

Workshop 1

Intervention development: Building for effectiveness and scalability

PYD pre-conference session

April 21 2022, 12.00 – 13.50 (Central European Time)

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Part 1

Positive Development (PD) interventions

Theoretically, what are we aiming for in regards to the benefits (or intended outcomes) of positive development (PD) interventions for children and adolescents?

There are diverse views to pick from with some synergy across these views
(as noted by Tolan et al., 2016)

Positive Psychology

Positive Youth Development

Social Competence/
Social Emotional Learning

Resilience



APPLIED DEVELOPMENTAL SCIENCE
2016, VOL. 20, NO. 3, 214-236
<http://dx.doi.org/10.1080/10888691.2016.1146080>

 **Routledge**
Taylor & Francis Group

Toward an integrated approach to positive development: Implications for intervention

Patrick Tolan, Katherine Ross, Nora Arkin, Nikki Godine, and Erin Clark

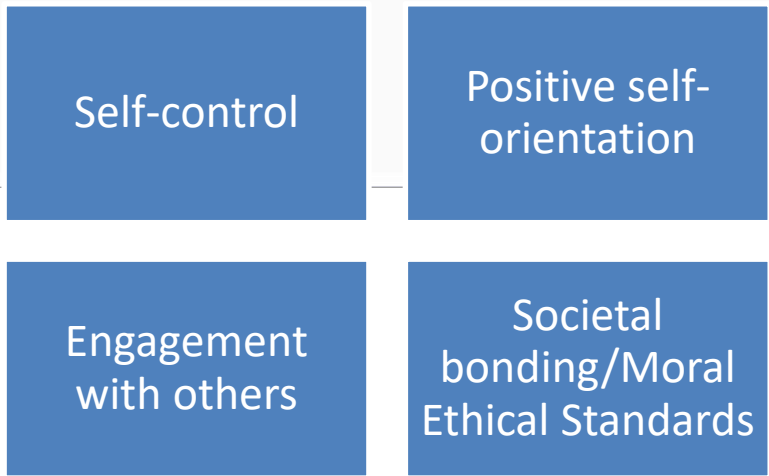
University of Virginia

What is Shared across PD views?

They all offer an alternative way of thinking about adolescence

They are all exploring the connection between problems and the positive.
Is the positive unrelated to risk or is it an "antidote to risk" (Tolan et al., 2016, p. 217)

Some constructs overlap
(text in figure below directly quoted from Table 2 Tolan et al., 2016, p. 229)



Practically, what do positive development (PD) interventions look like, what do they involve?

Taylor and colleagues (2017) meta-analysis

82 school-based (kindergarten to high school) universal social emotional learning (SEL) interventions

N = 97,496 youth, 46% implemented outside of the United States

Tended to have a structured group format, tested in a randomized controlled trial and used SAFE practices.

SAFE seems promising -

- Activities - Sequenced
- Interactive - Active
- Clear social skills training - Focused
- Skill specific not general - Explicit

Significant benefits at follow up

(one year to three years post intervention)

- **SEL skills and attitudes**
- **Positive social behavior**
- **Academic performance**
- **Declines in conduct problems, emotional distress, and drug use**
- **Effect sizes from .13 to .33**
- **Significant lifetime cost savings**

Ciocanel and colleagues (2017) meta-analysis

Voluntary PD interventions implemented outside of school time with young people

- $N = 23,258$ children and adolescents in 24 studies
- Only randomized controlled trials

Common types of interventions included:

Community service

Mentoring

Recreation

Social skills

Academic training

Sexual education

Ciocanel and colleagues (2017) meta-analysis

Significant **pre to posttest** intervention-related benefits in:

- **Self-perception**
- **Academic achievement**
- **Reduced emotional distress**
- **Effect sizes from .14 to .22**

Benefits more likely for youth considered to be at low/mixed risk rather than those at high risk

Across the Ciocanel and Talyor et al. (2017) meta analyses

PD interventions considered:

School-based SEL interventions

After school, setting-oriented interventions

Both associated with

- **Reduced emotional distress**
- **Improved academic performance/achievement**

More benefits documented for SEL interventions relative to after school PD interventions (in these meta-analyses).

