



Central East (HHS Region 3)

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Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Adapting Prevention Interventions to Better Serve Populations Which Are Under-Resourced Part 2: Strategies and Practices for Adapting Evidence- Based Programs

August 16, 2022

Thank you for joining us today.
We will begin promptly at **1PM** Eastern.

SAMHSA
Substance Abuse and Mental Health
Services Administration

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Technical Information

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LIVE

This webinar is now live.



It is being recorded.



Please remain muted.

Welcome

Central East PTTC Webinar

Adapting Prevention Interventions to Better Serve Populations Which Are Under-Resourced Part 2: Strategies and Practices for Adapting Evidence-Based Programs

The Central East PTTC is housed at the Danya Institute in Silver Spring, MD

Oscar Morgan
Executive Director

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Project Director



Each TTC Network includes 13 centers.



Network Coordinating Office

National American Indian and Alaska Native Center

National Hispanic and Latino Center

10 Regional Centers (aligned with HHS regions)

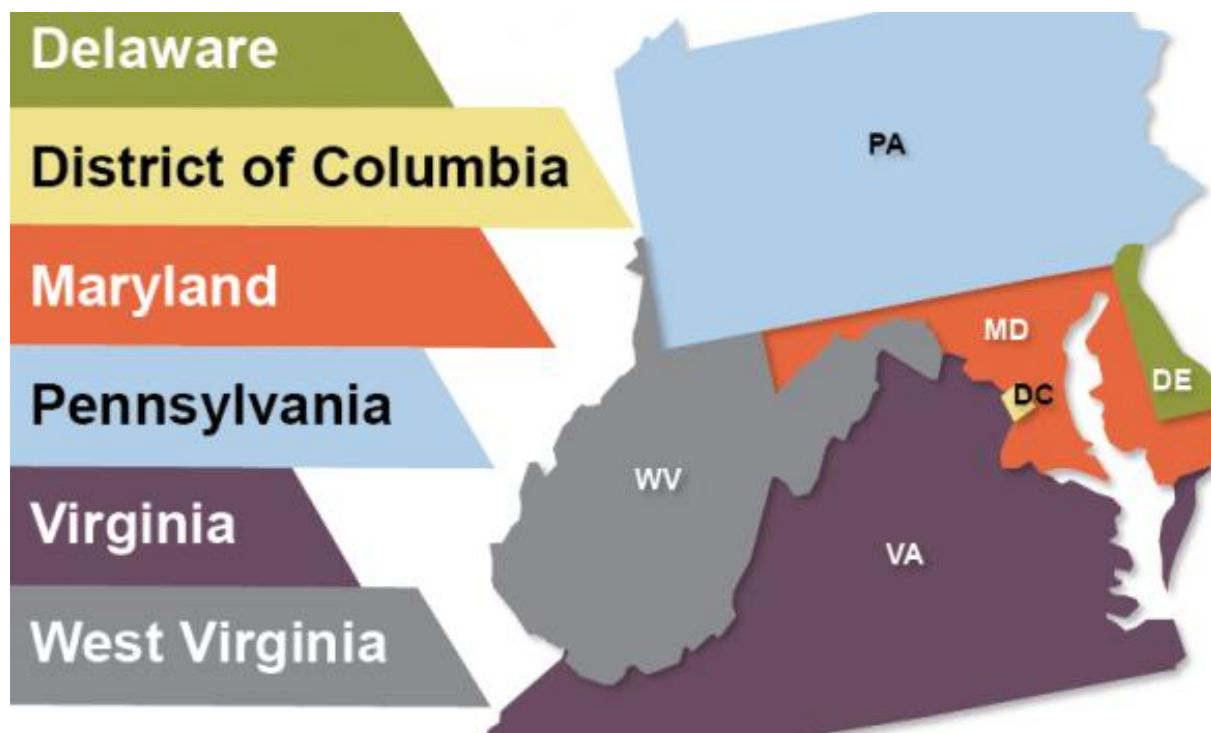


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Central East Region

HHS REGION 3



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The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

