Crossing the Cultural Divide: Working with Latino Youth and Their Families

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Strategies that Work: Teens, Marijuana and Prescription Drugs
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Overview

- Rates of Alcohol and Other Drug Use among Latino, Africa American, and White, non-Hispanic Adolescents
- Understanding Cultural and Contextual Factors of Adolescents’ Substance Use
- Identifying Counseling Targets for Parents
- Implementing a Strengths-Based Approach with Adolescents
Annual Prevalence of Being Drunk, 2012

Hispanic: 12.6%
African American: 6.5%
White, non-Hispanic: 9.3%

8th, 10th, and 12th grades
30 Day Prevalence of Binge Drinking, 2012

Hispanic
- 8th: 9.9
- 10th: 17.1
- 12th: 21.8

African American
- 8th: 4.3
- 10th: 8.2
- 12th: 11.3

White, non-Hispanic
- 8th: 4.9
- 10th: 16.3
- 12th: 25.7
Annual Prevalence of Marijuana Use, 2012

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30 Day Prevalence of Marijuana Use, 2012

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Annual Prevalence of Any Illicit Drug Use Other than Marijuana, 2013

Hispanic
- 8th: 8.1
- 10th: 12.6
- 12th: 13.6

African American
- 8th: 3.9
- 10th: 5.8
- 12th: 7.6

White, non-Hispanic
- 8th: 5.6
- 10th: 11.5
- 12th: 19.6
Conclusions and Implications

- Latinos have the highest rates of use for most drugs in 8th grade.

- Research demonstrates that the earlier an adolescent initiates substance use, the greater the chances of developing a substance related disorder (Flory et al., 2004)

- Results suggest that Latino teens may be particularly vulnerable to progressing from use to problem use or dependence given their early age of AOD initiation.

- Therefore, intervention is necessary… early intervention would best!
Conclusions and Implications

- While their rates of use are higher during 8th grade, Latino adolescents' rates of use for most drugs tend to level off by 12th grade...?

- Latinos have the highest rate of school drop-out, as high as 40% (Greene & Foster, 2003).

- 12th grade data does not take adolescents who may have dropped out into account, thus this may influence their ranking in 12th grade.

- As adults, Latinos have increased rates of alcohol use disorder, suffer from greater alcohol-related health problems, and have higher death rates from alcohol-related motor vehicle accidents when compared to their non-Latino White counterparts (Caetano & Clark, 1998; U.S. Department of Transportation, NHTSA, 2002; Grant et al., 2004).

- Thus, indicating intervention before risk of dropout occurs is necessary.
Where do we go from here?
Identifying Treatment Targets

First, we need to understand in what contexts Latino adolescents are using alcohol, marijuana and other drugs.
Understanding Risk within Adolescents’ Socio-cultural Development

Cultural Factors
- Cultural Attitudes and Norms
- Acculturation
- Perceived Discrimination
- Ethnic/Racial Identity
- Ethnic/Racial Pride
- Religiosity
- Gender Roles

Contextual Factors
- Parental Involvement
- Parent–Adolescent Communication
- Parental Monitoring and Supervision
- Family Management Strategies
- Parent Beliefs and Attitudes
- Peer and Sibling Beliefs and Attitudes

Intrapersonal Factors
- Attitudes and Beliefs
- Expectancies
- Self-efficacy
- Knowledge
- Social Norms
- Intentions
ADOLESCENT DEVELOPMENT

Family

Peers

School
Family as an important context for understanding risky behavior

- Family is the most fundamental social system influencing adolescents’ development
- Parents play a major role in adolescents’ beliefs regarding alcohol and drugs
- For Latino youth, parental influence is important given traditional values emphasizing the importance of the family
Familismo

- *Familismo* is a dynamic construct often defined as a normative set of values endorsed by Latinos that encompasses several facets. These include:
  
  - a sense of obligation to provide instrumental support to the family
  
  - an edict that family expectations should guide behavior
  
  - an implicit sense that emotional support must be cultivated within the family
  
- *Respeta*, the need to maintain respectful hierarchical relationships in Latino families

- Orientation toward traditional family values has been found to be protective against alcohol and drug use *(Castro, Stein, & Bentler, 2009; Gil et al., 2000).*
Protective Factors within a Family Context

- **Parental warmth and closeness**
  (de Graaf et al. 2010, 2011; Roche et al. 2008; Ryan et al. 2010; Elkington et al., 2011).

