

Prevention Interventions for Ethnic Minorities Children and Adolescents

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Overview

- n Advances in prevention intervention for ethno cultural children and adolescents
 - n What's the evidence?
- n Innovations
- n Challenge of diversity
 - n Cultural and language competence
 - n Varying Contexts
- n Conclusions

Prevention Intervention for Ethno Cultural Children and Adolescents

Advances in the Knowledge Base

- n We identified 38 studies since 1994 that focus on ethno cultural children & adolescents (2 pilot studies)
- n Only one study was a universal intervention (for drug abuse)
- n The remaining 37 studies were selective prevention interventions.
- n Most employed a RCT methodology

Prevention Studies Since 1994

Disorder/ Problem	Selective/ Indicated	Method	Ethnicity
Depression	2	RCT	Latino/AA, Chinese
Suicide	1	Pilot	Am. Indian
Anxiety	1	Pilot	AA
Behavior Problem	6	RCT (4)	AA, L, Mixed
Violence	8	RCT (2)	AA & Latinos
Drug Abuse	13 (1 Unv.)	RCT (10)	AA, Latinos, Mixed
HIV/STDs	7	RCT (4)	AA & Latinos

Target of Prevention Interventions

- n 9.5 % on internalizing conditions
- n 36.8 % on externalizing conditions
- n 34.2 % on drug abuse problems
- n 18.4 % on HIV/STDs

Studies on Ethnicity and Culture

- n 15 with African Americans
- n 5 with Latinos
- n 1 with American Indians
- n 1 with Asians (Chinese)
- n 11 mixed AA & Latinos
- n 1 mixed Latinos & Whites
- n 1 mixed AA, Latinos, & Whites
- n 1 mixed Latino, Asians, & Whites
- n 1 mixed AA, Latinos, Asians, & Whites

Advances in the Field

- n While the data is quite limited in the overall number of studies given the population base:
 - n Important advances have been made since 1994
 - n More studies with single ethnic or cultural groups are available
 - n Methodologies are more sophisticated
 - n Cultural adaptations of interventions
 - n Some language appropriate
 - n Over half of all preventions studies have been conducted on drug abuse problems and HIV/STDs and over another third on conduct problems.

Innovations

Promising Prevention Interventions for Depression

- n Depression prevention studies with children of diverse cultures
 - n Cardemil, Reivich & Seligman (2002); Cardemil, Reivich, Beevers, Seligman & James (2007)
 - n Yu & Seligman (2002)
- n Implemented cultural adaptation of the Penn Resiliency Program (PRP) with samples of Latino, African American and Chinese at schools.
- n School-based prevention interventions might be more appropriate for ethno cultural children who generally underutilize mental health services.

Latinos, African American, & Chinese Samples

Cardemil et al.'s Study

- n Included Latino and African American children from urban and low-income area in Philadelphia.
- n Results showed significant overall beneficial effects for Latino up to 6 months after the intervention, but no significant effect was found for the African American. These results were maintained up to 24 months.

Yu & Seligman's Study

- n Conducted in mainland China
- n Teachers were trained to deliver the intervention
- n The PRP cultural adaptation included language, structural, content-oriented and theoretical changes such as de-emphasizing assertiveness skills and emphasizing cognitive strategies.
- n Results showed that the PRP significantly reduced symptoms of depression.

