



### Provider Practices: The Importance of Cultural Competence When Working with Racial and Ethnic Minority Children and Families

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### Program Framework: System of Care Principles

- ▶ Comprehensive array of services and supports
- ▶ Strength-based individualized service planning
- ▶ Least restrictive service environments
- ▶ Home- and community-based services
- ▶ Family partnerships
- ▶ Cross-agency coordination
- ▶ **Cultural competence**
- ▶ Early identification and intervention
- ▶ Accountability through outcome evaluation





### Program Goal of Cultural Competence

- ▶ Deliver culturally competent services for children and families from different cultures
  - Sensitivity and responsiveness to, and acknowledgment of, inherent value of differences related to race, religion, language, national origin, gender, socio-economic background and community-specific characteristics. For example:
    - Recruit staff who reflect cultural makeup of clients
    - Use natural informal support in community
    - Recognize cultural influences on help-seeking, definitions of family, etc.





### Research Questions

- ▶ What child and family characteristics influence ratings of importance of cultural competence in service provision?
- ▶ Are there child and family characteristics that influence ratings of the frequency of experiencing cultural competence in service provision?
- ▶ Do ratings of importance and frequency of cultural competence in service provision predict satisfaction with services?



### Source of Data for Current Findings



- ▶ Longitudinal Child and Family Outcome Study –Data from systems of care funded between 2002 and 2004
  - Demographic characteristics collected at intake (gender, age, race / ethnicity, education, income)
  - Clinical characteristics collected at intake (diagnosis, risk factors, Behavioral and Emotional Rating Scale 2<sup>nd</sup> edition [BERS-2] – Caregiver Strengths Index)
  - Culturally Competent Service Provision Questionnaire collected at 6 months
  - Youth Services Survey for Families collected at 6 months



### Behavioral And Emotional Rating Scale—2<sup>nd</sup> Edition, Caregiver

- ▶ Assesses child's emotional and behavioral strengths from caregiver perspective
- ▶ 57 items that assess six subscales (1 to 4 scale; higher scores = greater strengths)
  - Interpersonal Strength - Cronbach's alpha = .91
  - Family Involvement - Cronbach's alpha = .83
  - Intrapersonal Strength - Cronbach's alpha = .82
  - School Functioning - Cronbach's alpha = .85
  - Affective Strength - Cronbach's alpha = .80
  - Career Strength - Cronbach's alpha = .84
- ▶ Overall Strengths Index - Cronbach's alpha = .97
- ▶ Strengths Index ranges 38 to 161 (M = 100, s.d. = 15)



Mooney et al., 2005



### Culturally Competent Service Provision Questionnaire

- ▶ Administered to caregivers at 6-month follow up
- ▶ 3 questions assess the importance of culture
  - 1 to 5 scale, higher scores = greater importance
  - Cronbach's alpha = .75
- ▶ 13 questions assess frequency of experiences related to provider's understanding, knowledge and inclusion of the child's culture in services (i.e., the provider seen most often past 6 months)
  - 1 to 5 scale, higher scores = greater frequency
  - Cronbach's alpha = .90



Developed for the National Evaluation

### Youth Services Survey for Families

- ▶ Administered to caregivers at 6-month follow up
- ▶ 21 items in five subscales (1 to 5 scale, Strongly disagree – Strongly agree)
  - Service access - Cronbach's alpha = .73
  - Participation in treatment - Cronbach's alpha = .77
  - Cultural sensitivity - Cronbach's alpha = .91
  - Satisfaction - Cronbach's alpha = .94
  - Outcomes - Cronbach's alpha = .91



Brunk et al., 1999

### Participants: Caregivers

479 caregivers of youth enrolled in system of care services and in the longitudinal outcome study in communities funded from 2002 - 2004



- Most often female (93.7%)
- Age range 20 to 79 (mean = 39.7, s.d. = 9.9)
- Race/ethnicity
  - 48.4% White
  - 35.1% Black
  - 10.9% Hispanic
  - 3.3% American Indian / Alaska Native
  - 2.3% Hawaiian or other Pacific Islander
- Relationship to child
  - 80.0% biological parent
  - 6.9% grandparent
  - 5.6% adoptive/stepparent
  - 7.5% other
- Most had at least high school diploma or GED (84.3%)
- Many lived in families with incomes below \$15,000 per year (44.1%)

### Participants: Youth



479 youth enrolled in system of care services and in the longitudinal outcome study