- **Parent beliefs and disapproval of alcohol and other drug use**
  (Ary et al., 1993; Dittus and Jaccard 1996; 2000; Kosterman et al., 2000; Maguen et al., 2006; Zhang et al., 1997)

- **Supervision and Monitoring**
  (Brody et al., 2000; Holtzman & Rubinson, 1995; Luster & Small, 1995; Somers et al., 2006)

- **Parent-Adolescent Communication**
  (Brody et al., 2000; Holtzman & Rubinson, 1995; Luster & Small, 1995; Somers et al., 2006)
If familismo is a protective factor for Latino adolescents, then why do some choose to use alcohol, marijuana and other drugs?
Past Month Substance Use among Hispanics Aged 12 to 17

- Alcohol Use: 16.2%
- Marijuana Use: 7.1%
- Prescription Drug Use: 3.6%

- Born in the US
- Not Born in the US
“The Immigrant Paradox”

- The phenomenon wherein 1\textsuperscript{st} generation individuals engage in lower levels of risk behaviors than their 2\textsuperscript{nd} or 3\textsuperscript{rd} generation counterparts despite being exposed to stress or trauma before and during the migration process, settling in impoverished neighborhoods, and confronting greater language barriers.

- Has been noted in sexual risk taking behaviors (Aeshensel, Becerra, Fielder, & Schuler, 1990; Guarini et al., 2011).

- Mental health disorders (Alegria et al., 2008)

- Alcohol and drug use (Gil, Wagner, & Vega, 2000; Guilamo-Ramos, Jaccard, Johansson, & Turrisi, 2004; Hussey et al., 2007; Vega & Gil, 1998)

- This paradox suggests the presence of certain culture-based “protective factors” present among low-acculturated and traditional Hispanics
Understanding “The Immigrant Paradox”

- Prefers to speak English
- Spends more time with friends
- Adopts other “American” ways

Acculturation Increases

- Prefers to speak Spanish
- Tries to preserve Latino customs

Acculturation Decreases

Familismo Erodes
- ↑ Conflict
- ↓ Cohesion
- ↓ Communication
- ↓ Monitoring
Acculturation

- The developmental process by which an individual adopts the practices, values, and beliefs of the dominant culture

- Typically acculturation occurs when a person’s culture of origin gradually changes to become more similar to that of the host society or dominant culture. Can be expressed in:
  - Language
  - Clothing
  - Customs
  - Food
  - Friends
Protective Factors Erode

- Familismo decreases across generations as Latino teens acculturate.
- As family values change across generations, so, too, may parenting practices.
  - Parental monitoring of adolescents decreases with acculturation among Latino parents (Driscoll, Russell, & Crockett, 2008; Mogro-Wilson, 2008)
  - Parent-child communication decreases as adolescents begin to acculturate
- Acculturated Latino adolescents are disproportionately exposed to substance-using peers (Gil et al., 2000; Lopez et al., 2009; Prado et al., 2009).
The Effects of Acculturation

- Latinos classified as “more acculturated” demonstrate higher rates of drug use than their “less acculturated” counterparts (Afable-Munsuz & Brindis, 2006; Gil et al., 2000; Guilamo-Ramos et al., 2005).

- Latinos who have lived longer in the U.S. also have higher drinking and drug use rates.

- Latino adolescents who primarily prefer speaking English with family and friends are more likely to use alcohol and other drugs and engage in sexual risk taking (Epstein et al., 2000, 2001; Zayas et al., 1998).
Acculturation Gaps Between Parent and Teen

- When Hispanic adolescents perceive their own orientation toward American culture to be greater than that of their parents:
  - Adolescents were more likely to report cigarette smoking, alcohol and marijuana use in their lifetime and in the past month.
  - Adolescents reported lower levels of family cohesion, which was associated with higher levels of reported substance use.

- When Hispanic adolescents perceive their parents’ orientation toward Hispanic culture to be greater than that of their own: Adolescents were more likely to report alcohol and marijuana use in their lifetime and in the past month.

- When Hispanic adolescents report a dominant orientation toward Hispanic culture: Adolescents were less likely to report having smoked cigarettes or used marijuana in their lifetime and in the past month.

How do we close these acculturation gaps?
1. Facilitate Parent-Adolescent Bonding and Warmth

- Facilitate opportunities for Latino adolescents and their families to come together
  - While close family ties are important for all young people, a lack or loss of familismo could have greater affects on the behavior outcomes of Latino youth compared to youth born in the US.

