen	Promoting Positive Development in Early Childhood: Building Blocks for a Successful start	yes
7	2007 https://doi.org/10.1007/978-0-387-32973-4	Springer	Patricia Robinson & Jeff Reiter	Behavioral Consultation and Primary Care: A Guide to Integrating Services	yes
8	2008 https://doi.org/10.1007/0-387-44611-7	Springer	Susan J. Paik & Herbert J. Walberg	Narrowing the Achievement Gap Strategies for Educating Latino, Black, and Asian Students	yes
9	2006 https://doi.org/10.1007/b106744	Springer	Reed Coughlan & Judith Owens-Manley	Bosnian Refugees in America New Communities, New Cultures	yes
10	2004	Oxford University Press	Charmaine R. Brittain, & Deborah Esquibel Hunt	Helping in Child Protective Services: A Competency-Based Casework Handbook	No
11	2008	SAGE	Janet Walker, Karin Crawford, Jonathan Parker	Practice Education in Social Work: A Handbook for practice teachers, assessors and educators	No
12	2009	Guilford Press	Samuel L. Odom, Robert H. Horner, Martha E. Snell	Handbook of Developmental Disabilities	No
13	2013	SAGE	Michel Reisch & Mary L. Ohmer	The Handbook of Community Practice	No

14	2015	CENGAGE	Barbara Thomlison	Family Assessment Handbook: An Introduction and Practical Guide to family assessment	No
15	2000	Cambridge	Jack P. Shonkoff & Samuel J. Meisels	Handbook of Early Childhood Intervention	No
16	2018	Red Globe Press	Robert Miller, Sheila Gill Bor, Riva	Counselling in Health Care Settings: A Handbook for Practitioners (Professional Handbooks in Counselling and Psychotherapy)	No
17	2013	Routledge	Sameera Ahmed & Mona M. Amer	Counseling Muslims: Handbook of Mental Health Issues and Interventions	No
18	2014	Springer	Thomas P. Gullotta, Robert W. Plant, Melanie A. Evans	Handbook of Adolescent Behavioral Problems	No
19	2018	Springer	J. William Worden	Grief Counseling and Grief Therapy: A Handbook for the mental health practitioner	No
20	2000	Oxford University Press	Albert R. Roberts	Crisis Intervention Handbook: Assessment, Treatment, and Research	No
21	2011	SAGE	John E. B. Myers & American Professional Society on the Abuse of Children	The APSAC Handbook on Child Maltreatment	No
22	2002	Jessica Kingsley Publishers	Diane Safran	Art Therapy and AD/HD: Diagnostic and Therapeutic Approaches	No

23	2006	SAGE	Faye Z. Belgrave & Kevin W. Allison	African American Psychology: From Africa to America	No
24	2011	Routledge	Alan Carr	Positive Psychology: The Science of Happiness and Human Strengths	No
25	2012	SAGE	Peter Unwin & Rachel Hogg	Effective Social Work with Children and Families A Skills Handbook	No
26	2016 https://doi.org/10.4324/9781315739229	Routledge	Alan Carr, Christine Linehan, Gary O'Reilly, Patricia Noonan Walsh, John McEvoy	The Handbook of Intellectual Disability and Clinical Psychology Practice	No
27	2012	Routledge	Francis K.O. Yuen & Gregory J. Skibinski	Family Health Social Work Practice: A Knowledge and Skills Casebook	No
28	2018	Springer	Larissa N. Niec	Handbook of Parent-Child Interaction Therapy Innovations and Applications for Research and Practice	No
29	2004	U.S. Department of Health and Human Service	Early Head Start National Resource Center @ ZERO TO THREE	Home visitor's handbook for the Head Start home-based program option	No
30	2014	Springer-Verlag New York	Jonathan Tarbox, Dennis R. Dixon, Peter Sturmey, Johnny L. Matson	Handbook of Early Intervention for Autism Spectrum Disorders	No
31	2002	Palgrave	Margaret Bell & Kate Wilson	The Practitioner's Guide to Working with Families	No

	https://doi.org/10.1007/978-0-230-21689-1				
32	2014	The Haworth Press	Kay Davidson	Social Work in Health Care: A Handbook for Practice	No
33	1993	Jessica Kingsley Publishers	Alan Chapman & Mary Marshall	Dementia: New Skills for Social Workers	No
34	2007 http://dx.doi.org/10.4135/9781412976633	SAGE	Rafael A. Javier, Amanda L. Baden, Frank A. Biafora, Alina Camacho-Gingerich	Handbook of Adoption: Implications for Researchers, Practitioners, and Families	No
35	2018 https://doi.org/10.1007/978-3-319-90994-3	Springer	Michael Siller & Lindee Morgan	Handbook of Parent-Implemented Interventions for Very Young Children with Autism	No
36	2017	Wiley	Elizabeth Votruba-Drzal & Eric Dearing	The Wiley Handbook of Early Childhood Development Programs, Practices, and Policies	No
37	2013 https://doi.org/10.1007/978-1-4614-7624-5	Springer	Mark D. Weist, Nancy A. Lever, Catherine P. Bradshaw, Julie Sarno Owens	Handbook of School Mental Health: Research, Training, Practice, and Policy	No
38	2016 https://doi.org/10.1007/978-3-319-26583-4	Springer	Nirbhay N. Singh	Handbook of Evidence-Based Practices in Intellectual and Developmental Disabilities	No