Many other narrative reviews and meta-analysis exist on the diversity of PD interventions, here are some suggestions, for more examples of PD interventions with beneficial effects

Journal of Youth and Adolescence (2020) 49:1943–1960
<https://doi.org/10.1007/s10964-020-01289-9>

EMPIRICAL RESEARCH

Effects of School-based Multicomponent Positive Psychology Interventions on Well-being and Distress in Adolescents: A Systematic Review and Meta-analysis

Claudia Tejada-Gallardo ¹ · Ana Blasco-Belled ¹ · Cristina Torrelles-Nadal ¹ · Carles Alsinet ¹

Gaylord-Harden, N., et al., (2017). Research on positive youth development in boys of color: Implications for intervention and policy. In N. J. Cabrera, & B. Leyendecker (Eds.), *Handbook on positive development of minority children and youth* (pp. 401-419) Springer Science + Business Media, New York, NY.
doi: http://dx.doi.org/10.1007/978-3-319-43645-6_24

Catalano, R.F., Berglund, M.L., Ryan, J.A.M., Lonczak, H.S., & Hawkins, J.D. (2004). Positive youth development in the United States. *The Annals of the American Academy of Political and Social Science*, 591, 98-124.

Eccles, J. & Gootman, J. A. (2002). (Eds.). National Research Council, Institute of Medicine, *Community Programs to Promote Youth Development*, National Academy Press, Washington D.C., 2002. (ISBN 0-309-07275-1) ^"Can be read online at:
<http://www.nap.edu/catalog/10022.html#toc>

Ferrer-Wreder, L. (2013). Advancing child and adolescent well-being through positive youth development and prevention programs. Ben-Arieh, A., Frones, I, Casas, F., & Korbin, J.E. (Eds.), *The Handbook of Child Well-Being* (pp. 3025-3041). New York: Springer.

Part 2:

