Research and Community approaches to adapting evidence-based interventions for diverse youth and families

Anna S. Lau, Ph.D., UCLA Department of Psychology

Society of Clinical Child and Adolescent Psychology
Presidential Webinar
March 3, 2022

SCCAP53.org   effectivechildtherapy.org
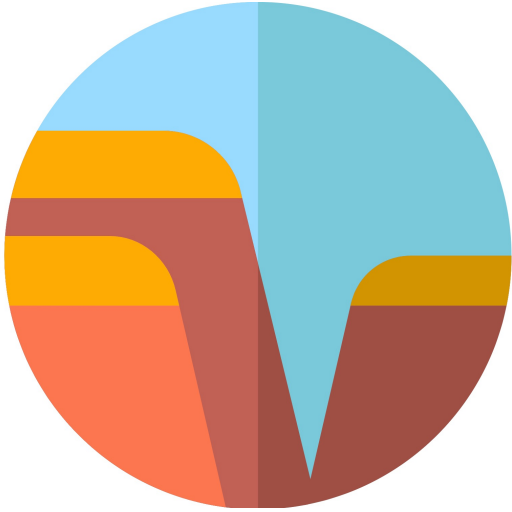
Acknowledgements

Overview

- The Research-to-Practice Gap in serving Diverse Families
- Limits of the Evidence in EBP
- Adapting EBPs to be culturally responsive
    - Research and Community approaches
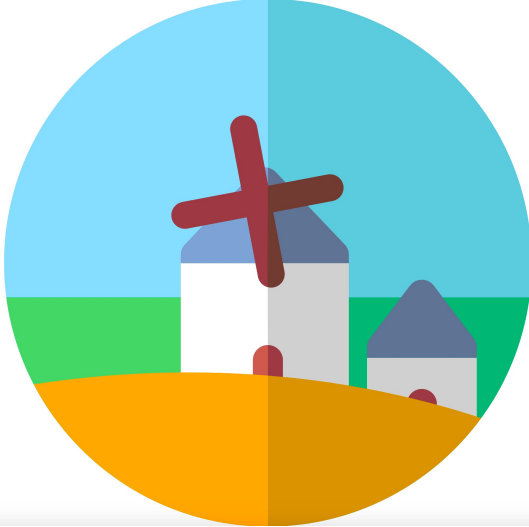- Practice-based evidence

The Research-to-Practice Gap
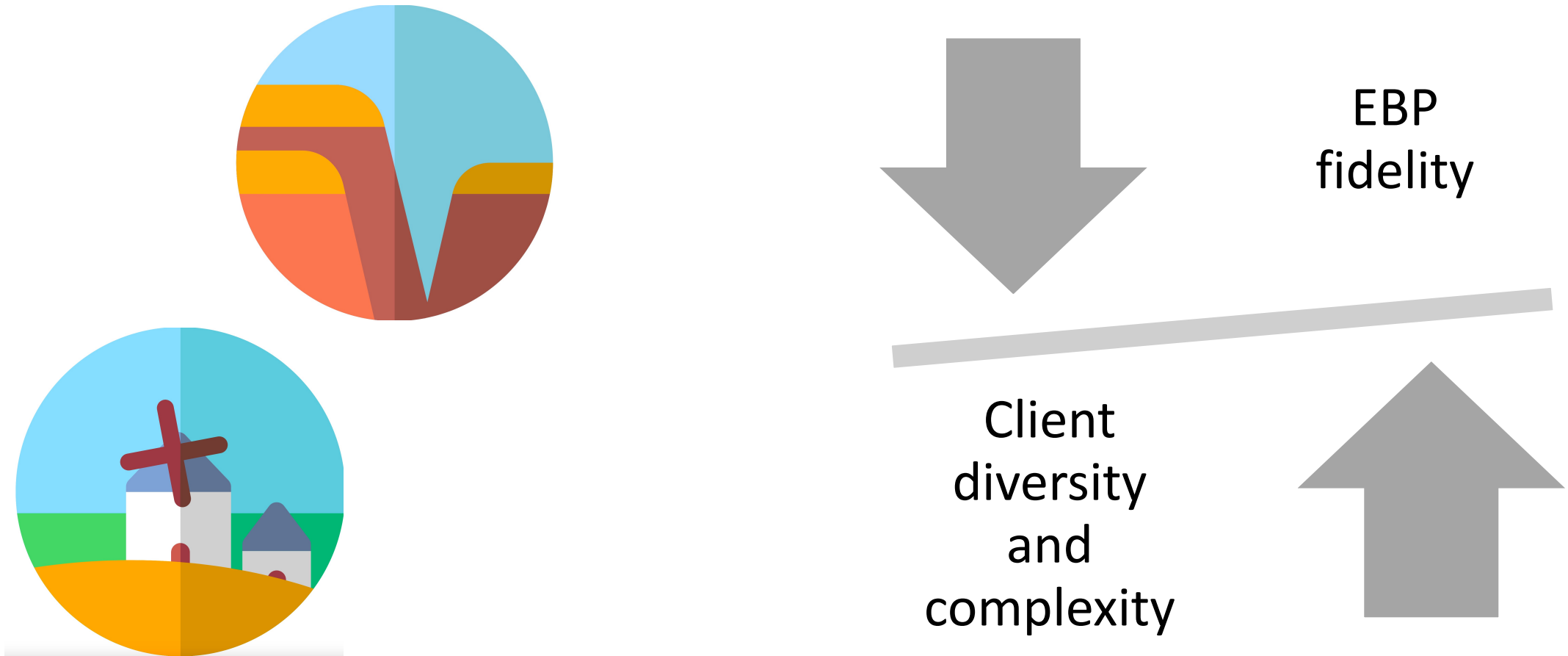
State of EBP Implementation

The Implementation Cliff - It takes 17 years for 14% of research to make its way into practice

Voltage Drop - Effect sizes fall when EBPs move from research to practice settings, and often do not outperform usual care

(Balas & Boren, 2000; Weisz et al., 2006; 2013)

Voltage Drop – A problem of fit?

EBP fidelity

Client diversity and complexity

The (Ir)relevance of research to practice

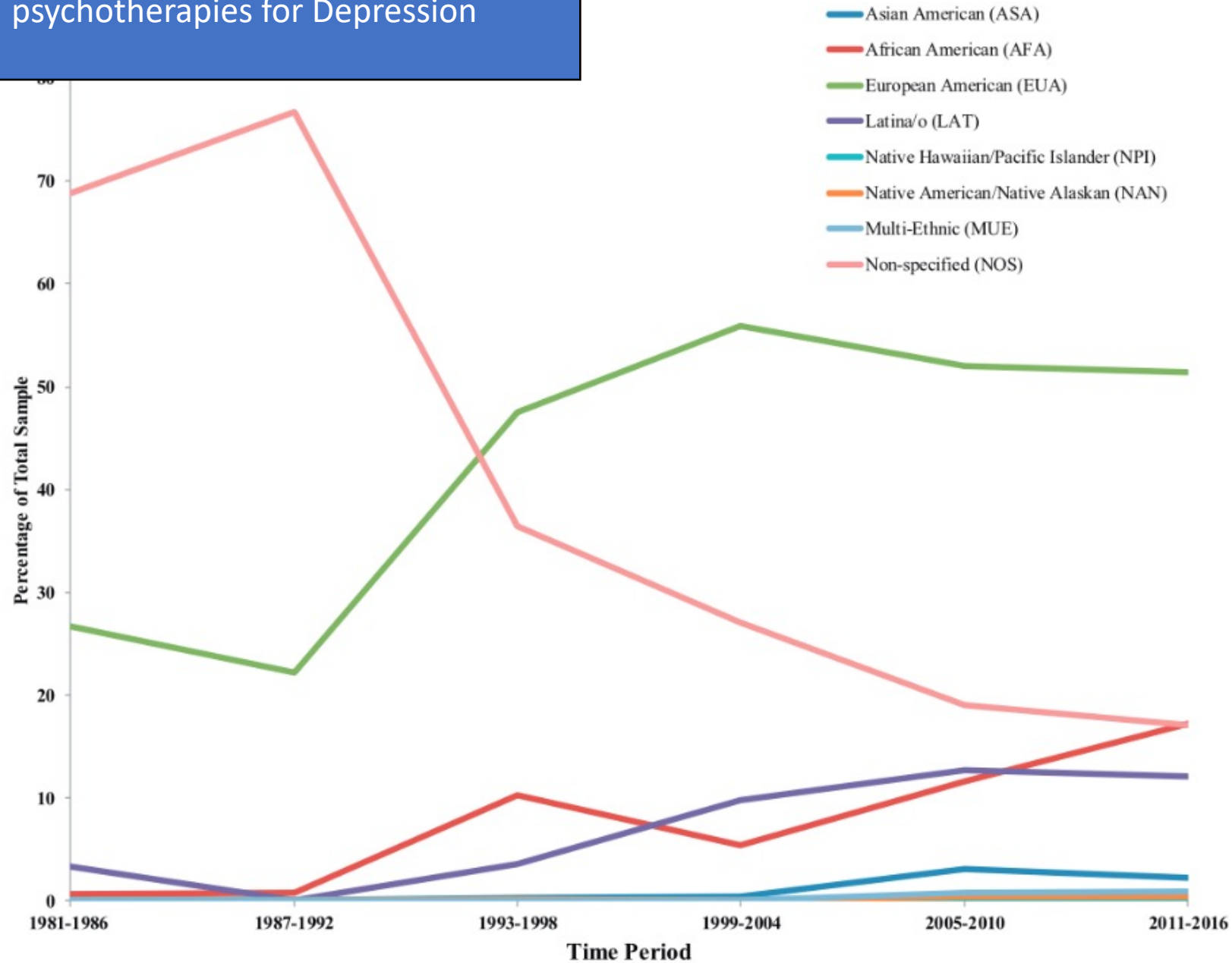Only 4.5% of RCTs treated clinic-referred clients by community therapists

EBPs may not fare as well with complex, comorbid cases.