39	2007 https://doi.org/10.1007/0-387-32931-5	Springer	John W. Jacobson, James A. Mulick, Johannes Rojahn	Handbook of Intellectual and Developmental Disabilities	No
40	2017	Routledge	James M. Kauffman, Daniel P. Hallahan, Paige Cullen Pullen	Handbook of Special Education	No
41	2010	Routledge	Abigail Sterne & Liz Poole	Domestic Violence and Children A Handbook for Schools and Early Years Settings	No
42	2014	ALA Neal-Schuman	Carrie Scott Banks, Sandra Feinberg, Barbara A. Jordan, Kathleen Deerr, Michelle Langa	Including Families of Children with Special Needs: A How-To-Do-It Manual for Librarians, Revised Edition	No
43	1992	SAGE	Masud Hoghughi	Assessing Child and Adolescent Disorders: A Practice Manual	No
44	2012	Open University Press McGraw-Hill Education	Pamela Trevithick	Social Work Skills and Knowledge: A Practice Handbook: A Practice Handbook	No
45	2005	John Wiley & Sons	Fred R. Volkmar, Rhea Paul, Ami Klin, Donated Cohen	Handbook of Autism and Pervasive Developmental Disorders, Volume two, Assessment, Interventions and Policy	No

46	2004	Pearson A and B	Barry Cournoyer	The Evidence-based Social Work Skills Book	No
47	2003	Pro-Ed	Thomas F. Harrington	Handbook Career Planning for Students with Special Needs	No
48	2000	Wiley	William C. Nichols, Mary Anne Pace-Nichols, Dorothy S. Becvar, Augustus Y. Napier	Handbook of Family Development and Intervention	No
49	2008	Oxford University Press	Craig W. LeCroy	Handbook of Evidence-Based Treatment Manuals for Children and Adolescents	No
50	2016	McGraw-Hill Education	Pamela Trevithick	A Handbook of Effective Skills and Interventions	No
51	2002	A Wiley Company	Alison Taylor	The Handbook of Family Dispute Resolution: Mediation Theory and Practice	No
52	2007	Jessica Kingsley Publishers	Joyce Lishman	Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory	No
53	1996	Child Welfare League of America	Dennis J. Brazier	Family-focused Practice in Out-of-home Care: A Handbook and Resource Directory	No

54	2012	SAGE	Mel Gray, James Midgley, Stephen A. Webb	The SAGE Handbook of Social Work	No
55	1995	Routledge	Tilman Furniss	The Multiprofessional Handbook of Child Sexual Abuse: Integrated Management, Therapy and Legal Intervention	No
56	2020	John Wiley & Sons Ltd.	Richard B. Miller & Ryan B. Seedall	The Handbook of Systemic Family Therapy	No
57	2015	Guilford Press	Jill H. Rathus & Alec L. Miller	DBT? Skills Manual for Adolescent	No

Note: ^aYes = full text available online; ^bNo = only partial text available online (at google books). Texts availability varies according to the country where the search was conducted. In this case the full books/handbooks online availability was made from Portugal.

Appendix B

Table 2. Results of the selected books/handbooks to be analysed related to family support work skills available online (8 books/handbooks)

N ^a	Editor(s)	Book/handbook title (Date of publication)	Book/handbook subject	Selected chapters	Main contents related to family support workforce skills (Categories)
1	Ric G. Steele & Michael C. Roberts	Handbook of Mental Health Services for Children, Adolescents, and Families (2005)	Mental Health	10 chapters (from 23 chapters)	Research and practice; Knowledge development; and Intervention
2	John W. Jacobson, James A. Mulick, Johannes Rojahn	Handbook of Intellectual and Developmental Disabilities (2007)	Intellectual and Developmental Disabilities	4 chapters (from 35 chapters)	Research and practice; Assessment; and Intervention
3	Sam Goldstein & Robert B. Brooks	Handbook of Resilience in Children (2005)	Resilience	5 chapters (from 23 chapters)	Knowledge development; Research and practice; and Intervention
5	Ric G. Steele, T. David Elkin, Michael C. Roberts	Handbook of Evidence-Based Therapies for Children and Adolescents: Bridging Science and Practice (2008)	Evidence-Based Therapies	1 chapter (from 32 chapters)	Knowledge development; Research and practice; and Intervention
6	Karen VanderVen	Promoting Positive Development in Early Childhood: Building Blocks for a Successful start (2008)	Positive Development	3 chapters (from 11 chapters)	Knowledge development; Research and practice; and Intervention
7	Patricia Robinson & Jeff Reiter	Behavioral Consultation and Primary Care: A Guide to Integrating Services (2007)	Behavioral Intervention	1 chapter (from 15 chapters)	Intervention (e.g., pediatricians)

8	Susan J. Paik & Herbert J. Walberg	Narrowing the Achievement Gap: Strategies for Educating Latino, Black, and Asian Students (2008)	Diversity Education	and	3 chapters (from 11 chapters)	Knowledge development; Research and practice; and Intervention (e.g., family involvement in school)
9	Reed Coughlan & Judith Owens-Manley	Bosnian Refugees in America: New Communities, New Cultures (2006)	Refugees Integration		1 chapter (from 11 chapters)	Intervention (e.g., refugees)

Note: ^aN = The number refers to the book/handbook cited in table 1.

