National Hispanic and Latino
ATTC Addiction Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

National Hispanic and Latino
PTTC Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Finding Culturally Responsive Evidence-Based Programs for Latinos

National Latino Behavioral Health Association

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National Latino Behavioral Health Association NLBHA

SAMHSA
Substance Abuse and Mental Health Services Administration

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NLBHA's Mission

The Mission and Goal of The National Latino Behavioral Health Association is to influence national behavioral health policy, eliminate disparities in funding and access to services, and improve the quality of services and treatment outcomes for Latino populations.

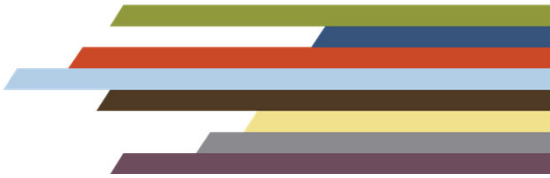
NLBHA Executive Director: Fredrick Sandoval, MPA

NH&L ATTC and PTTC Mission

The mission of the National Hispanic and Latino Addiction and Prevention Technology Transfer Centers is to provide high-quality training and technical assistance to improve the capacity of the workforce serving Hispanic and Latino communities in behavioral health prevention, treatment, and recovery.

NH-L ATTC and PTTC Director: Pierluigi Mancini, Ph.D., MAC

National Latino Behavioral Health Association NLBHA



Members of the National Latino Behavioral Health Association Subcommittee on the Guide and eCompendium on Evidence-Based Programs

- **Arturo Gonzalez, Ph.D. (Chair)**, Administrative, Governance, & Program Planning Consultant, National Latino Behavioral Health Association
- **Rebecca Maldonado Moore, Ph.D., LMSW**, Professor, Facundo Valdez School of Social Work, New Mexico Highlands University
- **Sandra Del Sesto, M.Ed., ACPS**, Consultant/Master Trainer at Educational Development Center, Waltham, MA
- **Luis Vargas, Ph.D.** Consultant, National Latino Behavioral Health Association

Overview of the Presentation

- Rationale for the Development of the Guide and eCompendium:
  Nothing about us without us
- The Guide and its Relationship to the eCompendium:
  Origin, Purpose, Context, and Framework
- Development of the eCompendium:
  Categories, Choosing the Best Fit Program for Your
  Organization and Community
- What the Guide Contains: How to Use the eCompendium, and
  Helpfulness to the User

Rational for the Development of a Guide and eCompendium

- Providers of EBPs face major challenges in identifying and selecting culturally appropriate evidence-based programs (EBPs) for Latino communities.
- Current registries of EBPs provide very few EBPs that are culturally adapted, culture specific, or culturally informed/responsive to Latino populations.
- Most EBPs in registries are what we called “generic” programs; i.e., programs originally developed and implemented on primarily (with some representation of various minority ethnic/racial groups) or exclusively on non-ethnic-minority samples.
- Registries provide limited, easily accessible, information about EBPs that would be helpful in selecting EBPs that might be better suited to Latino populations.
- Registries provide little or no guidance about how to select and implement EBPs in local communities.
- *Nothing about us without us*

Uniqueness of the Guide as a Framework

- The Guide serves as a framework for using the eCompendium
  - other factors to consider for a practical, community-based fit
  - start where the community is at
- The Guide recognizes the lack of culturally relevant research studies for Latino/Hispanic communities
- The contributors developed this electronic product for communities to broaden their search for EBPs in an accessible format
- In alignment with NLBHA's mission, this product advances quality resources and dissemination for changing times
- Developing the Guide to support the eCompendium was a collaborative and participatory process.