Several key ideas...briefly described

2a. implementation science

2b. participatory research and interventions

2c. scalable interventions

2d. surface and intervention deep structure

2e. intervention development by way of logic models

2f. culture's role in interventions

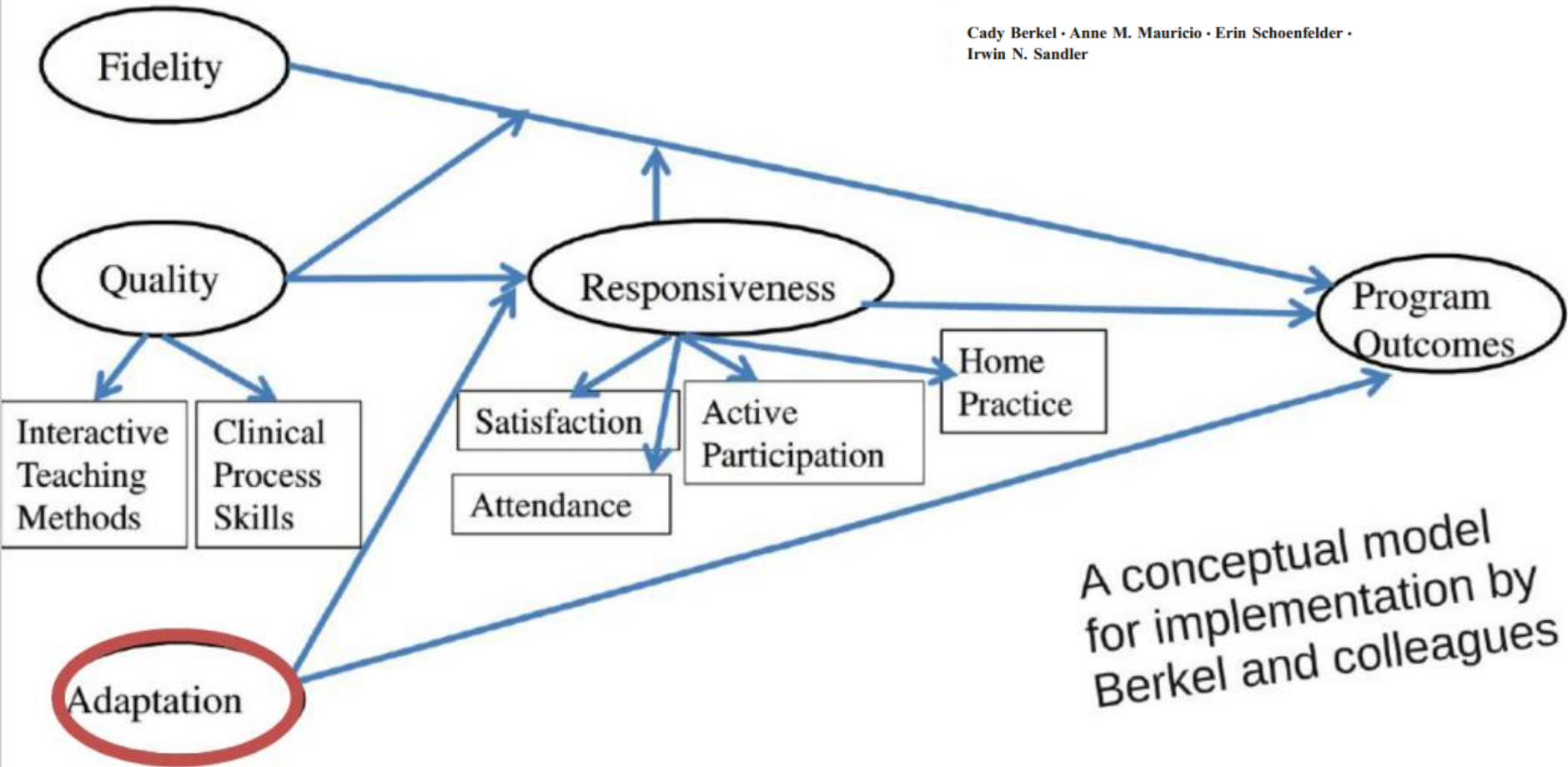
2a. Implementation Science

Facilitator Behaviors

Participant Behaviors

Putting the Pieces Together: An Integrated Model of Program Implementation

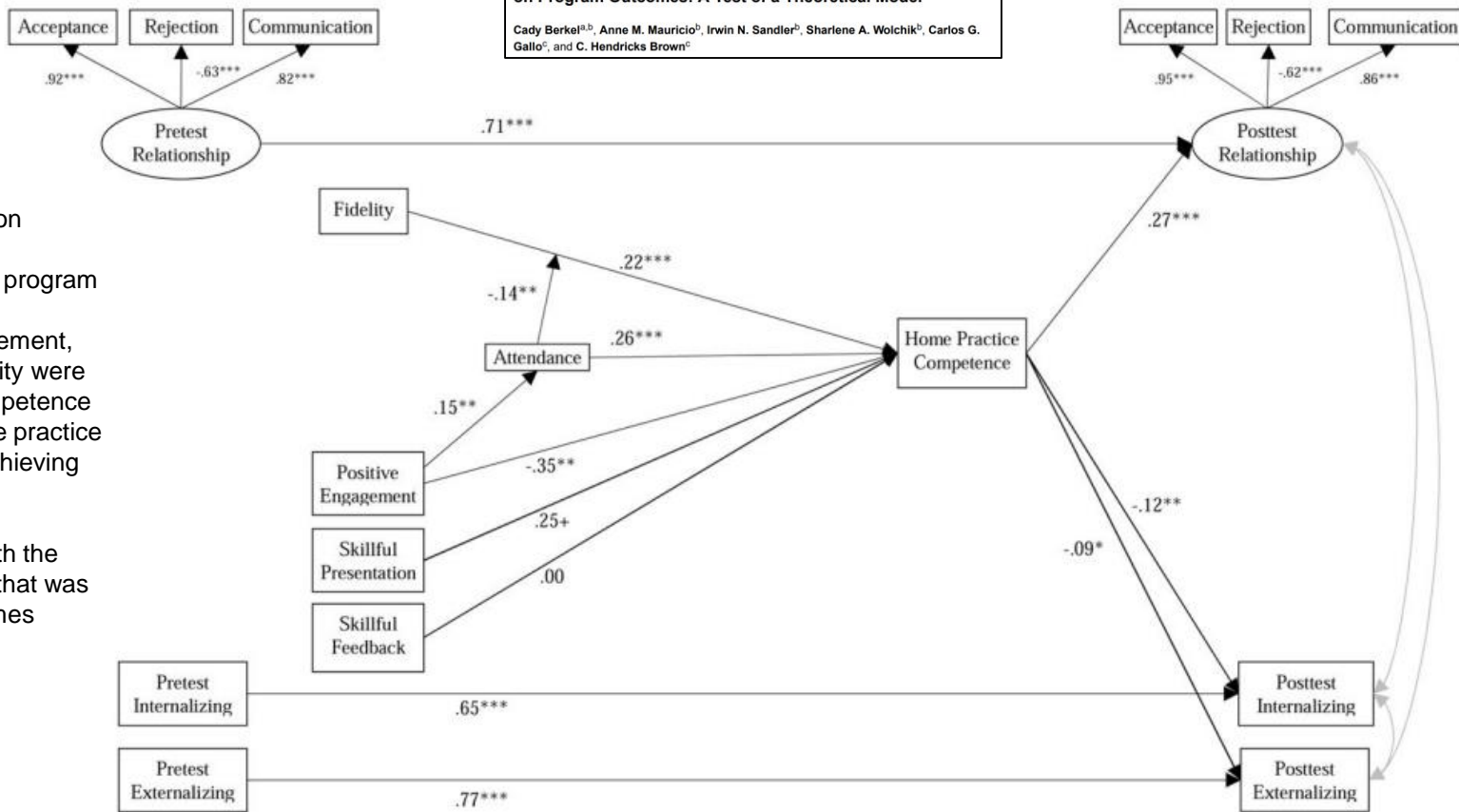
Cady Berkel · Anne M. Mauricio · Erin Schoenfelder ·
Irwin N. Sandler



