Best Practices in Depression Interventions for Latino Youth of Immigrant Backgrounds
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Invited Symposium: Evidence-Based Practices for Immigration and Acculturation Issues in Youth

Division 53: Society of Clinical Child and Adolescent Psychology
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Best Practices

• Practice of Research – efficacy trials

• Research on Practices – usual care

• Practice-Based Research – research in practice settings / research on community-derived practices
National Data on Depressive Disorders

- Adolescents: 15.9% of females and 7.7% of males have experienced a lifetime depressive disorder
- Sharp increase 8.4% early vs. 15.4% late
- Rates - African Americans = European American; Latinos > European American
- Service use ORs - African Americans = 0.23; Latinos = 0.47

Source: Merikangas et al., 2010  Merikangas et al., 2011
Figure 2.1
Percentage of Female High School Students in the United States who Felt Sad or Hopeless* by Race/Ethnicity

*Almost every day for two or more weeks in a row so that they stopped doing some usual activities.

Source: Wagstaff & Polo, 2012
RCTs – Practice of Research

- No well-established treatments exist for any intervention for any ethnic minority group (Huey & Polo, 2008)
- Only 2 depression trials* have focused on EM youth (e.g., Rosello, Bernal, Rivera-Medina); none for Asian Americans, American Indians, or African Americans
- Adult data suggest that trials targeting specific EM groups yield stronger effects (Griner & Smith, 2006)
CMHCs – Research on Practices

- Large numbers of Latino and African American youth not retained in care, including in CMHCs (McCabe, 2002; Miller, et al., 2008)

- When enrolled EM youth...
  - > 3 times less likely to receive minimum care (8 sessions)
  - less symptom reduction

  (Source: Weersing & Weisz, 2002)
Practice-Based Research – EBTs in CMHCs

- Weisz et al., 2012
  - 7 Community clinics
  - PASCET vs. Usual Care
  - Train clinicians on EBTs
  - Diverse sample: African American, Latino, and European American
  - EBT more cost effective
  - No analyses on ethnicity as a moderator
A View from the Trenches

- Schools and CMHCs lack resources
- Immigrant families face many more barriers
- High need and low service use history
- High receptivity by schools and families
Depression Symptom Rates

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>Pilot data (N=1 school)</th>
<th>RCT (N=4 schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low or no risk (0-8)</td>
<td>61.4%</td>
<td>51.6%</td>
</tr>
<tr>
<td>Mild to moderate (9-12)</td>
<td>14.9%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Moderate to severe (13-18)</td>
<td>14.2%</td>
<td>17.0%</td>
</tr>
<tr>
<td>Severe to very severe (&gt;= 19)</td>
<td>9.2%</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

The vast majority of those with moderate to severe risk (34/42; 81%) report chronic risk across time points, and moderate impairment.
Past-Year Service Use and Unmet Need Across Service Types

Among youth with >90th percentile ratings on CBCL/YSR Internalizing

<table>
<thead>
<tr>
<th></th>
<th>School Services by Generation</th>
<th>Formal Services by Generation</th>
<th>Informal Services by Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>97</td>
<td>93</td>
<td>90</td>
</tr>
<tr>
<td>2nd</td>
<td>100</td>
<td>97</td>
<td>88</td>
</tr>
<tr>
<td>3rd</td>
<td>88</td>
<td>72</td>
<td>88</td>
</tr>
</tbody>
</table>

Overall Use

- School Services: 4.5%
- Formal Services: 11.2%
- Informal Services: 7.9%
Act & Adapt Coping Model: Control Enhancement

**Primary control**: *INFLUENCE* objective conditions [targets are: people, objects, events, circumstances, problems]

**Secondary control**: *ADAPT TO* objective conditions, so as to influence their subjective impact [targets are our wishes, expectations, goals, beliefs, attitudes]
## ACT & ADAPT (Video-guided)

### ACT SKILLS – Primary Control
1. Problem Solving
2. Activity Scheduling/Behavioral Activation
3. Relaxation Training
4. Positive Self-Presentation

### ADAPT SKILLS – Secondary Control
1. Identify and challenge negative, unrealistic thoughts
2. Increase Social Support
3. Selective Attention
4. Distraction
Act & Adapt: A School-Based Program
Feasibility Study

- Participants obtained through teacher referrals and classroom screenings/interviews
- 32 youth 5th through 8th grade / 70% female
- Of Latino and low SES backgrounds
- 40% of parents are U.S.-born
- High severity and multiple stressors
Outcomes – Diagnostic Status

