

Cultural Accommodations: A Strategy for Making Evidence-Based Practices Relevant and Engaging for Diverse Communities

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Every person is in certain respects

a. Like all other people

b. Like some other people

c. Like no other person

(Kluckhorn & Murray, 1953)

Three Levels of Human Phenomena

- First, all human beings share universal characteristics
- Second, groups of us share cultural norms such as language and ways of socializing our children
- Third, each of us is unique

Framework for Culturally Appropriate Interventions

- Selection of therapeutic principles and techniques with (potentially) universal relevance
- Identification of culturally relevant intervention approaches
- Tailored to individuals
- Empirical evaluation of intervention outcomes

Steps for Identifying Effective **AND** Culturally Relevant Interventions

- Core components
 - Theory
 - Mechanisms of change
- Culturally responsive strategies
 - Use of culturally relevant images, metaphors and stories
 - Acknowledges and addresses cultural values
 - Spirituality and Religion
 - Willingness to inquire about, acknowledge and incorporate spiritual themes generated by clients

Effective and Culturally Relevant Interventions

- Culturally Responsive Strategies
 - Acculturation
 - Creating a safe environment to discuss the stresses involved in navigating and adapting to a new culture
 - Racism, prejudice and discrimination
 - Acknowledge the reality and traumatic impact of such experiences

Effective and Culturally Relevant Interventions

- Must appreciate the heterogeneity within groups
- Dynamic sizing
 - Knowing when to generalize and be inclusive and when to generalize and be exclusive when working with clients.
 - Dynamic sizing avoids stereotypes while still appreciating the importance of culture

(Sue, 2006)



Culturally Relevant and Effective Interventions

- Some EBP's have been tested with diverse populations
 - Multisystemic Therapy
 - Parent Child Interaction Therapy
 - Incredible Years
 - Cognitive Behavioral Therapy
 - Interpersonal Psychotherapy for Depression
 - Trauma Focused CBT
 - Multi-Dimensional Family Therapy

Culturally Sensitive Interventions

- Facilitate accessibility of services
- Make use of methods that are acceptable and appropriate given the cultural values of the client
- Interventions must be further tailored to each individual client – appreciate the variability that exists within groups

(Munoz, 2005)



Incredible Years

- Intervention for young children (3-8) with disruptive behavior disorders
- Developed by Carolyn Webster-Stratton
- Goals of treatment
 - Decrease aggressive oppositional behavior
 - Strengthen children's social competence and self-regulation
 - Promote children's academic competence, school engagement and school readiness

IY-Intervention Methods

- Group – 10-14 parents
- 12-14 weeks
- Videotaped modeling
- Role Play and rehearsal
- Home assignments
- Group support
- Emphasis on therapeutic relationship –
”collaborative process”

IY – Fundamental Tenet

- Parents care about their children's welfare and would prefer to behave in ways that facilitate their children's development and success in school

IY – Core Components - Theory

- Social Learning Theory (Bandura, 1977)
 - Embodies principles of behavior change that are potentially applicable across cultures
 - Emphasizes the principle of reciprocal determinism – individuals both shape and are shaped by their environments
 - Teaching adaptive coping strategies are at the heart of the theory

IY –Core Components-Mechanisms of Change

- Play to promote positive parent-child relationships
- Praise and incentives to promote social competence
- Effective limit setting to increase cooperation
- Ignore, distract, redirect and time out to decrease aggressive behavior

IY – Culturally Responsive Strategies

- Parents determine their own goals for themselves and their children
 - Each unique group of parents generates the themes and principles that guide the discussions and exercises
 - The role plays and practices come from the parent's needs and issues
 - The group process supports members different opinions and goals

Themes Commonly Expressed by Immigrant Parents

- Loss of control or power of parents in the home regarding child rearing
 - Parents are encouraged to try discipline techniques that are compatible with their cultural identity and increase their confidence about parenting in a new culture

Common Themes

- Parents feel they engage in a balancing act between wanting their children to maintain their cultural identity while at the same time making the necessary adaptations so they can be successful in the United States
 - Parents are encouraged to read to children in their own language
 - To continue their oral history by telling stories about their childhoods and countries of origin
 - Strengthening their relationships with their children as a means of strengthening their child's bond to them and their culture

Common Themes

- Language and communication barriers make it difficult for parents to know how to interact with teachers and support their children's academic success
 - Parents are helped to know how to collaborate with teachers so they understand what is expected of their child
 - Group leaders contact teachers to find ways of increasing two-way communication between home and school

Common Themes

- Family stress, poverty, long work hours and financial struggles
 - The IY groups alleviate as many of the practical barriers to attendance as possible
 - Help with transportation
 - Offering the group at times families can come
 - Meals
 - Child Care
 - Practical support for school involvement
 - Letting parents decided how much time they can spend on the home assignments

Respect for Families' Culture, Individual Values and Goals

- Terminology and parenting concepts are defined using language that is culturally determined
- Program materials are translated
- Models in the vignettes represent different cultural groups
- Groups leaders need to understand and value parent's culture
- Focus groups prior to offering IY to an group of parents from a different culture

Empirical Evaluation of Outcomes

- Incredible Years is a well-validated intervention
- Carolyn Webster Stratton has conducted 6 random assignment studies and there have been 4 independent replications

Outcomes Achieved

- Increase in positive parenting
- Less harsh discipline
- Decrease in child behavior problems
- 2/3 of the children were functioning in the normal range socially and academically at a 3 year follow up

Evaluation of Outcomes with Diverse Populations

- Reid, Webster-Stratton and Beauchaine, 2001
 - Asian (Vietnamese), African American and Latino parents
 - Parents reported decreased child behavior problems at one year follow-up and increased parental confidence
 - Parents rated the group discussion, group support and free child care as the most valuable aspects of the program

Independent Replications with Diverse Populations

- Rojas-Flores, 2001 – Latino Families
- Gross, 2002 – African American families with 2-3 year old children
 - Increase in positive parenting
 - Decrease in harsh discipline
 - Increase in child competence
 - Decrease in behavior problems

Research Toward Evidence-Based Interventions for Diverse Populations

- Ricardo Munoz, Department of Psychiatry at San Francisco General Hospital
 - <http://www.medschool.ucsf> Latino Research
- Stephanie Coard, Center for Child and Family Policy, Duke University – Parent Training with African American Families
 - Journal of Child and Family Studies, Vol.13, No 3, September 2004, pp.277-293



Research with Diverse Populations

- Dolores Subia Bigfoot – Indian Country Child Trauma Center, University of Oklahoma
 - <http://www.icctc.org>
- Phil Fisher and Tom Ball – Oregon Social Learning Center – Indian Family Wellness
 - Fisher and Ball (2005) – Balancing Empiricism and Local Cultural Knowledge in the Design of Prevention Research
 - Journal of Urban Health, 82 (Suppl 3), pp. 44-55