A conceptual model
for implementation by
Berkel and colleagues

Fidelity versus Quality: Fidelity involves the question of was the intervention “delivered as prescribed” (p. 25). e.g., % curriculum given, time for active ingredients, and quality is about skills or effectiveness of the delivery.

Published in final edited form as:
Prev. Sci. 2018 August; 19(6): 782-794. doi:10.1007/s11121-017-0855-4.
The Cascading Effects of Multiple Dimensions Implementation on Program Outcomes: A Test of a Theoretical Model
 Cady Berkel^{1,2}, Anne M. Mauricio³, Irwin N. Sandler³, Sharlene A. Wolchik³, Carlos G. Gallo⁵, and C. Hendricks Brown⁶



Take home: Implementation mattered in this trial of the New Beginnings parenting program

Put simply, positive engagement, attendance, and good fidelity were associated with better competence in home practice and home practice competence was key to achieving outcomes in this trial

Thus it was the work of both the facilitator and participants that was connected to better outcomes

Figure directly from page 17, Berkel et al., 2018

Figure 3.
 Test of a Theoretical Cascade Model of Implementation

Notes. $X^2(91) = 125.00, p=.05$; $RMSEA=.03(.02, .05)$; $CFI=.97$; $SRMR =.07$; *** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$; + $p \leq .1$

2b. Participatory research & interventions

Key Ideas in Empowerment Evaluation

“People empower themselves” (Fetterman & Wandersman, 2007, p. 182)

Empowerment evaluators don't champion particular programs, but do support making outcomes happen that are valued by the community or a group.

Empowerment evaluation and traditional evaluation have many things in common (both can use experimental outcome evaluation designs), but who is making decisions is changed.

Empowerment Evaluation in essence involves

- Having groups reflect on what they are doing
- What their goals/needs are and are they meeting those goals?
- If not, what can be done?
- Evaluate and then go back to the goals/needs
- And the process continues.

Empowerment Evaluation

Yesterday, Today, and Tomorrow

David Fetterman
Stanford University

Abraham Wandersman
University of South Carolina, Columbia

American Journal of Evaluation, Vol. 28 No. 2, June 2007 179-198
DOI: 10.1177/1098214007301350

Getting to Outcomes: An Evaluation Capacity Building Example of Rationale, Science, and Practice

Abraham Wandersman¹

American Journal of Evaluation
2014, Vol. 35(1) 100-106
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sagepub.com/journalsPermissions.nav
DOI: 10.1177/1098214013500705
aje.sagepub.com


Getting to outcomes (GTO) takes ideas in community based participatory research and empowerment evaluation and applies them on a large scale typically in organizations or communities

Support those giving and getting an intervention(s) to make it their own

Systems: Change the way of thinking/doing in a community or organization

Support provided to do good quality evaluation in the community by stakeholders with scaffolding from scientists/researchers and technology (evaluation capacity building is a GTO outcome).

2c. Scalable interventions

Scalable interventions in the area of mental health promotion, prevention, and treatment

Scalable psychological interventions for people in communities affected by adversity

A new area of mental health and psychosocial work at WHO

Problem

The lack of **programmatic reach and impact** due to scarcity of resources in many parts of the world



Questions

What can be achieved with good implementation, including training and resources by non-specialists?

What can technology add to achieving intervention related benefits?

Examples

Using existing evidence based interventions as a starting place and working on scalability from there

- **Self help with or without guidance**
- **Technology (online, apps)**

Several programs under development

- **Problem Management Plus (PM+)**
- **Helping Young Adolescents Cope (PM+ for youth)**



Psychological Treatments for the World: Lessons from Low- and Middle-Income Countries:

Annual Review of Clinical Psychology

Daisy R. Singla^{1,2}, Brandon A. Kohrt³, Laura K. Murray⁴, Arpita Anand⁵, Bruce F. Chorpita⁶, and Vikram Patel^{5,7,8}

Singla et al. (2017) meta analysis of 27 intervention trials

Common outcomes were:

Reduced depression and PTSD symptoms

Beneficial intervention effect (pooled) of .49

Psychological Treatments for the World: Lessons from Low- and Middle-Income Countries:

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Daisy R. Singla^{1,2}, Brandon A. Kohrt³, Laura K. Murray⁴, Arpita Anand⁵, Bruce F. Chorpita⁶, and Vikram Patel^{5,7,8}

Singla et al.

