Mapping the Participatory Process

Building on Family Strengths Conference: Putting Youth & Families First

Portland, Oregon

June 2009

Project Overview

- 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)

Project Overview – 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
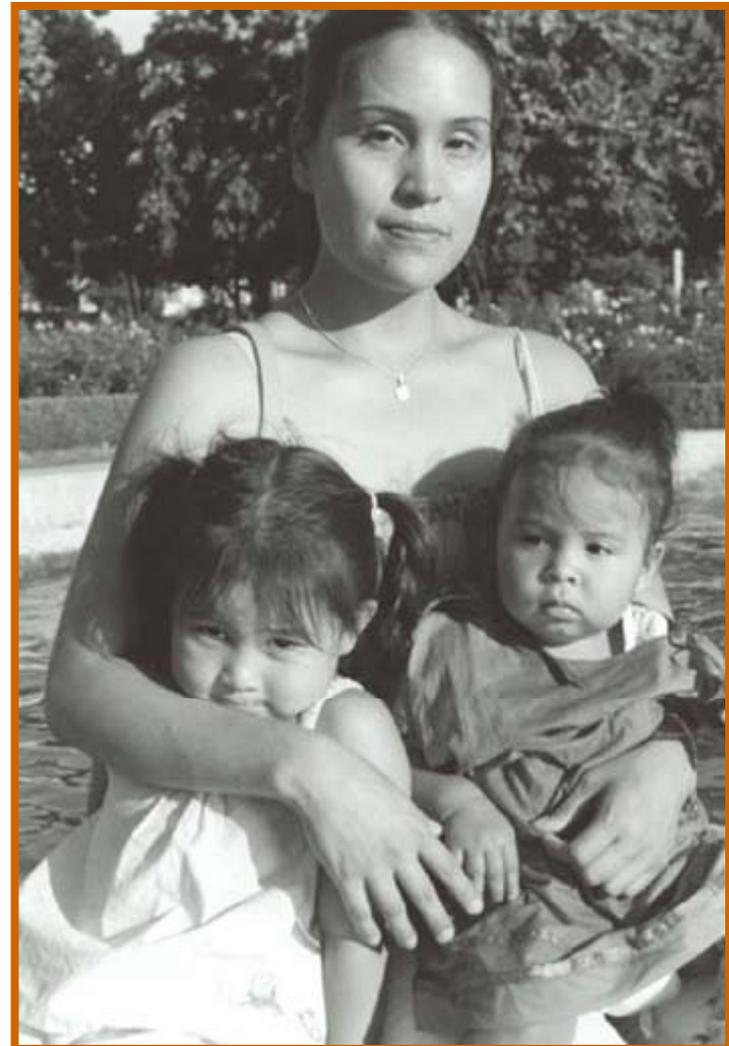
Rationale