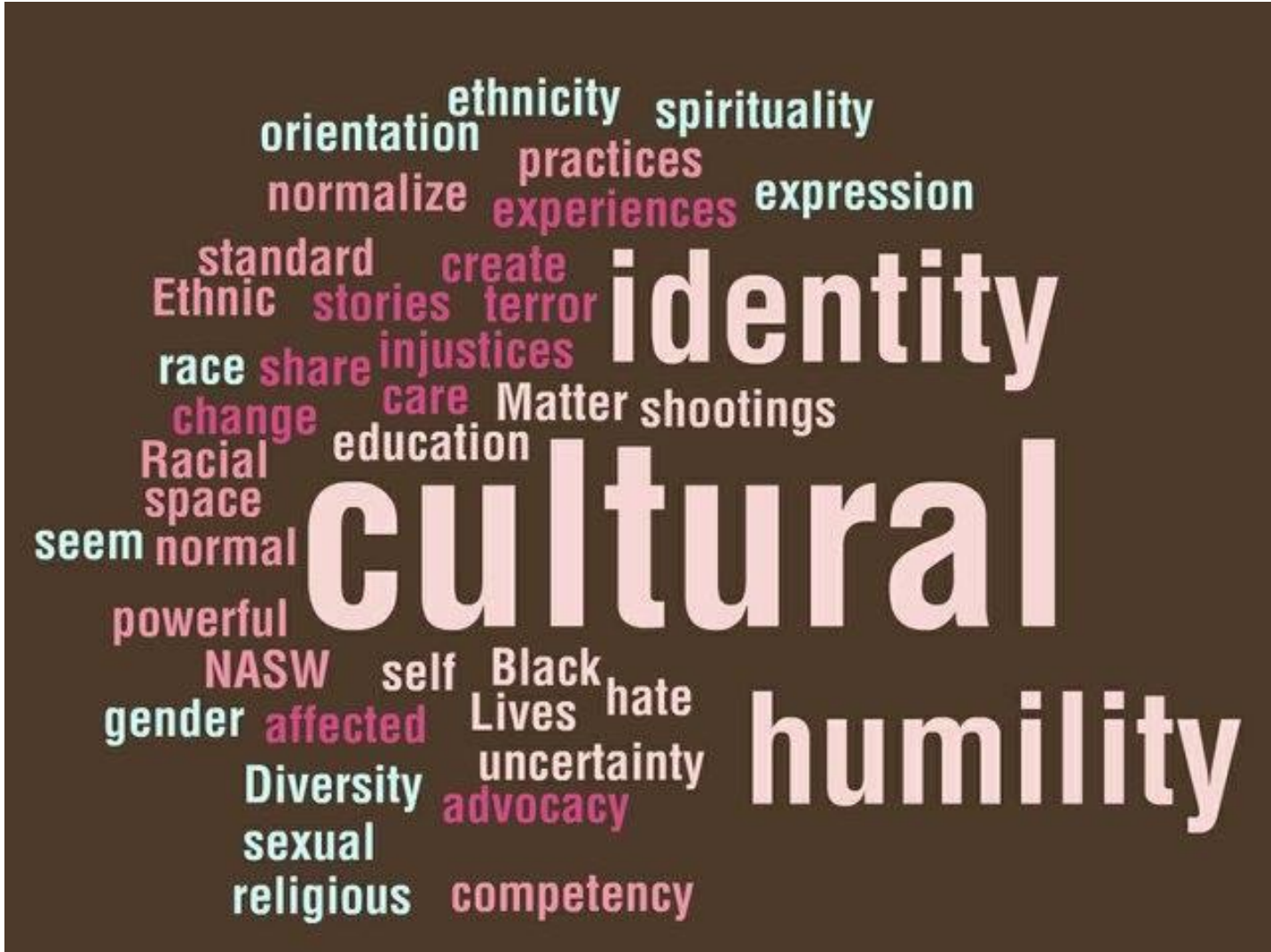
PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.



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PTTC Mission



To Strengthen the Capacity of the Workforce

1

To Deliver Evidence-Based Prevention Strategies

2

Facilitate Opportunities for Preventionists to Pursue New Collaboration Opportunities, which include Developing Prevention Partnerships and Alliances