- Role play and enact with the family, interactions that promote parent-adolescent bonding and communication, as well as parent’s support of the adolescent.
Encourage Parental Warmth and Support

- Parental warmth, the expression of interest in adolescent’s activities and friends, involvement in adolescent’s activities, expression of enthusiasm and praise for children’s accomplishments, and demonstration of affection and love contributes to:
  
  - lower degrees of adolescent alcohol and marijuana use (de Graaf et al. 2010, 2011; Roche et al. 2008; Ryan et al. 2010).

- Parental neglect and conflict are associated with greater risk for alcohol and drug use (Elkington et al., 2011).
2. Connect Parents to Schools

- Highlight importance of school in adolescents’ life

- Build bridges between parents and members of outside systems (e.g., schools, peer groups, peers’ parents).

- Role play interactions between parents and school personnel to develop parents’ skills and enhance their involvement in the adolescents’ schools activities.
3. Inform Parents

- Educate parents about the risks for adolescents in American society, including
  - peer influences
  - availability of drugs and alcohol
  - risks associated with drugs and alcohol
- Teach parents skills to protect adolescents from these risks and have them role play conversations with their adolescents
4. Encourage Communication

- Encourage parents to communicate their beliefs regarding alcohol and drugs

- Adolescents who are most satisfied with the relationship they have with their parents and who perceived their parents’ attitudes as disapproving of alcohol and drug use are:
  
  - Delay onset of experimentation with alcohol and drugs
  
  - Report less substance use

- Substance use was lower among youths who believed their parents would strongly disapprove of their substance use compared with those who felt their parents somewhat disapproved or those who thought their parents would neither approve nor disapprove

(Ary et al., 1993; Dittus and Jaccard 1996; 2000; Kosterman et al., 2000; Maguen et al., 2006; Zhang et al., 1997)
Parent-Adolescent Communication

- Encourage parents to engage in open, positive, and frequent communication with their adolescents about:
  - the negative consequences of using substances
  - how to avoid substances
  - Their disapproval of substance use
  - the family rules against substance use
  - and stories about others who have gotten in trouble from using substances.

- Parent communication among Hispanic adolescents about alcohol and drugs is related to less use only if the parents were skilled, comfortable, and open in their discussion (Whitaker, 1999)
5. Encourage Monitoring and Supervision

- Highlight importance of peers in adolescents’ life
- Educate parents on the importance of monitoring and supervising their adolescents
  - Who?
  - What?
  - Where?
  - When?
- Encourage them to get to know their teens’ friends and the parents of their friends.
Monitoring and Supervision

- Parental Monitoring of teens’ friends, activities, and whereabouts is related to:
  - Delayed onset of alcohol and drug use
  - Lower rates of unprotected sex and hazardous drinking

(Baumrind et al., 1985; Brown et al., 1993; Chilicoat & Anthony, 1996; Dishion & Loeber, 1985; Fletcher et al., 1995; Huebner & Howell, 2003; Li et al., 2000; Rose et al., 2005; Windle, 1999)
Working with Latino Adolescents
Implementing a Strength Based Approach with Latino Adolescents
What specific factors within the Latino cultures may be protective against substance use?”
Assess for Intrapersonal Strengths

- Ethnic and cultural pride
- Religious faith or spirituality
- Artistic and musical abilities
- Bilingual and multilingual skills
- Group-specific social skills
- Sense of humor
- Commitment to helping one’s own group through social action
Ethnic Identity

- A greater awareness or knowledge of one’s cultural and ethnic history
- Identification with friends with similar cultural background
- A sense of belonging or attachment to one’s ethnic group
Ethnic Identity: A Strength

- A stronger sense of EI predicted anti-drug norms and behaviors in adolescents (Holley et al., 2006).

- Latino alcohol users were less likely to have friends from their own ethnic groups than non-alcohol users (Krohn et al., 1996).

- EI is associated with lower levels of alcohol use and sexual risk taking (Belgrave et al., 2000; Marsiglia et al., 2001; Ramirez et al., 2004)

- EI moderates the relationship between risk factors and alcohol and drug use by buffering against psychosocial risks or by enhancing psychosocial protective factors (Brook, Balka, et al., 1998; 2005; Brook, Whiteman, et al., 1998; Hernandez et al., 2013; Scheier, Botvin, Díaz, & Ifill-Williams, 1997).
Ethnic Pride

- Ethnic pride was associated with lower substance use (Castro et al., 2009).

- Youth with stronger ethnic identity and ethnic pride responded better to a motivational enhancement treatment (Gil et al., 2004).

