Providing Culturally Relevant Services to Families of LGBTQ+ Youth

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Providing Culturally Relevant Services to Families of LGBTQ+ Youth

Learning Objectives:

- 1. Learners will gain important insights into key strategies for providing culturally relevant services to families of LGBTQ+ young people

- 2. Learners will learn how to use SAMHSA's new guide on cultural adaptation

- 3. Learners will build understanding through review of case examples from a Youth Acceptance Project clinician

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Activity Planners: Marlene Matarese, MSW, PhD; Angela Weeks, MPA; Christopher Bellonci, MD, FAACAP; Shelley Craig, PhD, RSW, LCSW; Ashley Austin, PhD, LCSW

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https://lgbtqequity.org/

https://mhttcnetwork.org/centers/content/new-england-mhttc

Importance of Family Support

8 x Higher risk of attempted suicide

6 x Higher levels of depression

3 x Higher risk for HIV & STIs

3x Higher risk of use of illegal substances

Ryan, C. (2009). Supportive families, healthy children: Helping families with lesbian, gay, bisexual & transgender children. San Francisco, CA: Marian Wright Edelman Institute, San Francisco State University. (pp. 9)

Youth Believe They Can Be A Happy LGBT Adult

Level of Family Acceptance

EXTREMELY accepting — 92%

VERY accepting — 77%

A LITTLE accepting — 59%

NOT AT ALL accepting — 35%
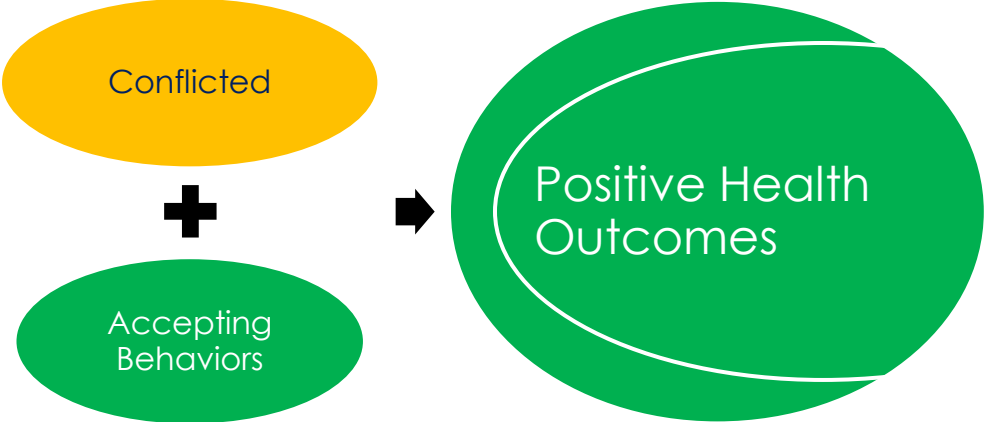
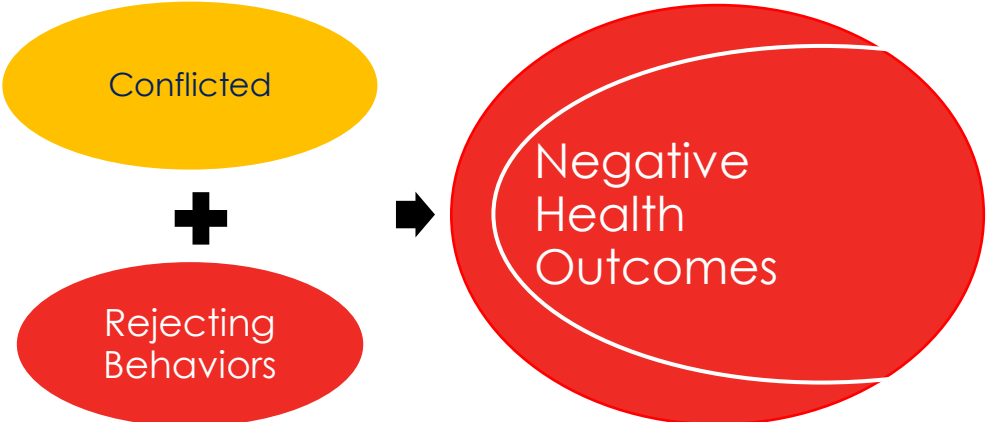Ryan, Family Acceptance Project, 2009