3

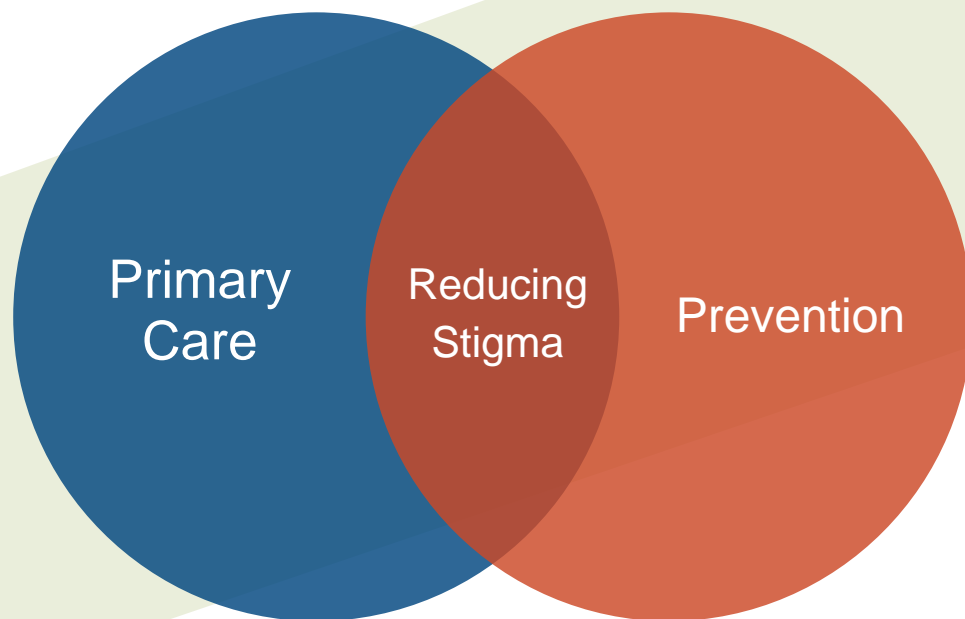


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Central East PTTC Specialty Area

Engaging and Collaborating
with Primary Care Providers
for Substance Use
Prevention



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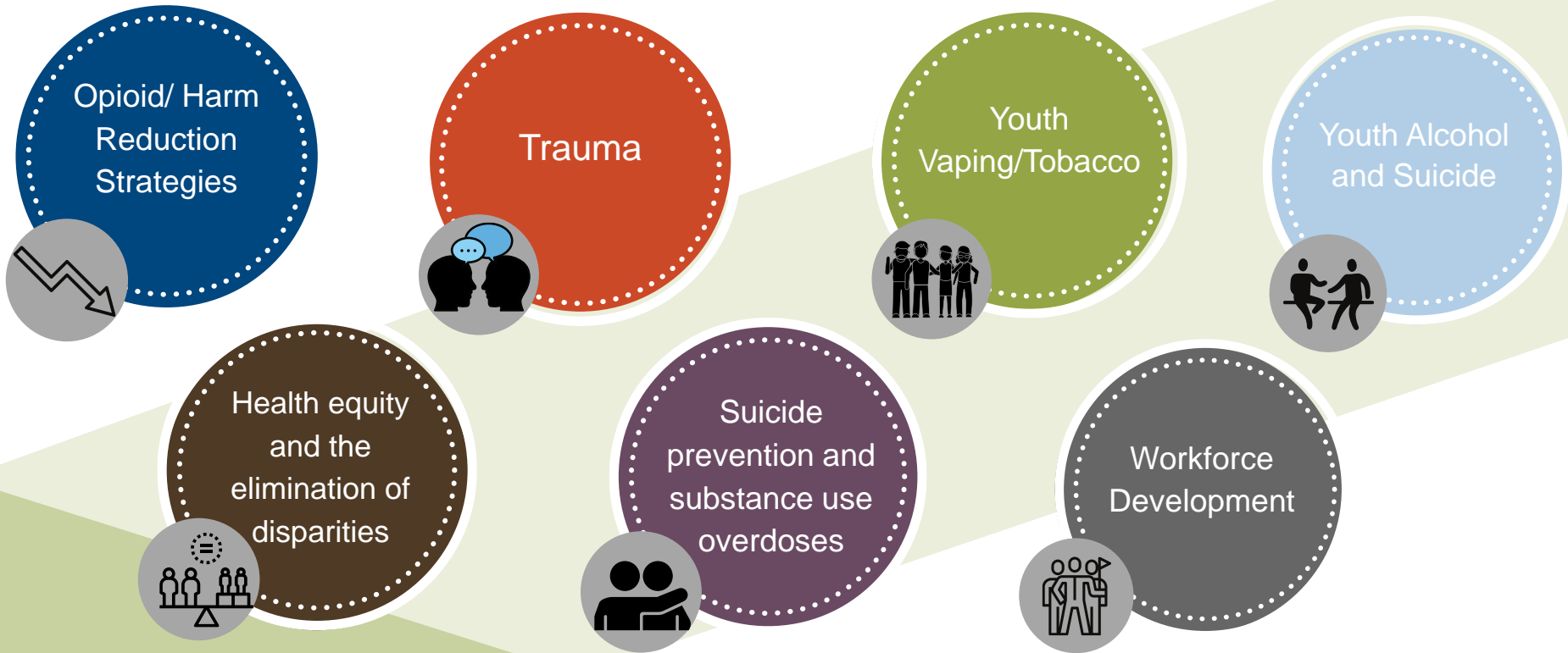
Eligibility