The Guide and its Relationship to the eCompendium: Its Origin, Purpose and Context

- The Guide facilitates decision-making processes
- Ethnicity and culture should be considered in research and application of EBPs with a given community
- The importance of the value of assessing a community's strengths and challenges
- The Guide and eCompendium serve as a *selection and implementation manual* from community need to program practice

Key Terms of the Guide

- **Conceptual Fit** The degree to which a program is a good match for the job that need to be done" (SAMHSA, 2018, p. 5); i.e., addresses the target problems or risk factors for the focus population.
- **Practical Fit:** "The degree to which a program or practice is a good match for the people involved and the community overall" (SAMHSA, 2018, p.5).
- **Types of Evidence**
  - **Research evidence**: Evidence derived from experimental (in which control group, or program non-user is randomly assigned) or quasi-experimental (in which comparison group is not randomly assigned) studies to determine if a program is achieving the desired outcomes.
  - **Contextual Evidence**: Evidence based on factors that address whether a strategy is useful, feasible to implement, and accepted by a particular community" (Puddy & Wilkins, 2011, p. 3
  - **Experiential Evidence**: Evidence based on the professional insight, understanding, skill, and expertise that is accumulated over time" (Puddy & Wilkins, 2011, p. 3).

Key Terms of the Guide (Cont.)

- **Evidence-Based Program (EBP)**

Refers to a program that is supported by experimental or quasi-experimental research studies and has been shown to be efficacious in a sample or samples of a population.

- **Evidence-Based Practice**

Is the integration of a **research evidence**-based program with **experiential evidence** and **contextual evidence** that is, for the most part, available at the local community level at which the EBP will be implemented.

- **Provider-Participant Relationship**

What Is the eCompendium?

- The eCompendium includes listings from six (6) national and state registries.
- The registries from which programs were selected had to meet these requirements:
  - The criteria had to be comparable to other registries in terms of how the registry assessed the degree of strength of evidentiary support (e.g., good vs. adequate support).
  - The criteria used by the registry had to consider how much of a substantially significant effect the program had.
  - The EBPs showed evidence of a sustained effect on the participants after the end of the implementation.
  - Only those registry programs that targeted substance misuse, tobacco/nicotine use (including vaping), behavior or emotional functioning, suicide risk, or post-traumatic stress are included in the eCompendium.

Registries from Which Programs Were Reviewed for Inclusion in the eCompendium

- Four of the selected program registries included programs that can be implemented in a variety of settings (e.g., behavioral health clinics, community organizations, alcohol/drug abuse centers, etc.)
  - **Crime Solutions:** National Institute of Justice (https://crimesolutions.ojp.gov)
  - **Blueprints:** Blueprints for Healthy Youth Development (https://www.blueprintsprograms.org)
  - **CA Evidence-Based CH**: California Evidence-Based Clearinghouse for Child Welfare (https://cebc4cw.org)
  - **Social Programs:** Registry of Social Programs That Work (https://evidencebasedprograms.org)

Registries from Which Programs Were Reviewed for Inclusion in the eCompendium?

- Two of the selected program registries were specific to school or school-district-wide settings
  - **CASEL:** Collaborative for Academic, Social, and Emotional Learning (https://casel.org/guide/)
  - **What Works CH:** What Works Clearinghouse (https://ies.ed.gov/ncee/wwc)

Development of Categories for the eCompendium

- Information available in registries focuses on **research evidence** about the efficacy of the programs.
- Registries do not address the evidence on **provider-participant relationship** nor **contextual or experiential** evidence, the latter which are accessed largely at the local community level, to optimize practical fit.
- Categories developed to optimize **conceptual fit** and to a very limited degree practical fit, as practical fit is mostly determined.
- Effort was made to find information in the registries that could help the user to select a program that may be better suited for use with Latino populations.
- A **two star-rating system** was developed to compare EBPs across the registries based on strength of evidentiary support to encourage user to select EBPs with the strongest evidence for the target problems/risk factors for a particular community.

Categories and Descriptions Used for the Four Registries that List Programs that Can Be Implemented in a Variety of Settings

Category	Description
Focus Population	Families, parents, children, adolescents, or adults including brief description of the subpopulation (e.g., disadvantaged, divorced parents, etc.)
Program Name and Contact Information	E.g., Primary contact, website, developer, distributor, researcher
Target Problems or Risk Factors	E.g., Delinquency, alcohol and other drug problems, conduct or behavior problems, general risk
Level of Intervention	Universal, selective, or indicated
Setting	E.g., Behavioral health organization or agency, school, home, community, court, etc.
Latino program participants in the studies reviewed by the registry	Yes, No, or No Information. If Yes: Minimal (≤15%), Moderate (16% to 30%), Substantial (31% to 55%), Primary (56% to 99%), Exclusively (100%), or # Unknown
Type of Program	Generic, Culturally Informed/Responsive, Culturally Adapted, or Culture Specific
Strength of Evidentiary Support	2-Star program (good evidentiary support) 1-Star program (adequate evidentiary support)
Cost of the Program	Yes or No Information in Any of the Registries (If Yes, URL in which registry the cost information can be found)
Availability of the program in Spanish and/or Portuguese	Yes or No (If Yes, name of the registry that provides this information)
Registry and Program Description	Link to the registry site that describes the program

