



## Culturally Responsive Evidence-Based and Community-Defined Practices for Mental Health | Session 1: Setting the Stage

### Presenters:

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### Participant Question & Presenter Response

**Q1** *What are the technical differences between the terms “evidence-based” and “evidence-informed” when it comes to emerging models or modalities?*

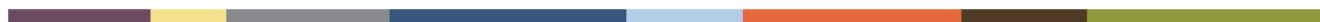
**A1** They are similar. Evidence-based modalities are backed by research that specifically demonstrates these modalities to be effective. Evidence informed modalities typically use adapted elements from evidence-based modalities; they use the evidence-based protocols as much as possible when addressing issues or when being delivered in contexts for which there is no current research to prove efficacy.

**Q2** *What are some examples of Community Defined Practices?*

- A2**
- La Cultura Cura (Cultural-Based Healing) is a Community Defined Practice in the Latinx community that seeks to create a foundation for well-being through restoring one's true and positive cultural identity.
  - Asian American Family Enhancement Network Bicultural Parenting Education Program (AAFEN B-PEP) is a Community Defined Practice for Chinese and Korean immigrant parents. It is a skills-based, interactive modality designed to increase positive communication in Chinese and Korean immigrant families with children at risk for substance use and other delinquent behaviors.
  - Other examples can be found [here](#).

**Q3** *What is the definition of Fidelity?*

**A3** Fidelity refers to how well an adapted practice adheres to the core elements of the original Evidence-Based Practice. Fidelity Evidence-Based Practices are identified through extensive research and depend upon specific core elements to be effective. These core



elements are the parts of the intervention that are empirically associated with desired outcomes. Learn more [here](#).

**Q4** *How are culturally appropriate services applied to education? Shouldn't advocacy begin in education settings?*

**A4** Educational systems integrate culturally informed theories and best practices in teaching methods including, culturally responsive teaching (CRT) and culturally relevant education (CRE), but data is not yet available regarding implementation of CLAS standards in behavioral health services in school settings.

Castro-Olivo, S.M. Introduction to Special Issue: Culturally Responsive School-Based Mental Health Interventions. *Contemp School Psychol* 21, 177–180 (2017).  
<https://doi.org/10.1007/s40688-017-0137-y>

**Q5** *Do the CLAS Standards address situations in treatment when clients do not trust interpreters for various reasons?*

**A5** The CLAS Standards unfortunately do not address situations when clients do not trust interpreters. The CLAS Standards primarily focus on the importance of offering interpretation and translation services free of cost to clients. The CLAS Standards also discuss using only trained professionals for interpretation services and how to inform clients of available language services. Access the resource [here](#).

This may also depend on how organizations choose to use and work with the CLAS standards. They can be used in a topical way to address immediate and obvious organizational issues, or it can lead to profound endeavors. The CLAS standards point out organizational practices that can be culturally improved through in depth assessments and efforts correlate and ensure that every culturally and linguistically informed enhancement meet the needs of diverse community members in a respectful and responsive way, (Principal Standard 1), “...*respectful services foster an environment where all individuals feel comfortable discussing their needs with staff members.*”

Malcolm V. Williams, Laurie T. Martin, Lois M. Davis, Linnea Warren May, and Alice Kim, Evaluation of the National CLAS Standards, Tips and Resources, 2018,  
[https://minorityhealth.hhs.gov/assets/PDF/Evaluation\\_of\\_the\\_Natn\\_CLAS\\_Standards\\_Toolkit\\_PR3599\\_final.508Compliant.pdf](https://minorityhealth.hhs.gov/assets/PDF/Evaluation_of_the_Natn_CLAS_Standards_Toolkit_PR3599_final.508Compliant.pdf)



**Q6** *Do you feel that the necessity of developing telehealth capabilities due to COVID will help lead us into an era where EBPs that require in-person services as part of their fidelity model can be updated to recognize the potential for cultural responsiveness of telehealth?*

**A6** The COVID pandemic rapidly expanded telehealth technologies to facilitate effective patient care despite social distancing challenges. As a result, it may be included within standards of care. Current literature indicates that tele-psychiatry and tele-behavioral health strategies are in beginning stages of incorporating culturally informed practices, but research is needed to guide these efforts. Please see authors and affiliations.

Hilty DM, Gentry MT, McKean AJ, Cowan KE, Lim RF, Lu FG. Telehealth for rural diverse populations: tele-behavioral and cultural competencies, clinical outcomes and administrative approaches. *Mental health*. 2020; 6:20. Published 2020 Apr 5. doi:10.21037/mhealth.2019.10.04

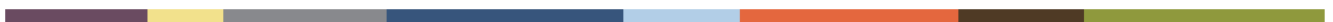
**Q7** *Is there someone I can connect with about cultural responsiveness and adaptation for standardized testing? Specifically, I am interested in learning about this for licensed health care professionals.*

**A7** The authors of *Culturally Responsive Assessment of Language and the Challenge within Standardized Testing*, may be the appropriate resources to contact, please refer to source below:

Bender J., Gelinas E., Fischer N., Cook B. (2020) Culturally Responsive Assessment of Language and the Challenge Within Standardized Tests. In: Volkmar F. (eds) *Encyclopedia of Autism Spectrum Disorders*. Springer, New York, NY. [https://doi.org/10.1007/978-1-4614-6435-8\\_102537-1](https://doi.org/10.1007/978-1-4614-6435-8_102537-1)

#### **Additional Resources or Links from Answers:**

- For information about mental health training and technical assistance activities, access your MHTTC Regional Center [here](#).
- CLAS Standards Resource: <https://stanfordmedicine.box.com/s/cl8xnz54g9e5ha4l7dshb6hyjdxwjq7l>
- <http://nlbha.org/index.php/projects/other-projects/cdep>
- [https://share.nned.net/wp-content/uploads/2019/03/NNED-VR-Building-the-Evidence\\_Key-Take-Aways.pdf](https://share.nned.net/wp-content/uploads/2019/03/NNED-VR-Building-the-Evidence_Key-Take-Aways.pdf)
- <https://positivedeviance.org/>
- [https://www.betterevaluation.org/en/plan/approach/positive\\_deviance](https://www.betterevaluation.org/en/plan/approach/positive_deviance)



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