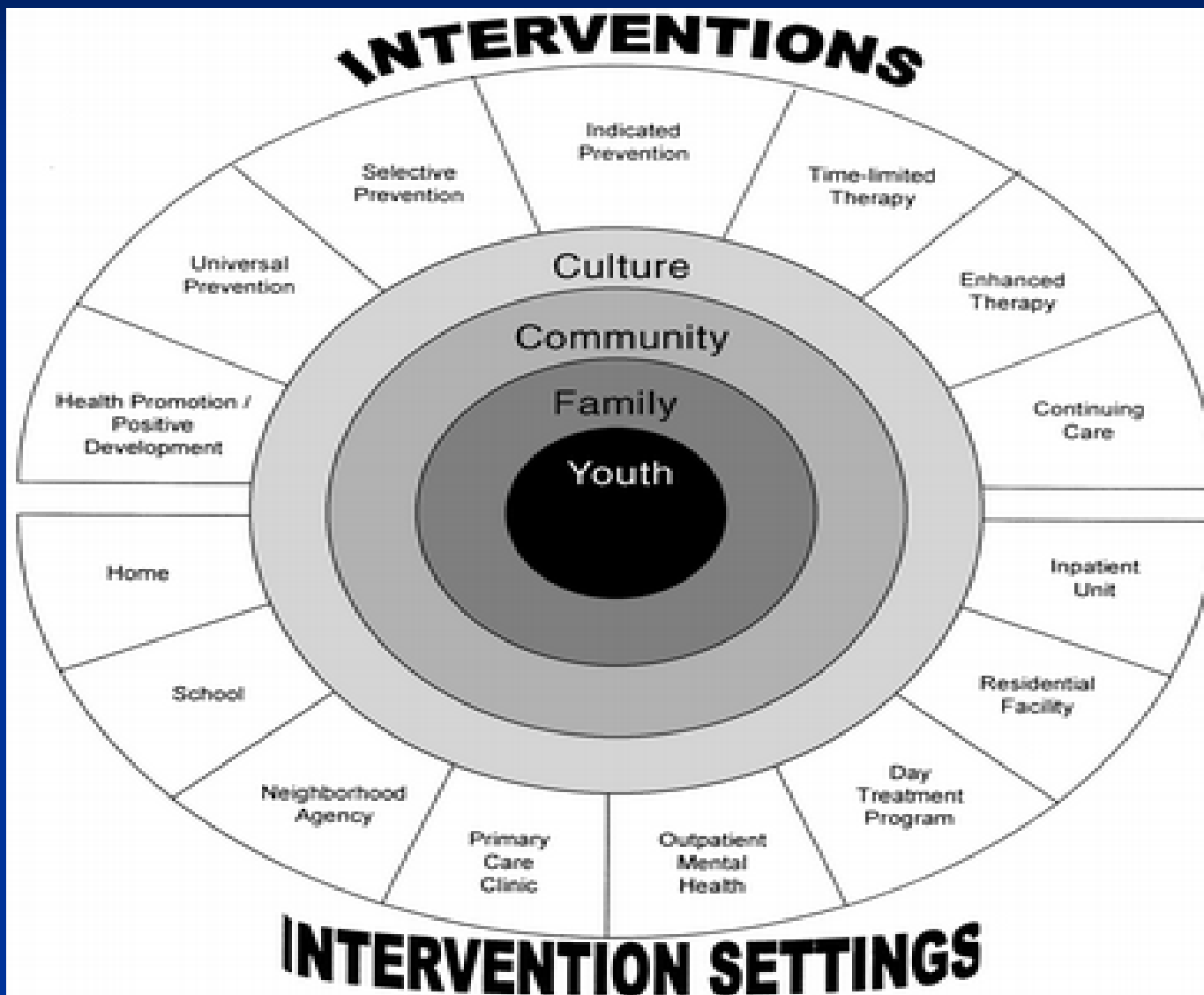
Similarities and Differences Across Ethno Cultural Groups

- n Cardemil et al. and Yu & Seligman studies suggest that depressive symptoms are similar across culture (symptoms are stable for Latinos and Chinese)
- n The relationship between explanatory style and depression might be different across ethnic groups. This relationship was found in Chinese but not in Latinos or African-American.

Other Innovative Prevention Studies

- n Cooley et al. (2004)
 - n Culturally and contextually adapted an Australian intervention for anxiety with AA
- n Kulis et al. (2005)
 - n Culturally grounded versions of the Keeping it REAL Drug Resistant Program for Mexican Americans
 - n Match the ethnicity of participants
- n Litrowinik et al. (2000)
 - n Family-based intervention to prevent tobacco and alcohol use.
 - n Culturally sensitive program delivered by bilingual/bicultural facilitators.
- n Coastworth, Pantin & Szapocnick (2002)
 - n Familias Unidas, a multilevel, family-centered ecodevelopmental prevention intervention to reduce risk for problem behavior in Hispanic adolescents.
- n McGrogan (1998)
 - n Parenting group curriculum for Latino families with limited literacy

An Integrative Model for Linking Prevention and Treatment Research



Weisz, Sandler,
Durlak, & Anton
(2005)

Challenge of Diversity

Issues in Cultural Competency



Culturally Informed...

