

Race, Class, and Culture: Implications for the Implementation of Evidence-Based Programs

April 12, 2012

Objectives

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- Examine intersections among race, class, and culture and evidence-based programs
- Provide guidance, support, and tools to enhance adoption and implementation of evidence-based programs in communities of color

The Annie E. Casey Foundation: Promoting What Works

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Mission

To foster public policies, human-service reforms, and community supports that meet the needs of vulnerable children and families

Evidence-Based Practice

- Increase access to proven programs and practices
- Establish Evidence2Success as a model for helping public systems and communities partner to improve child and family outcomes
- Support Casey Foundation efforts to build evidence for all areas of work

Developing a Database of Proven Programs

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Evaluation Quality

- One randomized-controlled trial OR quasi-experimental trial without design flaws

Impact

- Positive impact on child well-being outcomes
- Absence of any negative effects

Intervention Specificity

- Population of focus is clearly defined
- Risk and protective factors that program seeks to change are identifiable

Implementation Tools

- Training materials are available
- Information on the financial and human resources required

Questions We Ask

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- How do programs vary in effectiveness as it relates to race/ethnicity and class?
- How might we support program development that occurs with communities of color as full partners?
- What challenges or concerns should we consider when implementing evidence-based programs in communities of color?

Expanding Evidence Project

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- Early and mid-career researchers and practitioners of color
- Developing programs in communities of color
- First cohort at the Blueprints 2012 conference
- Programs are addressing a number of health and developmental outcomes
 - Racial problem solving
 - Racial socialization

Brief Analysis of Current Evidence-Based Practices

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Progress

- Increases in evidence-based practices identified for youth of color

Limitations

- Racial, ethnic, and cultural considerations
- Fit
- Variation
- Methodological integrity and fidelity

EBPs are Effective or Applicable Across Groups, but...

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- Scant and contradictory evidence about efficacy of EBPs with culturally diverse populations
- Theoretical and conceptual issues, concerns, and cautions (e.g., social validity)
- Methodological/implementation issues, concerns, and cautions (e.g., measure equivalence)

Recommendations

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Mixed methodologies to conduct longitudinal basic and applied research

- more integrative,
- interdisciplinary,
- informed by the diverse cultural traditions and socioeconomic and sociopolitical experiences of communities, families, children, and adolescents of color

In short,

- There are concerns about EBPs
- Developed where (context) with who in mind...by whom
- Thirst for knowledge and programs (training and TA)

Questions for Panelists

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- What programs are being developed and what research questions are being explored?
- What is the context for the evidence-based program you are implementing or promoting as it relates to race, class, and/or culture?
- What challenges or concerns are faced when implementing evidence-based programs within racially and ethnically underrepresented groups?
- Future directions??

Reaching Out to Depressed Youth in Schools: The Act & Adapt Program

Antonio Polo

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the Annie E Casey Foundation**

Background Literature

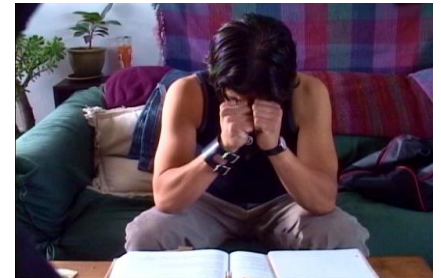
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- Evidence-based interventions for youth with mental health problems can be highly efficacious (Weisz, et al., 2005)
 - No well-established treatments exist for any intervention for ethnic minority youth (Huey & Polo, 2008)
 - For depressed youth, 2 trials conducted have focused on ethnic minorities
 - These youth have the highest unmet need
- School-based programs have minimal impact on low-income youth

Treatment Protocol

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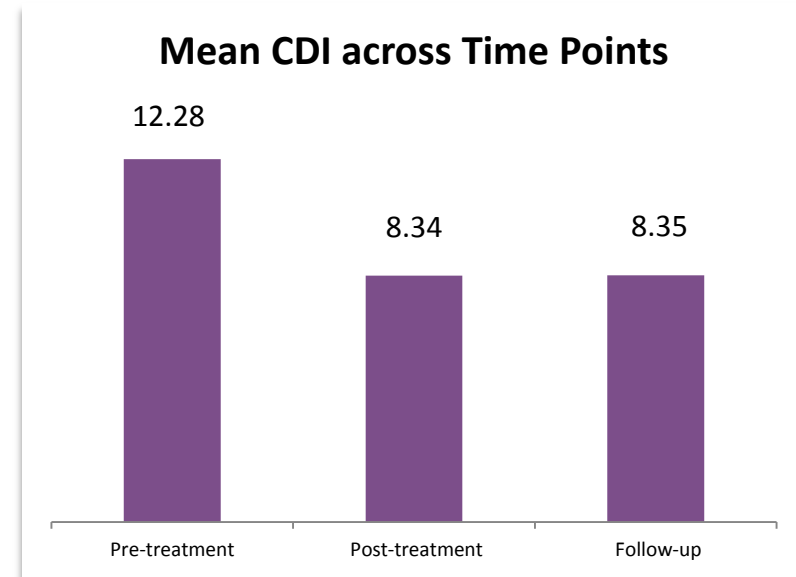
- Primary and Secondary Control Enhancement Model (Weisz, Rothbaum, & Blackburn, 1984)
 - Addresses skill deficits and other vulnerabilities associated with youth depression
 - Limited strategies to tackle problems, give up soon
 - Rumination, cognitive distortions
 - Cognitive-behavioral techniques and coping skills