Appendix C

Table 3. *Description of the selected chapters of the books/handbooks that are related to family support work skills and available online*

N ^a	Author(s)	Title (Chapter) / Pages	Subject description
1.1	Michelle R. Kees & Barbara I. Bonner	Child Abuse Prevention and Intervention Services (Chap. 10) / 151-166	“There is a major lack of research on mental health service utilization by maltreating families and their children (...) More work is necessary to develop and validate treatments for children who have experienced physical abuse, psychological maltreatment, and neglect. Efforts to then disseminate these evidence-based treatments into practice will be a critical step in the field.” (p. 163)
1.2	Michael I. Bloomquist, Gerald J. August, Susanne S. Lee, Barrie E. Berquist, Robin Mathy	Targeted Prevention of Antisocial Behavior in Children: The Early Risers “Skills for Success” Program (Chap. 13) / 201- 214	“In this chapter we presented a comprehensive preventive intervention, the Early Risers “Skills for Success” Program. Early Risers is an example of a targeted prevention intervention designed to alter the developmental pathway leading to antisocial behavior in at-risk children as indexed by the presence of early-onset aggressive behavior. The CHILD and FAMILY components have been designed to reduce risk factors and promote protective factors over time across child, family, peer group, school and community systems. Randomized controlled studies provided evidence for the program’s positive effect on child’s proximal outcome variables such as reduced aggressive behavior and enhanced social skills. There is also evidence that the Early Risers Program can be successfully implemented by community practitioners in community settings. The Early Risers Program’s effectiveness in preventing the onset and continuation of antisocial behavior as these high-risk children enter adolescence will be determined through ongoing longitudinal research.” (pp. 212-213)

1.3	David I. Fenell & Alan J. Hovestadt	Rural Mental Health Services (Chap. 16) / 245-258	<p>“This chapter has described the organization and delivery of rural mental health services and has identified essential characteristics that professional staff members must possess to be successful in the rural environment. The information in this chapter highlights the significant issues of rural mental health service delivery. Further, it may serve as a guide for professionals considering employment in rural mental health. The topics covered in this chapter may suggest areas of curriculum development for academic programs designed to prepare professionals for rural mental health work. Finally, the information here may serve as a guide for the selection of rural mental health center directors and professional staff members who will bear the responsibility of providing competent and comprehensive mental health services to this traditionally underserved population.” (pp. 256-257)</p>
1.4	Mary E. Walsh & Julie Heim Jackson	Psychological Services for Children and Families Who Are Homeless (Chap. 18) / 277-292	<p>“The rapidly increasing number of homeless families has demonstrated the need to assist these families to prevent future homelessness, to address the stress of being homeless, and to transition effectively to permanent housing. Effective psychological services are a critical component of the comprehensive and coordinated interventions that can offer homeless families a way out of homelessness and perhaps even out of poverty. The implementation and evaluation of a wide range of psychological services for homeless families have offered the beginnings of a knowledge base regarding the characteristics of effective psychological services for this population. Psychological service providers can build on this knowledge base as they continue to design and implement psychological services for this population.” (p.290)</p>
1.5	Heidi J. Liss	Telehealth/Internet Services for Children, Adolescents, and Families (Chap. 19) / 293-316	<p>“Overall, preliminary research suggests that telehealth has the potential to adequately provide services to children and families, and even act as a replacement for traditional services. It also provides a vehicle for conducting preventive interventions and supporting those professionals who work with children and families. Due to the newness of this field, particularly its use with children, much of the research that has been done is more descriptive in nature, or provides demonstration of the use of the new technology. Many reports available on telehealth programs for children and families simply entail a description of the program, pilot research, or only a rudimentary</p>

1.6 Bruce F. Chorpita & Christina Donkervoet	Implementation of the Felix Consent Decree in Hawaii: The Impact of Policy and Practice Development Efforts on Service Delivery (Chap. 21) / 317-332	<p>study of cost-effectiveness or feasibility. Clearly, there is sufficient evidence to show that the use of telehealth is feasible; however, more rigorous research work is needed to determine which services work best with each population, and under what circumstances. (...)" (p. 301)</p> <p>"The efforts to settle the Felix Consent Decree on the part of the CAMHD of Hawaii's Department of Health have essentially involved two major innovations. The first was to build a system of care to allow access to services and to define the values that would guide service delivery. The second initiative was to infuse that system with specific recommendations for clinical practice through attention to the evidence base. Each initiative was characterized by a powerful external stimulus for change. The system of care was propelled by concerns at the federal level; evidence-based practice was a response to the resulting concerns of the state. Both innovations involved significant amounts of consensus building, reinvention or adaptation of strategies, and formation of partnerships prior to implementation. Both innovations were followed by periods of confirmation, during which new practices were integrated into routine operations. Most importantly, both innovations took significant amounts of time. It was several years before the CASSP principles and values showed their full effect on practice in Hawaii, and the full impact of the EBS initiative in Hawaii still awaits further investigation. (...)" (p.330)</p>
1.7 Gilbert Reyes, Trisha T. Miller, Merritt D. Schreiber, Beth Todd-Bazemore	Children's Services in Disasters and Other Emergencies (Chap. 22) / 333-350	<p>Substantial research evidence exists to support the need to provide mental health services for children affected by disasters and other emergency situations. Whereas many of these children will have received adequate support through family and other systems, some are likely to require supportive interventions that foster resilient adaptations. The major goals of disaster mental health interventions include reducing exposure to stressful circumstances, providing information about psychological reactions, promoting effective coping strategies, detecting problematic reactions, and connecting children and adolescents with long-term mental health needs with local resources and providers. Disaster mental health services are mostly designed to reduce short-term stress for the affected population and are often not targeted</p>

