

# *The need and relevance of cultural adaptation for prevention interventions with diverse communities*

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# Overview

- Cultural adaptation
- Healing through parenting
- Integrating your experience

## Funding Support:



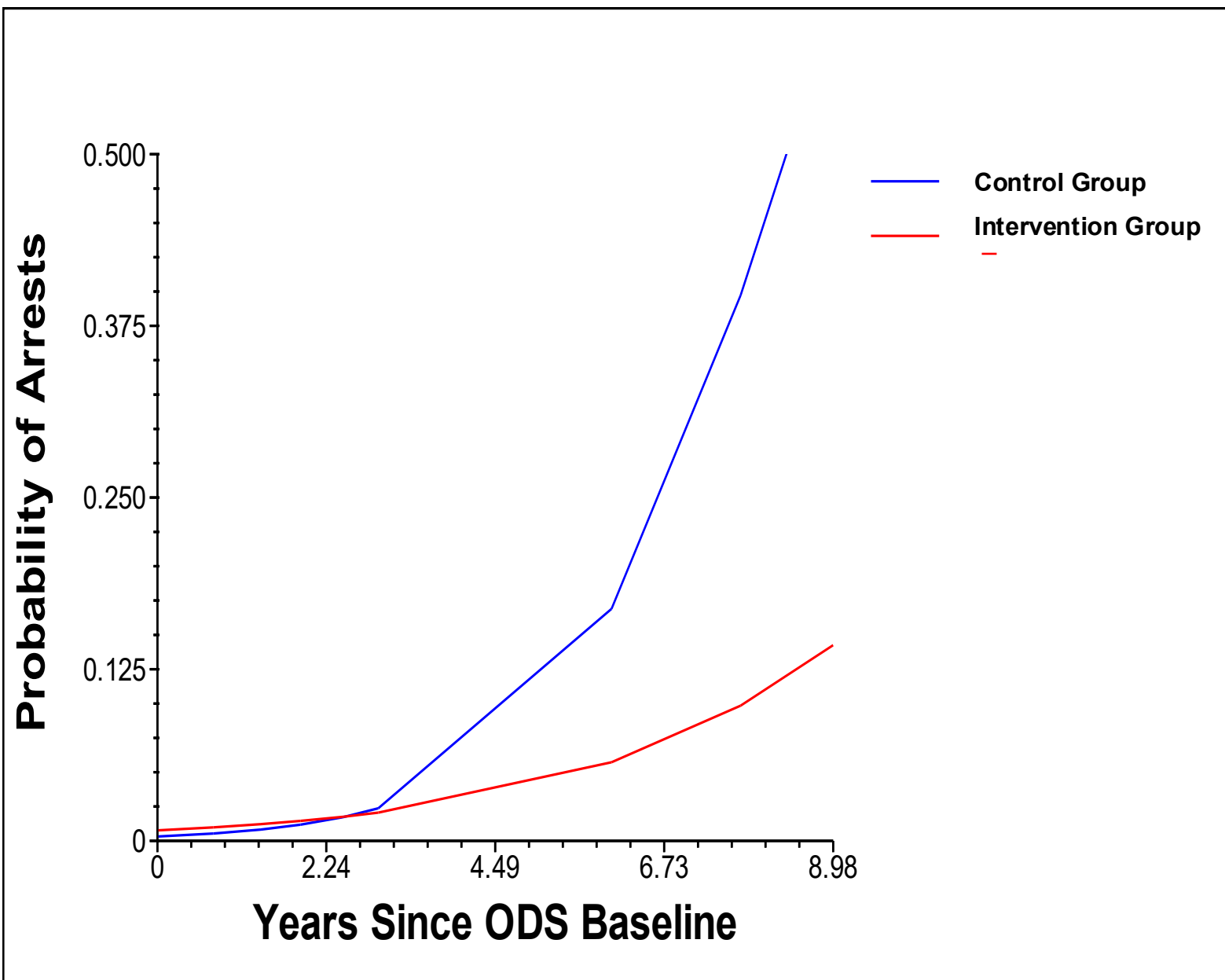
# What is Cultural Adaptation?