Racial/ethnic, socioeconomic, linguistic diversity is greater in routine care settings.

Implementation conditions and providers vary substantially in routine care settings.

(Weisz et al, 2013; 2019; Southam-Gerow et al., 2003, 2012)

The evidence base from controlled trials of psychotherapies for Depression

Legend:
- Asian American (ASA)
- African American (AFA)
- European American (EUA)
- Latina/o (LAT)
- Native Hawaiian/Pacific Islander (NPI)
- Native American/Native Alaskan (NAN)
- Multi-Ethnic (MUE)
- Non-specified (NOS)

Adapting EBP for Diverse Families

Research and Community Perspectives

(Past) Debate about the Need for Cultural Adaptation of EBPs

Caveats

- Limited evidence of EBP disparities
- Adaptations may compromise fidelity/effectiveness
- Inefficient proliferation of adapted treatments

Indications

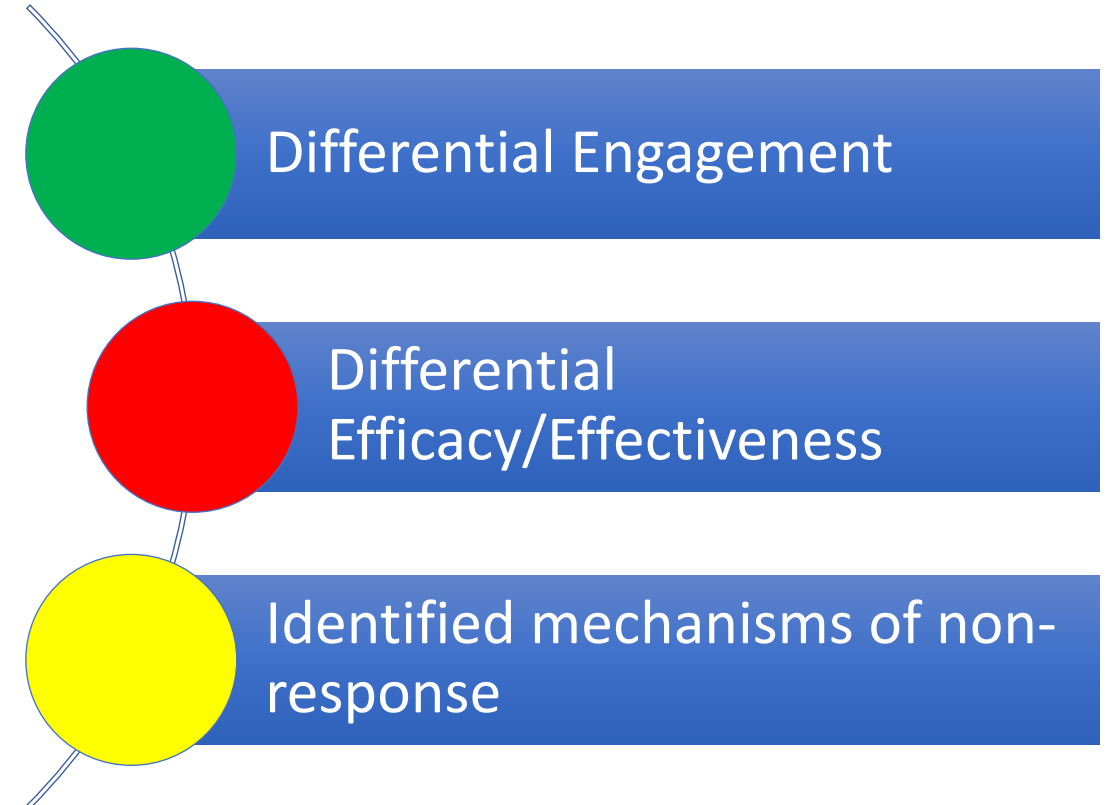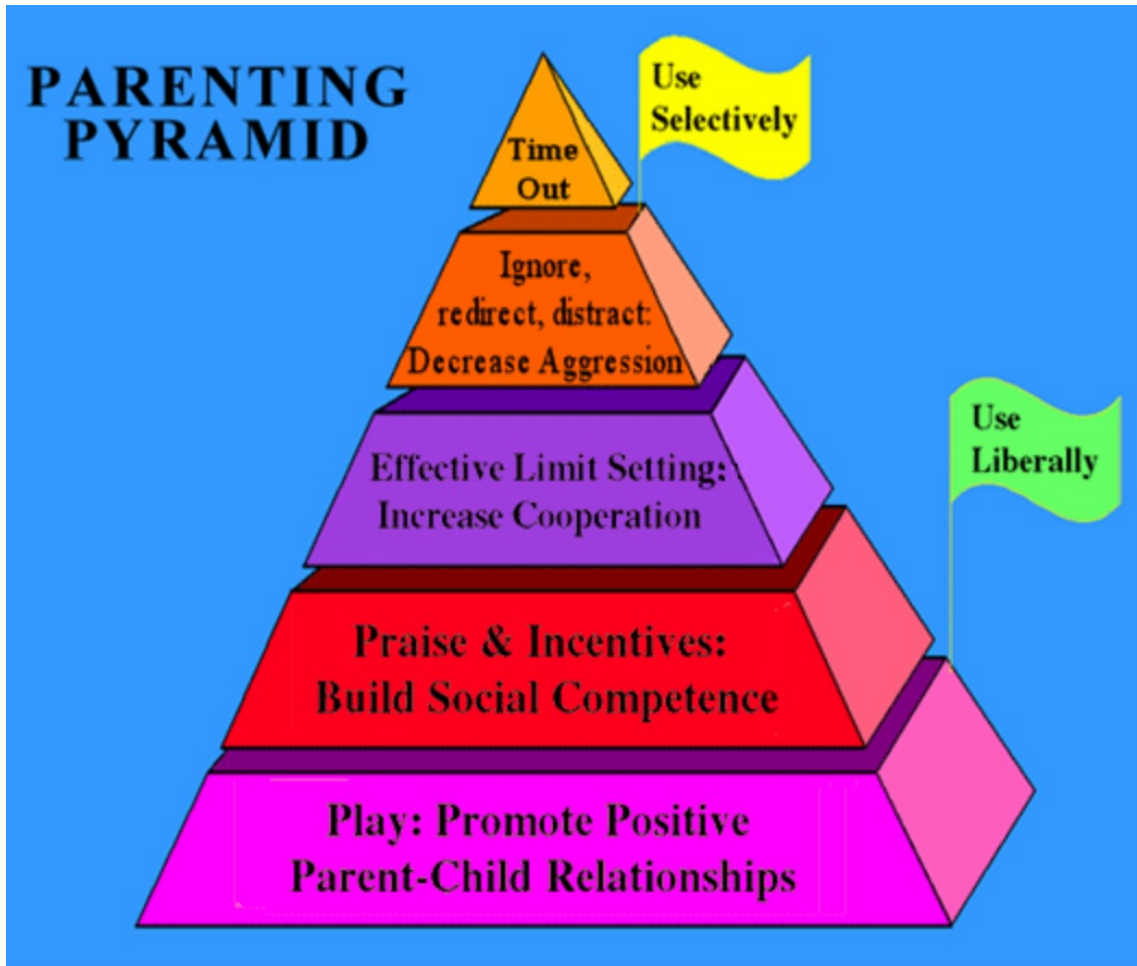- Reasonable risk of generalization failure
- Differential effectiveness
- Reduced engagement
- Diversity in problem etiology

(Huey & Polo, 2008; Hwang, 2006; Miranda et al., 2005; Lau, 2006)

Indications for Adaptation of Parent Training EBPs

Differential Engagement

Differential Efficacy/Effectiveness

Identified mechanisms of non-response

Parent Training With High-Risk Immigrant Chinese Families: A Pilot Group Randomized Trial Yielding Practice-Based Evidence

