




Risk and Protective Factors in Native American Youth: A Preliminary Analysis

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National Indian Conference on Child Abuse and Neglect
Reno, NV
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Project Overview

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- Practice-Based Evidence: Building Effectiveness from the Ground Up
 - Five-year collaborative effort between the Native American Youth and Family Center (NAYA), National Indian Child Welfare Association (NICWA), and the Research and Training Center on Family Support and Children's Mental Health (RTC)
 - Purposes
 - To develop strategies for documenting the effectiveness of NAYA's services
 - To develop a process for conducting evaluation based on known "good outcomes" of community-based programs.



Partners


- 
- National Indian Child Welfare Association (NICWA),
Portland, OR
 - Terry Cross, Kathleen Fox, Laura John

 - Research and Training Center on Family Support and
Children's Mental Health (RTC), Portland, OR
 - Barbara Friesen, Pauline Jivanjee, L. Kris Gowen, Pachida Lo,
Abby Bandurraga

 - Native American Youth and Family Center (NAYA),
Portland, OR
 - Nichole Maher, Cori Matthew, Shannon Effler, Ryan
Pinkham, Valerie Nelson, Case Managers and youth




NAYA's Challenge

- 
- To demonstrate the effectiveness of agency-wide services and the organization as a whole.
 - Accelerated by state and federal requirements for evidence-based practices (e.g. Oregon SB 267).



Evidence-Based Practice (EBP)

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- Definition: Knowledge obtained through scientific methods about the prevalence, incidence, or risks for mental disorders, or about the impacts of treatment or services.... (Hoagwood, Burns, & Weisz, 2002, p. 329).
 - Advantages:
 - EBP is one way of increasing the likelihood that services will be effective;
 - EBP should be cost effective – services that are provided are known to be those that work;



Evidence-Based Practice (EBP)




■ Limitations of EBP:

- Random Control Trials (RCTs) are the “gold standard” of EBP
 - RCTs often exclude representative samples of children and families from culturally diverse backgrounds; those with complex disorders; those receiving assistance in community settings and those who can't participate due to socio-economic or cultural factors (i.e. Espiritu, 2003)
- Concern over mandated application of EBPs to ethnically diverse populations for whom they aren't indicated or have not been tested
 - State and national movements.




Alternatives to EBP

- 
- Search for a methodology that supports importance of cultural practices
 - Community Defined Evidence (CDE)
 - Practices that communities have used over time and which are widely accepted as being effective within the community (Martinez, 2009).
 - Tribal Best Practices, Oregon
 - Development of evidence gathering tools specific to Native communities and culturally based interventions (Cruz & Spence, 2005).
 - Practice Based Evidence




Practice-Based Evidence (PBE)

- 
- **Definition:** PBE is information gathered from service providers, families, and youth used to identify effective interventions and areas for program or practice improvement. Participatory research methods are integral.
 - **Advantages:**
 - Information about desired goals and outcomes come directly from the people receiving services;
 - Cultural factors can be explicitly included in outcomes and interventions;
 - Effectiveness can then be measured according to these outcomes.



Participatory Research

- 
- Research is collaborative
 - Researchers partner with communities in determining research questions, design, methodology, data collection, protocol, and ownership of data
 - “Studies that practice participatory research with American Indian/Alaska Native communities are also likelier to succeed among American Indians/Alaska Natives” (Davis & Reid, 1999)



