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Mapping the Participatory Process

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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

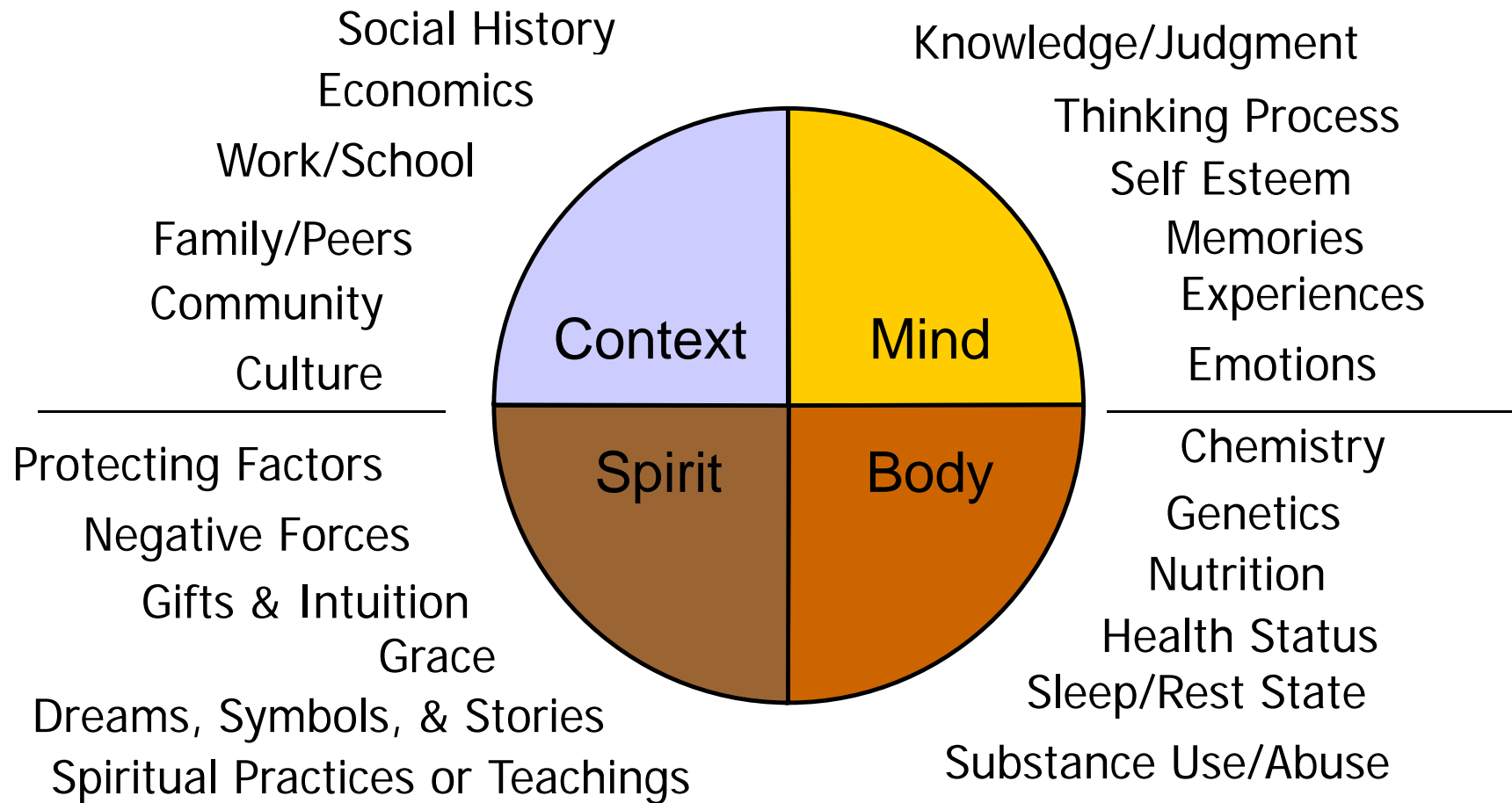
- To demonstrate the effectiveness of agency-wide services and the organization as a whole.
 - To respond needs within the Urban AI/AN community in Portland, Oregon
 - To begin providing an evidence base for culturally rooted interventions for Native youth
 - To develop a methodology for community based 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)