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LGBTQ+ BEHAVIORAL HEALTH EQUITY

Actions Versus Beliefs

Supportive

Conflicted

+

Accepting Behaviors

➡️ Positive Health Outcomes

Harmful

Conflicted

+

Rejecting Behaviors

➡️ Negative Health Outcomes

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Chat Question: What does "meet them where they are at" look like?

Case Example

11 Types of Adaptations

- Content
- Language
- Delivery
- Staff
- Concepts
- Settings
- Use of a steering committee
- Training staff
- Extended Family
- Client led approach
- Providing flexibility
- Accounting for client avoidance

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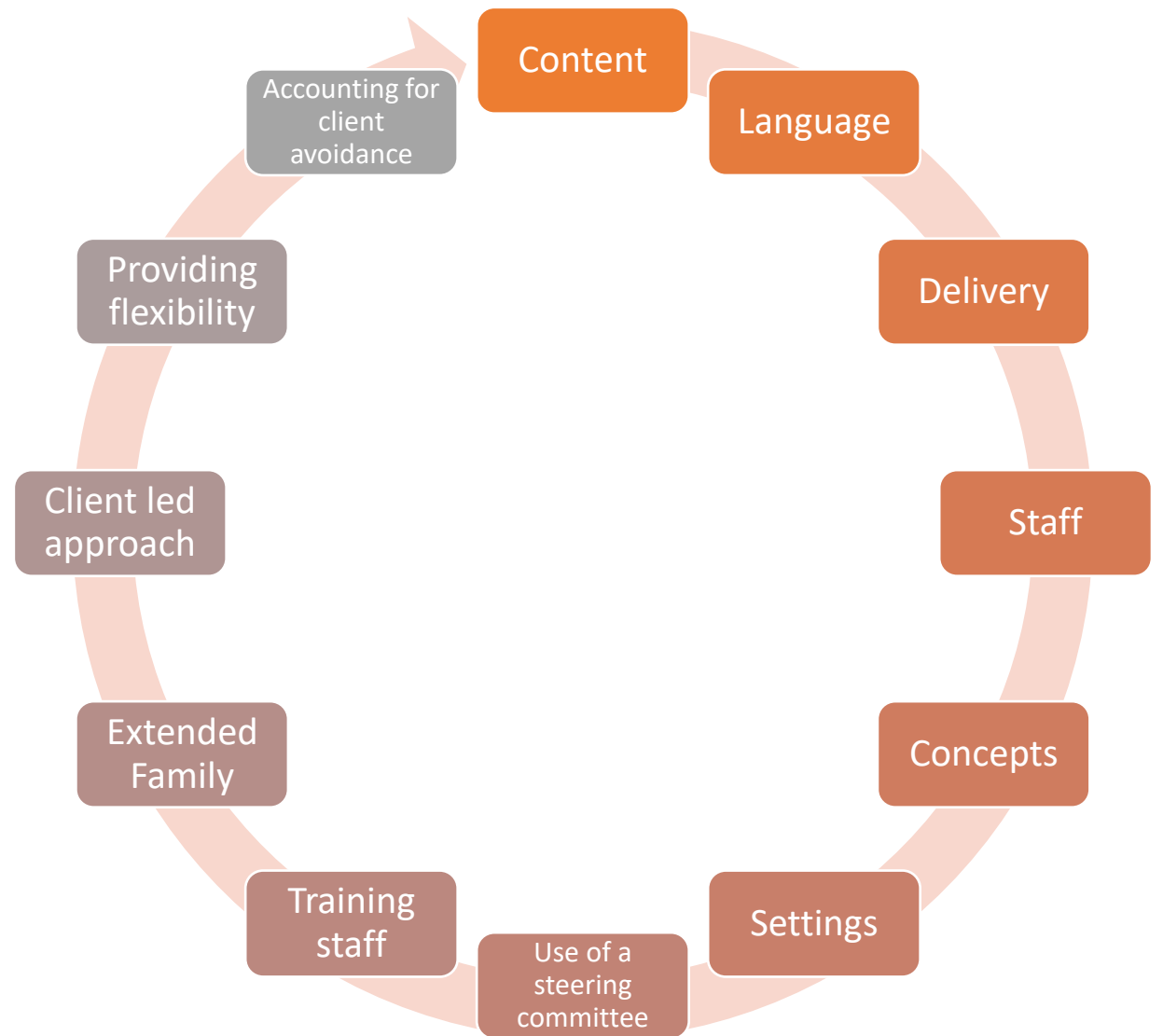
Outcomes Improve