- Most often male (69.3%)
- Age range 4 to 19 (mean = 11.8, s.d. = 3.3)
- Race/ethnicity
  - 44.3% White
  - 36.3% Black
  - 13.2% Hispanic
  - 4.0% American Indian / Alaska Native
  - 2.3% Hawaiian or other Pacific Islander
- Custody relationship
  - 81.2% biological parent(s)
  - 5.4% grandparent(s)
  - 3.8% adoptive parent(s)
  - 9.6% other
- Diagnosis
  - 43.1% ADHD
  - 34.4% mood disorders
- Referral source
  - 31.9% school
  - 22.8% MH agency
  - 14.0% caregiver

### Analysis Strategy



- ▶ Used one-way ANOVA to examine influence of race/ethnicity on ratings of importance and frequency of experiencing cultural competence in services
- ▶ Used multiple regression to examine predictors of ratings of importance and frequency of cultural competence in services at 6 months using demographic and clinical characteristics collected at intake as covariates
- ▶ Used multiple regression to examine importance and frequency of cultural competence in services at 6 months as predictors of satisfaction with services at 6 months

### Mean Caregiver Ratings of Importance and Frequency of Cultural Competence in Services at 6 months by Race / Ethnicity

Caregiver Race / Ethnicity	Importance Mean (s.d.) <sup>1</sup>	Frequency Mean (s.d.) <sup>2</sup>
American Indian / Alaska Native (n = 16)	3.0 (1.1)	4.6 (0.7)
Black (n = 168)	3.2 (1.1)	4.6 (0.5)
Hawaiian or other Pacific Islander (n = 11)	2.9 (1.4)	4.5 (0.5)
White (n = 232)	2.3 (1.1)	4.5 (0.7)
Hispanic (n = 52)	3.2 (1.2)	4.7 (0.4)



n = 479  
<sup>1</sup> F(4, 474) = 18.6, p < .001  
<sup>2</sup> n.s.

### Analysis Sample: Caregivers

452 caregivers with complete data on all variables in the model



- Most often female (93.8%)
- Age range 20 to 79 (mean = 39.7, s.d. = 10.0)
- Race/ethnicity
  - 51.3% White
  - 37.2% Black
  - 11.5% Hispanic
- Relationship to child
  - 79.9% biological parent
  - 6.6% grandparent
  - 6.0% adoptive/stepparent
  - 7.5% other
- Most had at least high school diploma or GED (84.7%)
- Many lived in families with incomes below \$15,000 per year (43.8%)

### Analysis Sample: Youth

452 youth with complete data on all variables in the model

- Most often male (69.5%)
- Age range 4 to 18 (mean = 11.9, s.d. = 3.3)
- Race/ethnicity
  - 46.2% White
  - 38.3% Black
  - 13.9% Hispanic
  - 1.1% American Indian / Alaska Native
  - 0.4% Hawaiian or other Pacific Islander
- Custody relationship
  - 81.1% biological parent(s)
  - 5.3% grandparent(s)
  - 4.0% adoptive parent(s)
  - 9.6% other
- Diagnosis
  - 35.1% ADHD
  - 34.5% mood disorders
- Referral source
  - 33.2% school
  - 22.8% MH agency
  - 12.2% caregiver

#### Regression Model Results for Importance of Cultural Competence at 6 Months: Block 1 – Demographic Characteristics

	Std. Coeff.	Significance
Caregiver Age	.079	.093
Youth Age	.013	.774
Black (1=yes)	.365	.000
Hispanic (1=yes)	.241	.000
Gender (1=girl)	-.056	.208
Caregiver Education (1=high school or >)	-.016	.727
Annual family income (1=below \$15K)	-.022	.633

n = 452  
 $\Delta F (7, 444) = 11.3, p < .001$   
 $R^2 = 0.15$

#### Regression Model Results for Importance of Cultural Competence at 6 Months: Block 2 – Clinical Characteristics

	Std. Coeff.	Significance
Caregiver Age	.072	.128
Youth Age	.030	.541
Black (1=yes)	.351	.000
Hispanic (1=yes)	.232	.000
Gender (1=girl)	.066	.155
Caregiver Education (1=high school or >)	-.015	.754
Annual Family Income (1=below \$15K)	-.021	.642
Mood Disorder Diagnosis (1=yes)	-.046	.321
ADHD Diagnosis (1=yes)	.009	.854
Total Number of Risk Factors	-.009	.850
BERS Strengths Index - Caregiver	.060	.180

n = 452  
 $\Delta F (4, 440) = 0.8, p = .525$   
 $R^2 = 0.16$

#### Regression Model Results for Frequency of Experiencing of Cultural Competence at 6 Months: Block 1 – Demographic Characteristics