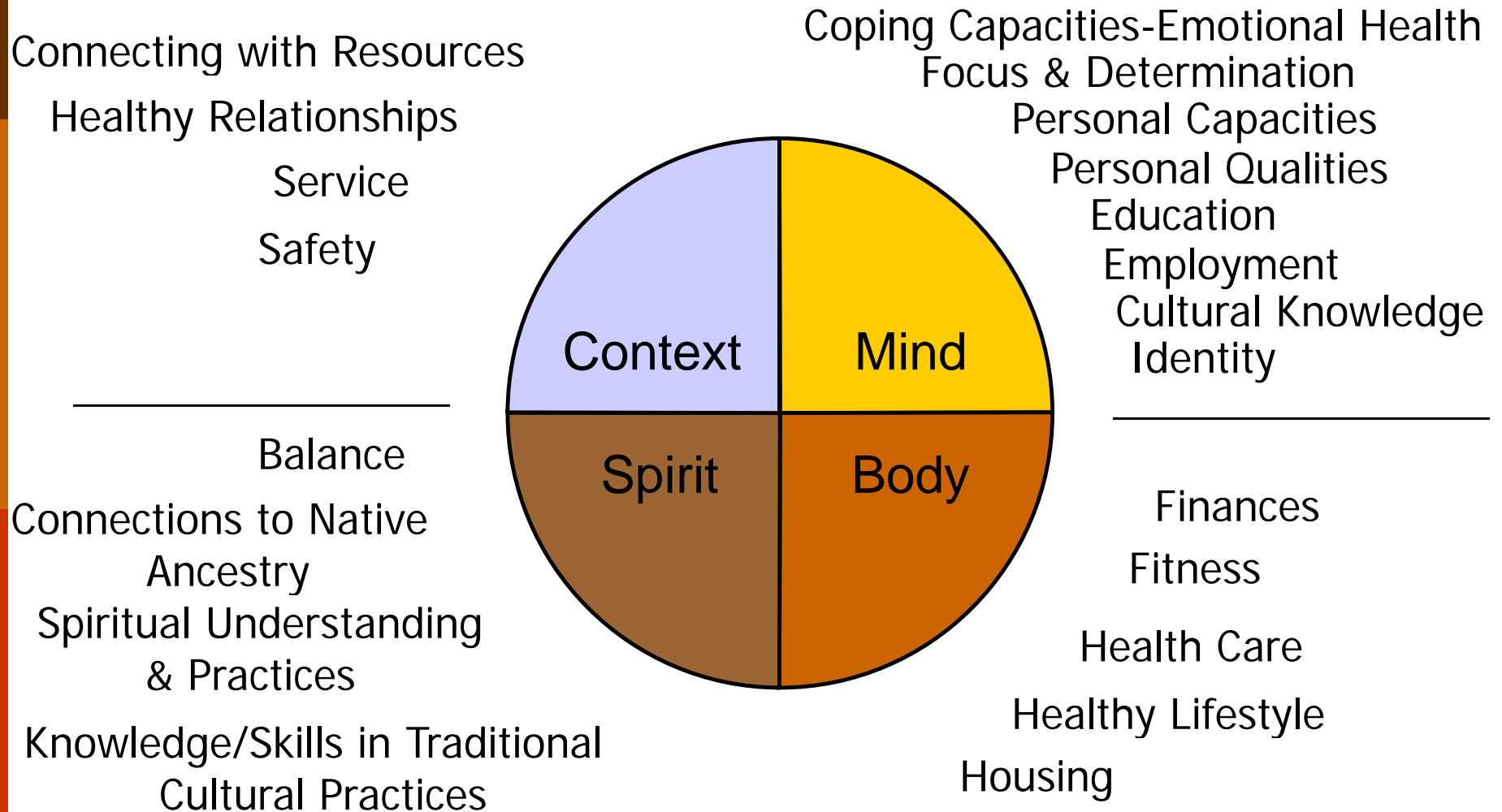
Methods: Community Based Participatory Research

- 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



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).

