

CULTURALLY-INFORMED EVIDENCE-BASED PRACTICE

21ST ANNUAL RESEARCH CONFERENCE
TAMPA, FL

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Outline



- Current issues
 - Adaptation vs. Non Adaptation
 - When to incorporate cultural sensitivity

- Our work with the MacArthur Foundation
 - ▣ Community engagement model, PfS
 - ▣ Needs assessment with Latino community

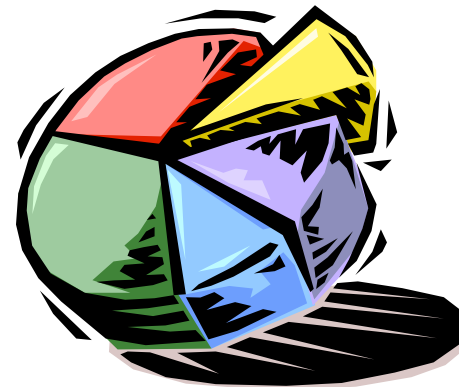
Background



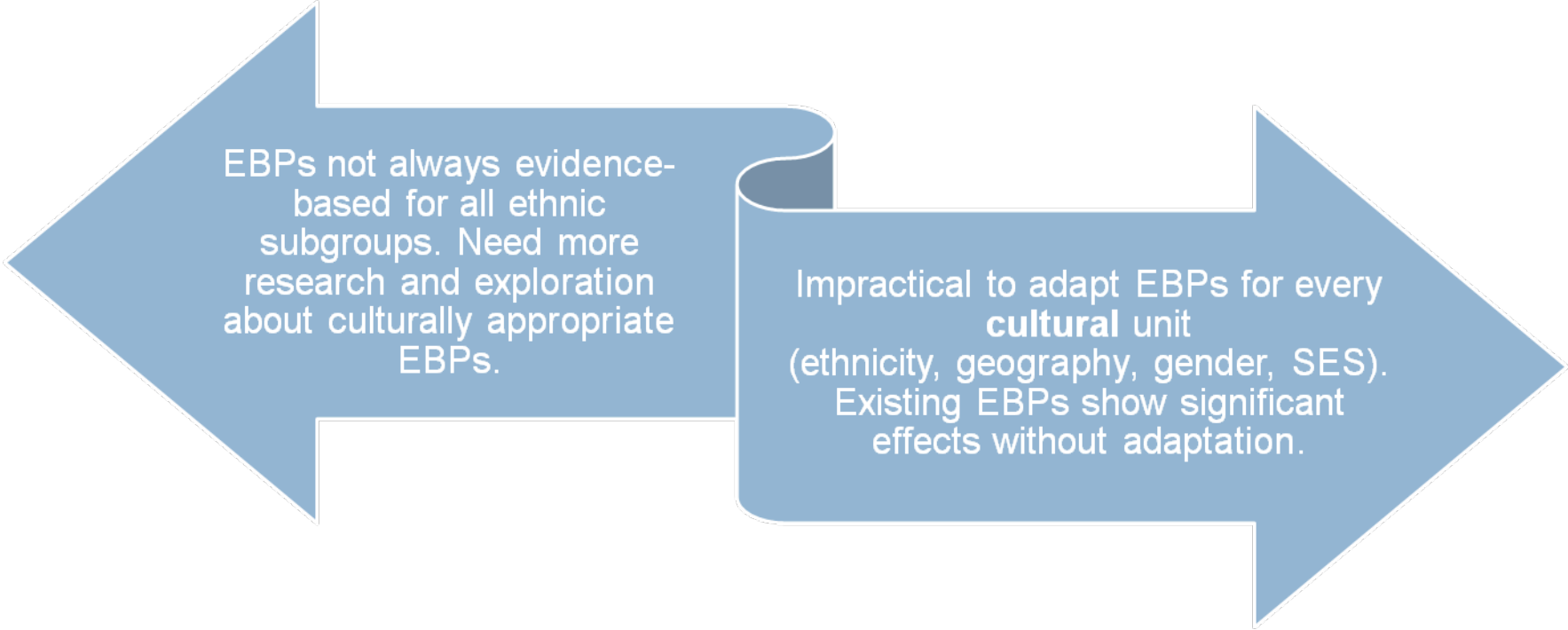
- Many states recommend or mandate the use of EBP's
- Washington state
 - Senate Bills 6852, 6853, 5763: Required and funded evidence-based treatments for certain populations.
 - HB 1088: Established Children's Evidence-Based Practice Institute