Outcomes: Diagnostic Status and Symptoms

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- Pre-treatment:
 - ▣ Major Depression = 56% (14/32)
 - ▣ Dysthymia = 56% (14/32)
 - ▣ 84% had 1+ Diagnoses
- Post-treatment:
 - ▣ Major Depression = 21% (6/29)
 - ▣ Dysthymia = 17% (5/29)
 - ▣ 38% had 1+ Diagnoses
- Follow-up (1yr):
 - ▣ Major Depression = 19% (5/26)
 - ▣ Dysthymia = 19% (5/26)
 - ▣ 34% had 1+ Diagnoses



Impact on School and Families

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- “Go to” person identified
- Security blanket and supportive message for teachers and other staff
- Service use and first impressions of mental health services
 - Youth in Act & Adapt program:
 - 34% had received lifetime prior formal services (e.g., outpatient)
 - 13% had received school services only
 - 53% making their first contact ever

Implementation Challenges

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- Latino youth and their parents
 - ▣ Language skills and barriers
 - ▣ Stigma and apprehension around service use
 - ▣ Multiple stressors
 - ▣ Economic pressure and multiple demands
- Solutions and adaptations
 - ▣ Relationship and school connection
 - ▣ Transparency and engagement strategies
 - ▣ Parent handouts and phone calls
 - ▣ Support beyond group modality

Current/Future Directions

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- AECF funded RCT to enhance current program
 - Parent modules
 - Web component for parents and youth
- Training of community agencies and providers
 - With support from developer/research team
 - Utilizing existing partnerships with schools
- Focus on African American and Latino youth of low-income backgrounds
- Evaluate program impact across symptom, functioning, and academic outcomes

Adapting a Behavioral Employment Program (BEP) for Juvenile Gang Offenders

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Why Focus on Gang Youth?

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- Public health concern
 - ▣ In high-risk youth, 14-30% gang membership
 - ▣ Gang-affiliated youth more likely to:
 - Engage in violence and criminal behavior
 - Be the victims of violence and crime
 - ▣ Costs to victims & taxpayers ~ \$2 billion/year
 - ▣ Since 2001, more than half LA homicides gang-related
- Youth of color overrepresented
 - ▣ Across 6 metro areas in 2005, AfrAms & Latinos 85% of homicide victims and 97% of gang-related homicide victims