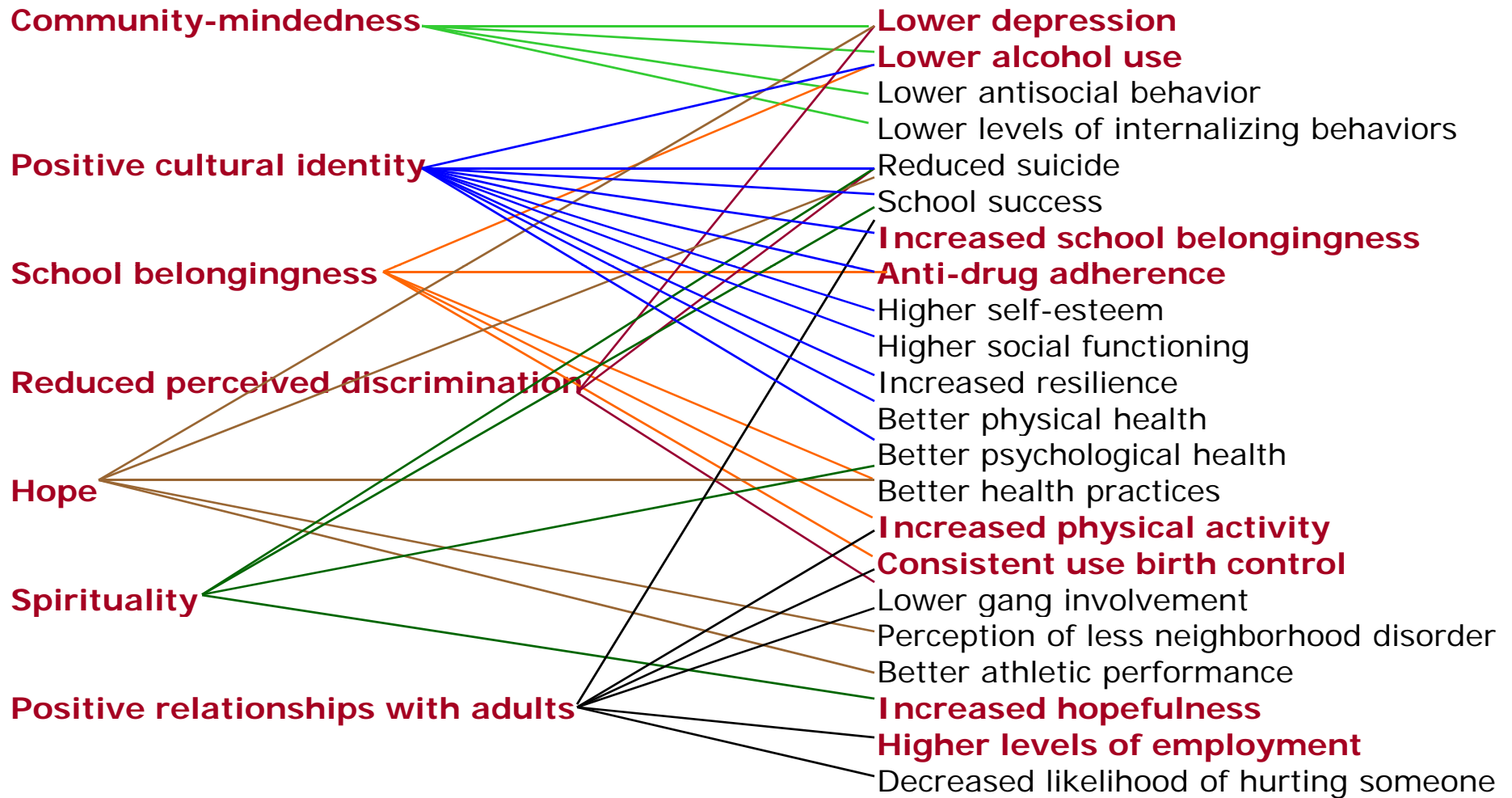


Example: Linking NAYA Identified Outcomes to Research Literature

- 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



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

http://www.surveymonkey.com - [SURVEY PREVIEW MODE] NAYA, NICWA & PSU - Mozilla Firefox

File Edit View History Bookmarks Tools Help



[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"/>

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