Background

- When it comes to implementing EBPs at the state or even county level, wide applicability across ethnicities, gender and SES is seen as an advantage.
- Juvenile Rehabilitation Administration, Washington State, 2006, ethnic distribution:
 - 53% White
 - 18% Black
 - 16% Latino
 - 6% Native American
 - 5% Asian



Two Perspectives



EBPs not always evidence-based for all ethnic subgroups. Need more research and exploration about culturally appropriate EBPs.

Impractical to adapt EBPs for every **cultural** unit (ethnicity, geography, gender, SES). Existing EBPs show significant effects without adaptation.

Why pay attention to culture?

- Cultural group may possess unique risk factors (e.g., trauma while immigrating)
- Symptoms may manifest differently between ethnic/cultural groups (e.g., somatic symptoms)
- Adherence and early termination may be influenced by feeling culturally connected to the treatment and therapist (Sonkin, 1995)
- Cultural groups may have unique barriers to accessing treatment (access to care, transportation, language, stigma)

Where should cultural sensitivity come in?



- At the PROGRAM DEVELOPMENT level
- At the PROGRAM ADAPTATION level
- At the INTERVENTION/THERAPIST level

Program Development

- EBPs developed for specific ethnic groups (e.g., from OJJDP Model Programs)
 - Family Effectiveness Training (Latinos)
 - Bicultural Competence Skills Approach (Native Americans)
 - American Indian Life Skills Dvlpmnt (Native Americans)
 - Baton Rouge Partnership for Prevention of Gang Violence (African Am)
 - Be a Star (African Am)
 - Family Health Promotion (Latino)
 - Keepin' It Real (Mexican Americans)
 - NAPPASA (Native American)
 - Strengthening the Bonds of Chicano youth and families
 - Supporting Adolescents with Guidance and Employment (African Am)
 - Syracuse Family Development Research Program (African Am)
 - Urban Women Against Substance Abuse (Latina)