Cultural adaptation refers to “the systematic modification of an evidence-based treatment (EBT) or intervention protocol to consider language, culture, and context in such a way that is compatible with the client’s cultural patterns, meaning, and values”

(Bernal, Jimenez-Chafey, & Domenech-Rodriguez, 2009).

# ¿Why Cultural Adaptation?





**PREVENTION AVE**

**← THIS WAY**











Realizar una Psicología  
de la liberación exige  
primero lograr una  
liberación de la  
Psicología.

Ignacio Martín - Baró  
(7/11/1942 - 16/11/1989)

**“Why are we hated so much?”**









# Pursuing a Dream...



# Learning from the families we aspire to serve


Qualitative study (n = 83) aimed at:

- a) Learning from the life experiences of Latino/a parents in Michigan.
- b) Exploring the feasibility of disseminating parenting interventions among Latinos/as residing in Michigan.
- c) Identifying a target Latino/a community in high need of services.

Parra-Cardona, J.R., Holtrop, K., Córdova, D.,\* Escobar-Chew, A.R., Tams, L., Horsford, S., Villarruel, F.A., Villalobos, G., Dates, B., Anthony, J.C., & Fitzgerald, H.E. (2009). “*Queremos Aprender*”: Latino Immigrants call to integrate cultural adaptation with best practice knowledge in a parenting intervention. *Family Process*, 48, 211-231.

Parra-Cardona, J.R., Córdova, D., Holtrop, K., Villarruel, F.A., & Wieling, E. (2008). Shared ancestry, evolving stories: Similar and contrasting life experiences described by foreign born and U.S. born Latino parents. *Family Process*, 47, 157-172.


# Qualitative Findings: Latino/a Immigrants

- 1) Adversity and Discrimination
  - 2) Parenting Challenges
  - 3) Parenting Needs
- 

# Adversity and Discrimination

A foreign-born father expressed:

“Discrimination is a bitter drink that you need to swallow...you have to swallow it...because you say ‘If I get rebellious or do not behave, they can throw me into jail or they won’t help me’...So, you just have to swallow that drink.”

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# Cultural Identity and Latino/a Cultural Values

- A mother expressed:

*“Latino values is to instill in your children to be respectful of others . . . it goes in the blood what your parents teach you.”*



<b>Dimension</b>	<b>Definition</b>	<b>Manual Translation and Language Adaptation</b>
<i>Language</i>	Do participants understand language, idioms, and words used in the curriculum?	<ol style="list-style-type: none"> <li>1. Dr. Domenech-Rodríguez conducted focus groups with 41 parents to help her inform the dimensions proposed by Bernal.</li> <li>2. The manual was used in a pilot study and participants provided feedback related to the content, language, and cultural appropriateness of the intervention.</li> <li>3. The language utilized in the curriculum manual and supportive materials was modified according to feedback provided by participants.</li> </ol>
<i>Persons</i>	Role of ethnic similarities and differences between client and therapists in shaping therapeutic relationships	The pilot study with the translated curriculum was delivered by Latina interventionists.
<i>Metaphors</i>	Symbols utilized in the curriculum should be consistent with culture	Idioms and expressions known as “dichos” in the Latino culture were incorporated into the manual. For example, the dicho “ <i>a buen entendedor, bastan pocas palabras</i> ” (a good learner can understand with few words), was an expression used to teach the PMTO core component of <i>Good Directions</i> .
<i>Concepts</i>	Are concepts included in the curriculum culturally relevant?	The core components of PMTO are syntonetic with the Latino culture as previously discussed in the literature review.
<i>Content</i>	Does the curriculum use case examples that are culturally relevant?	PMTO role-plays were adapted according to cultural experiences that participants identified as having an important influence on their lives. The cultural appropriateness of graphic materials was also examined.
<i>Goals</i>	Are treatment goals culturally relevant?	PMTO treatment goals are framed in the curriculum according to cultural values associated with the Latino culture. For instance, the PMTO core component of <i>encouragement</i> is presented to parents by highlighting to parents that they are their children’s best teachers.
<i>Methods</i>	Are the treatment methods included in the curriculum culturally relevant?	<p>Activities in the translated manual were adapted as follows:</p> <ol style="list-style-type: none"> <li>1. Role plays are presented by highlighting the need to know how to react to difficult and intense parenting situations.</li> <li>2. Homework assignments are presented as “<i>practice assignments</i>” to focus on the positive and guard from alienating parents who have a suspicious or negative attitude toward the U.S. educational system.</li> <li>3. Groups are scheduled on weekday evenings to accommodate to parents’ schedules and family responsibilities.</li> </ol>
<i>Context</i>	Does the curriculum and intervention delivery take into consideration contextual issues?	The intervention that utilized the treatment manual was delivered by facilitating transportation when needed, as well as dinner and childcare free of charge.