			specifically for children or for those with the greatest needs. (...)" (p.346)
1.8	Michael C. Roberts & Ric G. Steele	Program Evaluation Approaches to Service Delivery in Child and Family Mental Health (Chap. 23) / 351-370	"...Evaluating programs from a variety of perspectives is important for effective development, modification for improvement, engendering support for continuation, and simply justifying the program's existence. Indeed, the absence of evaluation may be more telling about a program and its implementers than the constellation of specific evaluative components." (p.366)
1.9	E. Wayne Holden, Robert I. Stephens, Rolando I. Santiago	Methodological Challenges in the National Evaluation of the Comprehensive Community Mental Health Services for Children and Their Families Program (Chap. 25) / 387-401	"The methodological challenges associated with conducting national evaluations of large-scale federal demonstration programs, such as the 398 E. WAYNE HOLDEN et al. Comprehensive Community Mental Health Services for Children and Their Families Program, are important to consider as we move into the future. (...)" (p.398)
1.10	Ric G. Steele & Michael C. Roberts	The Future of Mental Health Service Delivery for Children, Adolescents, and Families† An Agenda for Organization and Research (Chap. 26) / 403-412	"...We expect that funding for mental health services for children and adolescents will continue to change. "Managed care" in its complexity will evolve into new patterns. The remaining issues that require sustained attention will be organization, staffing, access to care, and quality of services. We hope that the models and issues presented in this volume will advance the cause of improving these services. (...)" (p.409)
2.1	James P. Acquilano, Philip W. Davidson, Matthew P. Janicki	Psychological Services for Older Adults with	"As with individuals without ID, those with ID are living into old age on a much more regular basis. This movement into old age alters traditional service delivery systems. Retirement and bereavement issues need to be addressed, as well as recognition of

		Intellectual Disabilities (Chap. 10) / 189-207	what constitutes normal aging versus pathological aging. A systematic approach toward the assessment of functional decline is required. Medical comorbidities and psychiatric diagnoses can have an effect on functional capabilities." (p.204)
2.2	Joseph N. Ricciardi & James K. Luiselli	Behavioral–Clinical Consultation in the Developmental Disabilities Contemporary and Emerging Roles (Chap. 12) / 227-243	"We have outlined salient issues in the practice of clinical–behavioral consultation to persons who have developmental disabilities. There is an increasing need for consultation-initiated intervention within families, schools, and human services agencies. Effective consultation requires fundamental knowledge of contemporary and evidence supported assessment and intervention procedures. Success also is determined by good interpersonal and communication skills. Our challenge is to ensure that these competencies are taught to young professionals and manifested proficiently by novice and seasoned consultants." (p. 240)
2.3	Laraine Masters Glidden & Sarah A. Schoolcraft	Family Assessment and Social Support (Chap. 21) / 391-422	"...Of course, it is not only the child, but also other family members and the family as a system that may be the target for clinical intervention. Given that there is little evidence that families with children with DD are systemically different from families, in general, implications for clinical intervention in this population are not unique. (...)" (p. 412)
2.4	Michael J. Guralnick	The System of Early Intervention for Children with Developmental Disabilities Current Status and Challenges for the Future (Chap. 24) / 465-480	"Early intervention systems are now in place in virtually every community in the United States, providing vital services and supports to young vulnerable children and their families. (...)" (p.477)
3.1	Sara R. Jaffee	Family Violence and Parent Psychopathology	"The goal of this chapter is to review the literature on the association between parent mental illness and two forms of family violence: violence against an intimate partner, referred to as partner violence, and violence against a child, referred to as child

		Implications for Children's Socioemotional Development and Resilience (Chap. 10) / 149-164	for maltreatment. Although child maltreatment comprises physical, psychological, and sexual abuse as well as neglect, most of the studies reviewed in this chapter concern child physical abuse." (p.150)
3.2	Susan M. Sheridan, John W. Eagle, Shannon E. Dowd	Families as Contexts for Children's Adaptation (Chap. 11) / 165-179	"Each of the aforementioned skills developed through participation in the CBC process provides families with tools that can be used to address future family needs. Families are empowered by recognizing their existing competencies, strengthening their skills, and acquiring tools for independence, thereby supporting resilience within family systems." (p.176)
3.3	Karen Reivich, Jane E. Gillham, Tara M. Chaplin, Martin E. R. Seligman	From Helplessness to Optimism: The Role of Resilience in Treating and Preventing Depression in Youth (Chap. 14) / 223-237	"We conducted a small pilot study of the combined parent and adolescent PRP intervention." (p. 233)
3.4	Robert B. Brooks	The Power of Parenting (Chap. 18) / 297-314	"Research may never be able to assign a precise percentage to capture the impact of a parent on a child's development. However, as noted earlier, whatever the percentage, we know that the day-to-day interactions parents have with their children are influential in determining the quality of lives that their children will lead. Parents can serve as charismatic adults to their children. They can assume this role by understanding and fortifying in their children the different characteristics of a resilient mindset, by believing in them, by conveying unconditional love, and by providing them with opportunities that reinforce their islands of competence and feelings of self-worth and dignity. Nurturing resilience is an immeasurable, lifelong gift parents can offer their children. It is part of a parent's legacy to the next generation." (p.313)

