

CULTURE-SPECIFIC INFORMATION

<p>Engagement</p>	<p>For which specific cultural group(s) (<i>i.e.</i>, SES, religion, race, ethnicity, gender, immigrants/refugees, disabled, homeless, LGBTQ, rural/urban areas) is this treatment tailored? If none, please respond “not specifically tailored.” African American, Latino/Hispanic, both genders, low income</p> <p>Do clinicians, implementing the intervention, tailor engagement for specific cultural groups? If so, how? Please be as detailed as possible. Cultural norms and expectancies are assessed by therapist while conducting engagement/assessment, and used to adapt the educational tactics and behavioral examples provided.</p> <p>Are there culture-specific engagement strategies (<i>e.g.</i>, addressing trust) that are included in the intervention? Clients’ culture-based expectancies and potential barriers to trust based on past experiences with discrimination, historical trauma, stigmatizing interactions with members/groups of other cultures (including the therapist’s, if from a different ethnocultural background) are assessed and discussed at the outset of the intervention.</p>
<p>Language Issues</p>	<p>How does the treatment address children and families of different language groups? Spanish language version/materials provided, and with monolingual Spanish clients (or parents of youth clients) the therapist must be Spanish-fluent.</p>
<p>Symptom Expression</p>	<p>Is there research or clinical evidence to suggest that the populations served manifest trauma symptoms in differential ways? If so, are there differences in the ways that symptoms are assessed for the various populations? Evidence is mixed (see Pole et al., 2008)</p> <p>If there are differences in symptom expression, in what ways does the theoretical/conceptual framework of this treatment address culturally specific symptoms? Differential symptoms and coping are addressed as described in Ford (2012).</p>
<p>Cultural Adaptations</p>	<p>Are cultural issues specifically addressed in the writing about the treatment? Please specify. See Ford (2012) and Ford et al. (2012)</p> <p>Do culture-specific adaptations exist? Please specify (<i>e.g.</i>, components adapted, full intervention adapted). No</p> <p>Has differential drop out been examined for this treatment? Is there any evidence to suggest differential drop out across cultural groups? If so, what are the findings? No evidence of differential DO (see Ford et al., 2011, 2012, in review)</p>
<p>Intervention Delivery Method/ Transportability & Outreach</p>	<p>If applicable, how does this treatment address specific cultural risk factors (<i>i.e.</i>, increased susceptibility to other traumas)? Adapted for low income poly-victimized youth and parents/adults who are at risk for re-victimization across ethnocultural groups: education is provided in a non-technical manner designed to be engaging, and emotion regulation skills are taught to reduce reactive/risky choices.</p>

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<p>Intervention Delivery Method/ Transportability & Outreach continued</p>	<p>Is this a clinic-based treatment or is the treatment transportable (e.g., into home, community)? If the treatment is transportable, how is it adapted into the new setting? Is it still efficacious? Transportable into the home (Ford & Saltzman, 2009) and intensive treatment and incarceration milieus (Ford et al., in review; Ford & Hawke, 2012; Marrow et al., 2012)</p> <p>Are there cultural barriers to accessing this treatment (i.e., treatment length, family involvement, stigma, etc.)? No</p> <p>Are there logistical barriers to accessing this treatment for specific cultural groups (i.e., transportation issues, cost of treatment, etc.)? No</p>
<p>Training Issues</p>	<p>What potential cultural issues are identified and addressed in supervision/training for the intervention? Culture-based norms and expectancies, historical trauma, barriers to trust, approaches to facilitate engagement/trust</p> <p>If applicable, how are potential cultural issues between the supervisor and clinician identified and addressed in supervision/training? Not formally addressed</p> <p>If applicable, how are potential cultural issues between the clinician and the client identified and addressed in supervision/training? See above</p> <p>Has this guidance been provided in the writings on this treatment? Yes</p>
<p>References</p>	<p>Ford, J. D. (2012). Ethnoracial differences in victimization history, symptoms, and coping style among black, Latina, and white mothers with posttraumatic stress disorder. <i>Psychological Trauma, 4</i>, 177-185.</p> <p>Ford, J. D., Chang, R., Levine, J., & Zhang, W. (in review). Randomized clinical trial comparing affect regulation and supportive group therapies for victimization-related PTSD with incarcerated women.</p> <p>Ford, J. D., Chapman, J. F., Connor, D. F., & Cruise, K. C. (2012). Complex trauma and aggression in secure juvenile justice settings. <i>Criminal Justice & Behavior, 39</i>, 695-724. DOI 10.1177/0093854812436957</p> <p>Ford, J. D., & Hawke, J. (2012). Trauma affect regulation psychoeducation group and milieu intervention outcomes in juvenile detention facilities. <i>Journal of Aggression, Maltreatment & Trauma, 21</i>(4), 365-384. DOI: 10.1080/10926771.2012.673538</p> <p>Ford, J. D., & Saltzman, W. (2009). Chapter 19: Family therapy. In C. Courtois & J. D. Ford (Eds.), <i>Treating Treating complex traumatic stress disorders: An evidence-based guide</i> (pp. 391-414). New York: Guilford.</p> <p>Ford, J. D., Steinberg, K., Hawke, J., Levine, J., & Zhang, W. (2012). Randomized trial comparison of emotion regulation and relational psychotherapies for PTSD with girls involved in delinquency. <i>Journal of Clinical Child and Adolescent Psychology, 41</i>, 27-37. DOI: 10.1080/15374416.2012.632343</p> <p>Ford, J. D., Steinberg, K., & Zhang, W. (2011). A randomized clinical trial comparing affect regulation and social problem-solving psychotherapies for mothers with victimization-related PTSD. <i>Behavior Therapy, 42</i>, 561-578. doi.org/10.1016/j.beth.2010.12.005</p> <p>Frisman, L. K., Ford, J. D., Lin, H., Mallon, S., & Chang, R. (2008). Outcomes of trauma treatment using the TARGET model. <i>Journal of Groups in Addiction and Recovery, 3</i>, 285-303.</p> <p>Marrow, M., Knudsen, K., Olafson, E., & Bucher, S. (2012). The value of implementing TARGET within a trauma-informed juvenile justice setting. <i>Journal of Child and Adolescent Trauma, 5</i>, 257-270.</p>