




Developing a Culturally Responsive Assessment Tool for Native American Youth

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System of Care For Children's Mental
Health: Expanding the Research Base
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Project Overview

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- Practice-Based Evidence: Building Effectiveness from the Ground Up
 - Five-year participatory research project by 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), Portland, OR
 - Purposes
 - to develop strategies for documenting the effectiveness of NAYA's services
 - To develop a sustainable, integrated process for conducting evaluation based on known "good outcomes" of community-based programs.

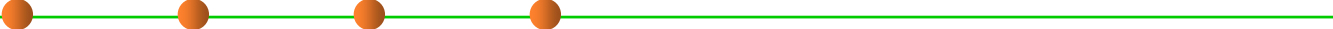


Partners

- 
- National Indian Child Welfare Association (NICWA), Portland, OR
 - Research and Training Center on Family Support and Children's Mental Health (RTC), Portland, OR
 - Native American Youth and Family Center (NAYA), Portland, OR




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).




Practice-Based Evidence (PBE)

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- ❑ 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)

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



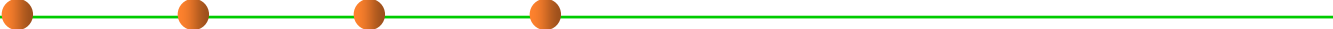
Focus Group Methods

- 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

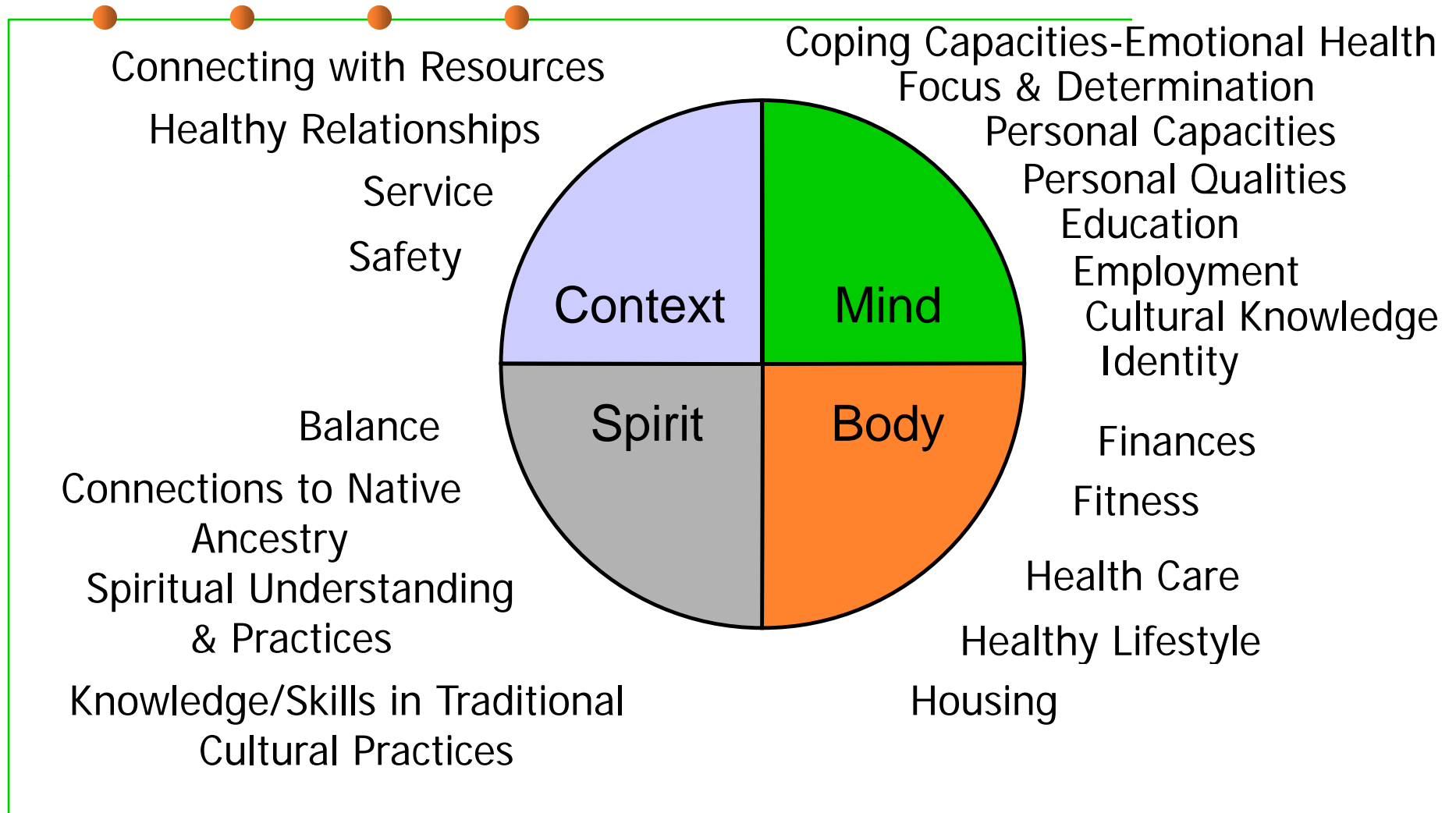




Focus Group Questions

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- **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?