Anna S. Lau
Joey J. Fung
Lorinda Y. Ho
Lisa L. Liu
University of California, Los Angeles

Omar G. Gudiño
New York University School of Medicine

Group Parent Training With Immigrant Chinese Families: Enhancing Engagement and Augmenting Skills Training
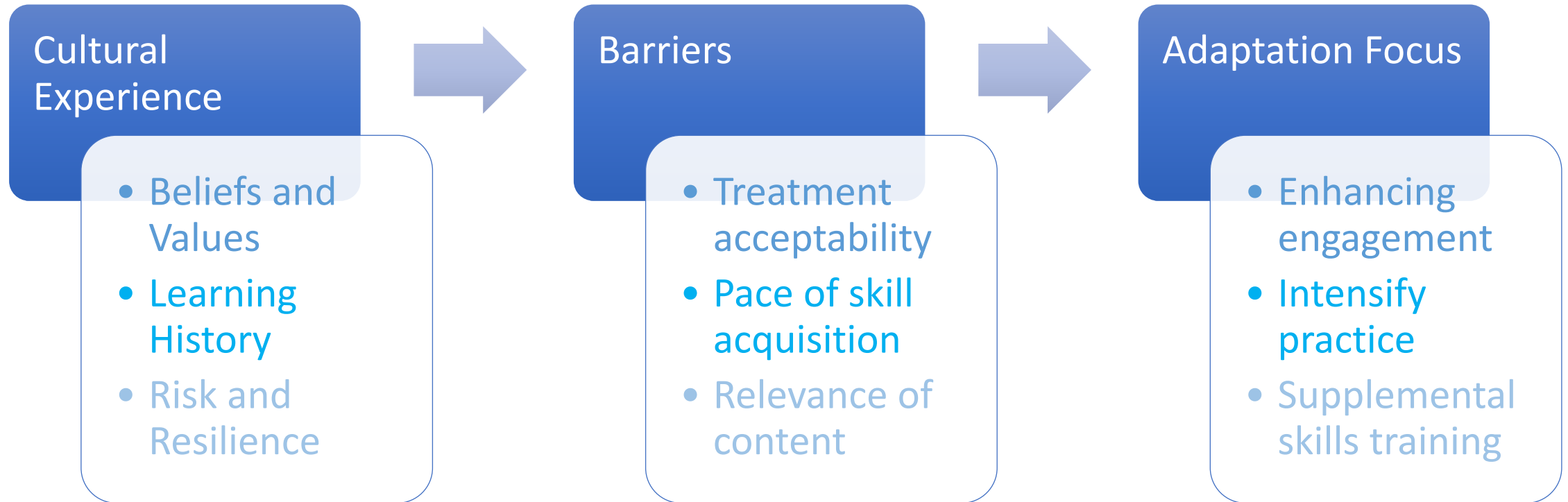
▼

Anna S. Lau and Joey J. Fung
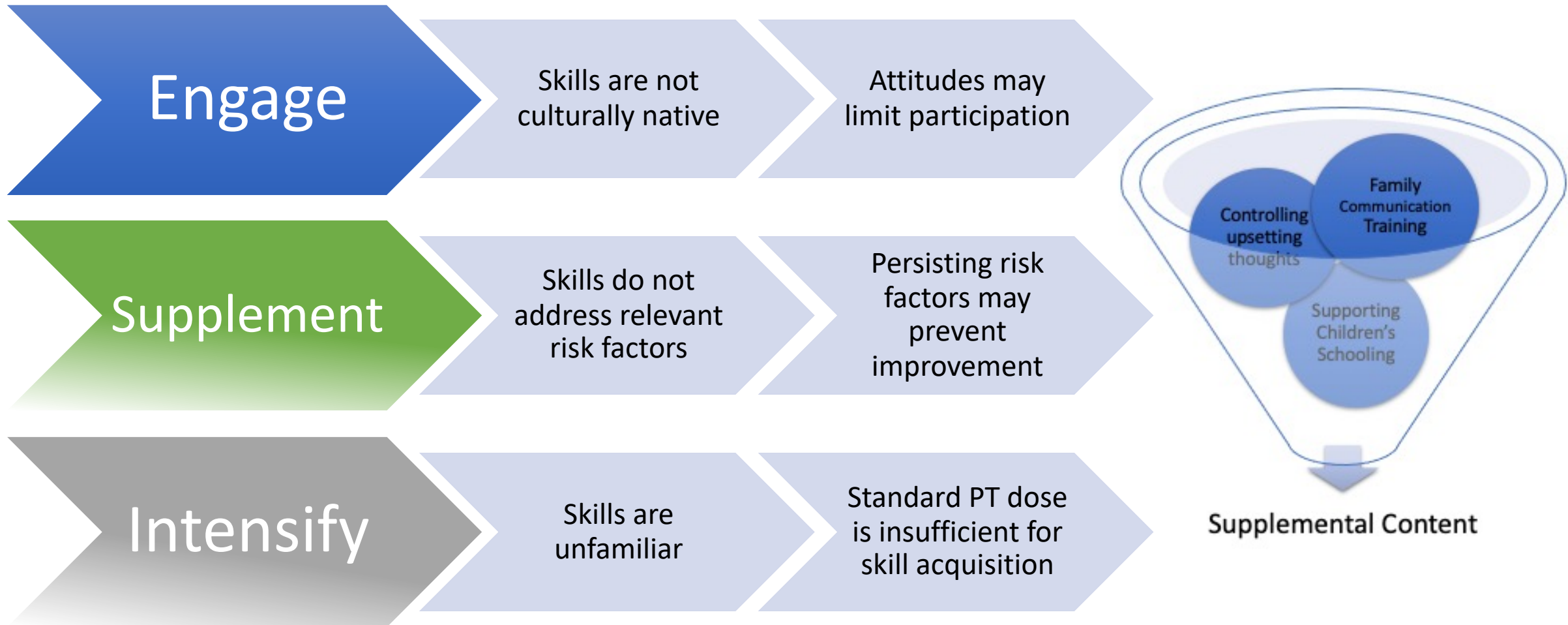*University of California, Los Angeles*

▼

Vanda Yung
Chinese Parents Association for the Disabled

PT Adaptation Strategies for immigrant families

Cultural Experience

- Beliefs and Values
- Learning History
- Risk and Resilience

Barriers

- Treatment acceptability
- Pace of skill acquisition
- Relevance of content

Adaptation Focus

- Enhancing engagement
- Intensify practice
- Supplemental skills training

Addressing Mechanisms of Non-Response in the Cultural Adaptation of EBPs: Augmenting adaptations

Engage

Skills are not culturally native

Attitudes may limit participation

Supplement

Skills do not address relevant risk factors

Persisting risk factors may prevent improvement

Intensify

Skills are unfamiliar

Standard PT dose is insufficient for skill acquisition

Controlling upsetting thoughts

Family Communication Training

Supporting Children's Schooling

Supplemental Content

Evidence for Cultural Adaptation of EBPs

A Meta-Analysis of Cultural Adaptations of Psychological Interventions

Gordon C. Nagayama Hall
Alicia Yee Ibaraki
Ellen R. Huang
University of Oregon

C. Nathan Marti
Eric Stice
Oregon Research Institute

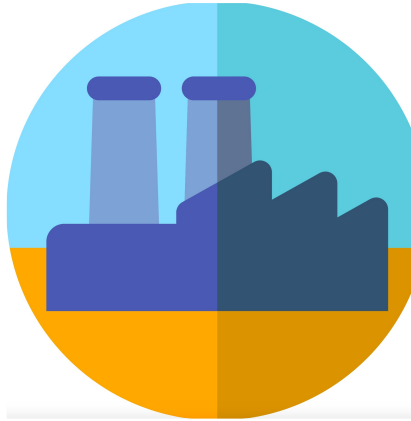Mean weighted effect sizes of Culturally Adapted EBPs:

Overall g = 0.67

Vs. No Tx Control g= .81

Vs. Standard EBP g = .52

Clinical Science:
Adaptation as indicated and systematic

Researcher-driven
Design-time
Adaptations of EBPs

Researcher designed adaptations have been shown to be effective and incrementally more effective.

Resultant adapted EBPs are subject to the same implementation cliff and research to practice challenges

Cabassa & Baumann, 2013, Implementation Science

Community Implementation:
Adaptation as necessary and inevitable
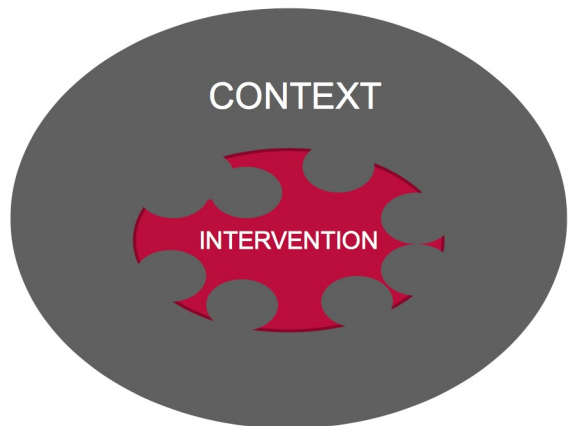
Therapist-Driven Run-Time Adaptations of EBPs

When EBPs are implemented in community MH settings how do therapists adapt?