Page 28

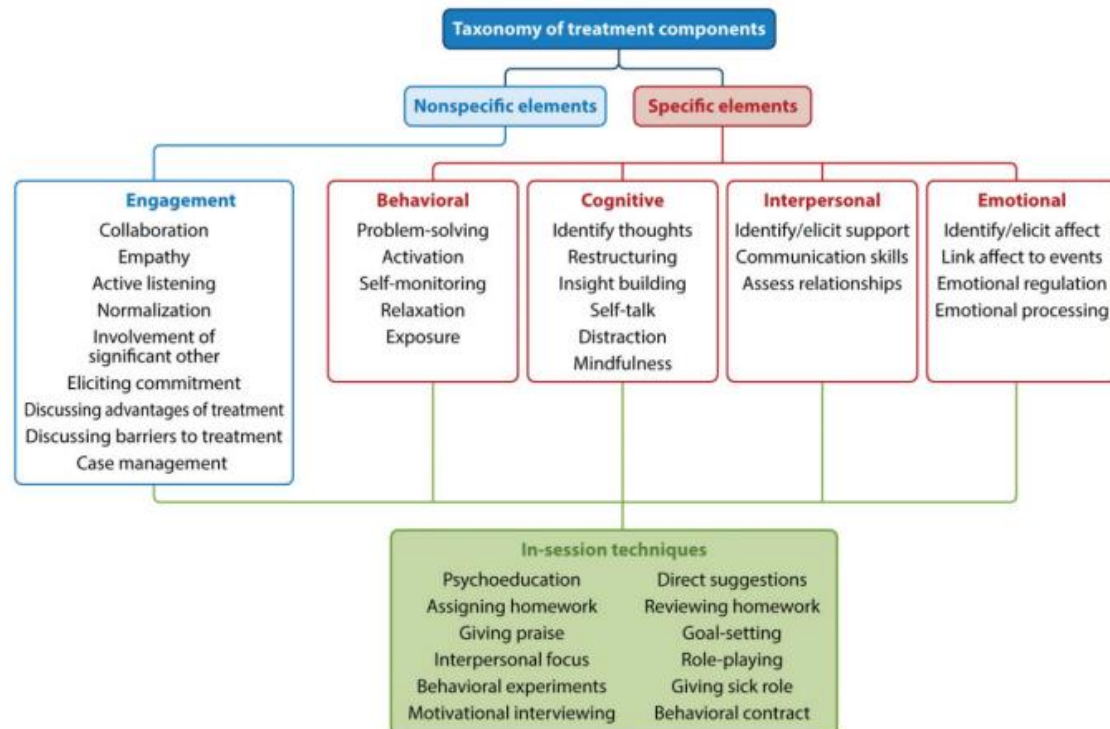


Figure 1.
The taxonomy of treatment components of psychological treatments for common mental disorders delivered to adults in low- and middle-income countries.