Employment, Crime, Gangs, Ethnicity

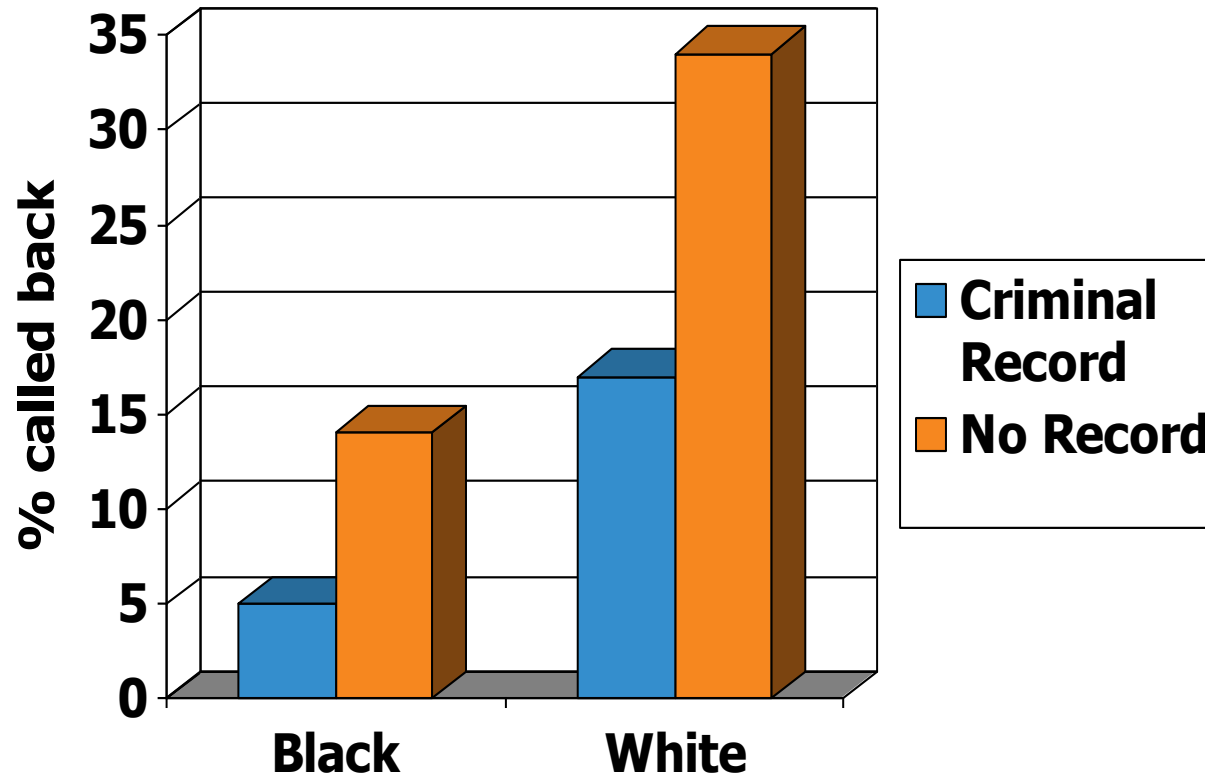
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- Unemployment and crime
 - Young adults & high-risk youth commit more crime when unemployed than when employed
- Employment and gang involvement
 - Unemployment & poverty significant predictors of gang-related homicide
- Employment barriers for young minority males
 - “Soft skills” deficits & reservation wage
- Negative attitudes re: minority male workers
 - Poor communication, less literate, aggressive, unreliable, less initiative, unfriendly

Effects of Race & Criminal Record on Employment

(Pager, 2007)

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Why Should Employment Work?

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- Empirical reasons:
 - Employment facilitates improved mental health
 - Some employment interventions lead to more stable relationships and school outcomes
- Conceptual reasons:
 - Regular salary as natural reinforcer and means for legitimate financial support of self/family
 - Diminished contact with delinquent or gang peers
 - Exposure and attachment to conventional peers
 - Work organizes daily behavior in prosocial manner
 - Positive feedback from employers, family, peers, partners
 - Fewer opportunities to engage in criminal behavior

BEP Components

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- Integrates components of 2 programs (Azrin & Besalel, 1980; Walter & Mills, 1980)
- Basic components:
 - Youth attend operant-based counseling sessions (e.g., prompting, praise, positive practice)
 - Employer/manager recruitment/reimbursement
 - Job search focus
- General adaptations:
 - Phase progression based on criterion goals vs. point accumulation
 - Managing criminal justice system

Ethnicity/Class-Related Adaptations

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- Spanish-fluent clinicians
- Discuss race/ethnicity-barriers as program rationale
- Treatment in home/community vs. office
- Framing as “job counseling”
- Job preparation skills expanded
- Monetary reinforcement for job search behavior
- Addressing practical barriers to employment
- Facilitate family support of youth progress

Design, Outcomes, Future Directions

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- 27 gang offenders randomized to BEP or US
 - 16 to 19 years old; 76% Hispanic, 24% AfrAm
- Assessments:
 - Pre-tx, 3-month, 6-month, 9-month, 12-month
 - Also weekly assessments of selected variables
- Treatment Outcomes:
 - BEP led to reduced gang involvement and arrests
 - Hours employed associated w/less gang involvement
- Future Directions:
 - Assess whether adaptations enhance outcomes
 - Assess effects of different treatment components

The Black Parenting Strengths and Strategies (BPSS) Program



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Black Parenting Strengths and Strategies (BPSS) Goals

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- Program goals:
 - **STRENGTHEN** parenting skills
 - **IMPROVE** parental involvement
 - **EMPOWER** parents to advocate and access
 - **GUIDE** parents in preparing African American children for success
- So we can....
 - **INCREASE** positive behaviors in children
 - **DEVELOP** self-image and self-esteem
 - **BUILD** children's confidence in school
 - **PROMOTE** positive racial discussions
 - **ENHANCE** problem-solving skills