	CAPAS-Original	Mean Rating	CAPAS-Enhanced	Mean Rating
1	Introduction	4.63	<b>Being a Latino Immigrant Parent</b>	<b>4.69</b>
2	Giving Good Directions	4.51	Giving Good Directions	4.57
3	Encouragement I	4.45	Encouragement I	4.53
4	Encouragement II	4.43	Encouragement II	4.56
5	Booster	4.47	Setting Limits I	4.51
6	Setting Limits I	4.60	Setting Limits II	4.64
7	Setting Limits II	4.50	Setting Limits III	4.52
8	Setting Limits III	4.52	Booster	4.58
9	Booster	4.58	Monitoring	4.52
10	Monitoring	4.56	Problem Solving	4.56
11	Problem Solving	4.51	<b>Parenting Between Two Cultures</b>	<b>4.60</b>
	<b>Average</b>	<b>4.52</b>	<b>Average</b>	<b>4.57*</b>

\* $t(6) = -.670, p = .528$

# RESULTS

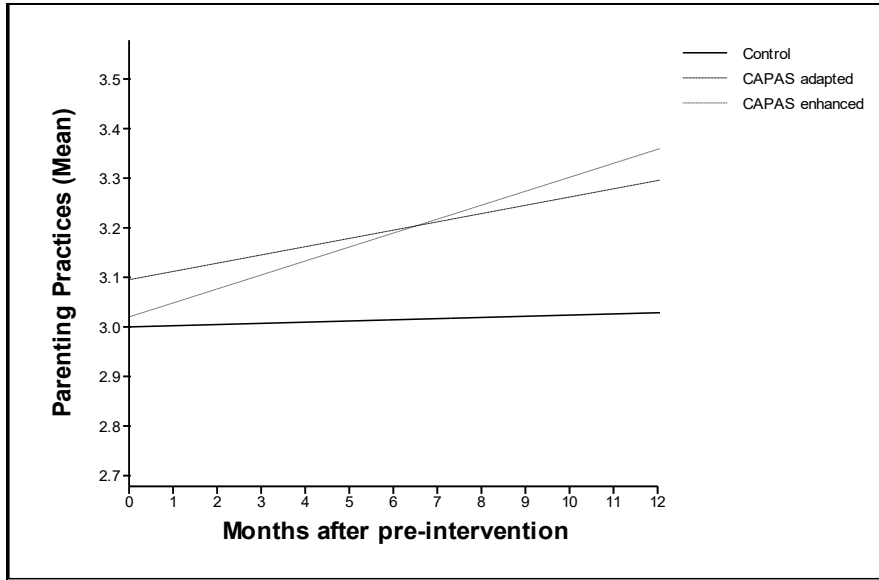


Fig 1. Estimated change on overall parenting practices

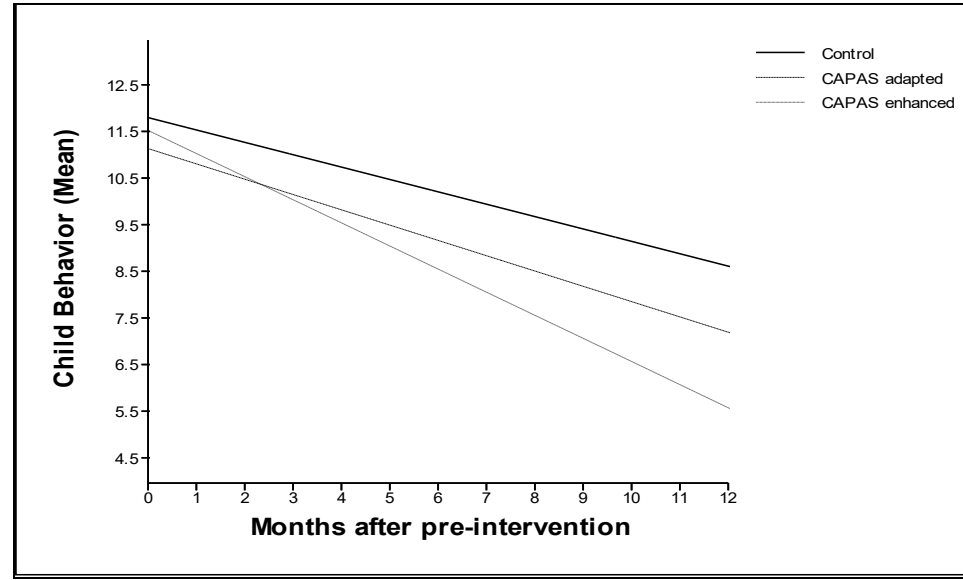



Fig 2. Estimated change on overall child behavior

Parra-Cardona, J. R., Bybee, D., Sullivan, C. M., Domenech Rodríguez, M. M., Dates, B., Tams, L., & Bernal, G. (2017). Examining the impact of differential cultural adaptation with Latina/o immigrants exposed to adapted parent training interventions. *Journal of Consulting and Clinical Psychology*, 85, 58-71.


# Discrimination

“Outside my house I cannot talk, I cannot complain...When I get back home, everyone respects me...I have power at home.”




## Intervention Satisfaction: Skill Encouragement

“I always had problems with my daughter doing her homework. From giving 25 orders at once. Now, with the incentive chart, it is only five steps. It has helped me a lot.”  
(father)



## Limit Setting


“I was not close to my children. I would only yell at them, “Do this!” “Do that!” I learned here that one thing is respect and another fear...they were afraid of me” (mother)





## Intervention Satisfaction: Positive Involvement

“I learned that I was the one who had to change, rather than expecting my child to change. Before, my son would approach me and I would evade him. Now, he approaches me and I express my love to him.” (CA mother)