- n Culturally informed, sensitive anchored, relevant
 - n Culturally “anchored” methodologies
 - n Huges & Seidman, 2002
 - n Meaning of culturally sensitive research
 - n Rogler, 1989
 - n Culturally relevant methodologies
 - n Yip, Seaton & Sellers, 2006
 - n Cultural equivalence
 - n Harachi, Chohi, Abbott, Catalano Bliesner (2006)
 - n Culturally centered interventions
 - n Bernal & Sáez-Santiago (2006)

Inclusion of Diverse Populations

- n Questions as to the relevance of the science arose because of the lack of representations in the samples and problems of engagement of culturally diverse groups in research
- n New NIH wide policy on Inclusion and Engagement of Racial/Ethnic Minority Populations in Research
 - n http://grants.nih.gov/grants/funding/women_min/guidelines_amended_10_2001.htm
- n Need for culturally informed methods

Issues in Measurement

- n Adaptation and development of instruments
 - n Translation, Adaptation, Testing
- n Equivalence
 - n Metric, conceptual, semantic, content, etc.
 - n Bravo, Canino, Rubio-Stipec, Woodbury-Fariña (1991)
 - n Crockett et al., (2005)

Construct of Ethnicity

- n Ethnicity as a categorical variable is not particularly helpful
- n Analyses by ethnic group not guided by theory are unlikely to yield much useful information.
 - n Ethnicity is likely to be a proxy for SES
 - n White vs. different ethnic group contrasts implies a deficit model (whites as normative)
 - n Also there is too much variance and error in categories of broad ethnic groups by means of self identification.

Deconstructing Ethnicity

- n Alternative is to focus on culturally relevant constructs
 - n Acculturation, acculturative stress
 - n Ethnic or racial identity
 - n Discrimination
 - n Parent racial/ethnic socialization
 - n Cultural values
 - n Family, Interdependence, independence, spirituality, etc.

Assumptions in Considering Cultural Processes in Interventions

- n Psychosocial interventions are inherently cultural processes
 - n Interventions may conflict with ethnic and cultural values of minorities
- n Culture and ethnic issues affect the entire prevention intervention process
- n Different response to interventions
 - n Based on health beliefs
 - n Intervention preferences, acceptability, and expectations, explanatory styles
- n Key assumption is that the intervention will be more ecologically valid and thus, more effective when
 - n it is congruent with culture and context of the population for whom it is intended

Emerging Methodology: Cultural Adaptation

- n An alternative is to adapt, modify, or tailor the intervention model to the ethno-cultural group
- n In the case of psychotherapy or prevention
 - n The adaptation should retain its essence (key theoretical constructs, theory of change, and basic procedures).
 - n Issues of fidelity & fit (Castro, Barrera & Martinez, 2004).
 - n Yet the model of adaptation should take into consideration the unique characteristics of the population group of interest.

Five Models

1. Ecological Validity Model
(Bernal, Bonilla & Bellido, 1995)
2. Ecological Validity plus Process (OP)
(Domenech-Rodriguez, 2004)
3. Psychotherapy Adaptation and Modification
Framework – PAMF
(Hwang, 2006)
4. Guide to Program Fidelity and Adaptation
(Backer, 2001)
5. Selective Adaptation Model
(Lau, 2006)