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| 3.5 | Emily B. Winslow,
Irwin N. Sandler,
Sharlene A. Wolchik | Building Resilience in
All Children: A Public
Health Approach
(Chap. 20) / 337-356 | “In this chapter, we have presented a conceptual framework that integrates concepts from resilience with a public health approach to building resilience and preventing mental health problems for all children. Individuals within a population are characterized by varying levels of adversities, resources, and problems. A multidomain, multilevel approach that includes a combination of universal, selective, and indicated prevention programs holds promise as an efficient, effective way to address the diversity of needs and simultaneously impact population-level mental health outcomes. A variety of universal, selective, and indicated interventions have been rigorously tested and shown to construct resources across multiple domains to promote resilience and prevent mental health problems. (...)” (p.351-352) |
| 5.1 | Michael A.
Southam-Gerow,
Alyssa M. Marder,
A. Aukahi austi | Dissemination of
Evidence-Based
Manualized
Treatments for
Children and
Families in Practice
Settings (Chap. 25) /
447-469 | “Dissemination of mental health treatments presents challenges to researchers, providers, and administrators. Given the profusion of state and national efforts to promote the uptake of evidence-based treatments and practices, we will all need to face and overcome the challenges. As we have discussed in the chapter, we think that the mental health fields are at an exciting and potentially fruitful juncture wherein collaborations among the many stakeholders in the child mental health system will yield great gains for the children and families in need of mental health services.” (p. 465) |
| 6.1 | Karen VanderVen
(Editor) | The Support Assets
(Chap. 1) / 15-28 | “The support assets, particularly the first one, “support” or underlie all of the other assets. Conversely, the presence of other assets can enhance children’s experience of family support, but the asset must be present to some extent in the first place.” (p.16) “While extolling the real benefits of parent involvement, it is important to bear in mind that a parent group may be subject to the same dynamics as is any other group. There can be a status hierarchy or a spokesperson who can seem to be the voice of everybody when that is not actually the case (e.g., Hu, 2007). It is important for teachers and other staff to be alert to this and to ensure that indeed all parents have an equal voice and opportunity to participate.” (p.28) |
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6.2	Karen VanderVen (Editor)	The Boundaries-and- Expectations Assets (Chap. 3) / 43-53	<p>“Boundaries and expectations, as is true of the other assets, support resilience. Certainly, young children need to know what behavioral limits are. This knowledge must be conveyed in ways that are understandable and reasonable given individual temperaments and stages of development. Warm and supportive relationships, and structured environments in which there is a predictable schedule of routines and times for various activities, all in a positive way communicate limits and boundaries, which in turn contribute to children’s sense of safety and security.” (p.43)</p> <p>“The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.” (p.45)</p> <p>“Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.” (p. 52)</p>
6.3	Karen VanderVen (Editor)	The early childhood developmental assets framework as Intervention: Theoretical and Knowledge Base (Chap. 9) / 107-145	<p>“In the human services, when we wish to take action that affects the course of development, we consider the concept of “intervention.” Intervention is an action or group of actions, programs, services, and activities intended to influence or alter the course of development in a positive direction, including encouraging competence, minimizing deleterious influences, and promoting familial effectiveness (e.g., Brooks-Gunn, 2003; Masten & Coatsworth, 1998; Ramey & Ramey, 1998; Shonkoff & Meisels, 2000).</p> <p>For more than three decades, based on evidence of the significance of early experience, it has been recognized that focused interventions could enrich and modify the major domains of child development. In more recent years, the principles of intervention—those features that make interventions effective— have been defined.” (p.107)</p> <p>“Furthermore, where there are family-oriented programs, they may not be implemented in an effective way (e.g., Kumpfer & Alvarado, 2003). Family- related practices for youth (and we might extrapolate to younger children) can promote resilience and protective factors.” (p.139)</p>

7.1	Patricia Robinson & Jeff Reiter	Examples of consultations with youth and their families (Chap. 9) / 199-232	<p>“In this book we provide practical advice to those interested in integrating primary care and behavioral health services. We describe a specific model, the Primary Care Behavioral Health (PCBH) model, that we believe offers a great deal of promise for improving both mental and physical health outcomes. In doing so, we hope to contribute to the standardization of primary care behavioral health integration efforts. The PCBH model is in widespread...” (p. vii)</p> <p>“Many parents lack skills for parenting, and the ideal time to address their needs is probably when their children are between two and seven. BHCs may use a PCBH parenting protocol to teach basic skills in a three-session series, provide workshops or classes, or refer to parenting classes in the community.” (p. 231)</p>
8.1	Concha Delgado-Gaitan	Fostering Latino Parent Involvement in the Schools: Practices and Partnerships (Chap. 2) / 17-32	<p>“Parent involvement is a rich resource, a tool, much like a book that informs us and moves children forward in their schooling (Delgado-Gaitan, 2004: 15). Educators that work collaboratively with Latino parents find that students perform better academically. Regardless of family size, socioeconomic level, or parental level of education, parents are capable of learning how to participate in their children’s education. It is important that schools reach out to Latino parents.” (p. 17)</p>
8.2	Ronald D. Taylor	Parenting, Social-Emotional Development, and School Achievement of African American Youngsters (Chap. 3) / 33-48	<p>“Recommendations based on the research reviewed in this chapter include:</p> <ul style="list-style-type: none"> • Devote greater social and financial resources to disadvantaged communities. Tax breaks and capital investment are possible strategies for investment in struggling neighborhoods. Also, targeted deployment of law enforcement personnel to troubled neighborhoods has proven useful in some urban areas. • Locate important social services (e.g., well-baby clinic, GED and adult literacy instruction) in schools so that schools in urban communities can connect social networks serving families and the community in a more comprehensive manner. • Work with city, state and community leaders to increase psychological services devoted to poor communities. Services aimed at addressing