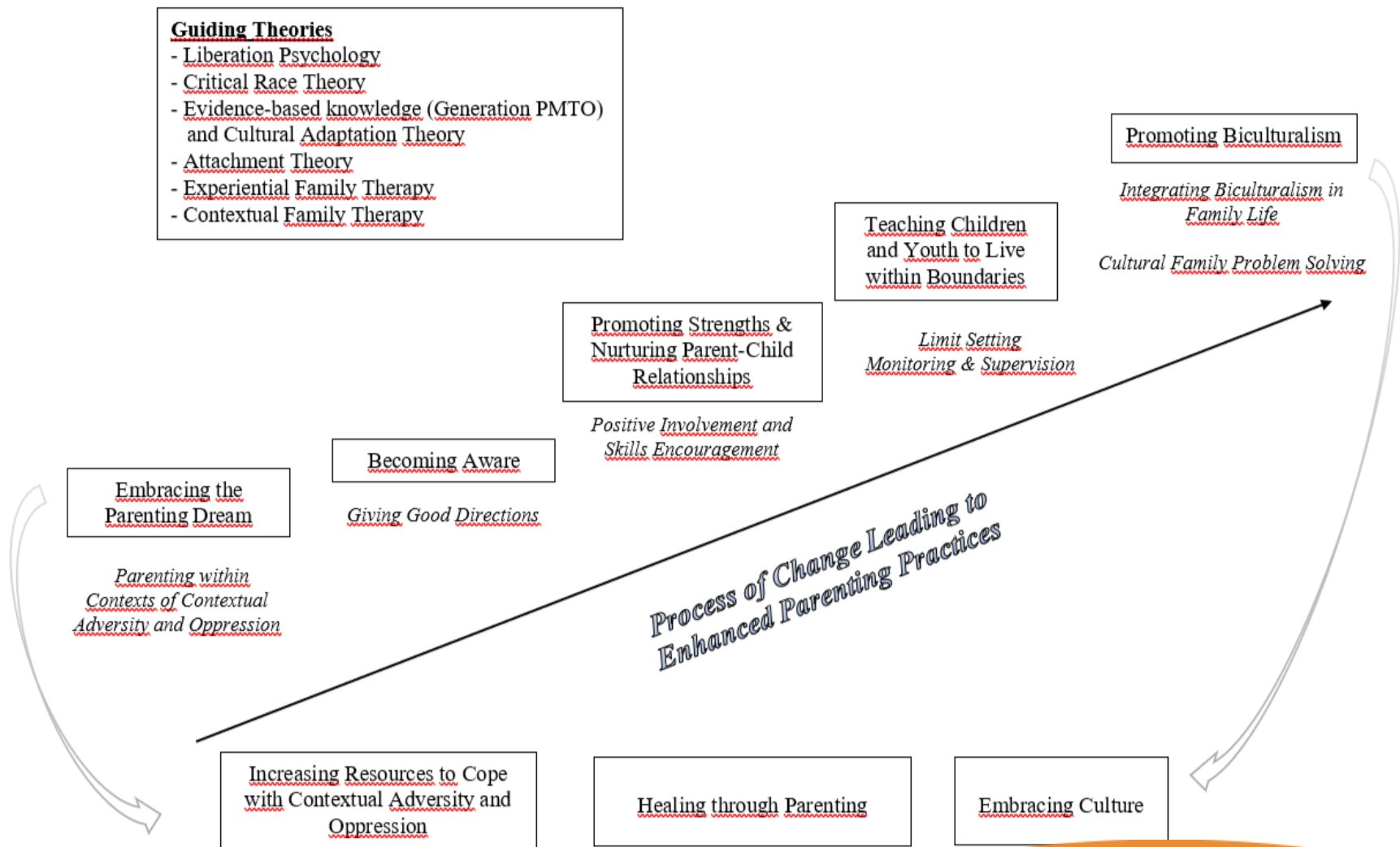


## NIDA parenting study

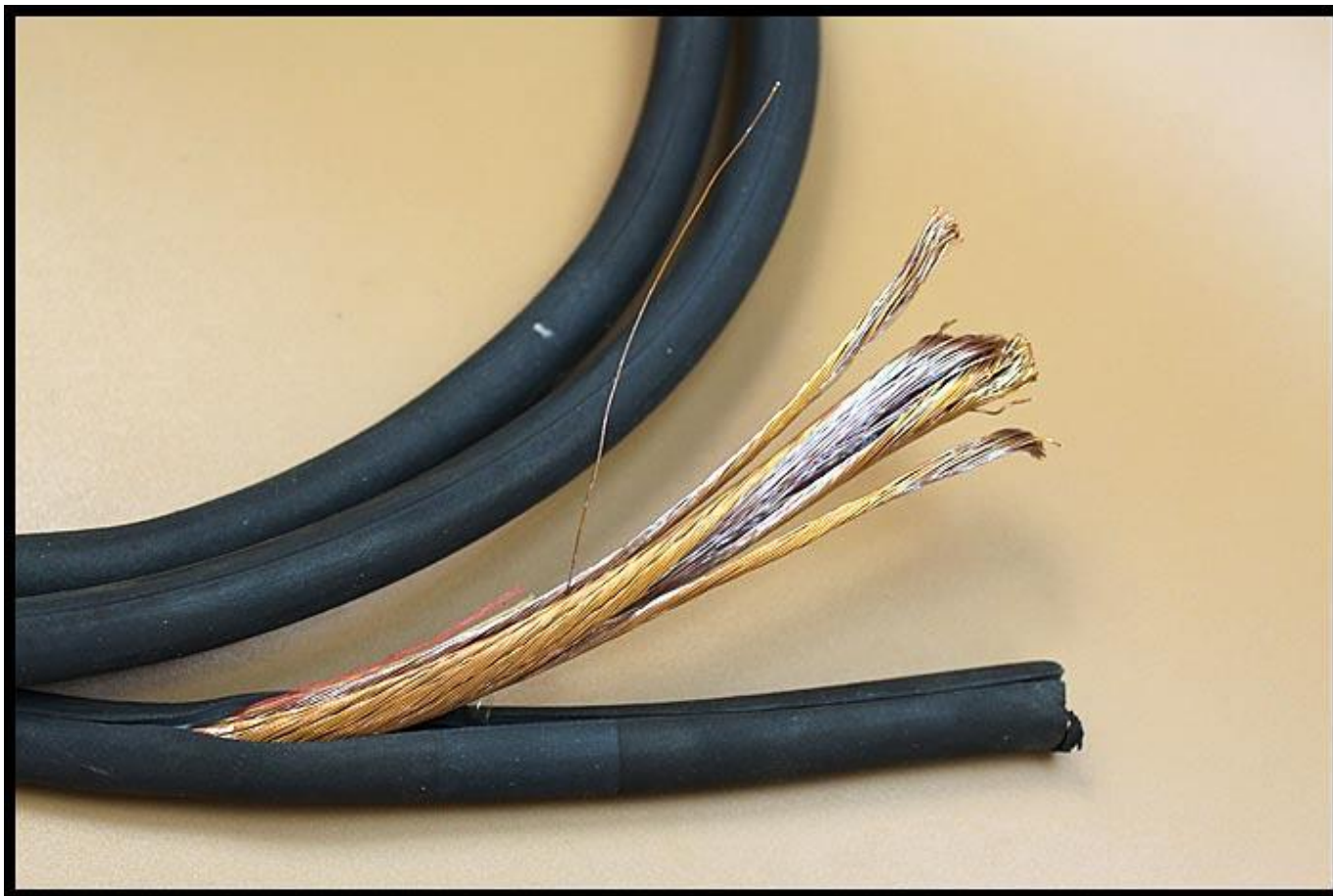
- Families with adolescent children
- Overt focus on discrimination and biculturalism.
- High retention at T2 despite intense anti-immigration context: 87% families
- High satisfaction with the intervention.
- High effects sizes on youth and parenting outcomes.




Figure 1. Graphic Model of Process of Change.



Juan




Racial socialization refers to the study of “overt and covert behaviors parents use, over and above those responsibilities shared by all parents, to psychologically prepare children for success in a racially stratified American society” (Peters, 1985, p. 562).

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# Evidence-based Knowledge and Cultural Adaptation



# Attachment Theory

- A focus on promoting **secure attachment**