Black Parenting Strengths and Strategies (BPSS) Overview

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- A culturally- and strengths-based program designed to prevent conduct problems in school-aged children
- Adapted from *The Strong-Willed Child*. Evidence-based behavioral parent training program (Long, 2005)
 - ▣ Weekly session (12 weeks)
 - ▣ Two-hour sessions
 - ▣ Meals and childcare/tutoring
 - ▣ Ticket system
 - Attendance (on time), homework completion, binder

Research Findings

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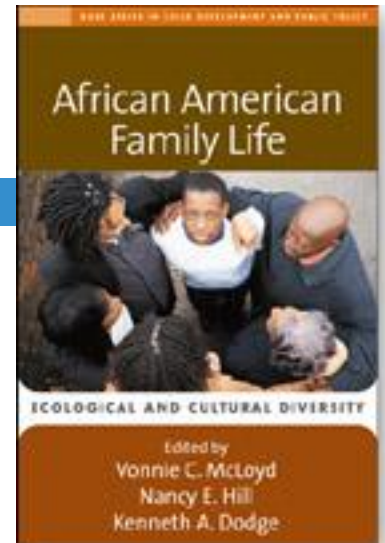
- Model for incorporating culturally relevant content and processes into established evidence-based interventions
- Promising preventive intervention with encouraging preliminary data
 - The feasibility has been established
 - A preliminary evaluation of BPSS via a randomized wait list control pilot is complete
 - Significant positive changes in parenting, increase in use of positive racial socialization strategies, and positive changes in social and racial competence in African American children

Coard, S., Foy-Watson, S., Zimmer, C., & Wallace, A. (2007). Considering culturally relevant parenting practices in intervention development and adaptation: A randomized control trial of the Black Parenting Strengths and Strategies (BPSS) Program. The Counseling Psychologist 36(6). 797-820.

Racial Socialization

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- Process by which messages are transmitted inter- and intra-generationally regarding the significance and meaning of race and ethnicity
- Involves teaching children values and norms associated with race/ethnicity, and problem-solving skills that enable children to be flexible in their approach to race-related situations, without losing a core sense of self



Challenges/Concerns: Who Am I Targeting?

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- ▣ Race and/or ethnicity
- ▣ Black and/or African American
- ▣ Biracial
- ▣ Multiracial
- ▣ Race of parent and/or race of child
- ▣ Race of grandparent and/or race of parent and/or child
- Barbershops/hairstylists
- Nail salons
- Resource drop in centers
- Schools (drop off/dismissal)
- Housing projects
- Playgrounds/Parks
- Block Parties/Festivals
- Restaurants/Take-outs
- Community Centers
- Etc.

Challenges/Concerns: Fidelity and Fit, Content

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Fidelity and Fit

Content

- ▣ Essential to maintain key elements of standard parenting program w/ additions, omissions
- ▣ Consultation by original program developers
 - ▣ Could not alter the order in which the specific parenting skills were taught. Key elements remained unchanged
 - ▣ Companion parenting issues were shifted and altered (e.g., more culturally relevant examples)
 - ▣ Dosage equivalency

Delivery

- ▣ Relatively easy in comparison to content

Challenges/Concerns: Culturally-Specific Strategies

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- Use of AA language expression, common language
- Emphasize AA values of collective responsibility, cooperation and interdependence
- Use of African proverbs, sayings/affirmations, poems, quotes, symbols
- African American perspective use of (“we”)
- Role-playing and storytelling
- Extended family participation
- Humor
- Setting/motif representative of population (e.g., books, magazines, pictures)

Challenges/Concerns: Who can facilitate BPSS?

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Intensive 4-day training (28 hours) for parent group leaders administering the 12-week PSWC protocol. This training is divided into two (2) parts: 1) training in parent-child relationships, and the application of cognitive-behavioral strategies to improve parenting within a therapeutic context, and 2) training in the teaching these strategies within the 12-week PSWC curriculum

Intensive 4-day training (28 hours) for parent group leaders administering the 12-week BPSS protocol. The training is divided into two (2) parts: 1) training in parent-child relationships, and the application of cognitive-behavioral strategies to improve parenting; and training in developing a collaborative therapeutic relationship; and 2) training in developmental and parenting issues specific to African American children

Future Directions

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- Seeking funding to test the full family intervention (BPSS and BPSS-C) via randomized trial
- Examine non-parental sources of racial socialization
 - Investigate the ethnic variation among families of African descent in America
 - Identify racial socialization practices and strategies associated with the most positive child outcomes taking into consideration ecological environment
 - Continue to develop and evaluate race socialization interventions

Discussion



Summary

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- Today we learned...
- Wrap-up....other commonalities
- Next steps for field and researchers