Categories and Descriptions Used for the Two Registries Specific to School or School-District-Wide Settings

Category	Description
Grade Range Covered/Examined And Program Focus	Indicates the grade ranges for which the program is intended and the grade range of the samples on which the strength of evidentiary support is based (e.g., K-6/K-3) Also provides a brief description of the focus of the program (e.g., students at risk for emotional disturbance, students with disabilities, etc.)
Program Name and Contact Information	E.g., Primary contact, website, developer, distributor, researcher
Targeted Behavioral Area of Effect of Prevention/Intervention	E.g., Reduced conduct or behavior problems, improved social-emotional skills/functioning, reduced emotional distress, etc.
Geographic Location	Areas in which the studies to assess the program's effectiveness were conducted, either in broad terms, e.g., "Midwest" or "Northeast," or by state
Population Density	Density areas in which the studies to assess the program's effectiveness were conducted: urban, suburban, or rural
Latinos in the School Population Examined	Yes or No (if Yes, actual percentage of Latinos)
Delivery Method	School, Whole Classroom, Small Group, Individual
Strength of Evidentiary Support	2-Star program (good evidentiary support) 1-Star program (adequate evidentiary support)
Cost of the Program	Yes or No Information in Any of the Registries (If Yes, URL in which registry the cost information can
Registry and Program Description	Link to the registry site that describes the program

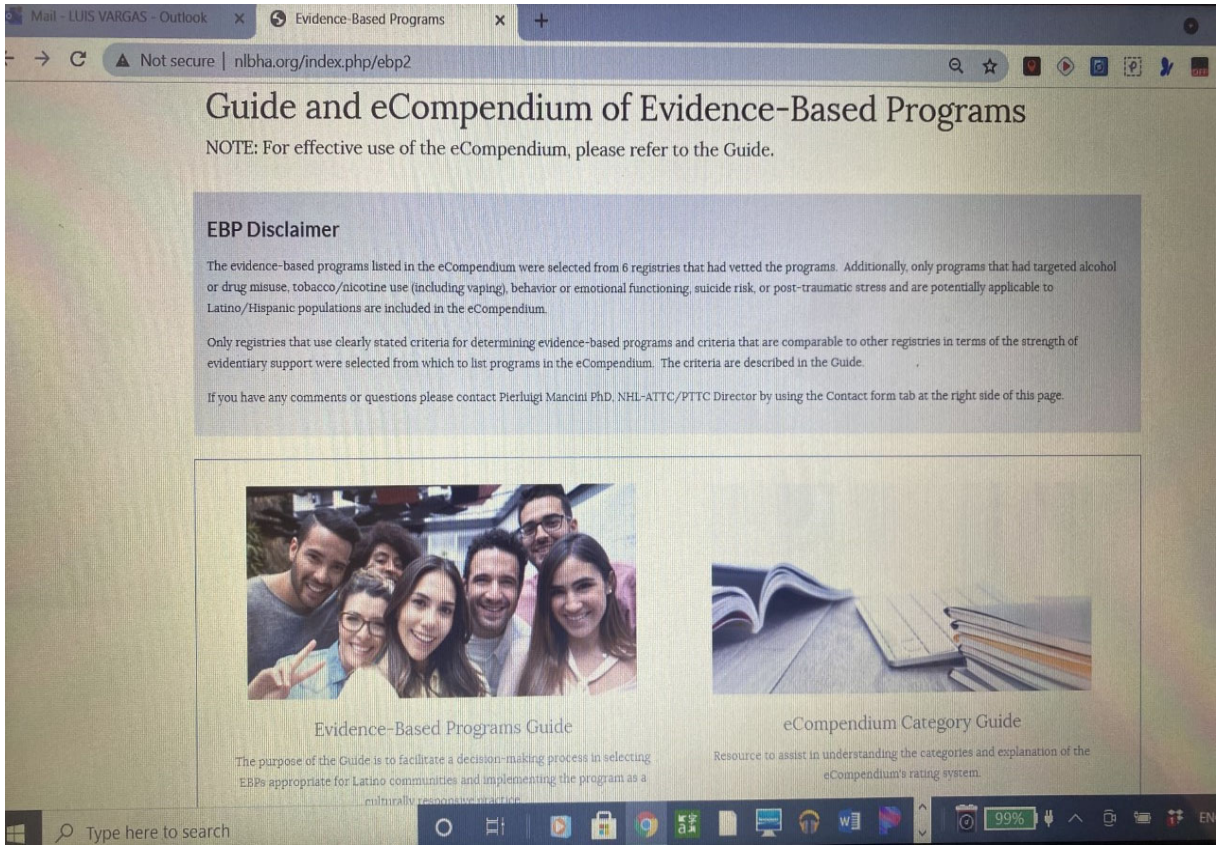
The Critical Role of Culture in the Selection Process