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PTTC Focus Areas



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Services Available



Online Courses



Technical Assistance



Skill Based Training



Webinar



Toolkits



Facilitate Prevention Partnership & Alliances



Research Learning Collaborative



Newsletter



Technology Driven Models



Literature Searches



Virtual Meeting



Research Publication



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Other Resources in Region 3



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ATTC

Addiction Technology Transfer Center Network
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MHTTC

Mental Health Technology Transfer Center Network
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Adapting Prevention Interventions to Better Serve Populations Which Are Under-Resourced

Part 2: Strategies and Practices for Adapting Evidence-Based Programs

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August 16, 2022

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Presenters



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Lauren Pappacena



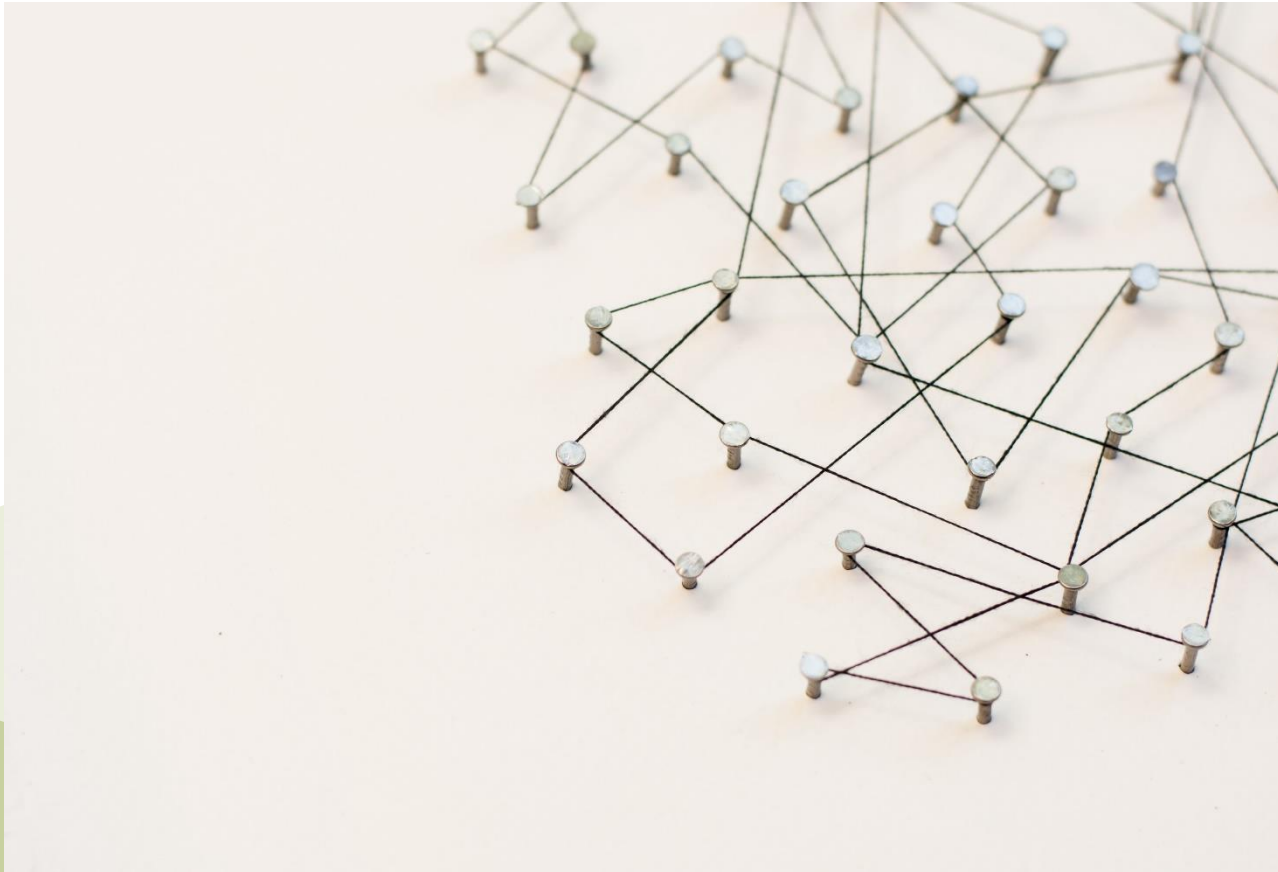
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Learning Objectives

- Outline the ecological validity and cultural sensitivity frameworks for cultural adaptation
- Overview conceptual and collaborative processes for adapting interventions
- Discuss opportunities to improve organizational cultural humility
- Share examples of successful adaptations of prevention interventions

Frameworks for Cultural Adaptation



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Frameworks for Cultural Adaptation

- Given limited research, the EVM and CSF frameworks can guide efforts to ensure adaptation is legitimate and systematic
- **The Ecological Validity Model (EVM)** outlines eight areas to include in adaptation
- **Ecological Validity** is the relationship between real-world phenomena and the investigation of these phenomena in experimental contexts
 - Can we generalize our observed behavior in a research setting to natural behavior in the world?