- To demonstrate the effectiveness of agency-wide services and the organization as a whole.
  - To respond needs within the Urban AI/AN community in Portland, Oregon
  - To begin providing an evidence base for culturally rooted interventions for Native youth
  - To develop a methodology for community based organizations to evaluate their own programs
  - To enable the agency to receive state funding for services
    - Accelerated by state and federal requirements for evidence-based practices (e.g. Oregon SB 267).
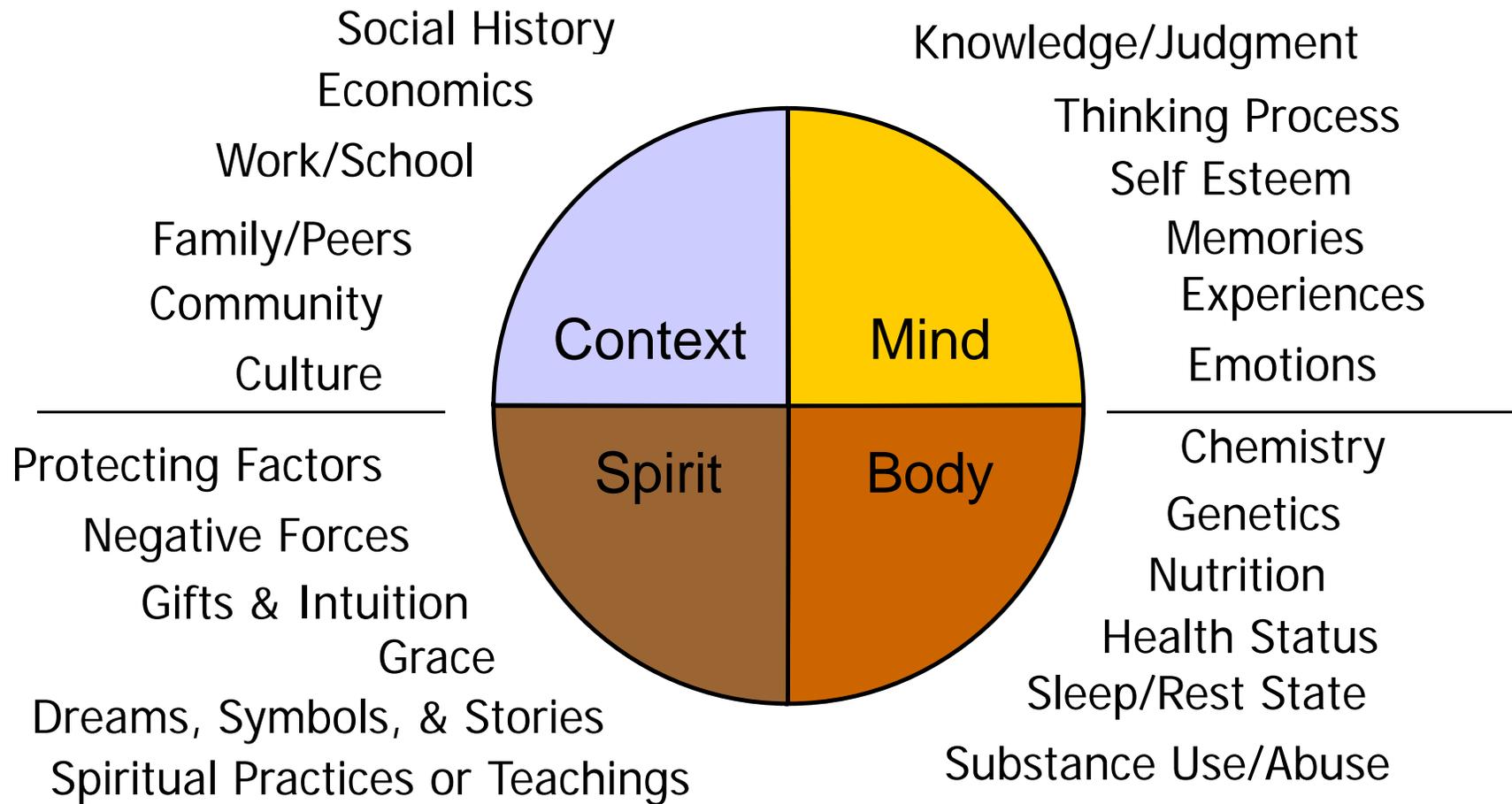
Our Philosophy

- **Respect for indigenous knowledge**
  - Community defined effectiveness
  - Relational World View (RWV) model
- **Equality of partners**
- **Valuing different expertise**
- **Community as biggest stakeholder**
  - Local and Native culturally responsive services
- **Each partner needs the other**

Relational Worldview (Cross, 1995)

Social History
Economics
Work/School
Family/Peers
Community
Culture

Protecting Factors
Negative Forces
Gifts & Intuition
Grace
Dreams, Symbols, & Stories
Spiritual Practices or Teachings