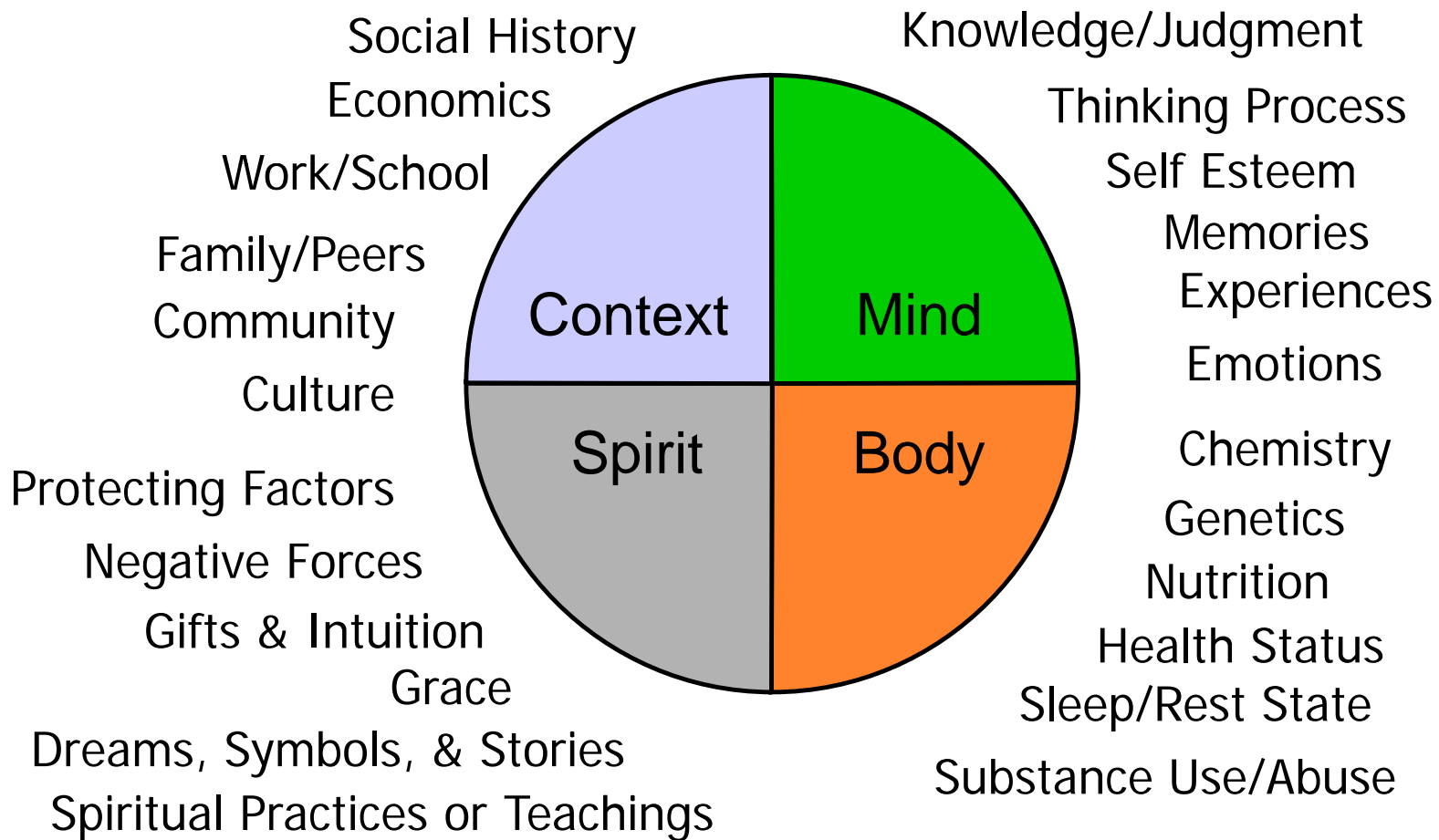
Appropriate Methods

- According to the literature
 - Decision making should involve equal leadership
 - Projects should give back or benefit the community
 - Tribes should have ownership of data and publication rights
 - Project should be non-exploitive and non-competitive

Burhansstipahov, L., S. Christopher, et al. (2005). "Lessons Learned From Community-Based Participatory Research in Indian Country." Cancer Control: 7.

Relational Worldview

Individual and Family Level



Defining Youth Success

- Focus groups with nine diverse stakeholder groups
 - middle school youth
 - high school youth
 - Pathways youth
 - family members
 - elders
 - community partners
 - NAYA program managers, staff, and board members



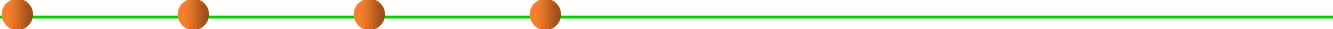
What We Did

- Individual recruitment of youth, families, elders, and community partners
- Human subjects approval and consent process
- Food, transportation, and meeting space
- Facilitator and note taker
- Child care
- Participant review of notes
- Data analysis by team using Relational Worldview as a framework