EVM's Eight Dimensions

- **Language:** Consider emotional expression and mannerisms as well as translation
- **Persons:** Understanding of the participant-facilitator relationship
- **Metaphors:** Includes symbols, sayings and concepts
- **Content:** Includes values, customs and traditions

EVM's Eight Dimensions

- **Concepts:** Theoretical constructs and how they're communicated to participants
- **Goals:** Agreement between the intervention goals and participant understanding of the goals
- **Methods:** Procedures & activities to achieve goals
- **Context:** Socio-economic background of the participant
- The eight dimensions should be constantly re-evaluated as cultural adaptation is a dynamic process that changes across time and contexts



Cultural Sensitivity Framework

- **Cultural Sensitivity Framework (CSF)** organizes adaptation into surface vs deep structural adaptations
 - **Surface structure:** Modifying images or phrases so concepts are more familiar to the target group
 - **Deep structure:** Infusing the unique worldviews, beliefs, values, and behaviors of a population into programming

Adapted vs Grounded Approaches

- Cultural responsiveness occurs across a continuum; going beyond deep adaptations to creating culturally grounded interventions
- **Adapted:** Starts with an EBP as the foundation for a culturally tailored intervention
 - Can be surface structure or deep structure
 - Less expensive & less time consuming
 - Can be a transitional step
- **Grounded:** Designed from the “ground up”
 - Increased likelihood of achieving positive outcomes
 - Requires more time and close collaboration though both approaches require engaging with the population



Adaptation Processes



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Engaging With the Population

- Crucial for maintaining dignity
- Community engagement impacts the implementation and long-term adoption of interventions
- Collaboration should be sustained throughout the implementation processes
 - In fact, it should last the entire planning process
- If in a coalition, it should mirror your community
- If not a coalition, ensure mechanisms for community feedback



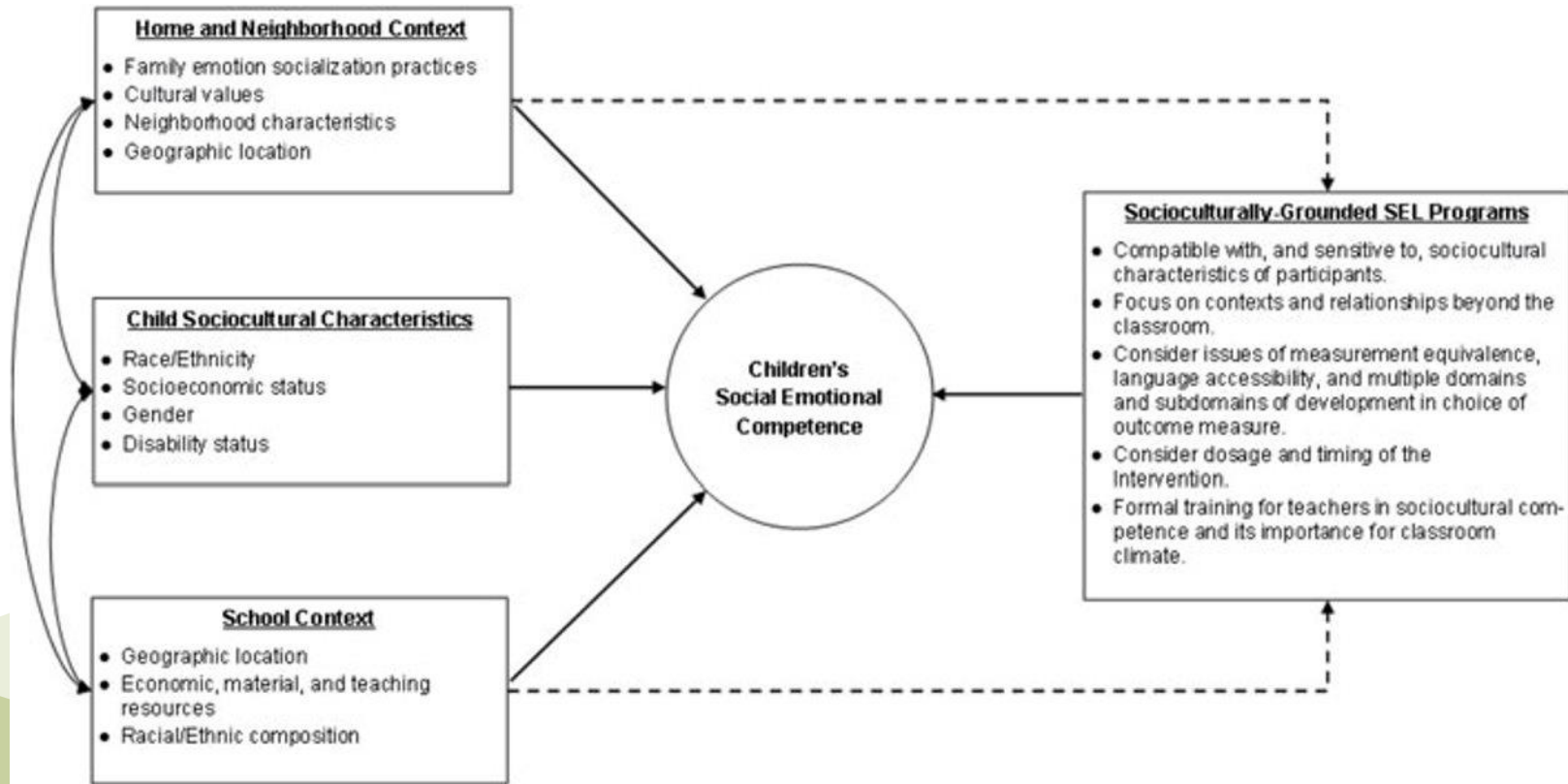
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Engaging With the Population