Cultural Sensitive Elements

n Language

n Persons

n Metaphors

n Content

n Concepts

n Goals

n Methods

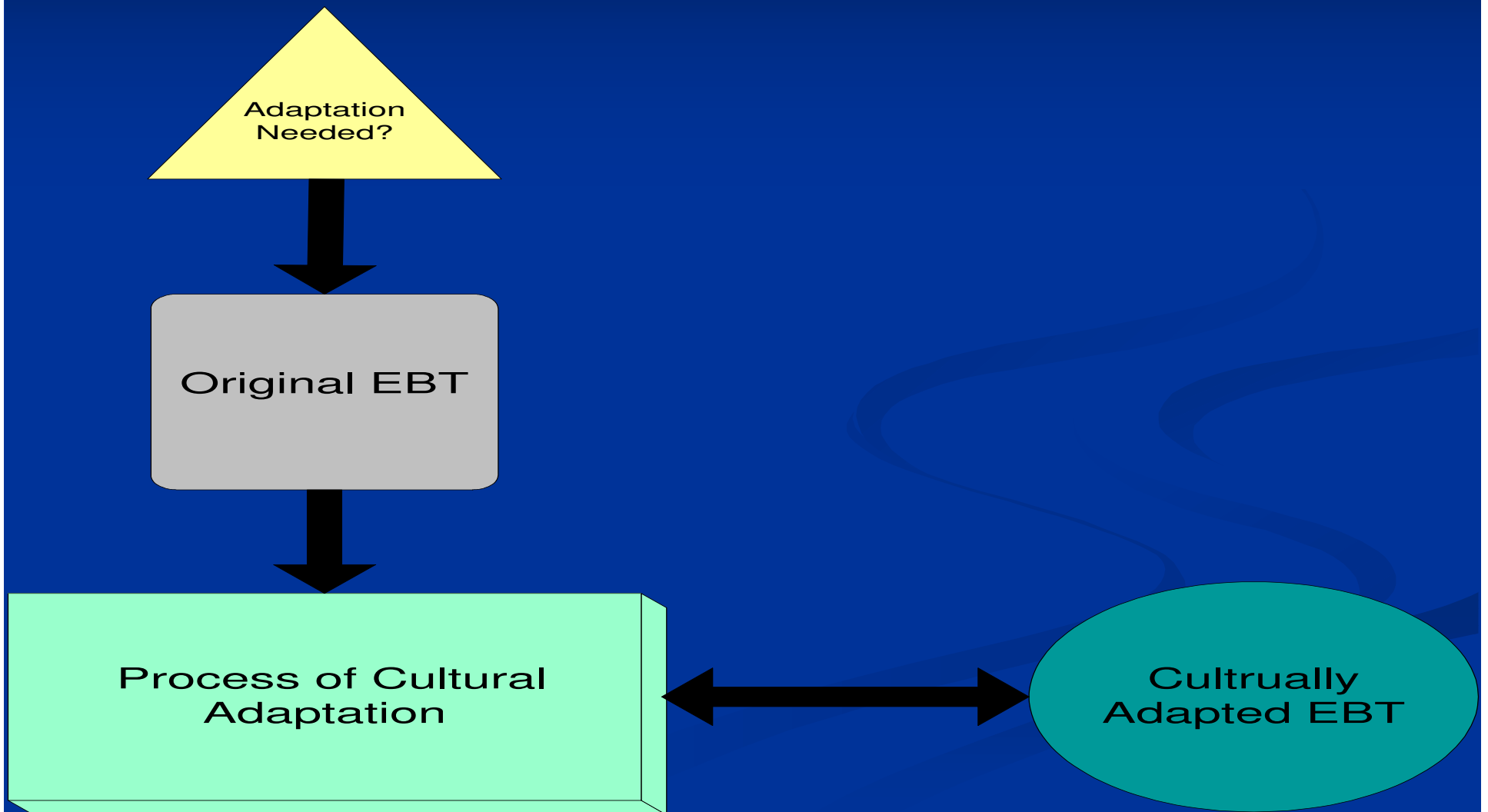
n Context

Elements/dimensions and Criteria for Evaluating Cultural Sensitivity in Prevention Interventions