8.3 Valerie Ooka Pang	Asian Pacific American Cultural Capital: Understanding Diverse Parents and Students (Chap. 4) / 49-64	<p>psychological distress and marital relations are likely to benefit children and parents.</p> <ul style="list-style-type: none"> • Educate parents regarding the role of parenting practices and marital relations in the well-being of youngsters. • Educate parents concerning the value and importance of good mental health and the availability of services for adults and youngsters. • Inform educational personnel regarding the relations between non-instructional factors (e.g., poverty, family functioning, school climate) and youngsters' school achievement. • Educate schools personnel regarding the complexities and challenges of serving an increasingly more racially diverse student population." (p.43) <p>"Though parents may hold high expectations for their children, they may not understand the workings and practices of schools. In addition, since 65 percent of APAs are immigrants, school personnel must institute various avenues to engage parents. The following is a short list of recommendations for educators to consider in their quest to improve the delivery of education to APA students:</p> <ol style="list-style-type: none"> 1) Open and increased communication between parents and school is always important in the education of children. Encourage and invite parents to participate in school activities and committees. Often parents whose native language is not English may not feel able to express themselves at Parent Teacher Association (PTA) meetings. APA parents are more likely to attend if they are personally invited by other parents and teachers. Interpreters can be on hand so parents whose home language is other than English can understand what is being said and respond. 2) Teachers can bring parents into the classroom as guest experts whether on cooking, history, photography, sports, or other hobbies. When parents are included in classroom learning, teachers and students learn, while this
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- reinforces the importance of parent-school relationships. Parents and students will also feel valued for their knowledge and abilities.
3. 3) Since so many parents are immigrants, school personnel might consider offering English classes in the evening for parents. This again allows schools to become community centers for parents and children. While parents are attending English classes, students could be attending homework or tutoring sessions whether in elementary or high school. This strengthens relationships between parents and schools.
 4. 4) Have a school newsletter translated into major languages in the community. Some APA parents may not be able to read proficiently in English, however they are literate in their native language. Get district personnel to translate newsletters into a variety of languages such as Cambodian, Spanish, and Vietnamese if parents speak these languages.
 5. 5) Racism is one of the continuing issues that APA parents and children identify. Ask parents and young people what the school can do to address the racism that is being encountered whether through staff development, inclusion of monthly civil rights rallies, and the presentation of plays, books, or displays about famous Asian Pacific Americans such as Fred Korematsu, Dith Pran, Bill Lann Lee, or Patsy Mink.

APA parents and students value education and want to be involved in school activities. Teachers, moreover, can enhance the learning experience. The Bronfenbrenner theory can assist teachers in better understanding that child development is influenced by numerous levels of interactions. As the work of Tanabe and Rochon (2006) has demonstrated, educational programs that tie into all four ecological levels are more effective because they address the comprehensive needs of students. Education is a process that must include important stakeholders; parents are most central to this endeavor.” (pp. 61-62)

9.1	Reed Coughlan & Judith Owens-Manley (Editors)	Sociological and Social Work Practice: Implications for Humanitarian Work with Refugees in Resettlement (Chap. 11) / 159-178	“A holistic wellness perspective on refugee families, together with assessments and interventions from a strengths perspective, maximizes the use of resources embedded in the ecosystem surrounding refugee families.” (p.178)
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Note: ^aN = The number before the period refers to the book/handbook cited in tables 1 and 2, and the number after the period refers to the chapter selected on the book/handbook.

Appendix D

Table 4. *The indicated books/handbooks (not fully available online) related to family support work skills (40 books/handbooks)*

N ^a	Editor(s)	Book/handbook Title	Chapters related to family support workforce skills ^b
10	Charmaine R. Brittain & Deborah Esquibel Hunt	Helping in Child Protective Services: A Competency-Based Casework Handbook (2004)	Chapter 1 The CPS experience: Working with a family from beginning to end Chapter 3 The casework process Chapter 4 Key partners in protecting children and supporting families Chapter 5 Interviewing children and family Chapter 10 Intervention with families
12	Samuel L. Odom, Robert H. Horner, Martha E. Snell	Handbook of Developmental Disabilities (2009)	Chapter 7 Family Issues Families in context: Influences of Coping and Adaptation Family Impact in Adulthood Families as Partners in Educational Decisions Making: Current Implementation and Future Directions
13	Michel Reisch &	The Handbook of Community Practice (2013)	Chapters 24

	Mary L. Ohmer		Comprehensive community building in a crossroads in civil society Chapter 25 Creating a model childrens' service system: Lessons learned from S. Francisco
14	Barbara Thomlison	Family Assessment Handbook: An Introduction and Practical Guide to family assessment (2015)	All chapters ^c
15	Jack P. Shonkoff & Samuel J. Meisels	Handbook of Early Childhood Intervention (2000)	Chapter 12 Assessment of parent-child interaction: Implications for early intervention Chapter 14 Family Assessment within early intervention programs Chapter 17 Early intervention for low-income children and family Chapter 18 Services for young children with disabilities and their families
16	Robert Bor, Riva Miller, Sheila Gill	Counselling in Health Care Settings: A Handbook for Practitioners (Professional Handbooks in Counselling and Psychotherapy) (2018)	Chapter 10 Working with the family in mind
17	Sameera Ahmed & Mona M. Amer	Counseling Muslims: Handbook of Mental Health Issues and Interventions (2013)	Chapter 7 Family systems therapy and postmodern approaches