Focus group 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;
- Develop measures when necessary (e.g., items re: relationships with adults, cultural activities, living situation).
- Review literature addressing youth outcomes seen as potential mediators of more distal outcomes.
- Develop and test on-line youth self-assessment tool (NAYA Assessment Tool, or NAT) using Survey Monkey
 - Pre-pilot test with middle school and high school students for content, clarity, appropriateness

PBE Outcomes in NAYA Assessment Tool

- Positive cultural identity
- School belongingness
- Reduction in perceived discrimination
- Hope
- Spirituality
- Positive relationships with adults
- Community mindedness
- Resilience
- 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



To what extent .


Not at all A little Sometimes Quite a bit A lot

Do you have people you look up to?	0	0	0	0	0
Do you know where to go in your community to get help?	0	0	0	0	0
Are you treated fairly in your community?	0	0	0	0	0
Do you have opportunities to show others that you are becoming an adult?	0	0	0	0	0
Is getting an education important to you?	0	0	0	0	0
Do you feel you belong at your school?	0	0	0	0	0





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



Example: Linking PBE outcomes to Research Literature



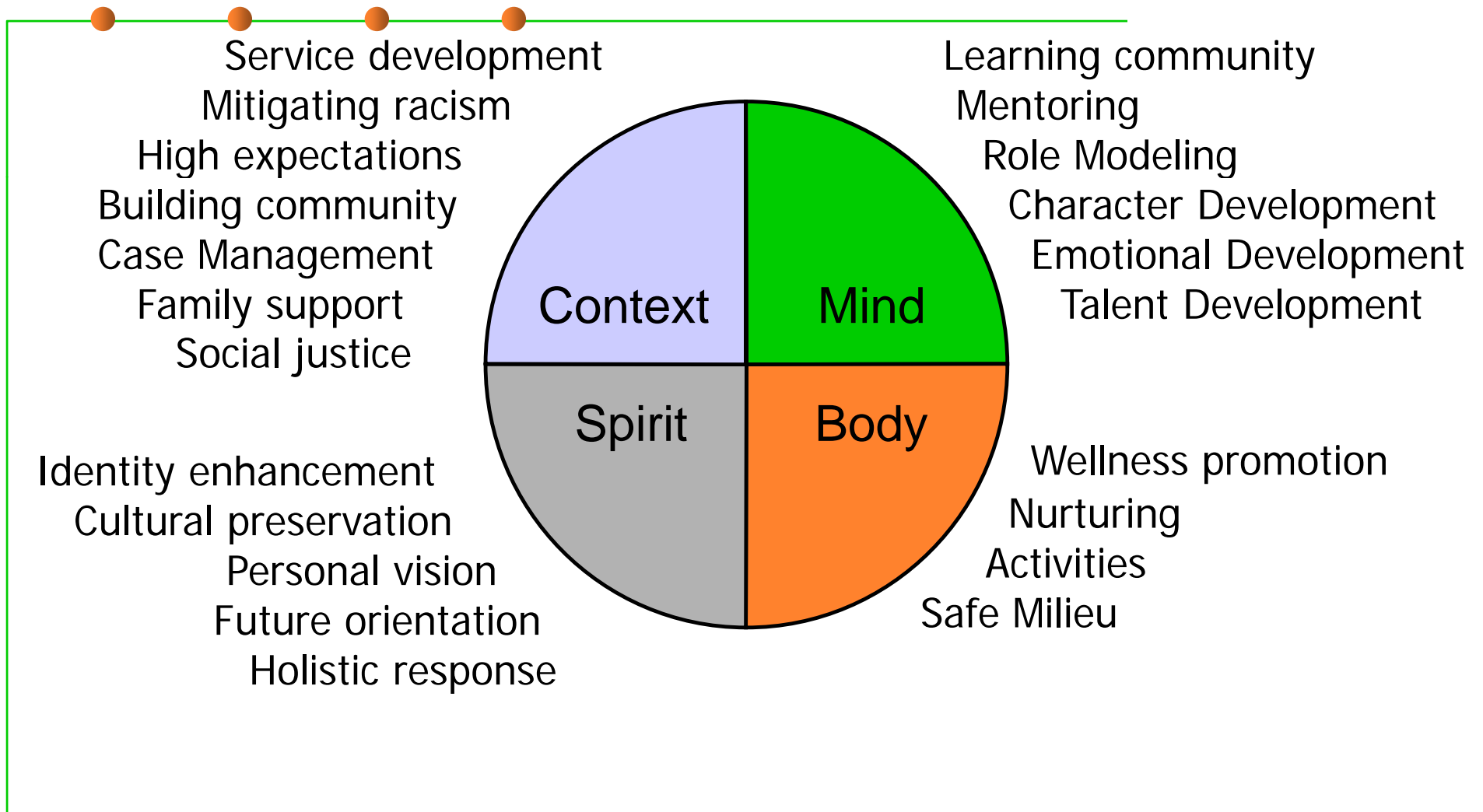
Cultural identity:

- 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).
- 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.