Context

Mind

Spirit

Body

Knowledge/Judgment
Thinking Process
Self Esteem
Memories
Experiences
Emotions

Chemistry
Genetics
Nutrition
Health Status
Sleep/Rest State
Substance Use/Abuse
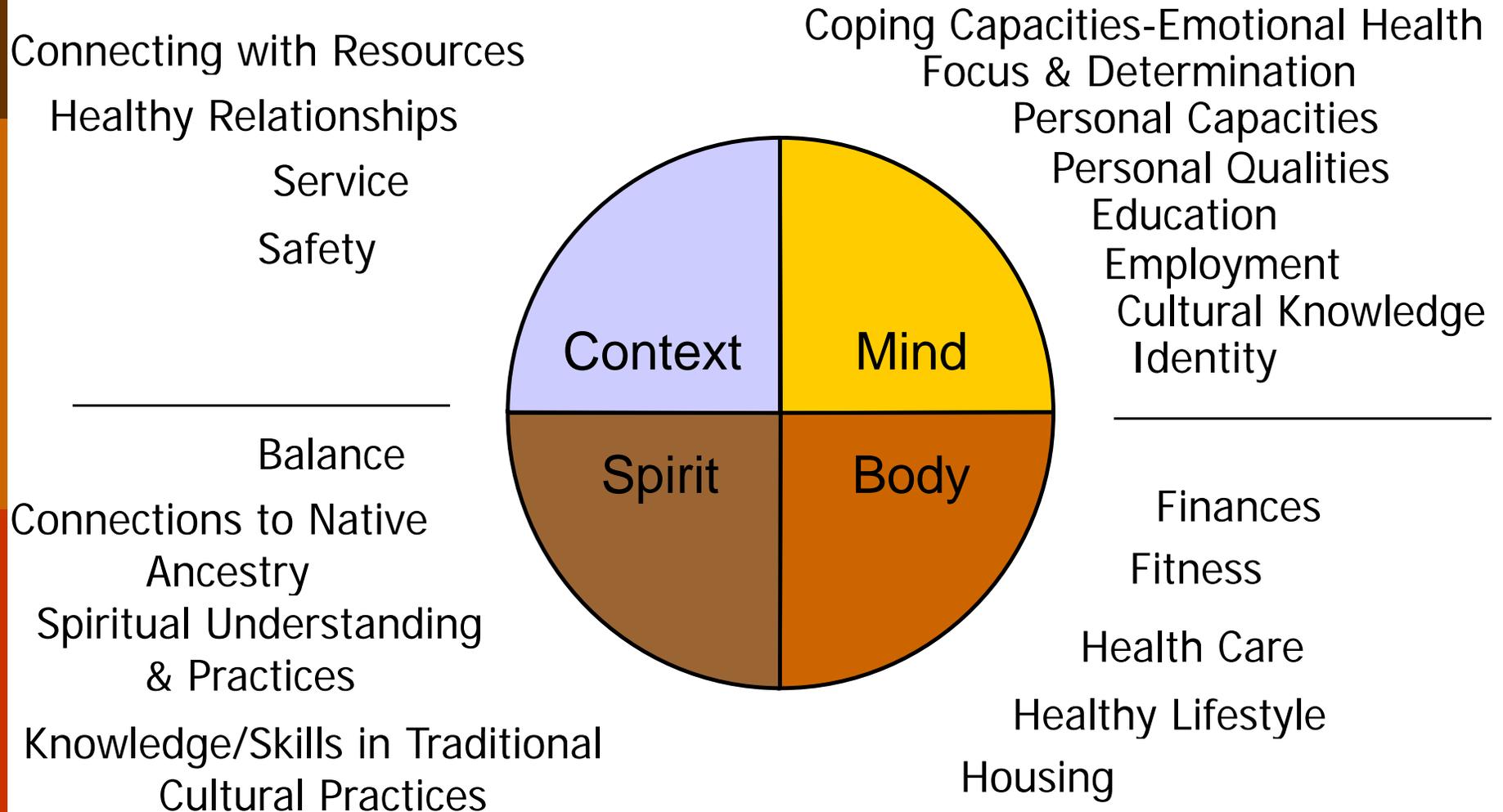
Methods: Community Based Participatory Research

- Research is collaborative
- Researchers partner with communities in determining research questions, design, methodology, data collection, protocol, and ownership of data
- A participatory research model developed by McDonald (2002) is proposed as "a precursor toward establishing culturally appropriate treatments or community interventions [which] is in the best interest of peoples of all nations."