- Be open to revising or discarding elements of the intervention based on feedback from the population of interest
- For youth substance use, make youth the subject of planning involvement, not the object of your activities
- Another good planning practice is developing a conceptual model

Conceptual Models



———→ Direct influences
 - - - -> Moderating influences
 (For parsimony, association between Child Sociocultural Characteristics and SEL Programs not shown)



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Conceptual Models

- **WHAT** is the purpose of your conceptual model?
 - Visualize various social/ environmental/ community factors at work
 - Allow for common understanding of these factors among coalition members
 - Understanding which core components should remain when adapting

Conceptual Models

- **WHY** are conceptual models important? They create a framework for...
 - Understanding how various community and individual characteristics interact with one another
- Understanding how these characteristics may ultimately impact the success of your program
 - Can inform the success of program implementation, deployment, and sustainability



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Multisector Collaboration

- A conceptual model may indicate the need for collaboration with other community sectors
- Engaging individuals and organizations across sectors can add value and reach to prevention programming (Anderson et al. 2014)
- Should also establish relationships with organizations and institutions that represent different populations



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Example Sectors in Prevention

TABLE 1 Communities of Practice Sectors that Support Substance Abuse Prevention Efforts

Community Sector	Definition	Community Groups Engaged
Youth	People in the community who are between childhood and adulthood	Youth volunteers, youth groups
Parents/Families	Parents of children in the community; those involved in the well-being of children	PTA/PTO, Parent support groups
Schools	Institutions that provide instruction for teaching	High schools; Universities
Businesses	Organizations where people buy or sell products for financial profit	Retailers; Companies
Media	Organizations that specialize in using mass communications to deliver messages to communities	Newspapers; Radio; Television
Law enforcement agencies	Local or state governmental safety authorities and law enforcement offices	Police; Sheriffs; National Guard
Religious/Fraternal organizations	Organizations that are religious in nature and are distinguished from government, or secular organizations	Parishioners; Clergy; Religious associations
Civic and volunteer groups	Social service agencies and organizations that promote social well-being activities	Community organizations
Healthcare professionals	Individuals or organizations that provide health care services	Hospitals; Nurses; Physicians
Government agencies	Local, state, or tribal organizations working on behalf of a state or federal agency	Local government; Health department
Other	Individuals or organizations who do not fit any of the above definitions and are not included in the named sectors	