How do spontaneous adaptations align with researcher-driven adaptations and intersect with EBP integrity?
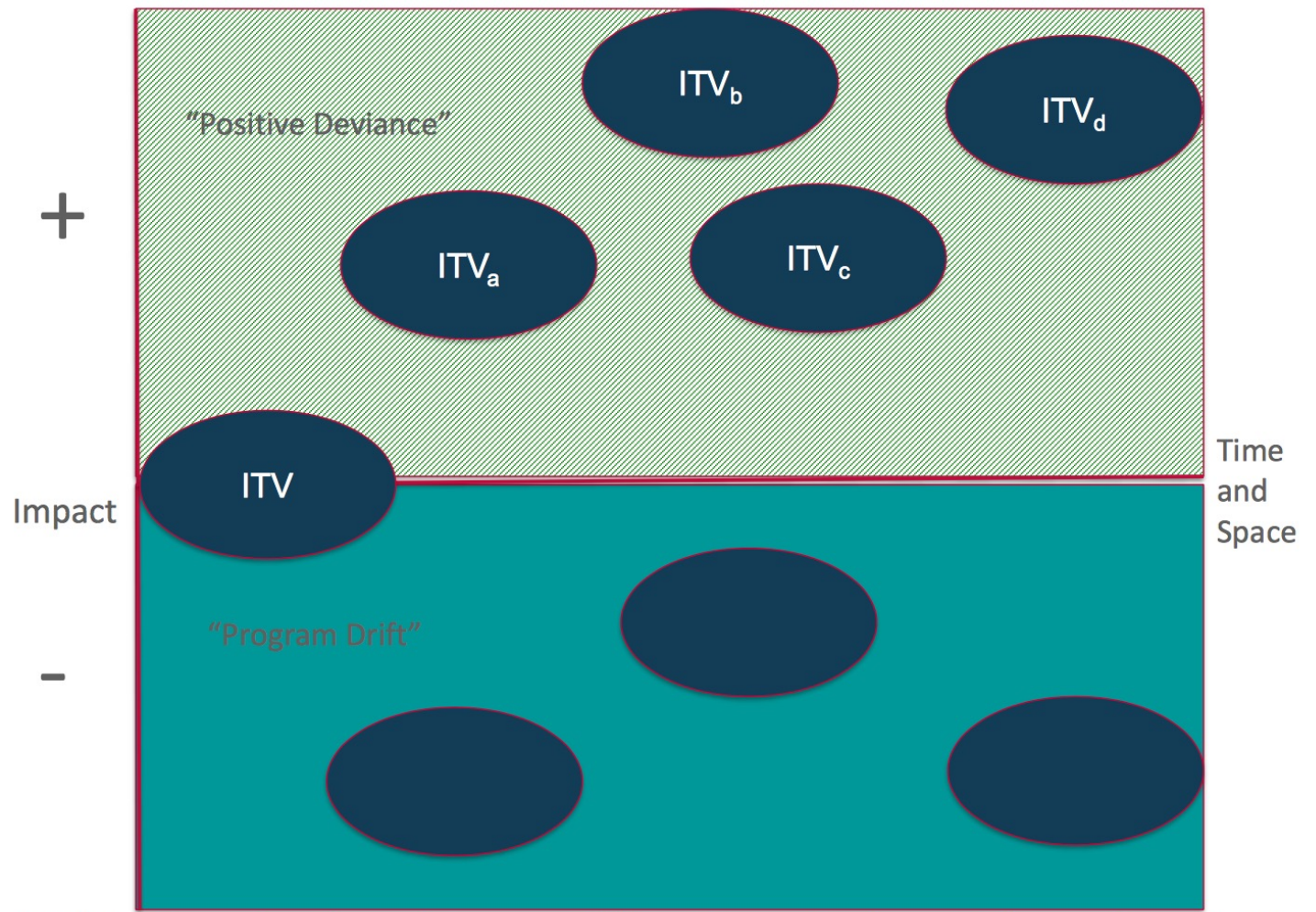
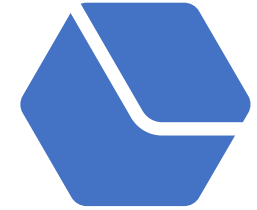# EBP Adaptations in Community Implementation

A Natural Process

Adaptation is Inevitable…

Chambers, 2016

KEY: ITV = Intervention, Time and Space = variability of intervention characteristics over time and setting

NATIONAL CANCER INSTITUTE

EBP Adaptations in Community Implementation

The "**Value Equation**" reconciling the fidelity-adaptation debate

What is the value of the EBP produced for patients, therapists, organizations, and systems?

An adaptation that decreases fidelity might result in more uptake by therapists and engagement among patients, might produce greater value
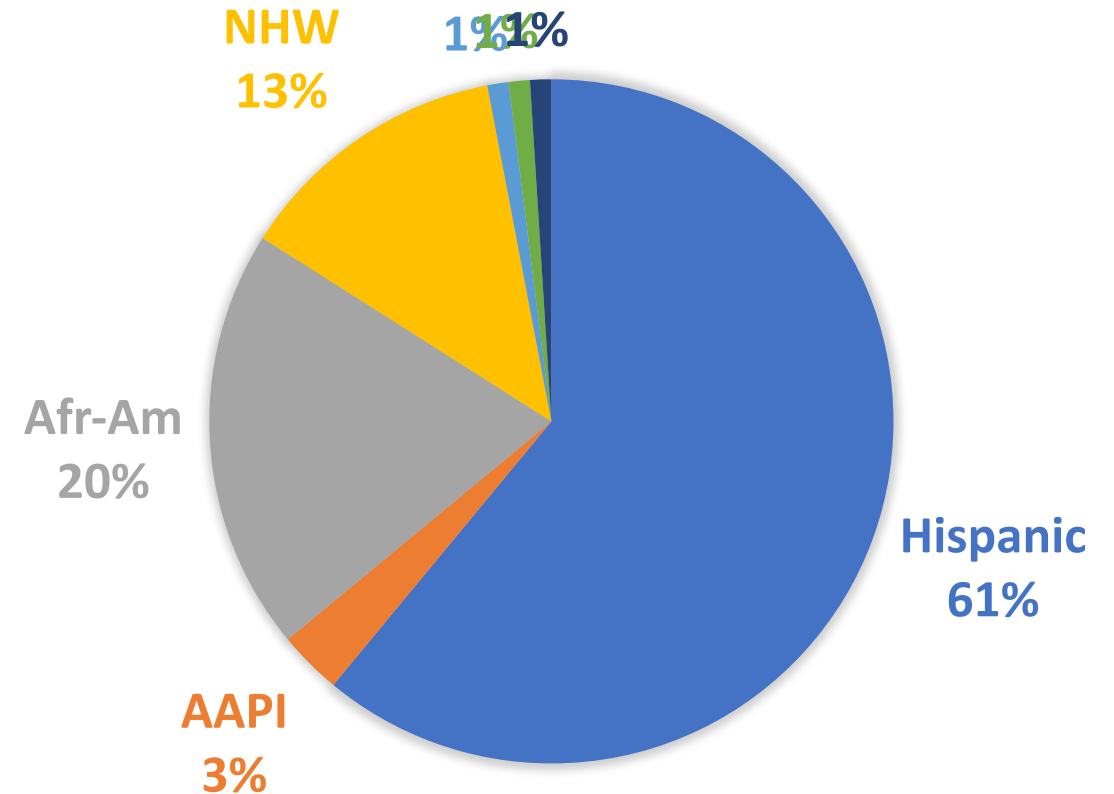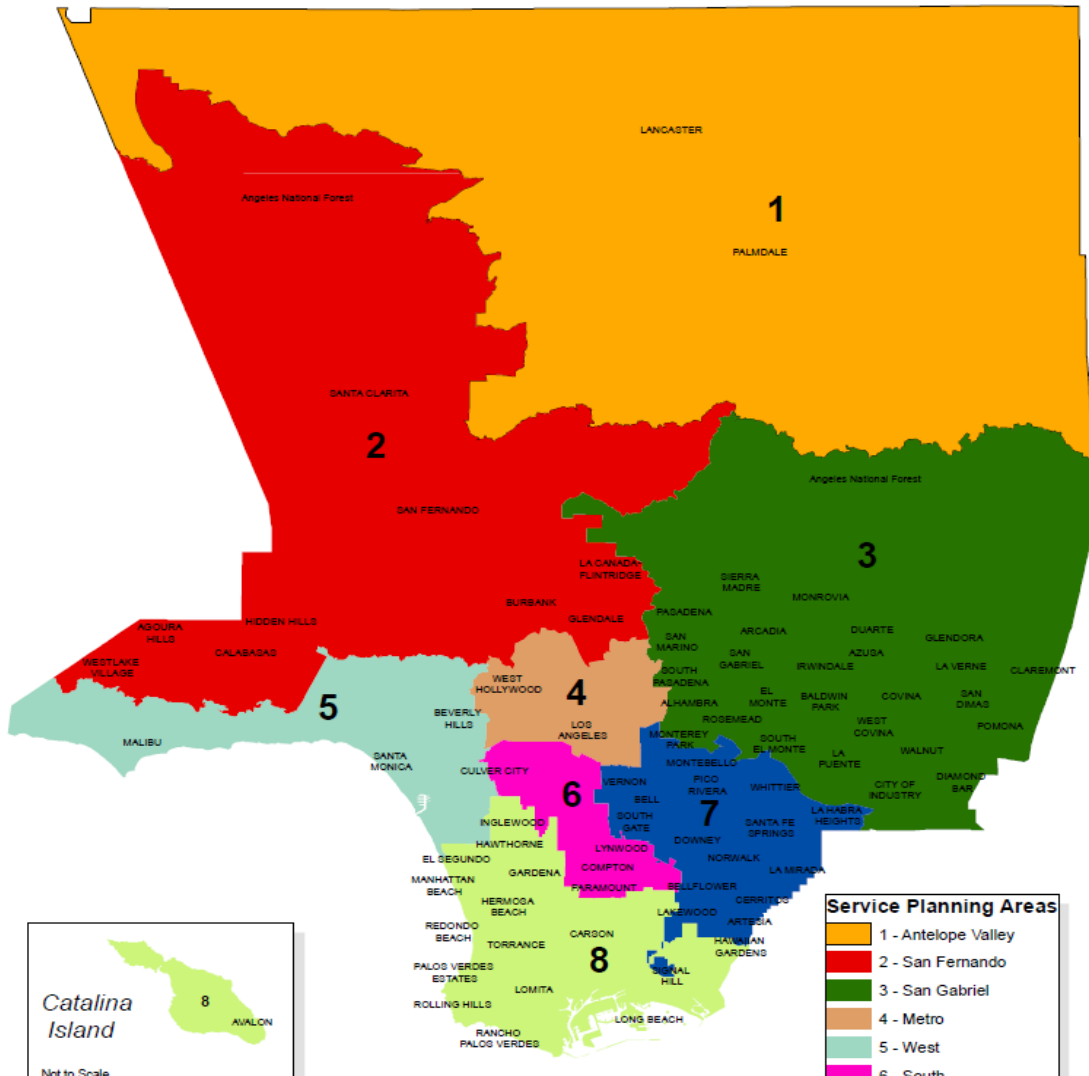
von Thiele Schwarz, Aarons & Hasson, 2016
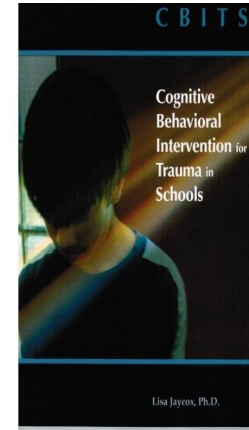
The 4KEEPS Study