	Std. Coeff.	Significance
Caregiver Age	.003	.958
Youth Age	-.095	.059
Black (1=yes)	.058	.248
Hispanic (1=yes)	.069	.187
Gender (1=girl)	.027	.580
Caregiver Education (1=high school or >)	-.012	.816
Annual family income (1=below \$15K)	.010	.841

n = 452  
 $\Delta F (7, 444) = 0.9, p = .507$   
 $R^2 = 0.01$

#### Regression Model Results for Frequency of Experiencing of Cultural Competence at 6 Months: Block 2 – Clinical Characteristics

	Std. Coeff.	Significance
Caregiver Age	-.002	.970
Youth Age	-.092	.085
Black (1=yes)	.059	.275
Hispanic (1=yes)	.059	.274
Gender (1=girl)	.025	.621
Caregiver Education (1=high school or >)	-.013	.801
Annual Family Income (1=below \$15K)	.010	.845
Mood Disorder Diagnosis (1=yes)	.032	.516
ADHD Diagnosis (1=yes)	.012	.815
Total Number of Risk Factors	.014	.784
BERS Strengths Index - Caregiver	.102	.036

n = 452  
 $\Delta F (4, 440) = 1.2, p = .322$   
 $R^2 = 0.02$

**Regression Model Results for Satisfaction at 6 Months:  
Block 1 – Demographic Characteristics**

	Std. Coeff.	Significance
Caregiver Age	.004	.935
Youth Age	.028	.576
Black (1=yes)	.119	.018
Hispanic (1=yes)	.086	.094
Gender (1=girl)	.056	.238
Caregiver Education (1=high school or >)	-.086	.086
Annual family income (1=below \$15K)	-.036	.458

n = 452  
 $\Delta F (7, 444) = 2.1, p = .041$   
 $R^2 = 0.03$

**Regression Model Results for Satisfaction at 6 Months:  
Block 2 – Clinical Characteristics**

	Std. Coeff.	Significance
Caregiver Age	-.008	.868
Youth Age	.052	.317
Black (1=yes)	.109	.040
Hispanic (1=yes)	.069	.190
Gender (1=girl)	.066	.175
Caregiver Education (1=high school or >)	-.085	.089
Annual Family Income (1=below \$15K)	-.037	.453
Mood Disorder Diagnosis (1=yes)	.001	.986
ADHD Diagnosis (1=yes)	.047	.344
Total Number of Risk Factors	.011	.833
BERS Strengths Index - Caregiver	.175	.000

n = 452  
 $\Delta F (4, 440) = 3.5, p = .008$   
 $R^2 = 0.06$

**Regression Model Results for Satisfaction at 6 Months:  
Block 3 – Culturally Competent Services Ratings**

	Std. Coeff.	Significance
Caregiver Age	-.016	.710
Youth Age	.093	.043
Black (1=yes)	.039	.425
Hispanic (1=yes)	.013	.781
Gender (1=girl)	.046	.273
Caregiver Education (1=high school or >)	-.077	.076
Annual Family Income (1=below \$15K)	-.039	.362
Mood Disorder Diagnosis (1=yes)	-.009	.834
ADHD Diagnosis (1=yes)	.041	.350
Total Number of Risk Factors	.005	.909
BERS Strengths Index - Caregiver	.119	.004
Mean Importance Rating	.121	.006
Mean Frequency of Experience Rating	.475	.000

n = 452  
 $\Delta F (2, 438) = 73.3, p < .001$   
 $R^2 = 0.30$

**Summary of Findings**

- ▶ American Indian / Alaska Native, Black, Native Hawaiian and Other Pacific Islander, and Hispanic caregivers rated importance of incorporating culture in services significantly higher than White caregivers
- ▶ Ratings of frequency of experiencing culturally competent services did not vary as a function of race / ethnicity
- ▶ In multivariate analyses, only race / ethnicity predicted importance of cultural competence
- ▶ Higher ratings of child strengths were associated with higher ratings of frequency of experiencing culturally competent care
- ▶ Higher ratings of overall satisfaction with services were strongly associated with higher ratings of importance and frequency of experiencing culturally competent care

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**Implications of the Findings and Next Steps**

- ▶ Given the importance of culture, providers must incorporate their consumers' cultures into service provision
- ▶ Current findings indicate that the experience of the incorporation of culture values and beliefs in services is consistent for all caregivers receiving services in systems of care
- ▶ Need to conduct additional analyses including types and amounts of services used during the first 6 months as predictors and examining potential interactions between race / ethnicity and other covariates

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