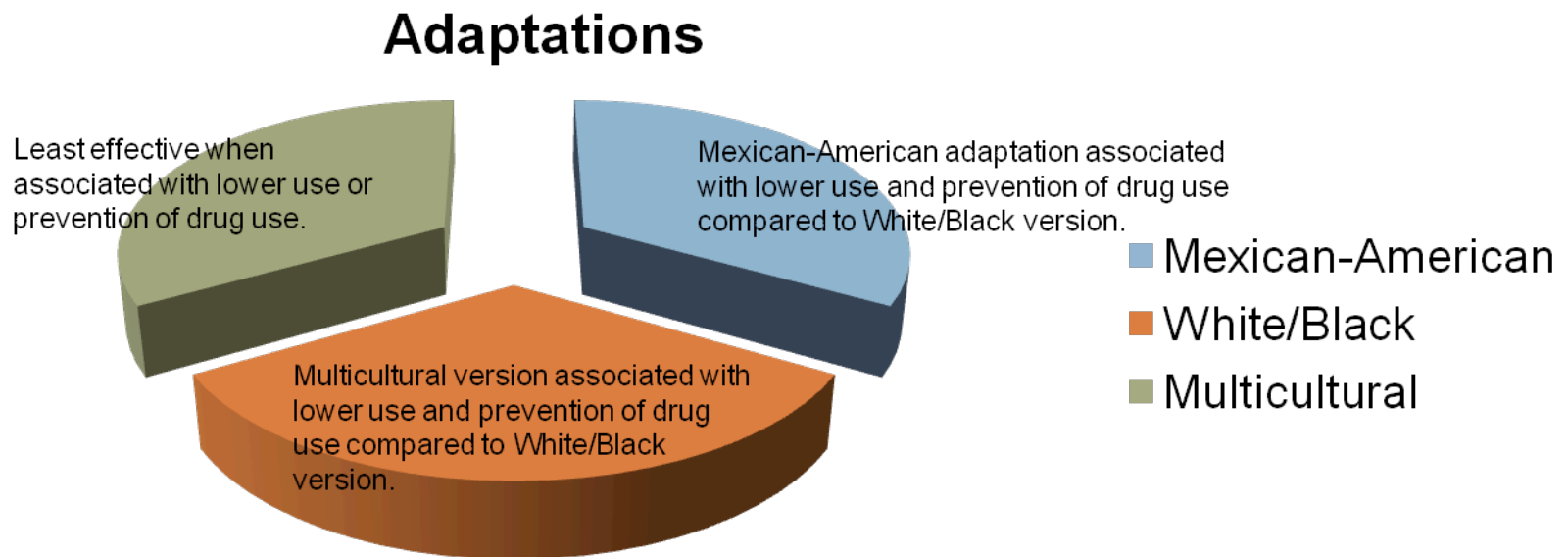
Program Development



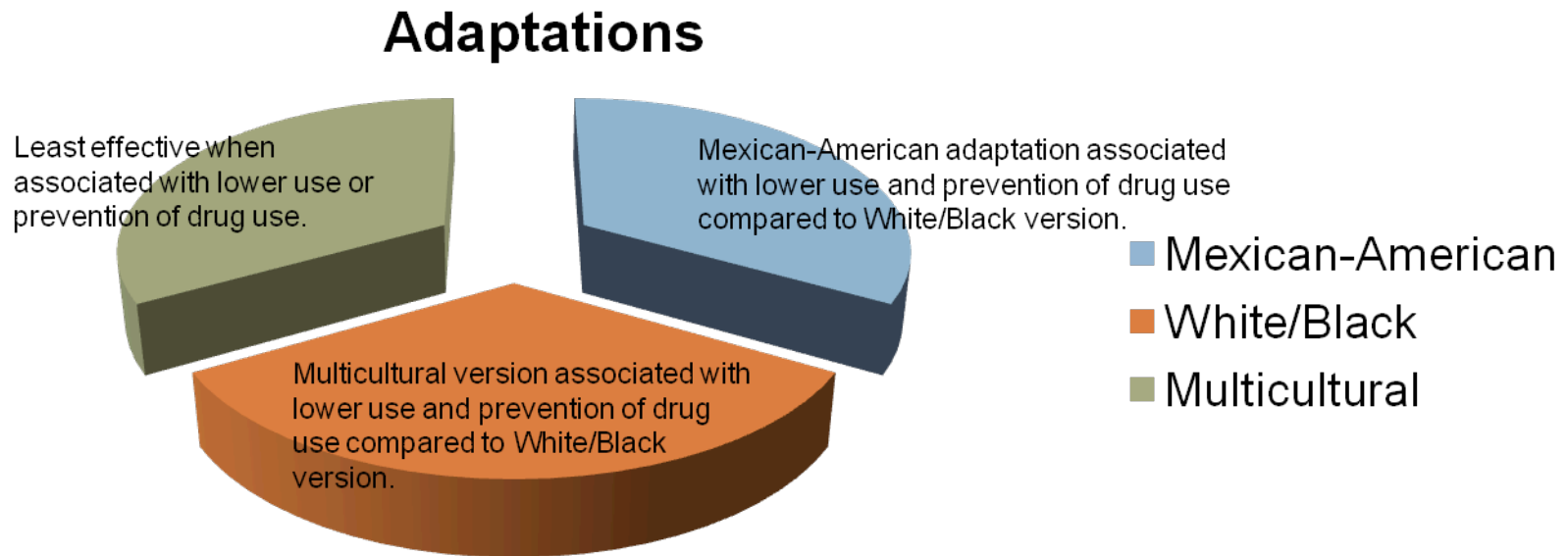
- Going to be the most helpful with smaller, targeted implementation.
 - ▣ a specific school district or mental health agency
- May not be appropriate for same ethnic groups in different locations.
 - ▣ E.g., Family Effectiveness Training developed for mainly Cuban-American Latinos in Miami.
 - ▣ Wide variations in Latino community regarding immigration experiences, access to healthcare and acculturation experiences. Vega, W.A. & Lopez, S.R. (2001).