How to Improve Organizationally



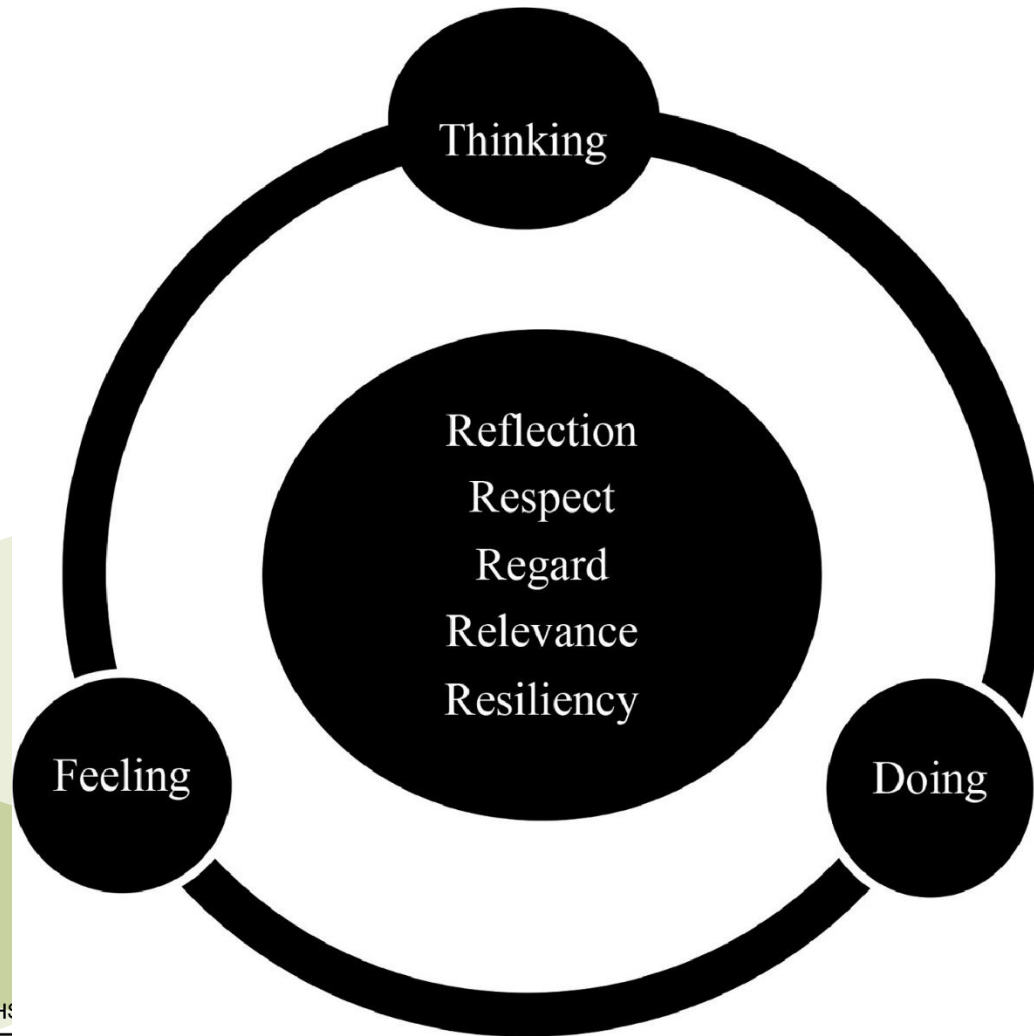
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Improving Cultural Humility

- Looking inwards
 - Addressing biases
 - Ensuring person-first language
 - Improving onboarding
- Working outwards
 - Establish a formal or informal coalition
 - Build relationships with people from diverse backgrounds and expertises
- Following the principles of cultural competence

The Conceptual Model for Organizational Cultural Humility (Robinson et al)



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Importance of Coalitions

- **WHAT** is a coalition?
 - Group of stakeholders and community representatives dedicated to upholding cultural humility in their work
 - Seeks to achieve population-level change to the community; environmental-focused strategies
- **WHO** should be in a coalition?
 - Should mirror your community! There is no “one size fits all” coalition.
 - Coalitions with DFC funding need representatives from across 12 community sectors



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Importance of Coalitions

- **HOW** to be successful in your efforts as a coalition?
 - Customize to best-fit your community
 - Acknowledge the role of culture in shaping beliefs and behavior
 - Recognize internal diversity within cultural groups
- **WHY** build a coalition?
 - Brings diverse backgrounds & expertise
 - Strengthens cultural competency
 - Helps develop “strong group IQ” for developing culturally humble practices
 - Collaborative benefits to members



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Ensuring Cultural Humility

- Once you've established your coalition...then what?
 - Establish “buy-in” throughout the organization
 - Identify which cultural groups should be involved
 - Identify potential organizational barriers to cultural humility efforts
 - Assess current level of cultural competence
 - Assess which resources are needed
 - Establish goals and implementation steps with clear deadlines
 - Commit to ongoing evaluation



Principles of Cultural Competence (SAMHSA)

- Ensure community involvement in all areas
- Use a population-based definition of community
- Stress the importance of relevant, culturally appropriate prevention approaches
- Employ culturally competent evaluators
- Promote cultural competence among program staff that reflects the communities they serve
- Include the target population in all aspects of prevention planning



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Examples of Successful Adaptations



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Examples of Adapted Programs