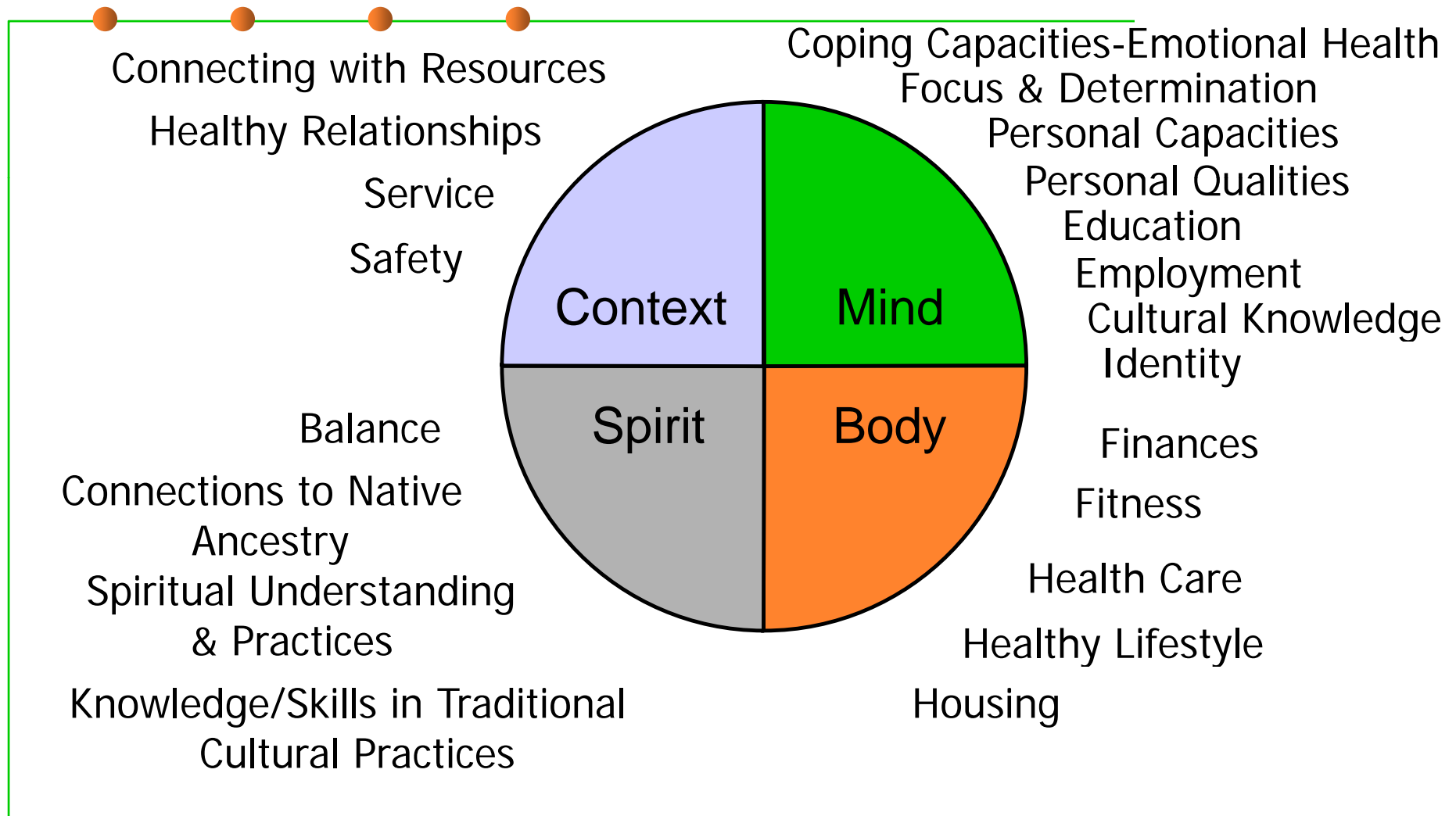




What We Asked

- 
- **What does success look like for Native American youth?**
 - What is necessary to help support youth in achieving success in their lives?
 - What are the conditions that hinder a youth's progress toward success?
 - How do NAYA Family Center services contribute to a youth's success?
 - Are there other things that NAYA could be doing that would be helpful?
 - Is there anything else you would like to add that we have not talked about?

Findings : Youth Success





Building a Program Evaluation Framework through Community-Based Research



■ Development Steps

- Search literature and other sources for measures that address youth outcomes;
- Assess each measure re: appropriateness for individualized case planning assessment tool;
- Review literature addressing youth outcomes seen as potential mediators of more distal outcomes.
- Develop on-line youth self-assessment tool (NAYA Assessment Tool, or NAT).



Locating/Selecting/Developing Measures



Steps

- Conduct search for appropriate measures
 - Literature
 - Internet
 - Contacts
- Assess measures: Review by research team, staff
- Develop measures when necessary (e.g., items re: relationships with adults, cultural activities, living situation).



Locating/Selecting/Developing Measures (Cont.)