- Latino immigrant adolescents who were more involved with their culture of origin—an aspect of ethnic pride—experienced higher self-esteem and fewer social problems (Umana-Taylor et al., 2002).
How do we cultivate a sense of Ethnic Pride and Identity?
Ethnic Identity

- Ethnic identity is not a categorical variable – it’s not an either you have it or not situation.

- Can be conceptualized as a process, developmental.

- An achieved ethnic identity is not a static end point of development; individuals are likely to reexamine their ethnicity throughout their lives.

- Ethnic Identity is fluent and it’s saliency increases and decreases depending on context.
Ethnic Identity Development
Jean Phinney’s Three Stage Model

Stage I: Unexamined Ethnic Identity
- Characterized by the lack of exploration
- Accept the values and attitudes of the majority culture.
  - Including internalized negative views of their own group held by the majority.

Stage II: Ethnic Identity Search/Moratorium
- Begins when one encounters a situation that initiates an ethnic identity search

Stage III: Ethnic Identity Achievement
- Having a clear, confident sense of one’s own ethnicity
- Acceptance and internalization of one’s ethnicity
Enhancing Ethnic Identity and Pride

- Facilitate activities that allow youth to express feelings of their cultural heritage and social milieu.
  - Plan appropriate celebrations of cultural holidays
- Increase adolescents’ knowledge of their cultural heritage and history
  - Have them interview their grandparents or parents.
  - Include talking about important historical or cultural figures; exposing teens to culturally relevant books, artifacts, music, and stories
Enhancing Ethnic Identity and Pride

- Have them get involved in social action activities that benefit their community

- Provide access to role models that share a common characteristic (e.g., race, gender, ethnicity; e.g., Dasgupta & Asgari, 2004; Marx & Roman, 2002; Stout et al., 2011)

- Women and African American students perform better on a diagnostic tests when their highly competent experimenters are women or African American students as well, (Marx & Goff, 2005; Marx & Roman, 2002).

- Women exposed to examples of successful women performed better on a diagnostic test of math ability (Marx, Stapel, & Muller, 2005; McIntyre, Paulson, & Lord, 2003).
Self-Affirmation Interventions

- Self-affirmation has received empirical support as an intervention (Martens, Johns, Greenberg, & Schimel, 2006).

- Self-affirmation involves reflecting on important aspects of one’s life or engaging in an activity that is salient and connected to one’s values (Cohen, Garcia, Apfel, & Master, 2006).

- African American 7th graders from middle- to lower middle-class families who completed a self-affirmation exercise had stronger grades at the end of the term than those who completed a neutral exercise (Cohen et al., 2006).

- Those who completed the self-affirmation exercises between three and five times in a year had higher grade point averages 2 years later (Cohen, Garcia, Purdie-Vaughns, Apfel, & Brzustoski, 2009).
Example of an Affirmation Intervention

- Exercise 1: Students were given a list of values, such as "being good at art" and "having a sense of humor." They were asked to pick the ones that were important to them and write a few sentences describing why.

- Exercise 2: Students reflected in a more open-ended manner on things in their life that were important to them.

- Exercise 3: Students were guided to write a brief essay describing how the things they most consistently valued would be important to them in the coming semester.
Students completed several structured reflection exercises in their class throughout the year.

The tasks were given at critical moments: the beginning of the school year; before tests; and near the holiday season, a period of stress for many people.

The control group was guided to write about values that were important to other people, but not themselves, or about other neutral topics.
Results from Affirmations

- Latino students who completed the affirmation exercises had higher grades than those in the control group. The effects persisted for three years.

- Surveys completed by children in the classroom indicated that Latino students who had participated in the affirmation exercises were less likely to see daily stress and adversity as threatening to their identity and sense of belonging in school.

- Self-affirmation exercises provide adolescents from minority groups with a reassurance about who they are and what's really important.
Implementing Self Affirmations in Counseling

- Can you tell me what are some of the things you value?

- What are some things that are important to you?

- How will the things you value be important to you this upcoming semester?

- If you could do anything, where would you like to be in 5 years from now? 10 years from now?
Future Goals Exercise

What are some of the things that are important to you?

One Month

_________________________

_________________________

One Year

_________________________

_________________________

5 Years

_________________________

_________________________

Where do you see your substance use in the future?

One Month

_________________________

_________________________

One Year

_________________________

_________________________

5 Years

_________________________

_________________________
Conclusions and Implications

- Latino adolescents would benefit from early intervention

- One should recognize the effects acculturation and work with Latino adolescents and their parents to close the acculturation gaps.

- Interventions should focus on identifying positive assets of Latino adolescents and build resilience by enhancing or restoring those assets
The end!

Questions or Comments?