Data showed that culturally adapted EBPs and EIPs resulted in better outcomes when compared to control groups.

*Small excerpt from larger data set

Article	Types of Positive Outcomes Reported					
	High Satisfaction with Culturally Adapted Program	Higher Retention or Compl-etion	Reported Increased Positive Relationships and Commun-ication	Improvements in Parental Involvement or Practices	Improvement of Mental Health or Behavior	Lower Levels of Substance Use
Parra-Cardona et al., 2016	X					
Valdez et al., 2018		X	X	X	X	
Burrow-Sanchez, 2019				X		X
Cycyk et al., 2019			X			
Lopez-Zeron et al., 2020				X	X	
Paris et al., 2018		X				X
Finno-Velasquez et al., 2014	X	X				

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Content

Definition: Adapting content to an intervention to include culturally specific information

Example: Making sure programs that treat anxiety or depression, also include discussions about the impacts of racism, generational trauma, or immigration for certain populations.

Language

Definition: Adapting the content to the language/terminology preferred by the clients

Example: Primary language adaptation, but also could be adapting materials to include slang and commonly used terms for the community being served.
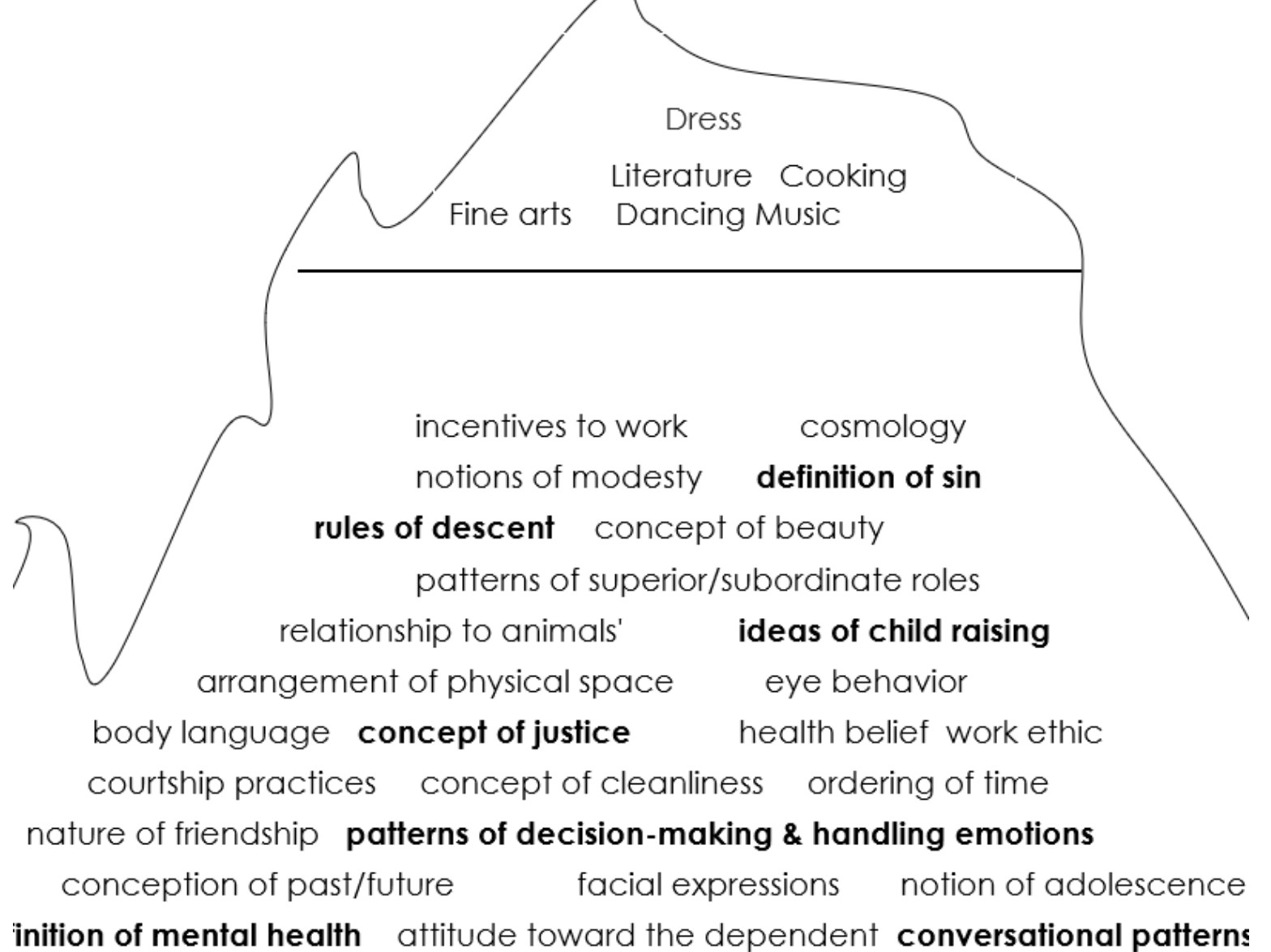
Concepts

Definition: Changing metaphors, theories, and references so that they are culturally appropriate

Example- Honoring Children, Mending the Circle is an adapted CBT model for AI/AN populations, and it has been adapted to represent three key concepts: 1) all things are connected, 2) all things have a spiritual nature, and 3) existence is dynamic.

(Bigfoot & Schmidt, 2010)

Cultural Concepts

Dress

Literature   Cooking

Fine arts   Dancing Music

incentives to work   cosmology

notions of modesty   **definition of sin**

rules of descent   concept of beauty