2d. Intervention deep and surface structure

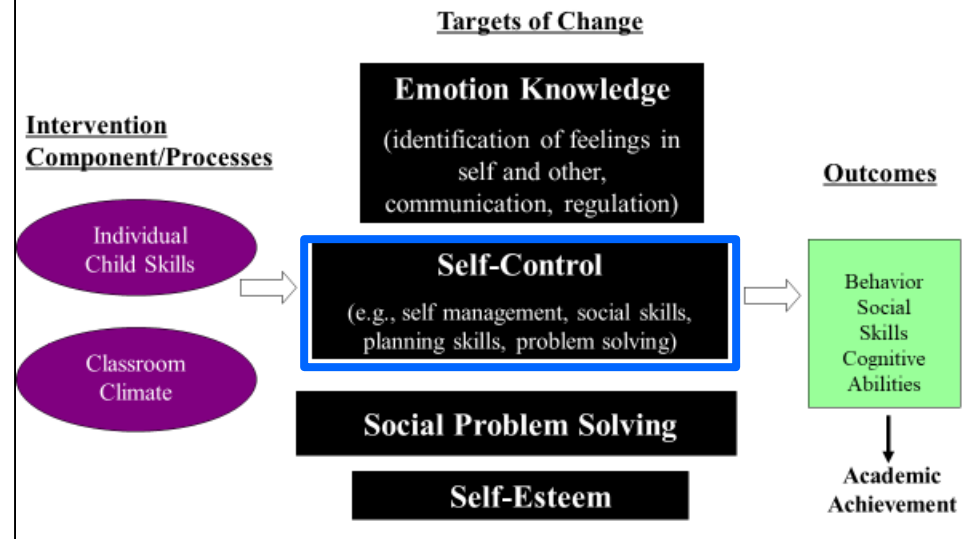
Intervention Deep Structure

Source: Resnicow, Soler, Braithwaite, Ahluwalia, and Butler (2000)

Deep Structure of an Intervention

- Change Producing Mechanisms
- The “Theory of Change”
- Causal Model
- Active Ingredients
- Often reflected in the intervention’s logic model

Example – An Intervention’s Theory of Change for the Promoting Alternative Thinking Strategies (PATHS; Domitrovich, et al., 2004)



Intervention Surface Structure

Source: Resnicow, Soler, Braithwaite, Ahluwalia, and Butler (2000)

- Intervention messages, materials, activities and how they connect to participants' lives and culture
- Relevant surface structure = Increased acceptance and comprehension of an intervention

From the Promoting Alternative THinking Strategies (PATHS©) Trial in Sweden

For more on PATHS in Sweden see:

Eninger L, Ferrer-Wreder L, Eichas K, Olsson TM, Hau HG, Allodi MW, Smedler A-C, Sedem M, Gull IC and Herkner B (2021) A Cluster Randomized Trial of Promoting Alternative Thinking Strategies (PATHS®) With Swedish Preschool Children. *Front. Psychol.* 12:695288.

[doi: 10.3389/fpsyg.2021.695288](https://doi.org/10.3389/fpsyg.2021.695288)

Ferrer-Wreder, L., Eninger, L., Olsson, T.M., Sedem, M., Allodi, M.W., Ginner Hau, H. (2021). The Cultural Adaptation of Interventions to Promote Positive Development: The Preschool Edition of PATHS® in Sweden. In: Dimitrova, R., Wium, N. (eds) *Handbook of Positive Youth Development*. Springer Series on Child and Family Studies. Springer, Cham. https://doi.org/10.1007/978-3-030-70262-5_27

Examples of content and material

- Puppets and dialogue
- Story books
- Feeling face cards
- Suggested activities and games related to each lesson
- Suggested communication with guardians



2e. Intervention development by way of logic models

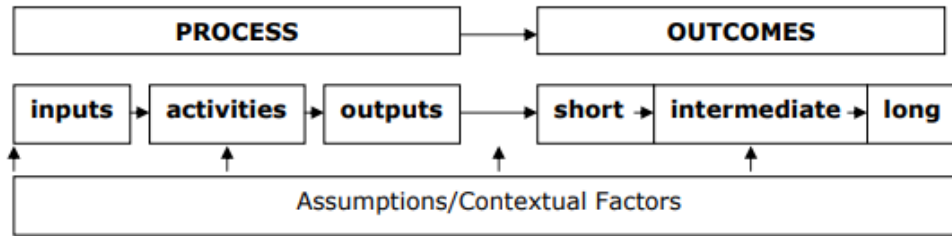
(a focus on deep structure, with implications for cultural tailoring and cultural adaptation of interventions)