Program Adaptation

- VERY few studies done that look at the relative effectiveness of adapted vs. non-adapted EBPs
- Michael Hect et al. (2003) adapted a school drug intervention program for Mexican-American, White/African American and Multicultural (combined all three ethnicities) groups.



Program Adaptation



- Matching students to the adaptation by ethnicity did NOT enhance outcomes
- However, the cultural and multicultural version were more successful with largely Mexican-American sample.
- Suggests that matching to the needs of the community rather than ethnicity alone most important.

Program Adaptation

- Lipsev meta-analysis for juv. justice population (2003)
 - ▣ Did not compare adaptations vs. non-adaptations (paucity of this research)
 - ▣ Found that non-adapted EBPs had significant (albeit often lower) effects with ethnic groups not included in the development sample.
 - ▣ Concluded that non-adapted programs have proven efficacy with ethnic groups



Program Adaptation



- Culturally-modified assessments in addition to usual assessments to guide treatment when applicable.
 - ▣ Acculturation rating scales
 - ▣ Somatization inventories
 - ▣ Assessment of cultural constructs
 - ▣ Mental health assessments with evidence of construct invariance over ethnicity

Therapist cultural competence

- As with any therapy or program, much of the cultural competence will rely on the match between the therapist and client (group leader, facilitator, etc.)
- Bring to bear well-known cultural competence skills from the general clinical and counseling literature
- Be aware of your own biases and have general knowledge of and sensitivity to different cultural values that may or may not be salient for the specific client. Shiang, 2001