patterns of superior/subordinate roles

relationship to animals'   **ideas of child raising**

arrangement of physical space   eye behavior

body language   **concept of justice**   health belief work ethic

courtship practices   concept of cleanliness   ordering of time

nature of friendship   **patterns of decision-making & handling emotions**

conception of past/future   facial expressions   notion of adolescence

inition of mental health   attitude toward the dependent   **conversational patterns**

DEEP CULTURE = OUT OF AWARENESS

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Reflective Team

Definition: Hiring professionals that speak the language of the clients, share a similar racial or ethnic background, or live in the same community

Example: Making sure that a parenting program for American Indian fathers is led by someone who has lived experience as an American Indian father.

Extended Family Inclusion

Definition: Adapting the intervention to include family members or caretakers who would not have been otherwise included in the original intervention

Example: If the community relies on grandma as a primary caretaker, then make sure grandma isn't excluded in the parenting programs.

Check on Satisfaction with Services

Definition: When factors of the information may need to change because clients, due to how their cultures may be perceived, do not want to be observed as "causing trouble," "complaining," or "voicing disagreement"

Example: Do not assume your client will tell you when you are doing a poor job. For example, if a White provider is trying to help a Black client manage their anxiety, the provider should not assume that the Black client will tell the White provider that they are not meeting their needs around understanding their lived experience. It is much more likely that the client will stop engaging in services.