For more resources on logic models

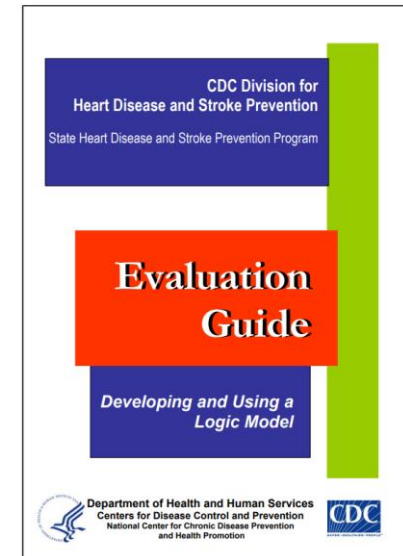
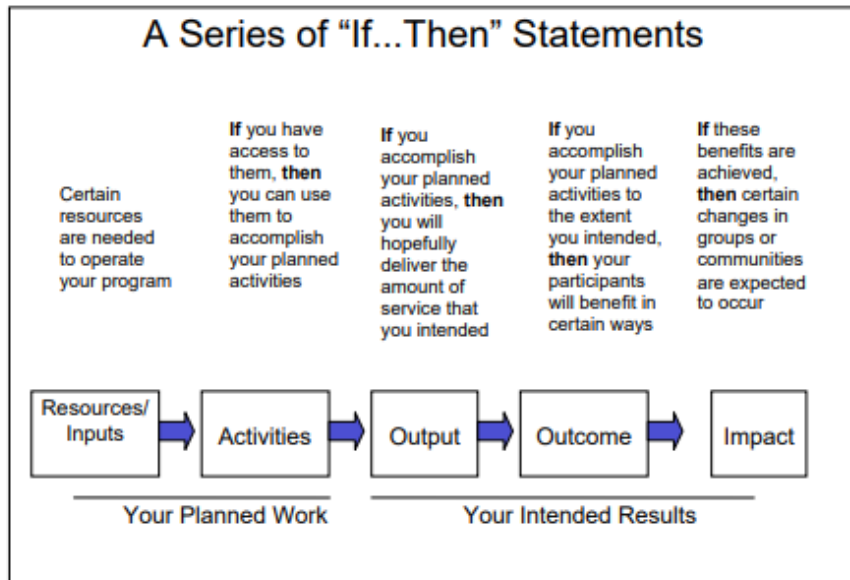
<http://www.emcdda.europa.eu/publications/perk/resources/logic-model>



Figure 1. Layout of a General Logic Model



Figures to the left are directly from pages 2 and 5 from the CDC Evaluation Guide



**A simple hypothetical
logic model that links to a set
of evaluation questions**

Simplified, Hypothetical Theory of Intervention Change for a School-Based Adolescent Drug Prevention Program

Intervention Components (IC)/Processes

Lessons call for role playing exercises, video vignettes, and homework exercises

IC A: Lessons 1 -3 and exercises encourage a reflection on self determination of behavior.

IC B: Lessons 4 -7 and exercises are designed to provide opportunities to develop drug-related social resistance skills.



Targeted for Change

M a: Teens' attitudes towards self determination of their own behavior

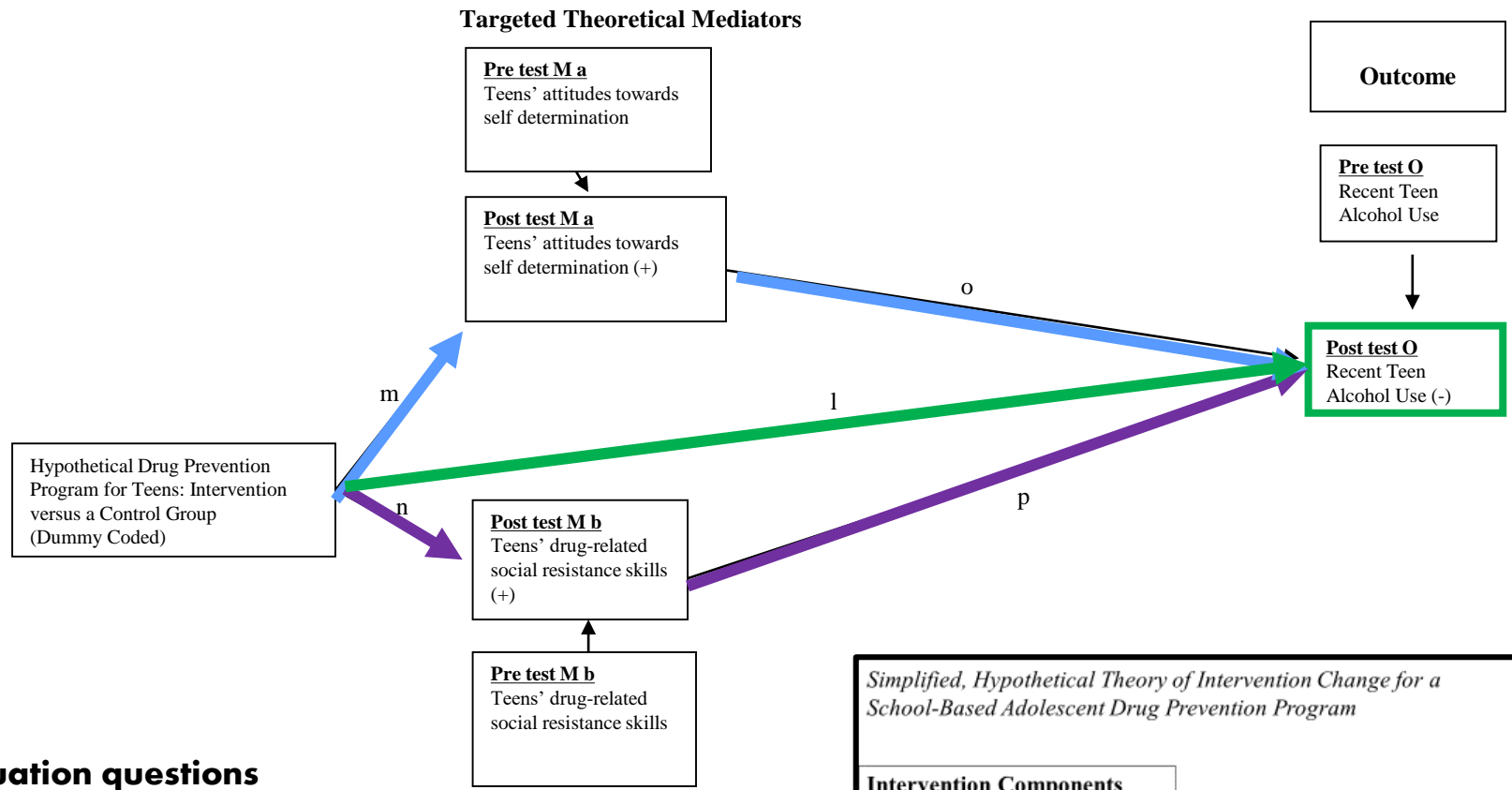
M b: Teens' drug-related social resistance skills