Culturally-informed EBPs

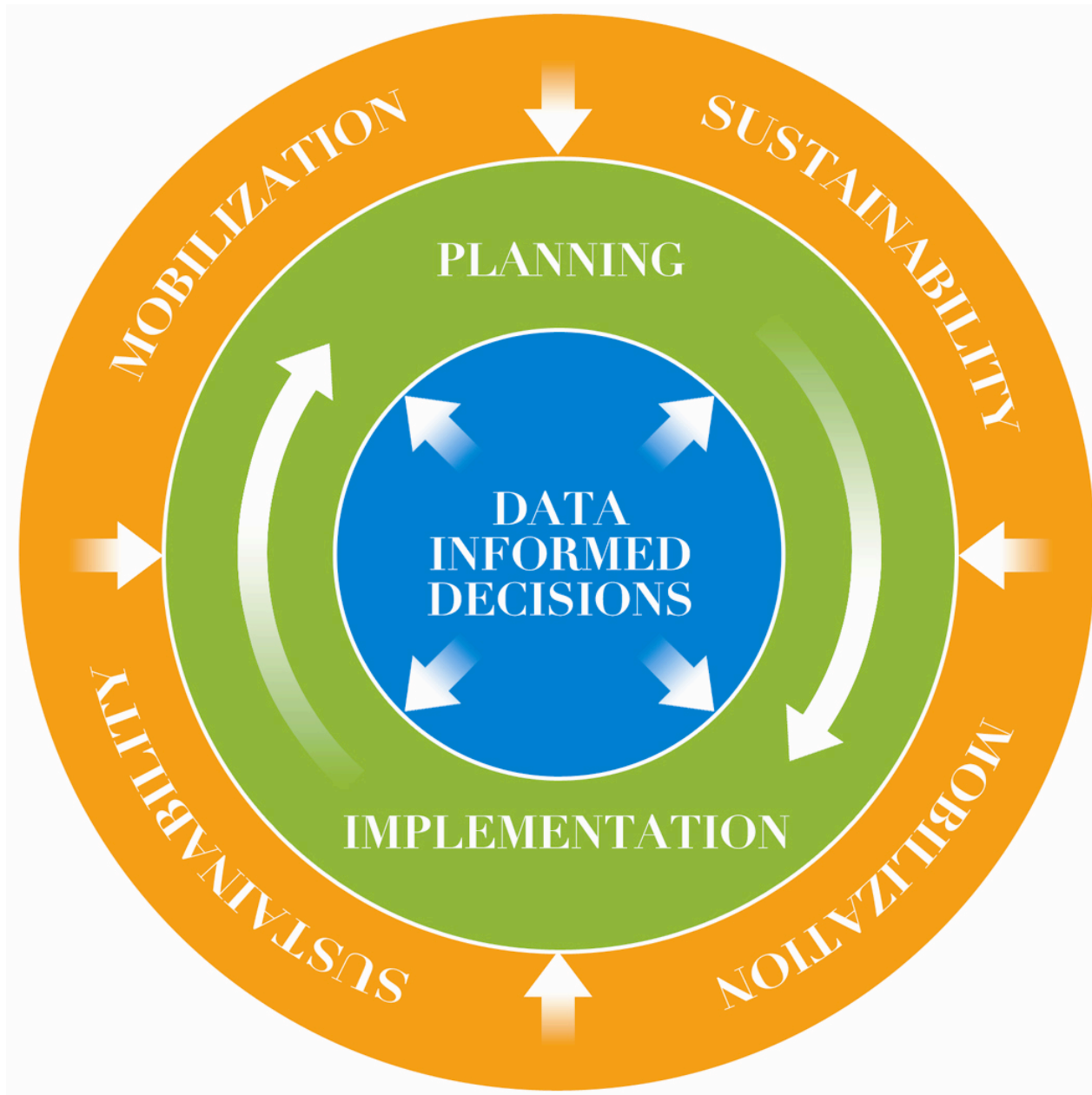
- Evidence-Based Practices will be the most effective if they are appropriately matched to the needs of the community as assessed through community input.
- Should be implemented with an awareness of what's appropriate for the local population, even at the state level. Some EBPs have better evidence of cross-cultural efficacy (e.g. MST).
- University of Washington uses Partnerships for Success, a community engagement model, to enhance the fit and sustainability of EBPs within a community.

Partnerships for Success



- Developed in Ohio, currently being implemented by Ohio State Center for Learning Excellence.
- Partnerships for Success is “a comprehensive approach to building capacity at the county level to prevent and respond effectively to child and adolescent problem behaviors while promoting positive youth development.”