A neutral, observational study investigating the sustainment of the multiple EBPs with a system-driven implementation in Los Angeles County.

How do therapists adapt EBPs in this context?

Los Angeles County

Cognitive Behavioral Intervention for Trauma in Schools

Managing and Adapting Practice

Child-Parent Psychotherapy

Seeking Safety

Trauma-focused CBT

Positive Parenting Program

Learning about EBP Adaptations from LACDMH Therapists

Therapist Report of Adaptations to Delivery of Evidence-Based Practices Within a System-Driven Reform of Publicly Funded Children's Mental Health Services

Journal of Consulting and Clinical Psychology

Therapist Adaptations to Evidence-Based Practices and Associations With Implementation Outcomes in Child Therapy Sessions

Qualitative Reports of How and When Therapists Adapt Children's Evidence-Based Practices during Community Implementation

RESEARCH ARTICLE

How community therapists describe adapting evidence-based practices in sessions for youth: Augmenting to improve fit and reach

Study 1: Surveying LACDMH Therapists about Adaptations
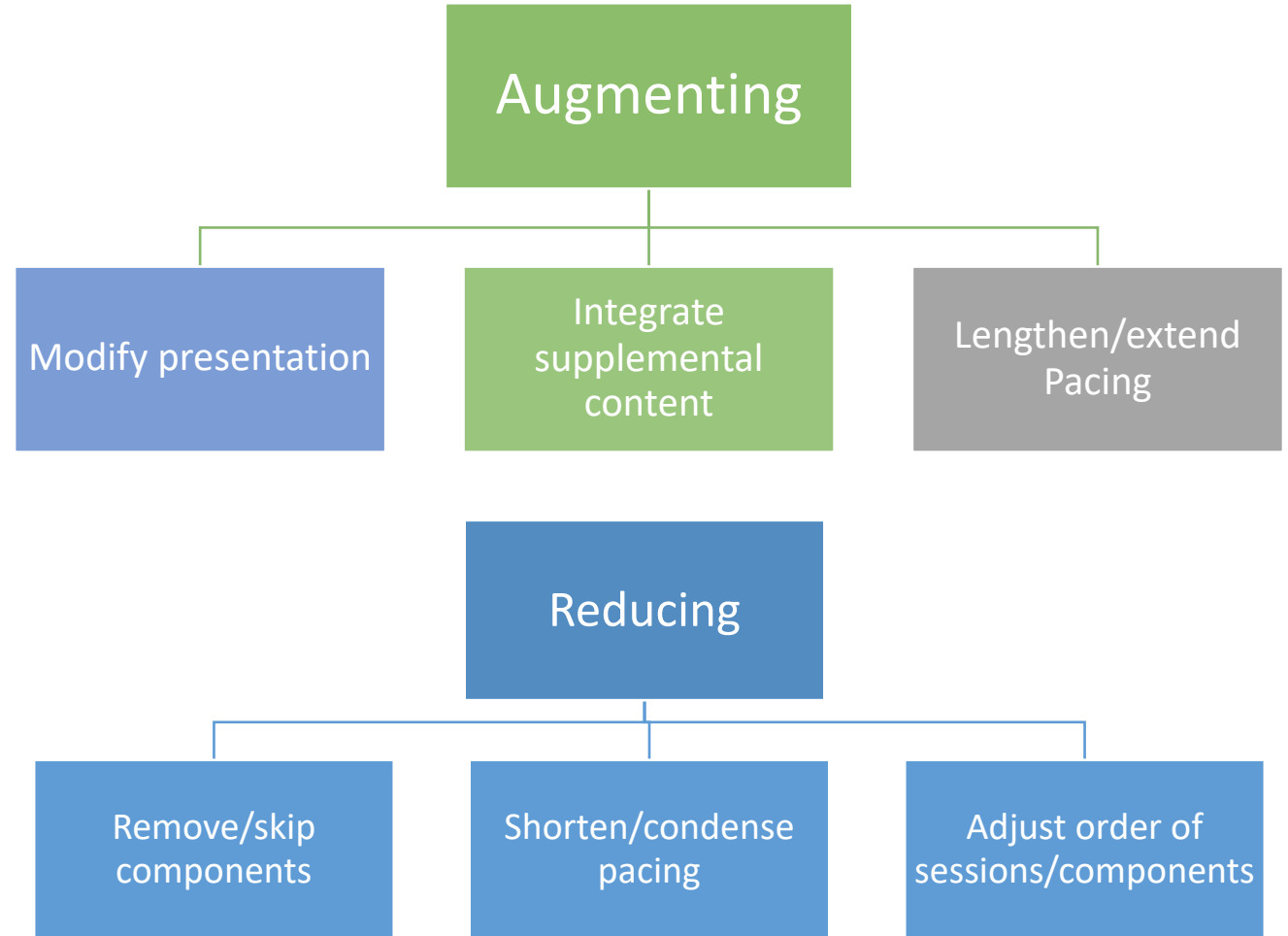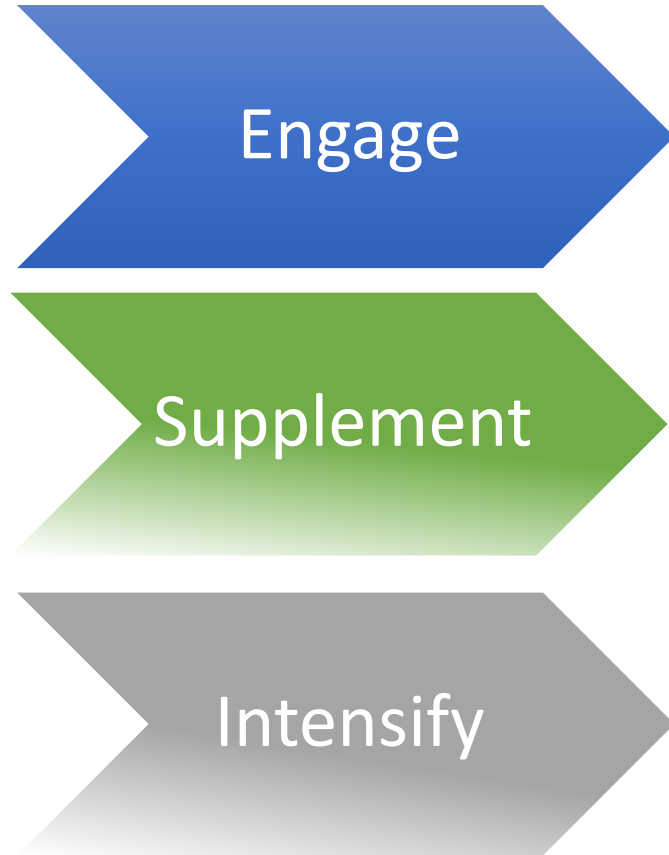
Lau et al. 2018