  - Paradoxically, as parents strengthen a secure emotional relationship with their children by engaging in nurturing and effective parenting skills, **they gradually see in a different light the relationship with their own parents**. In fact, it is common for parents to express that their **own experiences of success as parents constitute a precursor for understanding their parents' deficient caregiving** behaviors. Parents also frequently report how their own parenting experiences facilitate **a process of forgiveness** for the maltreatment or neglect that they experienced as children (Parra-Cardona, 2018).
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# Experiential Family Therapy

**ROLE  
PLAY**

IT'S PURE IMAGINATION

## Giving Good Directions

“I was able to see all the mistakes we make as parents. We were not giving good directions and our children were not responding like we wanted. We also learned how to control our emotions, which is fundamental.”



# Contextual Family Therapy


- Contextual family therapy highlights the importance of **achieving fairness in the parent-child relationship**, the need to identify **detrimental transgenerational legacies**, as well as the importance of **promoting parental accountability** as a key precursor of new legacies.

(Boszormenyi-Nagy & Krasner, 1986)



“I used to say that our children were the ones with the problem, but I realized that if we are doing things wrong, they will do things wrong as well. It’s about learning that our children are only the reflection of our actions.”

“I learned to see the chains of education we have from our parents and how we want to do the same. They made us do things with one intimidating look, but communication and respect are better. My old ways were wrong and now I am closer to my daughter.”

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# Reflections

- Cultural adaptation
- Healing through parenting