• Pre-treatment: 34 Diagnoses
  • Major Depression = 56%
  • Dysthymia = 38%
  • Minor Depression = 22%
  • 81% had 1+ and 19% had 0 diagnoses

• Post-treatment: 15 Diagnoses
  • Major Depression = 21%
  • Dysthymia = 18%
  • Minor Depression = 14%
  • 39% had 1+ and 61% had 0 diagnoses
Outcomes – Diagnostic Status

• Pre-treatment: 34 Diagnoses
  • Major Depression = 56%
  • Dysthymia = 38%
  • Minor Depression = 22%
  • 81% had 1+ and 19% had 0 diagnoses

• Follow-up (1yr): 13 Diagnoses
  • Major Depression = 19%
  • Dysthymia = 19%
  • Minor Depression = 12%
  • 35% had 1+ and 65% had 0 diagnoses
<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre M (SD)</th>
<th>Post M (SD)</th>
<th>$t$</th>
<th>df</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impairment</td>
<td>9.10 (7.43)</td>
<td>5.43 (5.30)</td>
<td>2.63</td>
<td>29</td>
<td>.01</td>
</tr>
<tr>
<td>Family</td>
<td>2.77 (3.38)</td>
<td>2.13 (2.85)</td>
<td>0.96</td>
<td>29</td>
<td>.34</td>
</tr>
<tr>
<td>School</td>
<td>2.53 (2.91)</td>
<td>1.90 (3.03)</td>
<td>1.46</td>
<td>29</td>
<td>.15</td>
</tr>
<tr>
<td>Peer</td>
<td>1.37 (1.52)</td>
<td>0.40 (1.13)</td>
<td>3.13</td>
<td>29</td>
<td>.004</td>
</tr>
<tr>
<td>Cognitive Errors</td>
<td>2.05 (0.61)</td>
<td>1.67 (0.61)</td>
<td>4.37</td>
<td>30</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Loneliness</td>
<td>2.10 (0.73)</td>
<td>1.76 (0.64)</td>
<td>2.38</td>
<td>29</td>
<td>.024</td>
</tr>
<tr>
<td>Parental Warmth</td>
<td>2.33 (0.60)</td>
<td>2.15 (0.60)</td>
<td>1.73</td>
<td>18</td>
<td>.10</td>
</tr>
<tr>
<td>Depression</td>
<td>1.47 (3.12)</td>
<td>1.32 (0.36)</td>
<td>3.63</td>
<td>31</td>
<td>.001</td>
</tr>
</tbody>
</table>
Act & Adapt – Needs

- Based on post-treatment interviews and assessments
  - Parental depression, parent-child conflict, and parenting stress remained high in a subsample of families
  - Parents did not know skills taught to their children, could not help with homework, felt language was a barrier, and wished they had been more involved
Parent feedback

• Some parents report wanting to be included:
  • “Well at first I was like ‘can I volunteer?’ and she says, ‘no mom, this is only for us.’ Oh, I said ‘I would really like to know, you know what it is that you will be learning and engaging into.’”
Parent feedback

• Some parents report wanting to meet each other:
  • “You know it’s just relating to parents, knowing you’re not the only one going through this, that your kid is having a hard time and maybe if I know one of the girls was in her class, and maybe if her parent and I met each other...”
Program Adaptations – MAAP

1. Increase dosage and tailoring
   • > attention to individual student needs to increase learning and skill application

2. Parent Modules
   • Psycho-education, review of A&A coping skills, empowerment, case management

3. Subtitles and dubbing of A&A film

4. Program Website
   • Parent, clinician, student sections
Study Design and Procedures

- Randomized Control Trial – N = 150
  - MAAP vs. UCWL
  - 6-month follow-up
- Low income, ethnic minority (~ 70% Latino)
- Collaboration with staff and trainees across agencies
- All families registered as clients in CMHCs, billing through Medicaid
- Standardized training, supervision, and adherence
Planned Analyses

- Evaluate symptoms, diagnostic status, impairment, and academic achievement across conditions
- Examine mediators – cognitive errors, primary/secondary control, parental attachment
- Examine moderators – age, parental nativity, acculturation stress, language proficiency
Conclusions, Implications

- Evidence points to EBTs having the potential to work for Latino and immigrant youth
- However, little direct evaluation of efficacy or effectiveness when focusing on youth depression
- High need and receptivity in Latino communities
- Iterative process of adapting and tailoring interventions, while laborious, may yield positive results
Thank you!

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