- Role of Culture and Ethnicity in the Implementation of an EBP
- Value to an Organization in Utilizing a Culturally Appropriate EBP
- How to Select an Evidence-Based Program from the eCompendium
- Importance of Considering the Relationship Between the Provider and the Participant in Implementing an EBP
- Ethical and Cultural Dimensions to Consider in Selecting and Implementing an EBP

In the End, It Is All About "Practical Fit"

Social, health, and organizational outcomes improve through a community-based participatory process. This approach can meet the intended community's behavioral health needs by being:

- Aligned with an organization's and community's resources (human, fiscal, organizational, and environmental) and readiness
- Acceptable to the community in terms of the EBP's underlying cultural values, beliefs, norms, and worldviews
- Consistent with the organization's mission as it pertains to the community it serves


Mail - LUIS VARGAS - Outlook
Evidence-Based Programs
Not secure | nlbha.org/index.php/ebp2
Guide and eCompendium of Evidence-Based Programs
NOTE: For effective use of the eCompendium, please refer to the Guide.
EBP Disclaimer
The evidence-based programs listed in the eCompendium were selected from 6 registries that had vetted the programs. Additionally, only programs that had targeted alcohol or drug misuse, tobacco/nicotine use (including vaping), behavior or emotional functioning, suicide risk, or post-traumatic stress and are potentially applicable to Latino/Hispanic populations are included in the eCompendium.
Only registries that use clearly stated criteria for determining evidence-based programs and criteria that are comparable to other registries in terms of the strength of evidentiary support were selected from which to list programs in the eCompendium. The criteria are described in the Guide.
If you have any comments or questions please contact Pierluigi Mancini PhD, NHL-ATTC/PTTC Director by using the Contact form tab at the right side of this page.
Evidence-Based Programs Guide
The purpose of the Guide is to facilitate a decision-making process in selecting EBPs appropriate for Latino communities and implementing the program as a
eCompendium Category Guide
Resource to assist in understanding the categories and explanation of the eCompendium's rating system.
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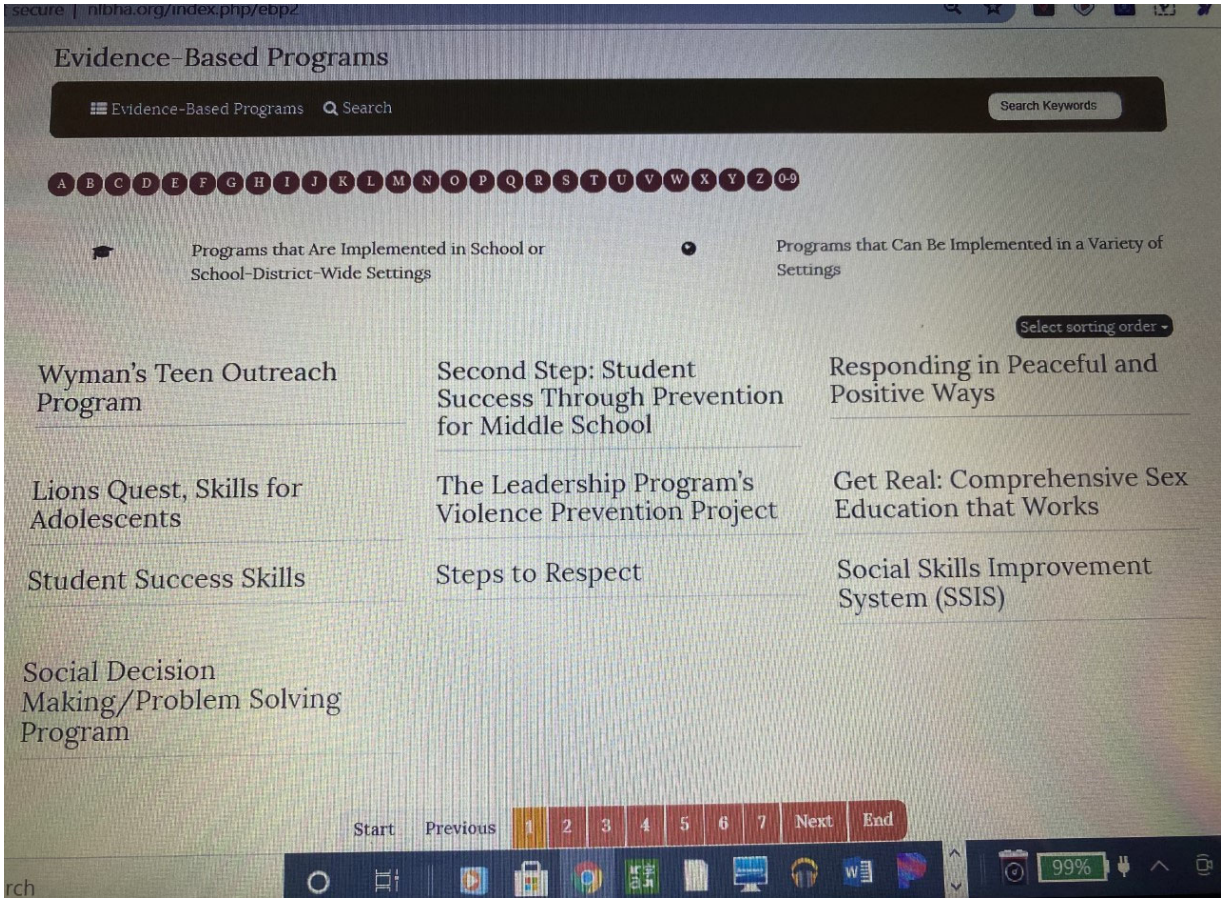
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Search Keywords
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0-9
Programs that Are Implemented in School or School-District-Wide Settings
Programs that Can Be Implemented in a Variety of Settings
Select sorting order
Wyman's Teen Outreach Program