Therapists Reported More Augmenting Adaptations
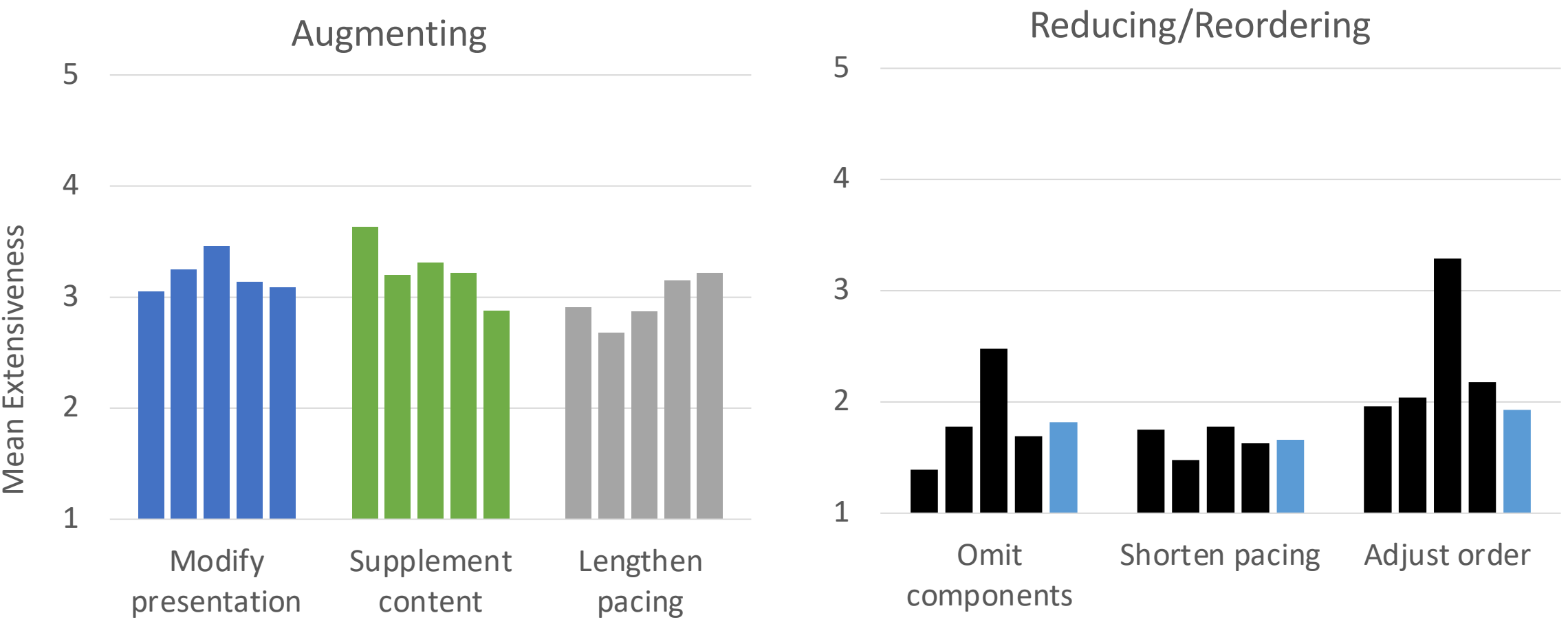
Predictors of Therapist Reported Adaptations

Study 2: LACDMH Therapists' Reasons for Adapting

(Barnett et al., 2018, *Journal of Clinical Child and Adolescent Psychology*).

Therapist Interviews

Culture

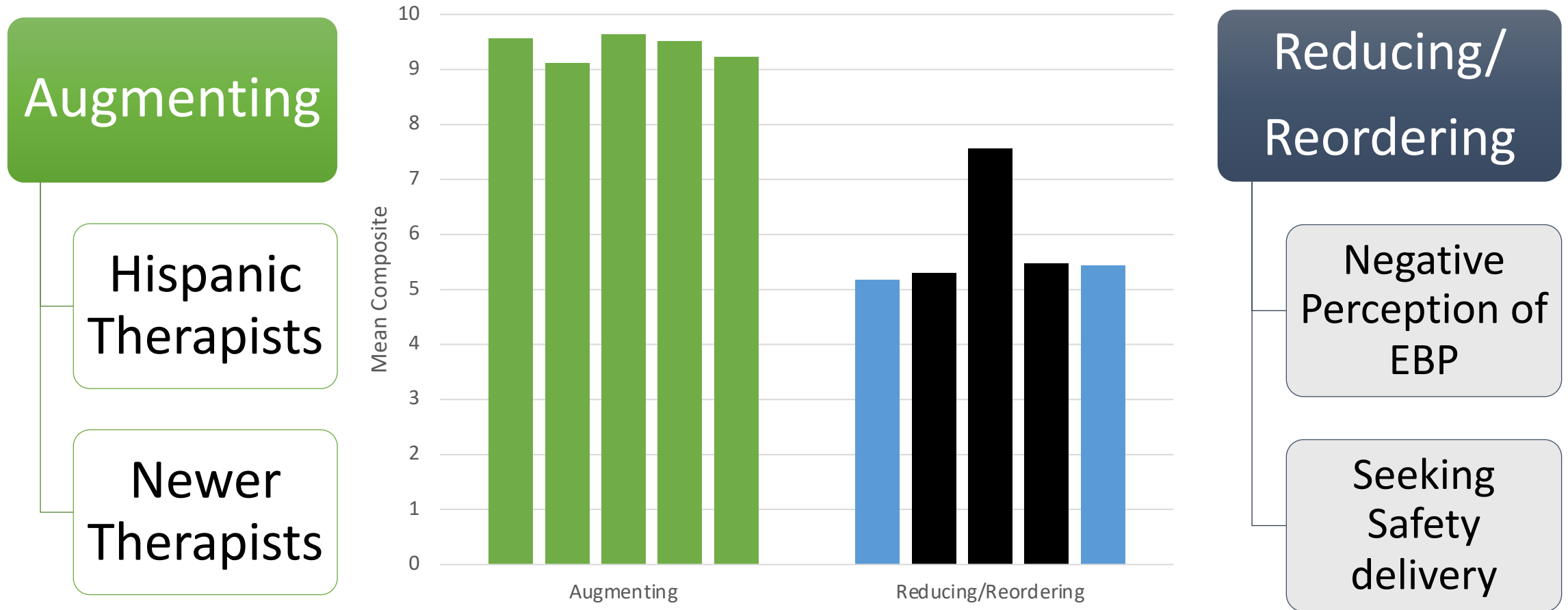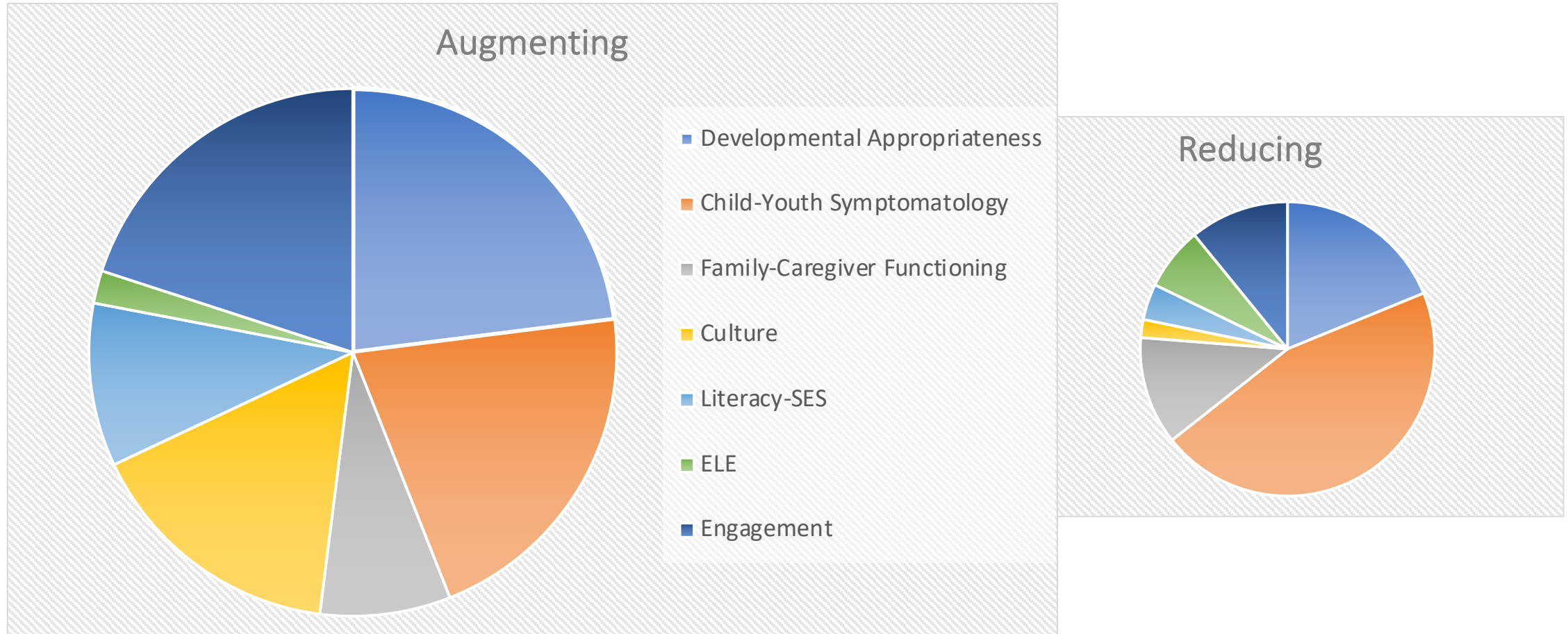**Developmental Level**