Community Based Participatory Research

- Focus groups with stakeholders (youth, agency staff, elders, etc.)
- Member checking with focus group participants
- Collaborative data analysis using the RWV
- Presentation of preliminary report to NAYA community and gathering feedback
- Incorporation of feedback into the analysis
- Use of findings with literature review to develop NAYA Assessment Tool (NAT)

Findings : Youth Success

Connecting with Resources

Healthy Relationships

Service

Safety

Balance

Connections to Native Ancestry

Spiritual Understanding & Practices

Knowledge/Skills in Traditional Cultural Practices

Coping Capacities-Emotional Health

Focus & Determination

Personal Capacities

Personal Qualities

Education

Employment

Cultural Knowledge

Identity

Finances

Fitness

Health Care

Healthy Lifestyle

Housing

Context	Mind
Spirit	Body

Identifying Effectiveness

- Used RWV and community feedback to develop list of possible indicators of successful outcomes
- Extensive literature review to locate culturally appropriate measures of outcomes
  - Development of new measures where none were found to exist
- Outcomes measures reviewed by core partners, NAYA staff and youth

Example: Linking NAYA Identified 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).
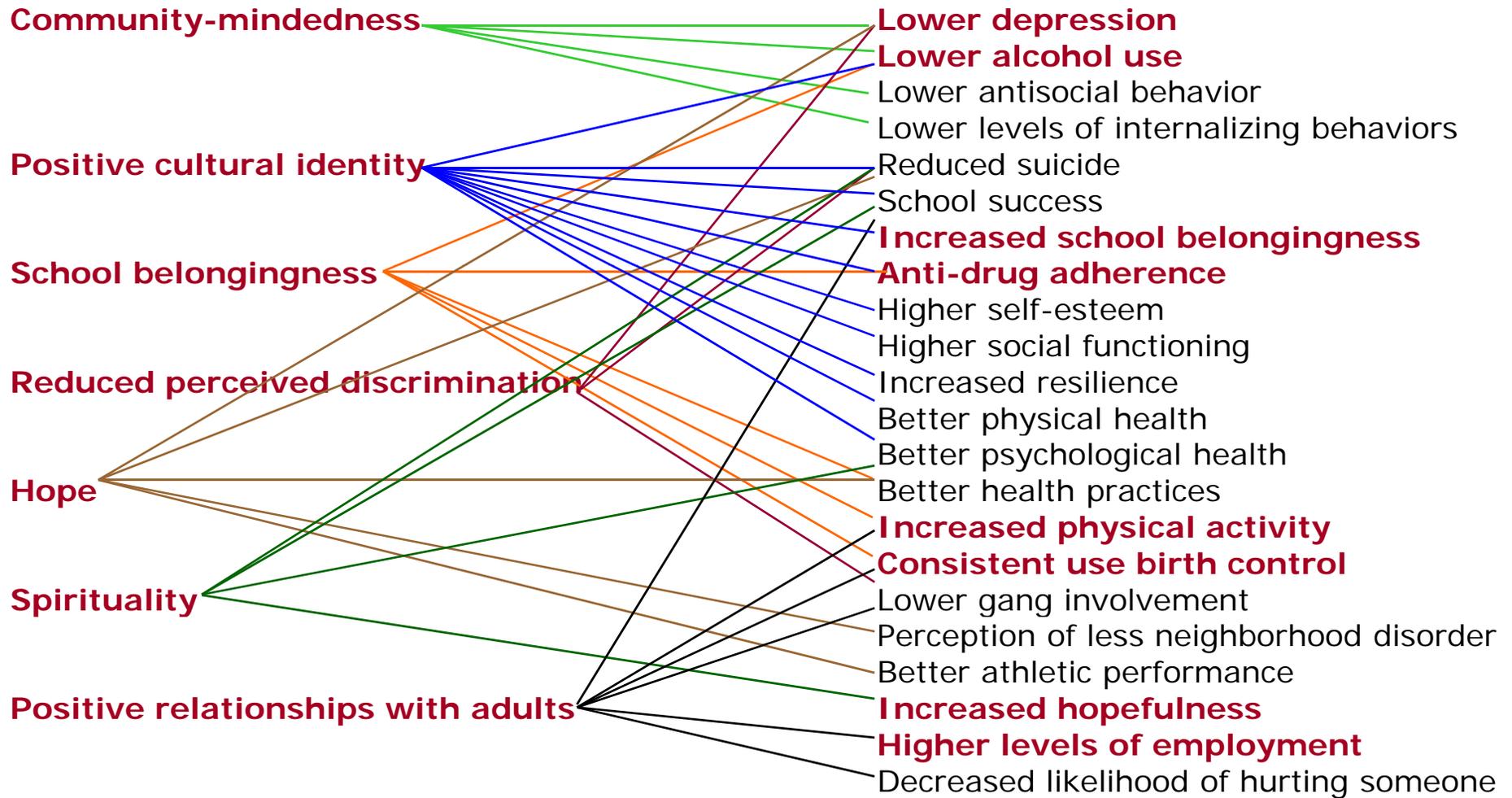
Example: Linking NAYA Identified Outcomes to Research Literature