Second Step: Student Success Through Prevention for Middle School
Responding in Peaceful and Positive Ways
Lions Quest, Skills for Adolescents
The Leadership Program's Violence Prevention Project
Get Real: Comprehensive Sex Education that Works
Student Success Skills
Steps to Respect
Social Skills Improvement System (SSIS)
Social Decision Making/Problem Solving Program
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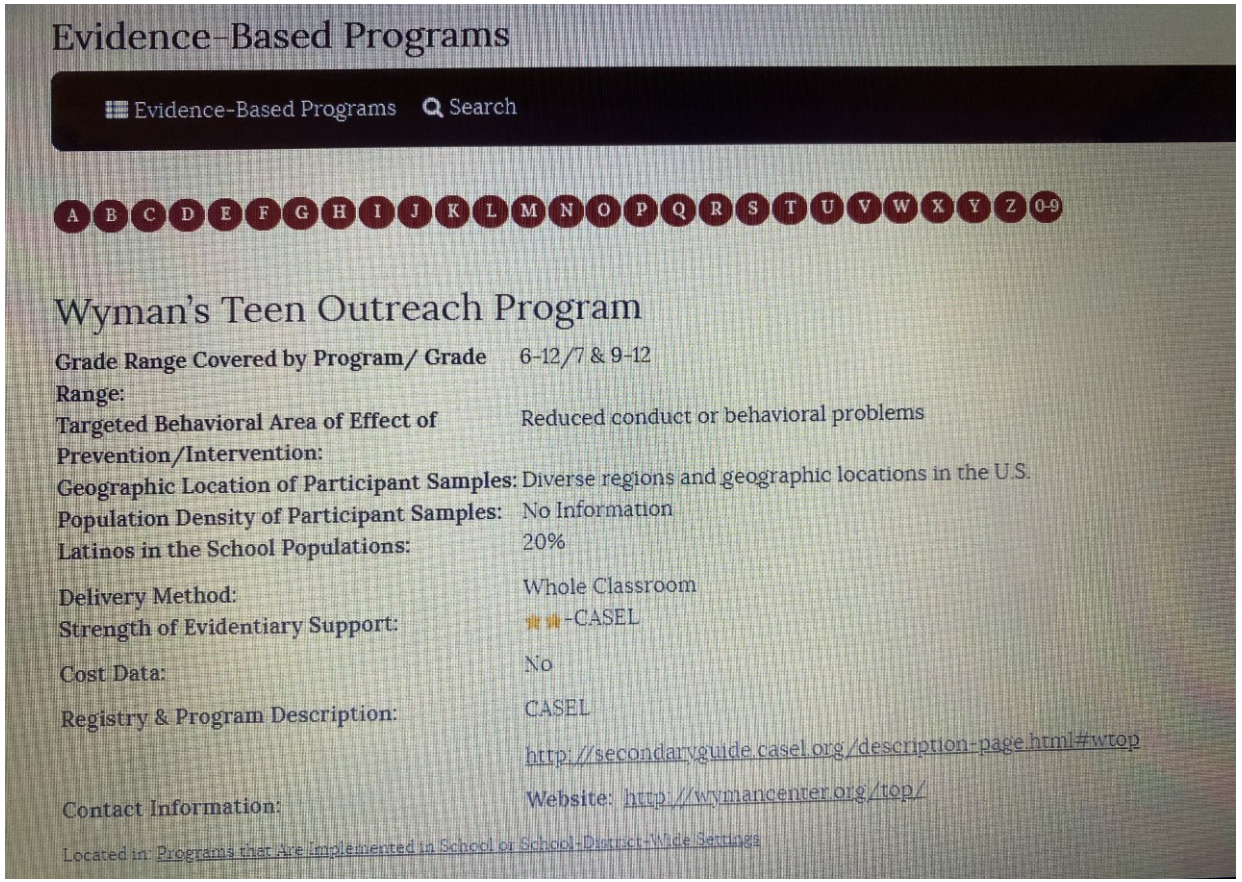
Evidence-Based Programs
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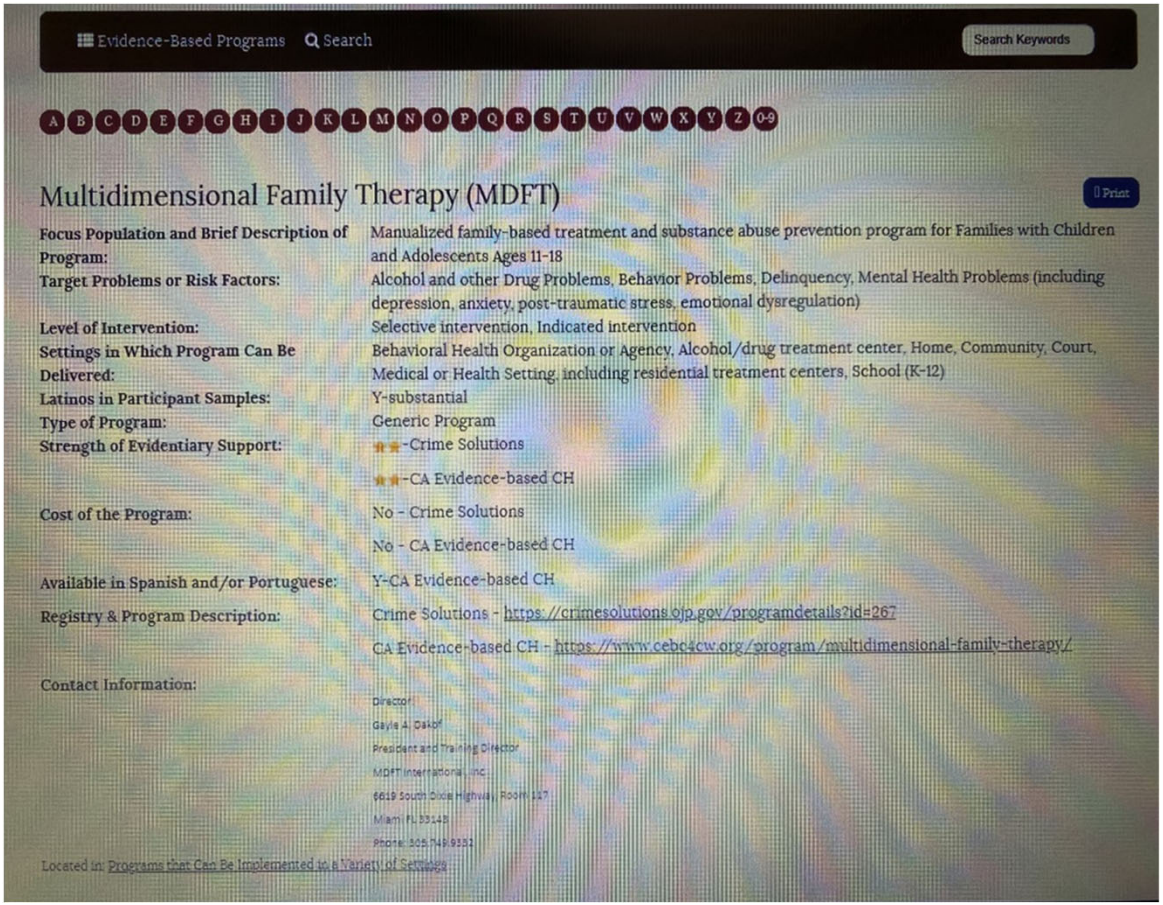
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0-9
Wyman's Teen Outreach Program
Grade Range Covered by Program/ Grade Range: 6-12/7 & 9-12
Targeted Behavioral Area of Effect of Prevention/Intervention: Reduced conduct or behavioral problems
Geographic Location of Participant Samples: Diverse regions and geographic locations in the U.S.
Population Density of Participant Samples: No Information
Latinos in the School Populations: 20%
Delivery Method: Whole Classroom
Strength of Evidentiary Support: -CASEL
Cost Data: No
Registry & Program Description: CASEL
http://secondaryguide.casel.org/description-page.html#wtop
Contact Information: Website: http://wymancenter.org/top/
Located in: Programs that Are Implemented in School or School-District-Wide Settings