Provide a Non-judgmental Space for Processing

Listen
Listen to How Intersectionality & Lived Experience Impacts their Views

Provide
Provide Space for Caregivers to Discuss the Dreams they Envisioned for their Children

Encourage
Encourage Caregivers Process any Fears for their LGBTQ+ Child or Themselves

Ask
Ask Caregivers their Experiences Learning About LGBTQ Identities

When to Provide Education

Rapport must be established

Listen for cues that the family is ready for new information

Ask them, "are you open to some new resource or to learning more about this?"

Connect the education to the goals the caregiver has for themselves and for their young person

Brainstorm with Families on Ways to Show their Love

Even when a family is struggling, they still can show their love

1. Continue to show affection to their child

2. Tell their child they love them

3. Include them in family activities and rituals

4. Ask their child for time to learn more about the topic

5. Avoid speaking negatively about the situation in front of their child

6. Find middle ground where possible

Helpful Resources

Model for Cultural Adaptation

STEPS IN THE PROCESS OF ADAPTING INTERVENTION

COMMUNITY ENGAGEMENT

01 Engage community and define the issue

02 Assess organizational capacity and readiness

03 Review EBPs, choose one, and re-assess the organizational capacity

04 Select components and adapt the EBP

05 Train staff and test adapated materials

06 Implement the adapted EBPS and evaluate the implementation and outcomes

07 Assess and make further adaptations

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The Cultural Adaptation Planning Tool

Cultural Adaptation Planning Tool

This tool should be used to assess cultural fit of a program prior to selecting the program and also during the cultural adaptation process. These questions should be assessed in partnership with community members and experts with lived experience.

1. Does the EBP or EIP allow for cultural adaptation of the content? This could include adding content on racism, culture, immigration, acculturation, language, spirituality, or other topics important to the cultural group.

2. Is the EBP or EIP material available in multiple languages? If not, does the EBP or EIP allow for translation to another language or changes to specific words to align with specific cultural slang or additives? If yes, how will the program translate the materials?

3. Can the delivery method be adapted (i.e., virtual delivery, group delivery, or in-home services)? If yes, what is the most suitable delivery style for the population being served?

4. Does the implementation team reflect the group being served? If not, are there resources to hire a reflective team to implement the EBP or EIP? What aspects of implementation are most important for this program (i.e., shared community, shared experience, or spoken language)?

5. Can the concepts in the EBP or EIP be adapted? If yes, who on the steering committee will advise on concept adaptation?

6. Does the EBP or EIP allow for implementation in an array of settings? If yes, what type of setting will be most beneficial to the group receiving services (i.e., in a community center, a clinic, a place of worship, in the home, or another client specified location)?

7. To whom is the EBP or EIP originally tailored (i.e., maternal and paternal parents)? Does the EBP or EIP allow for the inclusion in the program of extended family or non-family members that are part of the caretaking network?

8. What type of training do staff need in order to deliver the EBP or EIP well to the racially or ethnically diverse group? How will staff be trained on the cultural adaptations? How will the success of the training be tracked? How will staff performance be monitored? If staff coaching is needed, how will it be provided?

9. Will the EBP or EIP allow for a client led approach? What parts of the program would need to be adapted to be led by the client? How would staff be trained on implementing the client led approach?

10. Does the EBP or EIP allow for flexibility? Can clients miss a session? Are there makeup sessions? Do clients have to attend the entire intervention? Is there flexibility in the time and length of sessions? Can clients make up sessions virtually, or do they always have to be in-person?

11. Does the EBP or EIP account for clients avoiding conflict? Does it provide opportunity for clients to provide feedback or express themselves when they do not understand the content? If not, how will staff be trained on implementing this approach?

Educational Video for Providers and Families

Support for LGBTQ Youth Starts at Home:
An #AsYouAre Project

Youth Acceptance Project

The Youth Acceptance Project (YAP) is a clinical model that works with families of LGBTQ+ youth to address their fears and worries related to their LGBTQ+ child and help the family learn new and supportive behaviors to improve their youth's well-being.