Modify Presentation

Extend Pacing

some of the original [treatment] design might not fit well for our clients, so we're trying to figure out how to translate the words in a way that is more meaningful, more easy to understand for my clients

I have little kids go through trauma. A lot of things like cognitive processing, those things, it will be a little bit tricky to do it, because we need to meet his developmental level. Some of it is really too hard.

we talk about a lot of cultural issues but in terms of trauma, really, we just kind of take their pace, which is really to slow down. We slow down.

There's a lot of traditional Chinese values that we need to take into consideration. Let's say, how do they want to process the trauma. Do they feel comfortable with the process with us, or they feel more comfortable with their own supporting network so that we need to change our approach?

Study 3: Therapists Describe Adapting in Session

How do therapists describe adaptations to EBPs at the session-level?

How are distinct types of therapist adaptations associated with EBP strategy delivery at the session-level?

Study 3: Methods

1
- 103 therapists described adaptations in 680 sessions for 273 clients

2
- Therapists indicated whether or not they adapted the EBP
  - *"In this session, did you adapt _____ for this client? If yes, please describe how you adapted _____ for this session:"*
- Session-level Adaptations Coding Manual included 13 codes

3
- Coded extensiveness of EBP strategy delivery via EBP Concordant Care Assessment (ECCA)

Results: Frequency of Adaptation Types

Kim et al., 2020 *Journal of Community Psychology*

Extensive EBP Strategy Delivery

Modifying Presentation
- Modify Pres: 141 (98%)
- Translate: 8 (5%)

Integrating
- Integrate: 69 (78%)
- Psycho-education: 17 (19%)
- Combine services: 4 (5%)

Extending
- Repeat: 33 (72%)
- Lengthen: 13 (28%)

Reducing
- Remove: 22 (29%)
- Shorten: 11 (14%)
- Adjust order: 13 (17%)
- Pause: 35 (45%)

Generalizing
- Neproblem: 10 (w 19%)
- New setting: 43 (81%)
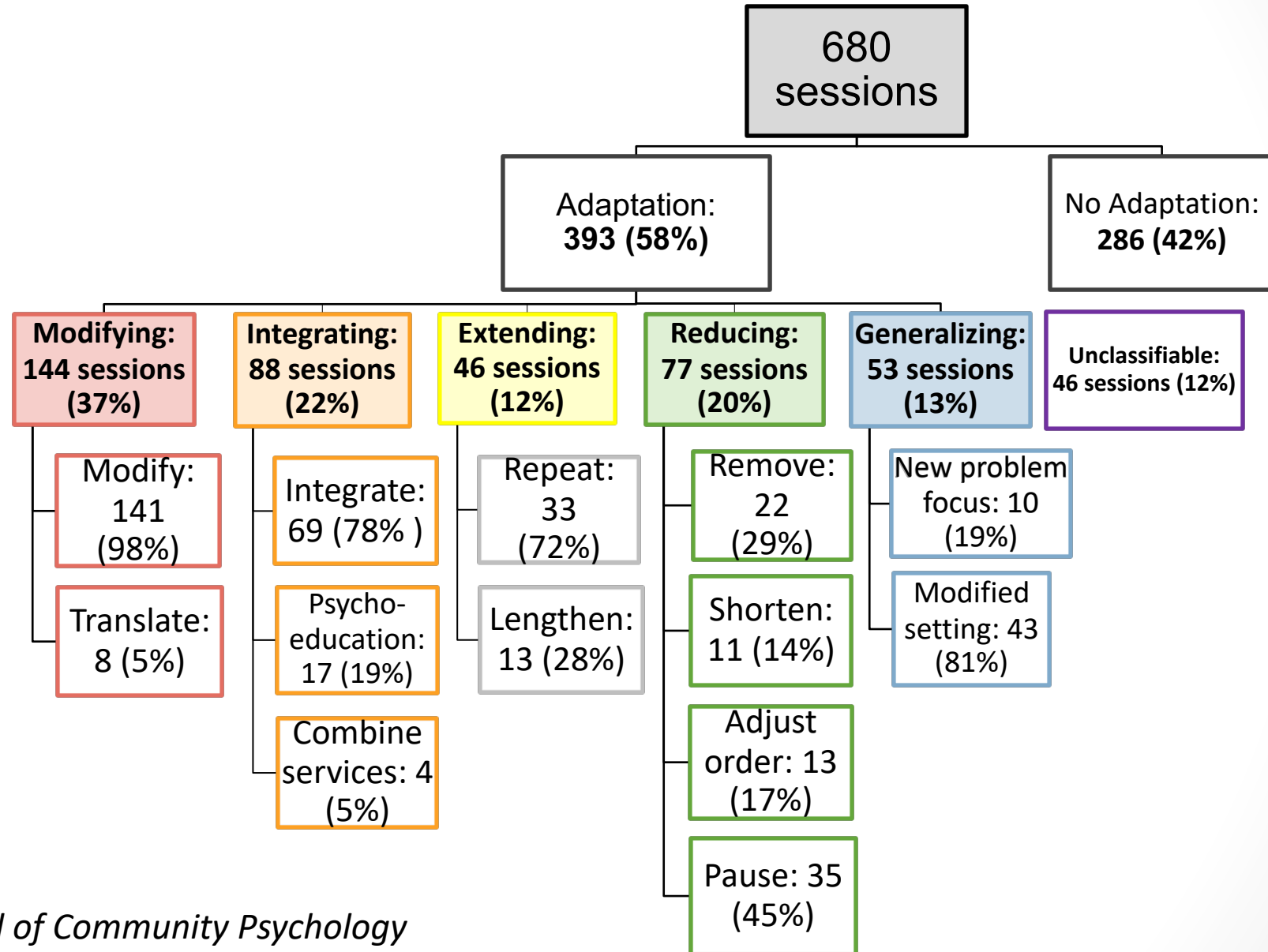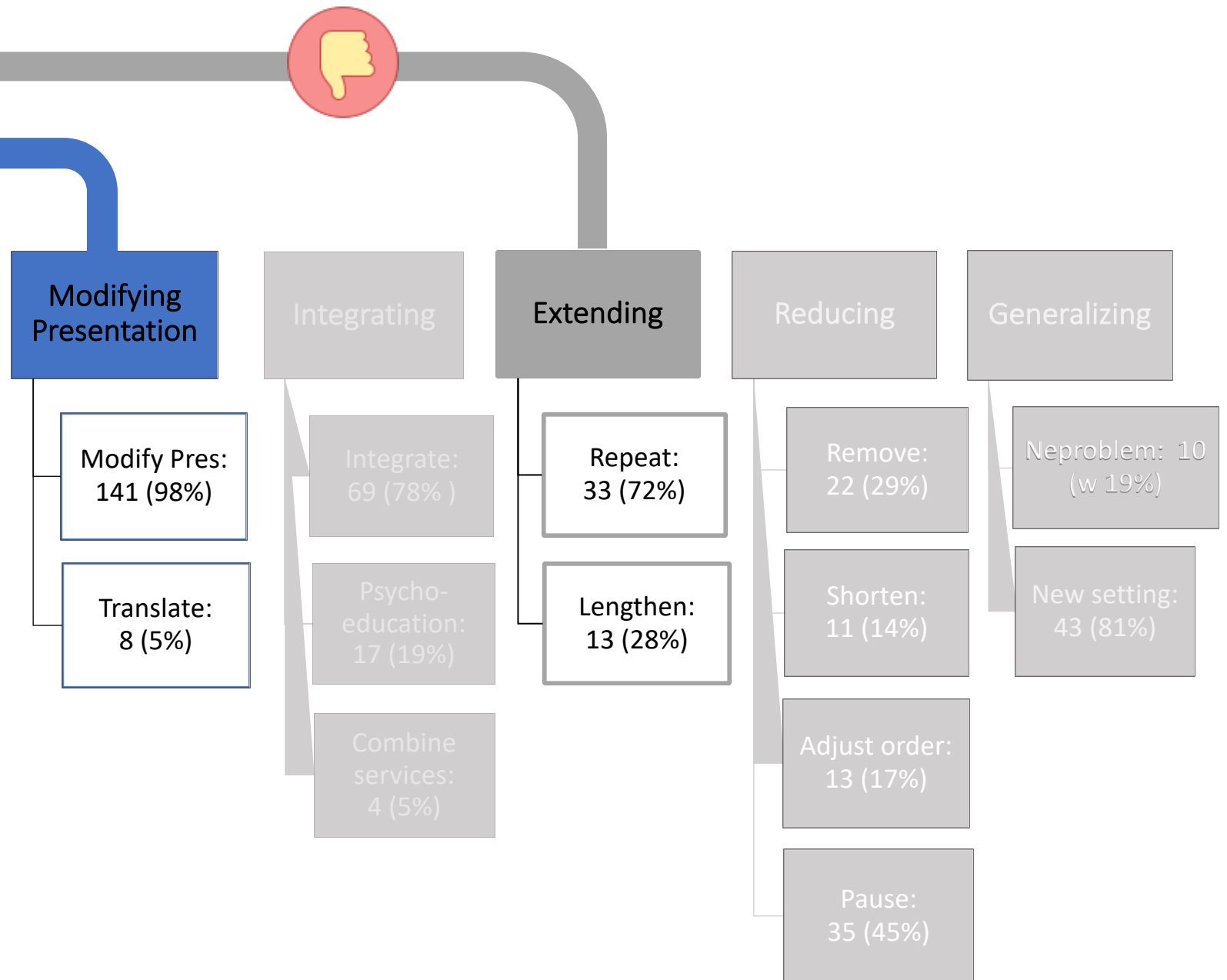
Yu et al., (2021)