Evidence-Based Programs
Search
Search Keywords
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0-9
Multidimensional Family Therapy (MDFT)
Print
Focus Population and Brief Description of Program:
Manualized family-based treatment and substance abuse prevention program for Families with Children and Adolescents Ages 11-18
Target Problems or Risk Factors:
Alcohol and other Drug Problems, Behavior Problems, Delinquency, Mental Health Problems (including depression, anxiety, post-traumatic stress, emotional dysregulation)
Level of Intervention:
Selective intervention, Indicated intervention
Settings in Which Program Can Be Delivered:
Behavioral Health Organization or Agency, Alcohol/drug treatment center, Home, Community, Court, Medical or Health Setting, including residential treatment centers, School (K-12)
Latinos in Participant Samples:
Y-substantial
Type of Program:
Generic Program
Strength of Evidentiary Support:
-Crime Solutions
-CA Evidence-based CH
Cost of the Program:
No - Crime Solutions
No - CA Evidence-based CH
Available in Spanish and/or Portuguese:
Y-CA Evidence-based CH
Registry & Program Description:
Crime Solutions - https://crimesolutions.ojp.gov/programdetails?id=267
CA Evidence-based CH - https://www.cebc4cw.org/program/multidimensional-family-therapy/
Contact Information:
Director
Gayle A. Dakof
President and Training Director
MDFT International, Inc.
6619 South Dixie Highway, Room 147
Miami FL 33143
Phone: 305.748.9351
Located in: Programs that Can Be Implemented in a Variety of Settings

Questions?

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National Hispanic and Latino PTTC

For more information about the National Hispanic and Latino PTTC and to request training and technical assistance you can reach us at:

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