18	Thomas P. Gullotta, Robert W. Plant, Melanie A. Evans	Handbook of Adolescent Behavioral Problems (2014)	Chapter 4 Families and Adolescent Development
19	J. William Worden	Grief Counseling and Grief Therapy: A Handbook for the mental health practitioner (2018)	Chapter 8 Grief and family systems
20	Albert R. Roberts	Crisis Intervention Handbook: Assessment, Treatment, and research (2000)	Chapter 19 Crisis intervention with culturally diverse families
21	John E. B. Myers & American Professional Society on the Abuse of Children	The APSAC Handbook on Child Maltreatment (2011)	Chapter 12 Child physical abuse: Interventions for parents who engage in coercive parenting practices and their children
22	Diane Safran	Art Therapy and AD/HD: Diagnostic and Therapeutic Approaches (2002)	Chapter 2 Setting up children/adolescent educational social skills art therapy groups and parent educational groups Chapter 8 Art therapy with the AD/HD family
23	Faye Z. Belgrave & Kevin W. Allison	African American Psychology: From Africa to America (2006)	Chapter 3 Kinship and Family
24	Alan Carr	Positive Psychology: The Science of Happiness and Human Strengths (2011)	Chapter 8 Positive relationships
25	Peter Unwin & Rachel Hogg	Effective Social Work with Children and Families:	All chapters ^c

		A Skills Handbook (2012)	
26	Alan Carr, Christine Linehan, Gary O'Reilly, Patricia Noonan Walsh, John McEvoy	The Handbook of Intellectual Disability and Clinical Psychology Practice (2016)	Chapter 10 Supporting families who have children with intellectual disability Chapter 11 Early intervention and parent education
27	Francis K. O. Yuen & Gregory J. Skibinski	Family Health Social Work Practice: A Knowledge and Skills Casebook (2012)	Chapter 3 Adaptative and maladaptative parenting: Perspectives on risk and protective factors Chapter 12 Assessment of parent-child interaction: Implications for early intervention Chapter 13 Family assessment within early intervention programs Chapter 17 Early intervention for low-income families and families Chapter 18 Services for young children with disabilities and their families Chapter 24 Early childhood intervention programs: What about the family? Chapter 27 Evolution of family-professional partnerships: Collective empowerment as the model for the early twenty-first century
28	Larissa N. Niec	Handbook of Parent-Child Interaction Therapy: Innovations and Applications for Research and Practice (2018)	Almost all chapters ^c

29	Early Head Start National Resource Center @ ZERO TO THREE	Home visitor's handbook for the Head Start home-based program option (2004)	Chapter 4 Family and community partnerships
30	Jonathan Tarbox, Dennis R. Dixon, Peter Sturmey, Johnny L. Matson	Handbook of Early Intervention for Autism Spectrum Disorders (2014)	Chapter 24 Families of children with autism spectrum disorders: Intervention and family supports Chapter 28 Training and supporting caregivers in evidence-based practices
31	Margaret Bell & Kate Wilson	The Practitioner's Guide to Working with Families (2002)	All chapters ^c
32	Kay Davidson	Social Work in Health Care: A Handbook for Practice (2014)	Part 4: Working with Colleagues Chapter (with no number) The impact of illness on patients and families: Social workers teach medical students Part 5: Developing Programs and Delivering Services Chapter (with no number) A preventive program for bereaved families Chapter (with no number) Family treatment in the health setting: The need for innovation
34	Rafael A. Javier Amanda L. Baden Frank A. Biafora, Alina Camacho-Gingerich	Handbook of Adoption: Implications for Researchers, Practitioners, and Families (2007)	Chapter 19 Counseling adoption triad members: Making a case for adoption training for counselors and clinical psychologists

35	Michael Siller & Lindee Morgan	Handbook of Parent-Implemented Interventions for Very Young Children with Autism (2018)	All chapters ^c
36	Elizabeth Votruba-Drzal & Eric Dearing	The Wiley Handbook of Early Childhood Development Programs, Practices, and Policies (2017)	Chapter 13 Family-school partnerships in early childhood Chapter 14 Parenting and visiting home interventions Chapter 19 Effects of United States income and work support policies on children in low-income families Chapter 21 Work-family policies
37	Mark D. Weist, Nancy A. Lever, Catherine P. Bradshaw, Julie Sarno Owens	Handbook of School Mental Health: Research, Training, Practice, and Policy (2013)	Part II: Prevention and mental health promotion Chapter (with no number) Promoting mental health in early childhood programs: Serving low-income ethnic minority families Part III: Youth and family engagement and empowerment Chapter (with no number) Strengthening components and process of family involvement in school mental health Chapter (with no number) Advancing effective family-school-community partnerships Chapter (with no number) Increasing parental engagement in school-based interventions using team engagement and motivation methods Chapter (with no number)

