

Culturally Tailoring Interventions for Social Work Research and Practice

Sandy Magaña, MSW, PhD

Steve Hicks School of Social Work

University of Texas at Austin

Why culturally tailor interventions?

- ▶ The majority of evidence-based interventions are not tested with culturally diverse populations
- ▶ Diverse groups have unique needs and often fall through the cracks of service and healthcare systems
- ▶ Interventions tailored for specific populations, needs and outcomes can address these needs and reduce disparities

What do we mean by cultural tailoring an intervention?

- ▶ Ensuring an intervention is culturally responsive to the group you plan to serve
- ▶ Can be creating (deriving) a new intervention that is culturally tailored to a specific group or culturally adapting an existing intervention to a specific group

EBP in Diverse Communities

What is cultural adaptation?

- “...reviewing and changing the structure of a program or practice to more **appropriately fit the needs and preferences** of a particular cultural group or community.”

Models of Cultural Adaptation (applies to culturally derived interventions too)

▶ Surface level adaptation

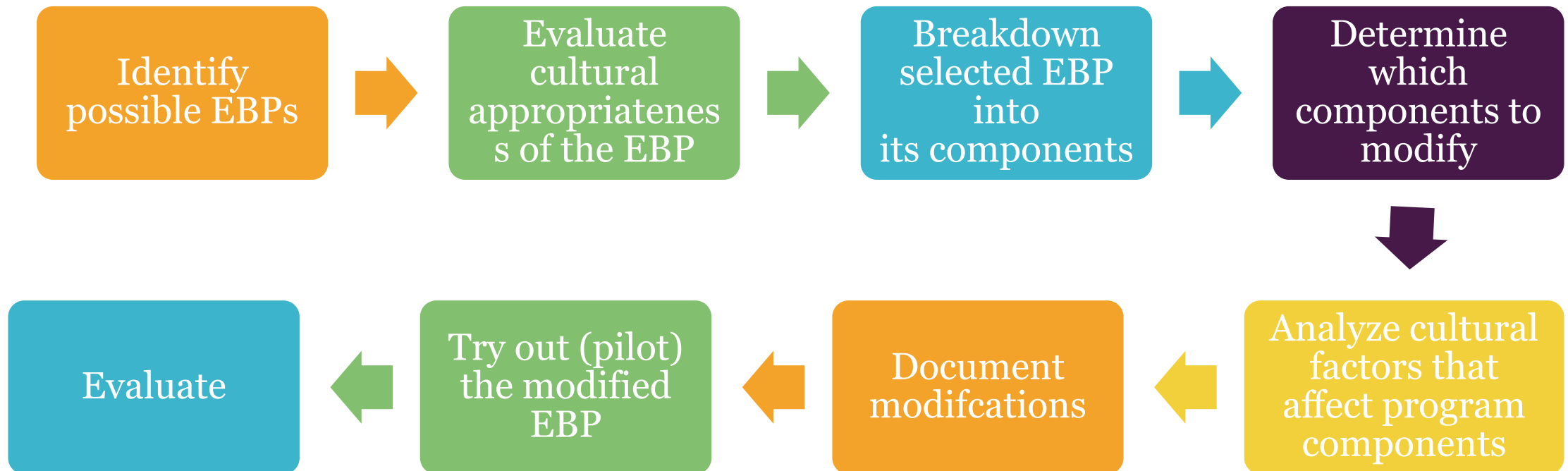
- ▶ Identified sociocultural needs of the family
- ▶ Use bilingual/
bicultural staff
- ▶ Use of culturally specific interpersonal styles

▶ Deeper structure approach

- ▶ Also embed values, practices, traditions that reflects help-seeking behaviors and view of the world
- ▶ How social, cultural, environmental and historical factors influence health related behaviors & practices

EBP In Diverse Communities - Process

To culturally adapt evidenced based interventions, it is an iterative process



Slide borrowed from Sandra Vanegas

Best Practices in Developing or Adapting Culturally Tailored Interventions

- ▶ Involve Stakeholders
- ▶ Consider using peer-based recruitment and delivery methods
- ▶ Create/adapt/translate materials for the specific group
 - ▶ Ensure content is relevant and salient to group
- ▶ Ensure accessibility and reduce effort and barriers
- ▶ Consider using the Ecological Validity Framework

Involve Stakeholders

Stakeholder advisory board

- Families/individuals who would benefit from the intervention
- Community & school practitioners working with the population
- Community advocates

Adoption is increased by compatibility and level of complexity



Include a Paid Bilingual and Bicultural Peer Mentor, Navigator or Interventionist

Situation within organization

Outreach, Recruitment

Endorsement by community member can support adoption in community

Help with delivery of intervention



Create, Adapt and Translate Materials/Intervention

Consider length, number of sessions

- Cost

Engaging materials

- Minimize text, visuals

Culturally relevant themes

- Family activities
- Images
- Content specific to group



Accessibility/Reduce Effort

Family homes or near where families live

Close to public transportation

Snacks, childcare provided

Smaller groups of families to promote connection/discussion

Consider using Ecological Validity Framework

Language

Persons

Metaphors

Content

Goals

Method

Context

Example: Development of Parents Taking Action

- ▶ Intervention created to address disparities for Latino immigrant parents of children with Autism