Examples Modifying Presentation

"Created an art activity to give a visual of cognitive restructuring."

"I utilized a video to assist client in understanding the three parts of anxiety and teach about CBT."

"I used a board game, Candyland, to practice "I" statements; each color on the board was assigned a feeling state. We took turns – on my turn "I" modeled using "I" statements, on his turn I provided coaching after he shared an "I" statement."

Examples of Extending Adaptations

"This client takes a lot of time to engage in creating her trauma narrative, especially in doing her own art/drawing for the narrative since she is so young. Due to this it will take longer for her to complete the narrative than typically needed for TF-CBT."

"I had to go over skills several times, practice, model and work on focusing and client still appeared confused at times and disinterested."

"...spending more time on cognitive practice skills due to client's difficulty grasping concepts."

Practice Based Evidence: The Wisdom of Community Therapists

- Community therapists make similar adaptations to EBPs as Clinical Researchers
    - Augmenting > Reducing
- When attending to culture, community therapists Augment EBPs
    - Modifying presentation, Extending
- Modifying presentation was linked to more extensive EBP strategy delivery, but Extending was linked to less
- Therapists may need support to respond to client difficulties with EBP skills by leaning into rather than away from active teaching
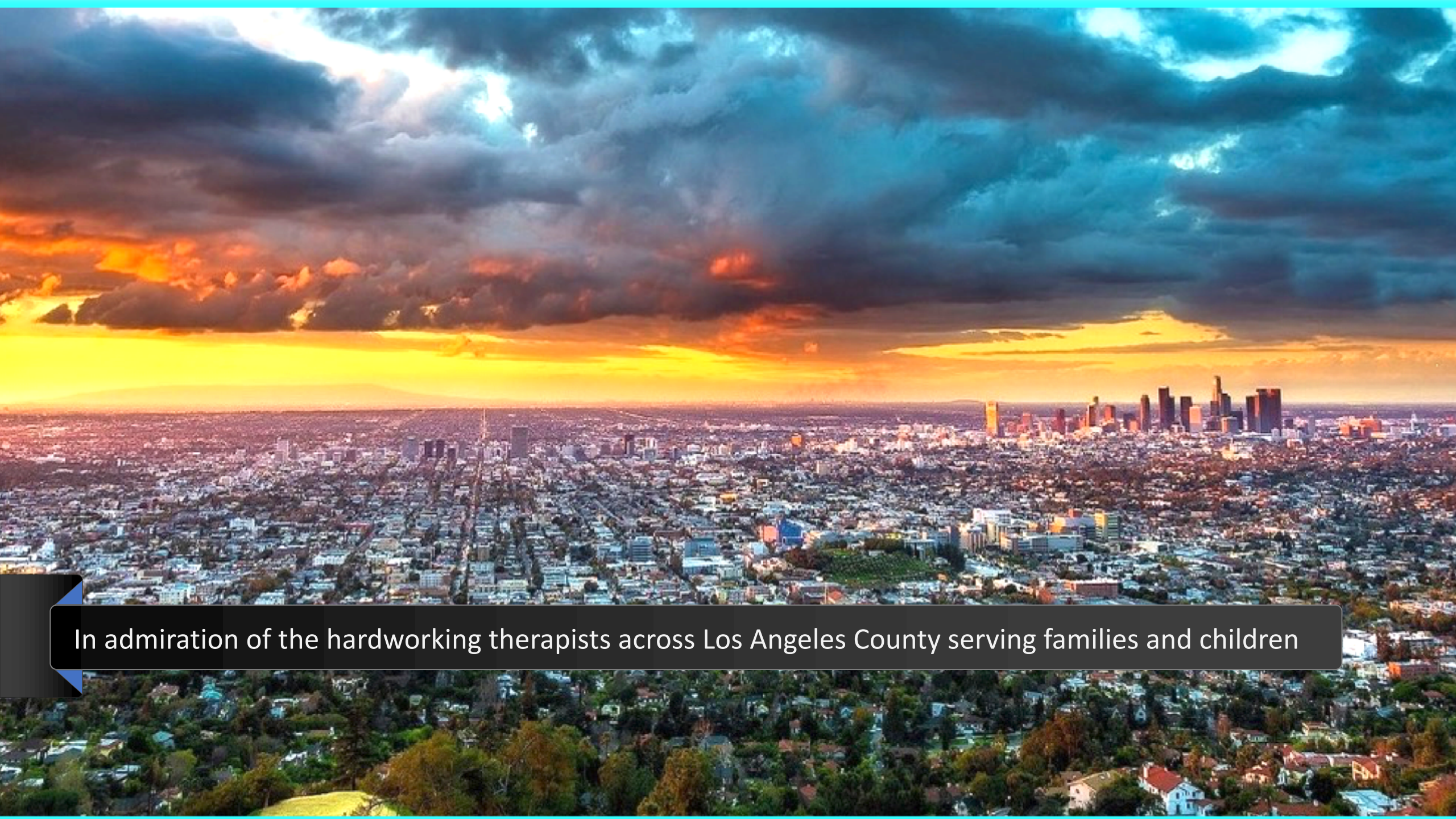
In admiration of the hardworking therapists across Los Angeles County serving families and children

Source Citation for this Presentation

With website link

- Lau, A.S. (2022). ***Research and Community Approaches to Adapting Evidence-based Interventions for Diverse Youth and Families*** [PowerPoint slides]. Retrieved from https://sccap53.org/resources/education-resources/webinars/

- **Without website link**

- Lau, A.S. (2022). ***Research and Community Approaches to Adapting Evidence-based Interventions for Diverse Youth and Families*** [PowerPoint slides]. Webinar sponsored by the Society of Clinical Child and Adolescent Psychology, Division 53 of the American Psychological Association. New York, NY.