			Lessons learned from scaling up the ecological approach to family interventions and treatment program in middle schools
38	Nirbhay N. Singh	Handbook of Evidence-Based Practices in Intellectual and Developmental Disabilities (2016)	Chapter 16 Staff training in positive behavior support Chapter 17 Parent training Chapter 23 Skills training for parents with intellectual disabilities
40	James M. Kauffman, Daniel P. Hallahan, Paige Cullen Pullen	Handbook of Special Education (2017)	Chapter 50 Promoting Collaborative Partnerships with Families Chapter 51 Resilience in Families of Children with Disabilities: Risk and Protective Factors Chapter 52 Promoting Family Outcomes in Early Intervention
41	Abigail Sterne & Liz Poole	Domestic Violence and Children: A Handbook for Schools and Early Years Settings (2010)	Chapter 8 Engaging and Supporting Parents
42	Carrie Scott Banks, Sandra Feinberg, Barbara A. Jordan	Including Families of Children with Special Needs: A How-To-Do-It Manual for Librarians, Revised Edition (2014)	Chapter 12 Resource centers for children, families, and other professionals
44	Pamela Trevithick	Social Work Skills and Knowledge: A Practice Handbook: A Practice Handbook (2012)	Part I: Theories and theorists Part II: Skills and Interventions All chapters ^c

45	Fred R. Volkmar, Rhea Paul, Ami Klin, Donal Cohen	Handbook of Autism and Pervasive Developmental Disorders, Volume two, Assessment, Interventions and Policy (2005)	Chapter 42 Working with families
48	William C. Nichols, Mary Anne Pace-Nichols, Dorothy S. Becvar, Augustus Y. Napier	Handbook of Family Development and Intervention (2000)	All chapters ^c
49	Craig W. LeCroy	Handbook of Evidence-Based Treatment Manuals for Children and Adolescents (2008)	Chapter 2 Social Problem-Solving Skills Training Sample Module from the Coping Power Program Chapter 5 Social Skills Training: A Treatment Manual
51	Alison Taylor	The Handbook of Family Dispute Resolution: Mediation Theory and Practice (2002)	Chapter 4 Family Mediation Skills and Techniques All chapters ^c
52	Joyce Lishman	Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory (2007)	Chapter 15 Family Therapy and Systemic Practice Chapter 20 Social Work with Children and Families: A Case Study of the Integration of Law, Social Policy and Research in the Development of Assessment and Intervention with Children and Families
54	Mel Gray, James Midgley, Stephen A. Webb	The SAGE Handbook of Social Work (2012)	Chapter 7 Practice Perspectives

		Chapter 10 Family perspectives Chapter 32 Child and family social work Chapter 39 Family Support Services
55	Tilman Furniss	The Multiprofessional Handbook of Child Sexual Abuse: Integrated Management, Therapy and Legal Intervention (1995) Chapter 3 The family process Chapter 4 The family and the professional network Chapter 5 The professional network Chapter 8.13 Preparing fellow professionals for impending disclosure
56	Richard B. Miller & Ryan B. Seedall	The Handbook of Systemic Family Therapy (2020) Chapter 24 Training and Credentialing in the Profession of Marriage and Family Therapy All chapters ^c
57	Jill H. Rathus & Alec L. Miller	DBT? Skills Manual for Adolescent (2015) Part I Dialectical Behavior Therapy Skills Training Structure and Strategies Chapter 3 Managing Skills Training Group Sessions Part II Skills Training Models

Chapter 5

Orientation to Multifamily Skills Training Group

Note: ^aN = The number refers to the book/handbook cited in table 1; ^bOnly table of contents of the books/handbooks was considered to indicate the chapters; ^cThis seems a specific and important book on the topic of workforce family support skills.

Appendix E

Table 5. *Specific books and entirely dedicated to the topic of workforce family support skills (9 books/handbooks)*

N ^a	Editor(s)	Book/handbook Title	Chapters related to family support workforce skills ^b
14	Barbara Thomlison	Family Assessment Handbook: An Introduction and Practical Guide to family assessment (2015)	All chapters ^c
25	Peter Unwin & Rachel Hogg	Effective Social Work with Children and Families A Skills Handbook (2012)	All chapters ^c
28	Larissa N. Niec	Handbook of Parent-Child Interaction Therapy Innovations and Applications for Research and Practice (2018)	All chapters ^c
31	Margaret Bell & Kate Wilson	The Practitioner's Guide to Working with Families (2002)	All chapters ^c
35	Michael Siller & Lindee Morgan	Handbook of Parent-Implemented Interventions for Very Young Children with Autism (2018)	All chapters ^c
44	Pamela Trevithick	Social Work Skills and Knowledge: A Practice Handbook: (2012)	Part I: Theories and theorists Part II: Skills and Interventions All chapters ^c
48	William C. Nichols, Mary Anne Pace-Nichols, Dorothy	Handbook of Family Development and Intervention (2000)	All chapters ^c

	S. Becvar, Augustus Y. Napier		
51	Alison Taylor	The Handbook of Family Dispute Resolution: Theory and Practice (2002)	Chapter 4 Family Mediation Skills and Techniques All chapters ^c
56	Richard B. Miller & Ryan B. Seedall	The Handbook of Systemic Family Therapy (2020)	Chapter 24 Training and Credentialing in the Profession of Marriage and Family Therapy All chapters ^c

Note: ^aN = The number refers to the book/handbook cited in table 1; ^bOnly table of contents of the books/handbooks was considered to indicate the chapters; ^cThis seems a specific and important book on the topic of workforce family support skills.