Steps

- Prepare and test online assessment tool
 - Develop using Survey Monkey
 - Pre-pilot test
 - Review by middle school and high school students
 - Content
 - Clarity
 - Appropriateness



NAYA Staff Role

- 
- Review of ideas
 - Critique of measures
 - Cultural review
 - Practical application
 - Staff support of pre-pilot and pilot
 - Logistics
 - Preparation of youth and families
 - Consents



[Exit this survey >>](#)

NAYA, NICWA & PSU

Your Strengths, Support & Resources




Please respond to the following questions.

To what extent...

	Not at all	A little	Sometimes	Quite a bit	A lot
10. Do you have people you look up to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Do you know where to go in your community to get help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Are you treated fairly in your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Do you have opportunities to show others that you are becoming an adult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Is getting an education important to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Do you feel you belong at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




Results from Pre-pilot

- 
- The NAT took a lot less time to finish than we thought
 - Examples of changes suggested
 - Have all choices presented; i.e., don't just say "interested" also have "not interested."
 - Increase cultural sensitivity (e.g., alcohol use, "choose to live by" rather than "live by" other cultures).
 - Update language (e.g., "down in the dumps").



Compiling Literature Support

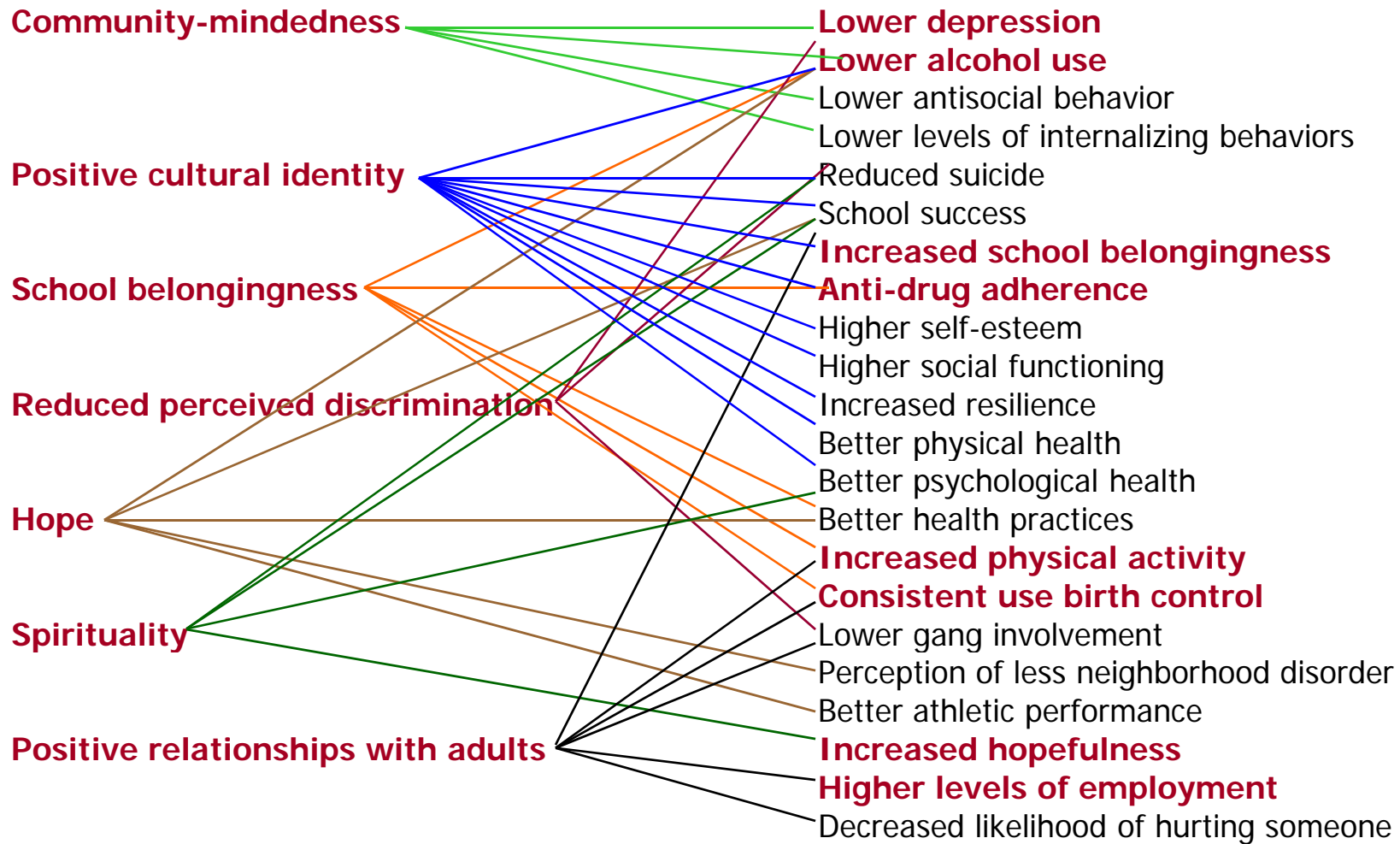
- 
- Literature search for evidence
 - Tie some outcomes to other, more “concrete,” outcomes
 - Youth specific
 - AI/AN specific
 - Summaries of literature for select outcomes (mediators)
 - Summaries compiled into document for PBE project and NAYA use