Youth Acceptance Project: 3 Phases

Engagement is at the outset of services and throughout, and is defined by:

- Honoring parents/caregivers' expertise

- Sensitive assessment

- Rapport building with both caregivers and child separately

Implementation entails providing support and giving accurate concrete information, and considers:

- Pacing of information sharing

- SOGIE knowledge

- Reframing

Transition includes advocating for, and organizing, support networks via:

- Listening for the parent/caregiver's feeling of hope

- Collaborative case planning (problem solving and decision making)

- Transitioning to help the family find other sustainable support

Youth Acceptance Project

"Out of 26 families, 23 youth never left their families because they were stabilized, and the families became affirming of their child. Of the youth who were showing suicidal behaviors at the start of the program, 100% of them were no longer doing so by the end of the program."

"The Youth Acceptance Project clinicians work with parents' reconciliation of their values and beliefs (faith, family, community) in such a way that allows them to be affirming of their child."

Family Acceptance Project

Family Acceptance Project
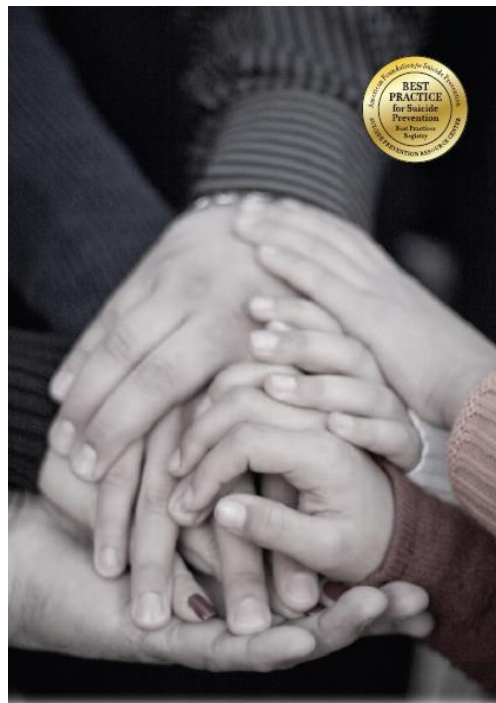
家庭接受和支持，培養健康孩子

幫助家裡有同志
（女同性戀、男同性戀、雙性戀、跨性別）成員的家庭

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Supportive Families,
Healthy Children

Helping Families with Lesbian, Gay,
Bisexual & Transgender Children

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Niños saludables
con el apoyo familiar

Ayuda para familias con hijos e hijas lesbianas,
gays, bisexuales y transgénero

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Learning About Sexual Orientation, Gender Identity & Expression

This video, available in English, Spanish, and Portuguese, reviews basic terminology that is important to know when working with people who have diverse sexual orientations or gender identities. This terminology includes sex assigned at birth, gender identity, gender expression, sexual orientation, and more.

WATCH NOW: ENGLISH

WATCH NOW: SPANISH

WATCH NOW: PORTUGUESE

Key Recommended References

- A Community-Responsive Adaptation to Reach and Engage Latino Families Affected by Maternal Depression (Carmen et al., 2018)

- Adaptation of an Evidence-Based Intervention for Disability Prevention, Implemented by Community Health Workers Serving Ethnic Minority Elders (Falgas-Bague et al., 2020)

- Cultural Adaptations of Prolonged Exposure Therapy for Treatment and Prevention of Posttraumatic Stress Disorder in African Americans (Williams et al., 2014)

- Honoring Children, Mending the Circle: Cultural Adaptation of Trauma-Focused Cognitive-Behavioral Therapy for American Indian and Alaska Native Children (Bigfoot & Schmidt, 2010)

- Examining the Impact of Differential Cultural Adaptation With Latina/o Immigrants Exposed to Adapted Parent Training Interventions (Parra-Cardona et al., 2017)

QUESTIONS?