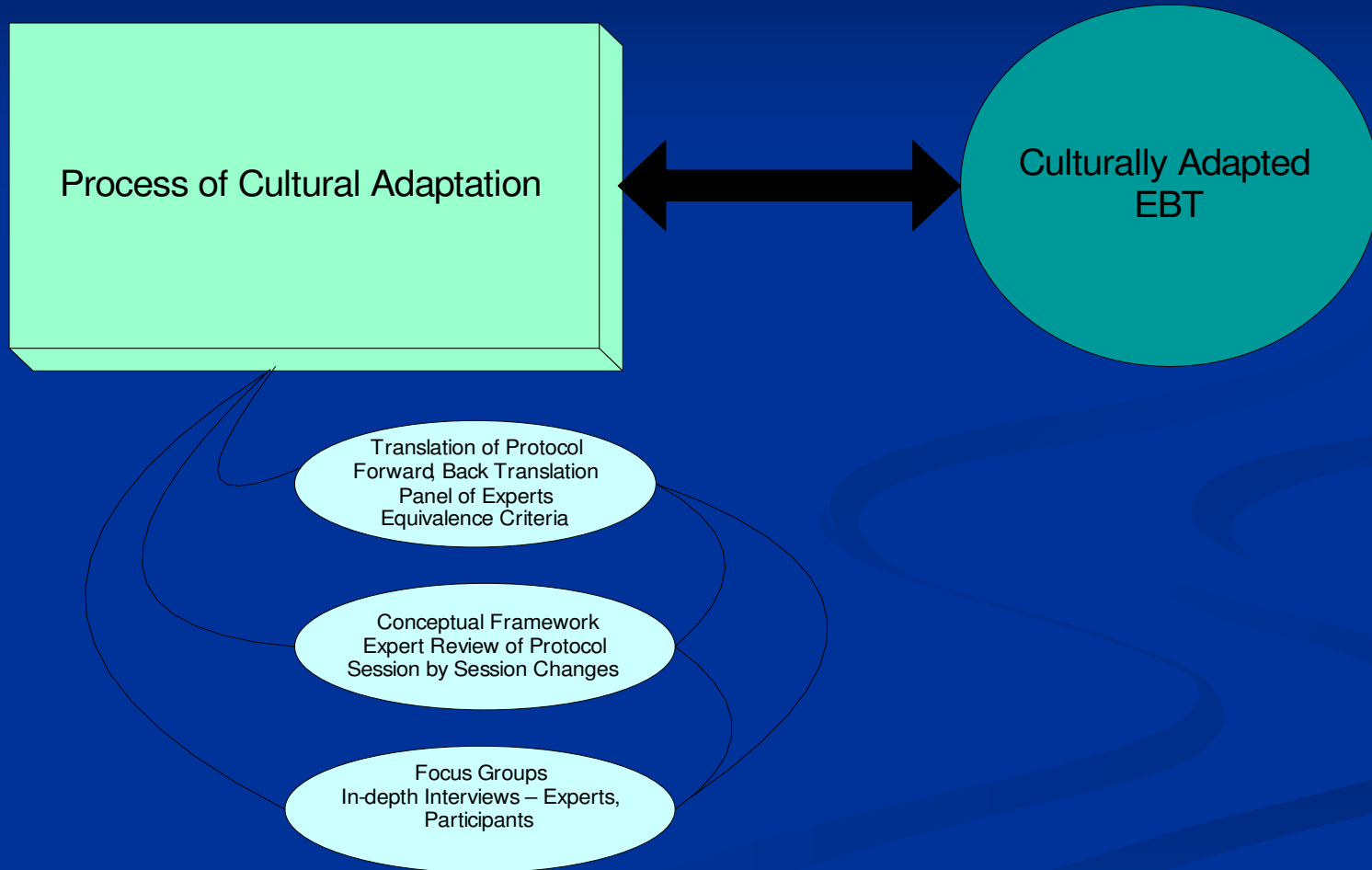
Elements	Criteria for Cultural Sensitivity
<p>Language Culturally synchronic</p>	<p>Do persons understand language, idioms, & words used?</p>
<p>Persons Ethnic/racial similarities & differences person & facilitator</p>	<p>Is the person comfortable with the similarity (or difference) in the ethnicity of the facilitators?</p>
<p>Metaphors Symbols & concepts shared</p>	<p>Are sayings or “dichos” common to ethnic group part of the intervention?</p>
<p>Content Cultural, social, economic, historical, & political knowledge (e.g., values, traditions)</p>	<p>Does the person feel understood by the facilitator? Does the person feel that the facilitator respects his/her cultural values (e.g., familismo, respect, personalismo, gender roles)?</p>

Elements	Criteria for Cultural Sensitivity
<p data-bbox="369 277 611 329">Methods</p> <p data-bbox="184 350 798 451">Development & cultural adaptation of treatment methods</p>	<p data-bbox="842 277 1755 391">Are the intervention methods framed within adaptive cultural values of the person?</p> <p data-bbox="842 415 1745 529">Does the person agree with the methods of intervention?</p>
<p data-bbox="384 708 600 760">Context</p> <p data-bbox="184 781 798 1170">Consideration of changing contexts in assessment during intervention: acculturative stress, phase of migration, social supports & relationship to country of origin, economic & social context of intervention</p>	<p data-bbox="842 708 1913 1000">Does the intervention consider contextual issues such as migration and acculturation stress, social supports, family relationships in country of origin, and barriers to the intervention services common to ethnic minorities?</p> <p data-bbox="842 1032 1923 1146">Do persons view facilitators caring about their social and economic situation?</p>

Cultural Adaptation Process



Cultural Adaptation Process



Conclusions

- n There is preliminary evidence that some prevention interventions are efficacious with specific ethno cultural groups
 - n The available data is limited
 - n Most studies focus on African Americans & Latinos
- n Target areas of prevention interventions should be expanded
 - n Anxiety, depression, suicide ideation
 - n Universal prevention

Conclusions

- n The minority population in the US is over the 100 million mark and it is overwhelmingly young
- n It is imperative that prevention interventions target multicultural groups
- n Emphasis should be on interventions with specific ethno-cultural groups
 - n Latinos/as, African Americans, American Indians, Asian Americans, etc.

Conclusions

- n **Methodological diversity should guide the research efforts**
 - n Hypothesis testing and discovery oriented research
 - n Multiple methodologies
 - n Further development of methods for cultural adaptation of prevention interventions
- n **Conceptualization of the research process informed by context, culture, and language diversity**
 - n Cultural adaptation methodologies
 - n Prevention interventions & instrumentation
 - n Supplemental resources for projects of this nature