PBE Outcomes in NAYA Assessment Tool

- Community Mindedness
- Positive cultural identity
- School belongingness
- Reduction in perceived discrimination
- Hope
- Spirituality
- Positive relationships with adults
- Education/ employment
- Financial needs met
- Safe & stable housing
- Healthcare needs met
- Regular exercise
- No/reduced alcohol & drug use
- Safe sexual behavior
- Reduced depression/ suicidality
- Conflict resolution

Relationship of NAYA-identified outcomes to existing evidence



Outcomes in red are NAYA-identified outcomes; all items in right column are outcomes from the research literature.



Example: Linking PBE outcomes to Research Literature



Cultural identity

- Cultural identity is a person's sense of ethnic pride, "the awareness and loyalty to one's culture of origin," (LaFromboise, Coleman, & Gerton, 1993) and "the social category individuals decide to adopt or stress" (Waters, 1990).



Example: Linking PBE outcomes to Research Literature (Cont.)




Cultural identity

- Positive cultural identity is associated with:
 - Reduced prevalence of suicide (AI/AN).
 - School success (AI/AN).
 - Reported increased school belongingness (AI/AN).
 - Stronger adherence to anti-drug norms (AI/AN).
 - Higher self-esteem (AI/AN).
 - Higher social function (AI/AN).
 - Increased resilience (a combination of pro-social and lack of problem behaviors)(AI/AN).
 - Positive physical health.
 - Better psychological health.




Pilot Measures: Independent

- 
- Resilience (5 subscales)
 - Perceived discrimination
 - Hope
 - Community mindedness
 - Participation in cultural activities
 - Living based in Native culture




Pilot Measures: Dependent

- 
- Youth's emotional state (2 measures)
 - Drug use (1 item)
 - Alcohol use (2 items)




Results from Pilot

- 
- N = 51
 - Age
 - 13 and under = 28%
 - 14-16 = 38%
 - 17 + = 34%
 - Education
 - 25% working on GED, rest in Middle School/High School
 - Took H.S. youth 30 min., M.S. youth 60 min. to complete (maximum)




Measures: Scale reliability

- 
- Discrimination $\alpha = .769$ (8)
 - Depression $\alpha = .890$ (7)
 - Feeling Calm and Peaceful (1 item)
 - Hope $\alpha = .816$ (6)
 - Community Mindedness $\alpha = .731$ (6)
 - Living based in Native Culture $\alpha = .934$ (6)




Measures: Scale reliability

- 
- Ungar Resilience Subscales
 - Relationships $\alpha = .835$ (12)
 - Community $\alpha = .676$ (5)
 - Culture $\alpha = .652$ (5)
 - Individual
 - Goals $\alpha = .588$ (3)
 - Health $\alpha = .682$ (3)



Outcomes: Mental Health

- 
- Depression
 - Negatively Associated with Ungar Relationship Scale ($r = -.62^{**}$)
 - Feeling Calm and Peaceful
 - Positively Associated with Ungar Relationship Scale ($r = .45^{**}$)



Outcomes: Substance Use



■ Drug Use Ever


- Ungar Relationship Scale: $F=4.5(1)^*$
- Ungar Health Scale: $F=4.3(1)^*$
- Hope: $F=9.2(1)^{**}$
- Discrimination: $F=2.7(1)^+$

■ Alcohol Use Past 30 Days

- Ungar Community Scale: $F=3.5(1)^+$
- Ungar Health Scale: $F=6.0(1)^*$



Implications

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- Organizational Planning
 - Program Development
 - Political and Community impact
 - Results

Contact Information

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