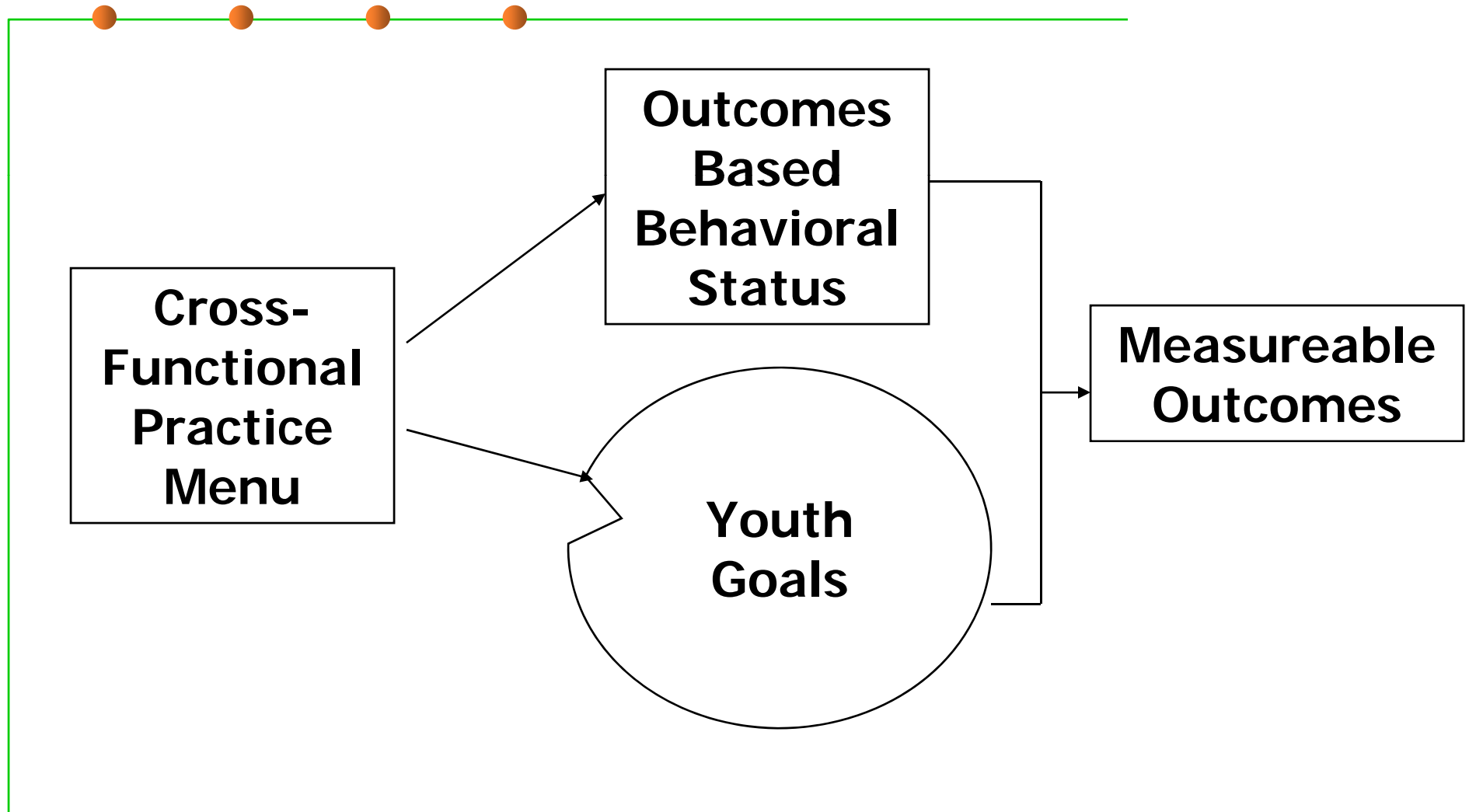
Development of Research Based Assessment and Planning Tool

Community Service		
Refers to the extent of service roles that are fulfilled as part of community and cultural life	1	Strong service orientation, helps other follow protocol, helps organize and lead service projects and activities, volunteers regularly in service to elders, community
	1.5	
	2	Regular participation in service roles, supports activities through volunteering for non-leadership roles, usually practices protocols for serving within family, extended family and community
	2.5	
	3	Limited service roles, helps with community activities if called on or assigned, provides aware of cultural protocols for being of service in own family and with extended relatives and elders.
	3.5	
	4	History of occasional service, rarely fulfills service roles in their immediate or extended family, unaware of service roles such as serving elders food, providing seating for elders
	4.5	
	5	
	5	No evident cultural, family or community service

23 Strategic Cross-Functional Practices




Research Guided Case Planning





Implications for Practice

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- Integrating evaluation into organizational culture
 - Research in service to practice to evidence
 - Practice Based Evidence
 - (Will it be good enough?)

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