- Strengthening Families Program for Parents and Youth 10-14
 - Bii-Zin-Da-De-Dah “Listening to One Another”
 - Thiwáhe Gluwáš’akapi “Sacred Home Where Families Are Made Strong”
- Strong African American Families
- keepin’ it REAL
- Guiding Good Choices

Strengthening Families Program for Parents and Youth 10-14 (Ivanich et al)

- SFP 10-14 is a family-based program focused on preventing early youth substance use
 - Improve family communication
 - Reduce family conflict
 - Teach substance use resistance skills
 - Consists of seven 2-hour sessions
 - Originally developed for rural Midwestern White youth
- Two long-running adaptations among indigenous populations have been studied



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Bii-Zin-Da-De-Dah “Listening to One Another”

- Implemented in 7 Ojibwe communities in southern Canada and northern Midwest US
- Four major iterations from 1996 to 2020
 1. Core program retained with some cultural components added
 2. More major cultural content added, with new additions for older youth as well
 3. Added community partner feedback component to facilitate easier adaptation to additional communities
 4. Updated cultural components, added social network content, added new video and other new structures



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Bii-Zin-Da-De-Dah “Listening to One Another”

- Still targets the same core risk and protective factors as SFP 10-14
- But has substantially changed over time through close researcher/community collaboration
- Journey from a surface structure adaptation to a fully culturally grounded program
- Developed process for new communities to join
- Research on the latest adaptations is still ongoing, but earlier iterations were found to significantly reduce alcohol use among youth

Thiwáhe Gluwáš'akapi “Sacred Home Where Families Are Made Strong”

- Implemented in a Lakota community with support from the University of Colorado
- Adapted in two phases from 2013-2015
 1. Surface changes such recreating program videos with local actors, renaming the program, altering examples to fit local experiences. Also added a tribal kinship system
 2. Added language teaching component and social media skills; removed substance use-specific content in favor of overall health and wellness message



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Thiwáhe Gluwáš'akapi “Sacred Home Where Families Are Made Strong”

- Targets many of the same core factors as SFP 10-14
- Adapted very specifically for the Lakota community's needs, which may limit its mass usability
- Process evaluation showed very effective collaboration between researchers, the original SFP 10-14 program advisors, and the community
- Outcome evaluation is still ongoing



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Strong African American Families

- Culturally grounded prevention program originally designed for rural African American youth
- Informed from an adaptation of SFP 10-14 named “Harambee” (Iowa State University)
 - Added culturally sensitive design elements, but otherwise was the original SFP 10-14 program
- SAAF added major new elements, such as parental guidance on racial identity and prejudice

Strong African American Families

- Studies have found numerous positive outcomes for participants (Blueprints)
 - Reduced alcohol use, fewer conduct problems, improved protective factors against alcohol and substance use
- SAAF has now been implemented in many different environments, but most major studies have been of rural families
 - Unclear if any adaptations for urban environments may be necessary

keepin' it REAL

- Classroom-based, video-enhanced prevention program originally designed for urban settings in the Southwest US
- Six core components
 - communication competence
 - narrative-based knowledge
 - social norms education
 - social learning of life skills
 - drug-resistance strategies
 - local social context



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Adapted to Rural Schools in OH & PA (Colby et al)

- Hired community liaisons to build relationships, manage logistics, and work with program designers throughout
- Six step iteration process
 - Formative interviews with youth
 - Focus groups with teachers
 - Teen Advisory Group (TAG) created
 - New video development
 - Lesson development and adaptation
 - Feedback and revision



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Guiding Good Choices

- Family skills training program for parents of middle school children
 - Contains 5 two-hour sessions
 - Children attend 1 session on substance use peer refusal skills
 - Other 4 sessions teach parental skills
 - Identify substance use risk factors
 - Develop effective parenting techniques
 - Manage family conflicts
 - Use family meetings to involve children



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GGC Chinese American Adaptation (Wang-Schweig et al)

- Designed using a model intended to ensure the program would honor participants' worldviews, norms, beliefs, and values
 - Examined the original theory underlying the intervention to determine constructs relevant to the program's core components
 - Identified the constructs most likely to be culturally dependent and reviewed the literature to learn how Chinese American culture may influence them
 - Updated program model to account for these cultural influences and how to address them
- Adaptation was a theoretical model rather than actually implemented



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Conclusion

- By following the EVM and CSF frameworks we can ensure we are addressing all aspects of adaptation
- And by following key processes we can develop an understanding of community needs and a system for creating the adaptation
- We may also need to improve our own cultural awareness and understanding
- Examples of successful adaptations illustrate how this work can be achieved



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Contact Us



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