- 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.

See: Herman-Stahl, (2002); Jones, & Galliher, (2007); LaFromboise, et al, (2006); Whitbeck, (2001); Kulis (2002); etc.

Relationship of NAYA-identified outcomes to existing evidence

Community-mindedness

Positive cultural identity

School belongingness

Reduced perceived discrimination

Hope

Spirituality

Positive relationships with adults

Lower depression
Lower alcohol use
Lower antisocial behavior
Lower levels of internalizing behaviors
Reduced suicide
School success
Increased school belongingness
Anti-drug adherence
Higher self-esteem
Higher social functioning
Increased resilience
Better physical health
Better psychological health
Better health practices
Increased physical activity
Consistent use birth control
Lower gang involvement
Perception of less neighborhood disorder
Better athletic performance
Increased hopefulness
Higher levels of employment
Decreased likelihood of hurting someone

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

Development of the NAYA Assessment Tool (NAT)

- Created on-line, self-administered NAT incorporating new and existing measures
  - Purpose of NAT is to guide case-planning and be vehicle for program evaluation
- Conducted pre-pilot test to elicit feedback from youth and NAYA case managers
- Incorporated feedback into fine-tuning of NAT

Development of the NAT

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

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").

Development of the NAT: 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

The NAYA Assessment Tool

Development of Case Planning Tool

- Developed case planning protocol based on RWV and NAT identified outcomes
- Conducted large and small group discussions with NAYA staff to identify best-practices
  - List of 23 Strategic Interventions developed based on these discussions
- Identified cross-program philosophy and practices related to NAYA mission and values

Building Support for Agency Change

- Building a bridge between the service delivery world and the research world
  - Continuing presence of NAYA staff person throughout process
  - NAYA staff often served as a liaison who facilitated communication between case managers and research team
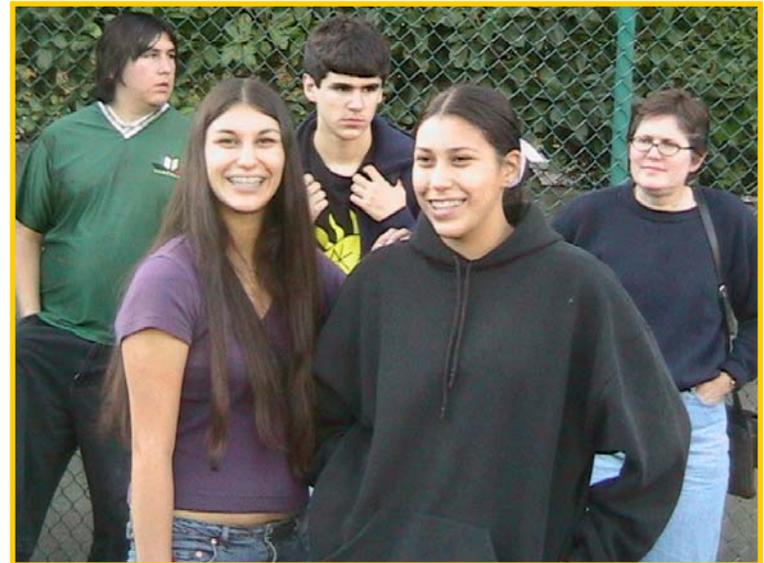
Building Support for Agency Change, continued:

- Staff training relating to implementation of NAT and case planning tool
- Participatory training to incorporate all perspectives and to receive feedback on refining NAT and case planning tool

Pilot Measures: Dependent

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

Pilot Measures: Independent

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

Measures: Scale reliability

- Ungar Resilience Subscales
  - Relationships $\alpha = .73$ (6)
  - Community $\alpha = .67$ (8)
  - Culture $\alpha = .74$ (6)
  - Individual $\alpha = .65$ (8)
- Ungar Resiliency Scale $\alpha = .89$ (28)

Measures: Scale reliability

- Discrimination α= .81 (8)
- Depression α = .88 (7)
- Feeling Calm and Peaceful (1 item)
- Hope α = .86 (6)
- Community Mindedness α = .78 (6)
- Living based in Native Culture α = .91 (6)
- Living based in other cultures α = .92 (6)

Challenges

- Agency expansion
    - New case managers
    - New programs to include in NAT and case planning tool
    - Staff turnover –institutional memory
- Limited resources
    - Additional time commitment for case managers to use both NAT and case planning tool
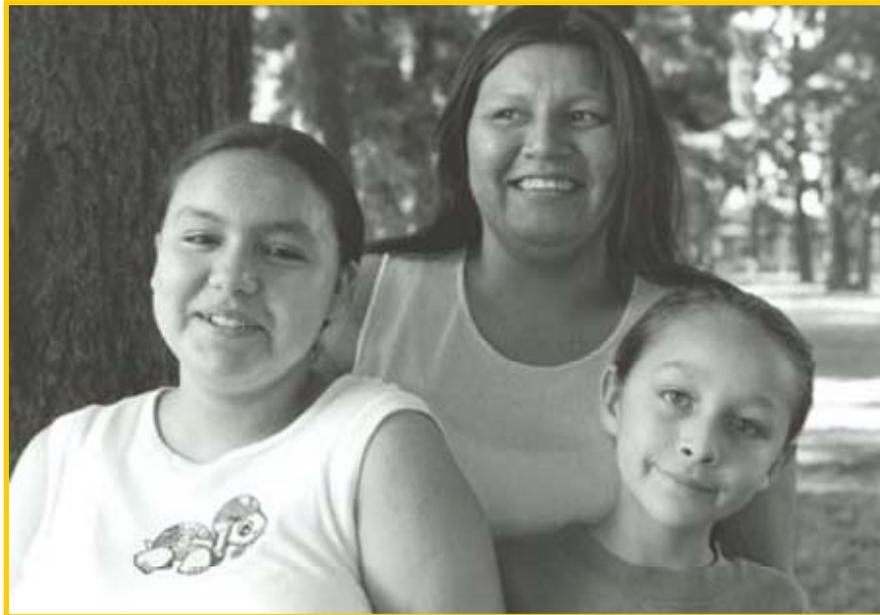- Balancing community needs and vision with research needs and vision

What We Learned

Products & Dissemination

- NAT
- "Literature Support for Intermediate Outcomes" document
- A Map of the Participatory Process to Create Culturally Relevant Outcomes
- Conference presentations
  - National Indian Child Welfare
  - Native Health Research
  - A System of Care for Children's Mental Health
  - Building on Family Strengths
- Peer review articles in progress

Where We Are Now – Evaluation

- Quantitative data analysis
- Gathering and analyzing qualitative "ground up" data to help understand quantitative results

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