PfS Model

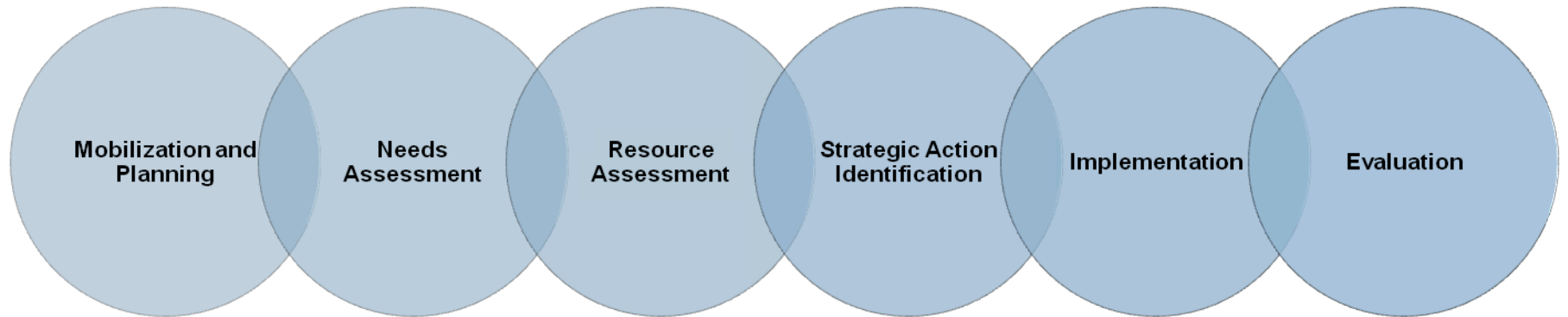


PfS Guiding Principles



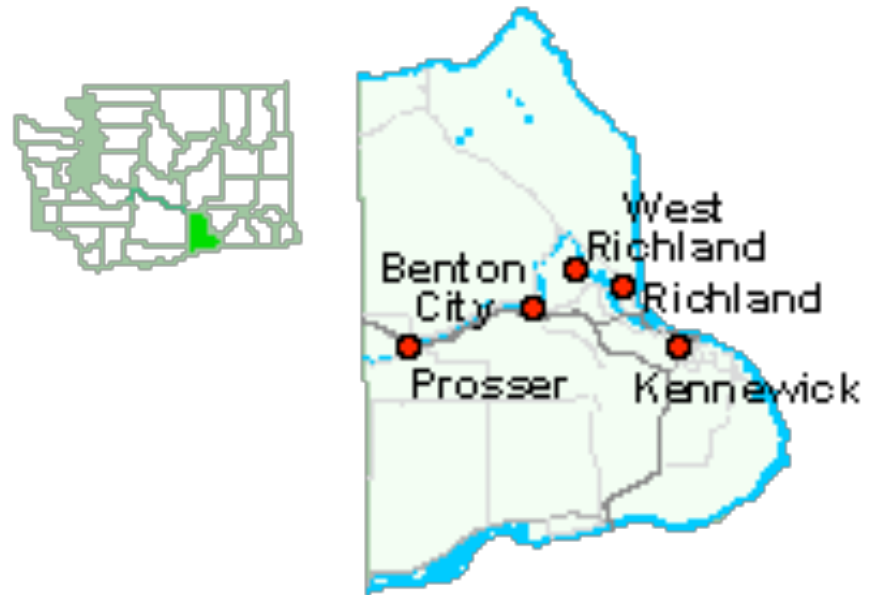
- Involving and engaging the entire community
- Balancing a holistic continuum of approaches
- Making data-informed decisions

PfS Activities



Benton Franklin Counties

- Eastern Washington
- Benton: 15% Latino, 79% White-NH
- Franklin: 48.4% Latino, 46.7% White-NH



MacArthur Grant



- Assist Benton/Franklin Counties in assessing the needs of their community in regards to the juvenile justice system/youth programs with particular attention to the needs of the Latino community.
- Consult with Benton/Franklin Counties about what programs would be culturally-appropriate and sustainable for their community.
- What accommodations need to be made, if any, for Latino population (transportation, language, acculturation issues, availability of information)

Needs Assessment



- Consulting with local and national (MfC) partners on developing survey instrument and sampling procedures for community-wide needs assessment
 - ▣ Benton Franklin Juvenile Court
 - ▣ Local Latino Juvenile Justice Network
 - ▣ Washington State University
 - ▣ Center for Children and Youth Justice, Seattle
 - ▣ National Council of La Raza
 - ▣ Vera Institute, New York
 - ▣ Center for Children's Law and Policy, Washington DC
- Mixed methods design with qualitative and coded response questions. Focus groups and key informant interviews.

Survey topic areas



- Types of programs perceived as useful for keeping kids out of trouble
- Knowledge of and experience with truancy boards, processes
- Cultural sensitivity of juvenile court process and outcomes
- Extra-programmatic issues that would be helpful for treatment adherence (transportation, sliding scale, babysitting, flexible hours, in home visits)

Deliverables



- Produce needs assessment summary for Benton Franklin Juvenile Court
- Provide consultation on appropriate EBP's.
- Provide toolkit for MacArthur on culturally-competent implementation of EBP's based on comprehensive review of literature and Benton Franklin needs assessment.



THE END