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

- 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**

<table>
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<tr>
<th>Mission</th>
<th>To foster public policies, human-service reforms, and community supports that meet the needs of vulnerable children and families</th>
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| 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

**Evaluation Quality**
- One randomized-controlled trial OR quasi-experimental trial without design flaws

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

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

**Implementation Tools**
- Training materials are available
- Information on the financial and human resources required
Questions We Ask

- 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

- 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**

<table>
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<th>Progress</th>
<th>Limitations</th>
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<tr>
<td>□ Increases in evidence-based practices identified for youth of color</td>
<td>□ Racial, ethnic, and cultural considerations</td>
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<td>□ Variation</td>
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<td>□ Methodological integrity and fidelity</td>
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EBPs are Effective or Applicable Across Groups, but...

- 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

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

- 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

This presentation was supported in part from a grant from the Annie E Casey Foundation
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

- **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

- **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

- “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

- 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

- 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

Stan Huey, Ph.D.
Department of Psychology
University of Southern California
Why Focus on Gang Youth?

- 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

Khalil, 2006; VIJ, 2006
Employment, Crime, Gangs, Ethnicity

- 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

Bullis & Yovanoff, 2006; Crutchfield & Pitchford, 1997; Farrington, 1995; Farrington et al., 1986; Good et al., 1986; Krikorian, 1997; Moss & Tilley, 2001; Ouimet & LeBlanc, 1996; Pager, 2007; Wilson, 1997)
Effects of Race & Criminal Record on Employment (Pager, 2007)
Why Should Employment Work?

- **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

- 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

- 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
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

Stephanie Irby Coard, Ph.D.
Human Development and Family Studies
University of North Carolina - Greensboro
Black Parenting Strengths and Strategies (BPSS) Goals

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
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

- 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

Racial Socialization

- 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?

- 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/hairdressers
- 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

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

- 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?

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

- 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

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