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The Process to Culturally Tailoring Interventions

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Overview of presentation

- Why Culturally Tailor Interventions?
- What is Cultural Adaptation or Tailoring?
- Process and Best Practices
- Examples
- Questions

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Before we begin..

- I would like for you to think about these two points as we go along:
 - How you might use the ideas/concepts presented in your studies, or future/current professional practice
 - Additional ideas or examples that you've observed

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Why culturally tailor interventions?

- Most 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

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The diagram shows two scenarios labeled 'EQUALITY' and 'EQUITY'. In the 'EQUALITY' scenario, three people of different heights are standing on a grassy bank looking over a fence. The tallest person can see easily, the middle person can just see, and the shortest person cannot see at all. In the 'EQUITY' scenario, the tallest person has moved to the back, the middle person has moved to the front, and the shortest person has moved to the back. Now all three can see over the fence.

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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 or developing a new intervention that is culturally tailored or culturally adapting an existing intervention to a specific group

A photograph showing a woman and a man interacting with two young children at a table. They appear to be engaged in a learning or activity together.

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Models of Cultural Adaptation

- 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

(Barrio & Yamada, 2000; Resnicow & Baranowski, 1999)

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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

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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




Diffusion of Innovation (DOI) Framework (Rogers, 2003)

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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




Diffusion of Innovation (DOI) Framework (Rogers, 2003)

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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



Diffusion of Innovation (DOI) Framework (Rogers, 2003)

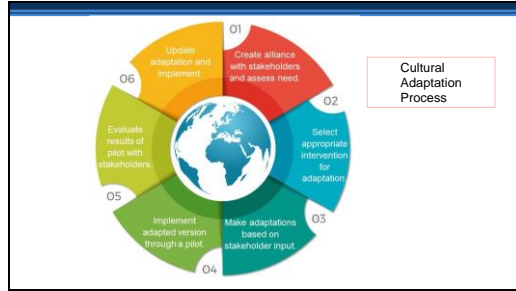
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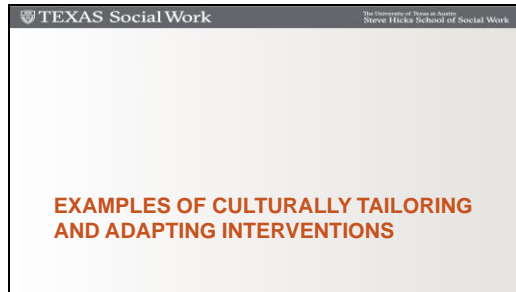
Accessibility/reduce effort

Family homes or near where families live
Close to public transportation
Snacks, childcare provided
Smaller groups of families to promote connection/discussion
Consider home visits which overcome several barriers

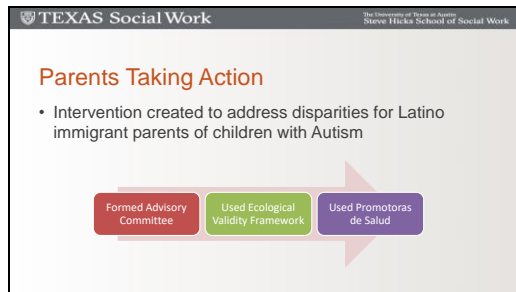
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Advisory Committee

- Community Partner staff
- Local social service & medical professionals
- Investigators and research staff
- Latino parents of children with Autism
- Autism expert

- Met several times to review & give feedback on program content

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Advisory Committee in Milwaukee



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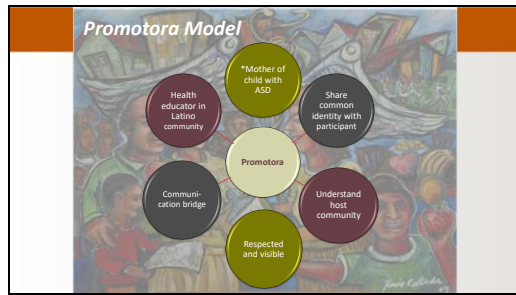
Ecological Validity Framework for Cultural Adaptation (Bernal)

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



Curriculum: 14 Sessions

Psychoeducation	Advocacy & Parent Support	Evidence-based strategies to help children learn
Understanding child needs, autism, evidence-based practices, and challenging behaviors	Parent advocacy in schools & community, reducing stress, and increasing social support	Using play, enhancing communication, reducing challenging behaviors



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- Training of Promotoras
- Held in group format, 4-to-8-hour blocks
- Total of 32 hours of training
- Provided meals and compensated promotoras for training time

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Promotoras role

- Being a role model and having shared experiences
 - "I believe the most effective aspect was to have someone to talk to about the problems they are facing, someone who understands them and doesn't criticize them."
- Having discussion and dialogue with participants
 - "It's a very mutual conversation."
- Providing emotional support
 - "it is possible for them to cry and talk with me about what is going on and how they feel."

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Promotoras role


- Teaching advocacy skills and providing resource information
 - A promotora indicated that the participant did not know they had the right to ask for services for their children
 - They reported that some parents knew of certain services but did not know how to access

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Materials & Structure

- 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



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Adaptations of PTA

- For Black community in Baltimore
- In California to reduce disparities in Regional Center system, San Diego
- Internationally in Bogota Colombia
- For Chinese immigrant families in Chicago

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