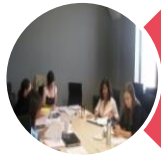
Formed Advisory
Committee

Used Ecological
Validity Framework

Used Promotoras
de Salud

Advisory Committee

Met several times to review & receive feedback on program content development



Community Partner staff



Local social service & medical professionals



Investigators and research staff



Latino parents of children with Autism



Autism parent and expert

Ecological Validity Framework for Cultural Adaptation

Dimension	Incorporation into intervention and materials
Language	Materials created in Spanish and English, promotoras native Spanish speakers
Persons	Promotoras from same cultural and geographic community
Metaphors	Common Spanish sayings or “dichos as well as storytelling were incorporated into the manual
Content	Incorporated cultural values such as familism and personalismo
Goals	Goals for parent and child that take into account sociocultural context
Methods	Flexible and foster relationship building and including the family
Context	Home-visit model overcomes barriers to participation such as transportation and child care

Promotora De Salud Model (peer health educators)



* Unique to our study

Materials & Structure

Parents Taking Action



Promotora Manual

Parents Taking Action



Participant Manual

Padres en Acción



Manual Para Promotoras

Padres en Acción



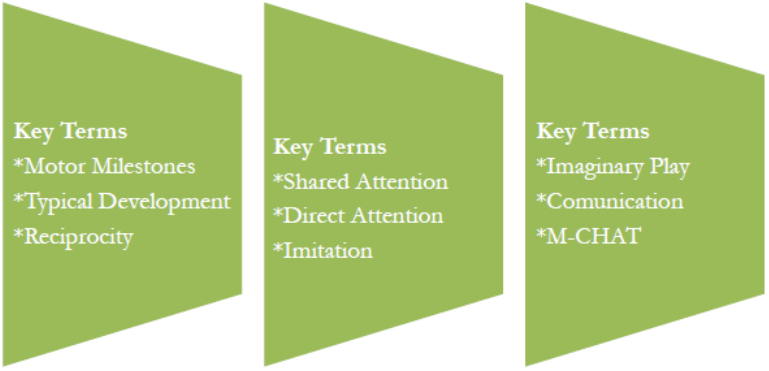
Manual Para Participantes

- 2-hour sessions
- In-home weekly visits
- Manuals (English and Spanish, promotora and participant)
- Videos & Novelas
- Visual resources
- Session activities
- Home activities
- Community resource guides
- CDC materials



Manual content example


Session Two

Understanding Child Development




- Key Terms
 - *Motor Milestones
 - *Typical Development
 - *Reciprocity
- Key Terms
 - *Shared Attention
 - *Direct Attention
 - *Imitation
- Key Terms
 - *Imaginary Play
 - *Communication
 - *M-CHAT

 Greet the participant and welcome him or her to session two:
Understanding Child Development

Check-in: Thank you for keeping our appointment. Today we will learn about the way young children grow and develop, which is called child development. Some of the information that we will see today will also be helpful in thinking about the development of _____'s brother, sisters, or cousins. (the child's name)

.....

 **Say** *Today we are going to look at three tools that will help us understand how children between 1 and 3 years of age develop. The first tool is a picture dictionary. We will look at this picture dictionary to understand the development of young children. In particular, we are going to pay special attention to how babies learn to relate to others, communicate, and play. We will notice the age*

- Key terms
- Instructions to Promotora
- Check in with participant
- What promotora should say

range in which certain skills usually develop. Then, we will test our understanding with a matching activity.

Objectives


- Talk about child development
- Practice the stages of child development with a picture dictionary
- Review information from the Center for Disease Control
- Talk about the M-CHAT

Say

Latino families of children with developmental delays or autism face many obstacles in getting help for their children. Latino children do not always get the help they need, or get help after many more doctor visits than white children. In fact, Latino children are under-diagnosed and underserved in school and service systems across the country. One of the main obstacles is the lack of knowledge about child development and warning signs for autism.

Before we talk more about child development and the red flags of autism, I would like to share a saying that says,

“Little by little, one goes far”.

 Do you agree with this saying, why or why not?



- Objectives of session
- Framing of issue
- Saying or “dicho” as icebreaker

Questions to generate discussion

Conclusion

- ▶ As social work educators, researchers and students we can be at the cutting edge of developing and adapting culturally tailored interventions
- ▶ Several best-practices are recommended
 - ▶ Engage stakeholders
 - ▶ Use peer mentors, navigators and interventionists
 - ▶ Ensure materials are culturally responsive and translated
 - ▶ Ensure intervention is accessible and reduces burden of participation
- ▶ We can teach our students to consider their field placements and project from this perspective