Outcome (O) Targeted for Change

Teens' past 30 day (recent) alcohol use

Simplified Hypothetical Outcome-Mediation Path Model that could be tested empirically to Gain Insight into Theory of Change Given Below

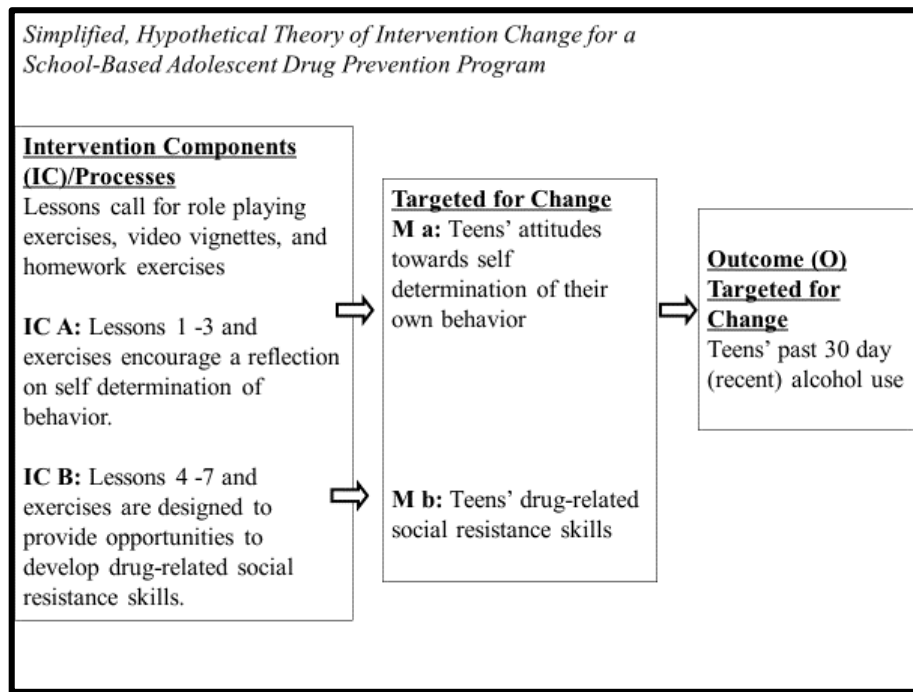


Evaluation questions

Does this intervention work to reduce recent alcohol use?

How does the intervention work? Is one part of the intervention more important than another part of the intervention in order to see reduced alcohol use?

Do findings about how the intervention works relate to changes one would suggest to make if the intervention is implemented again?



**A complex/real life example of
a PD intervention
logic model with links to
evaluation questions/answers**

The Changing Lives Program

The Changing Lives Program

Engaging Marginalized Youth in Positive Development: The Changing Lives Program

Kyle Eichas, Marilyn J. Montgomery, Alan Meca,
Arlen J. Garcia, and Arlene Garcia

© Springer Nature Switzerland AG 2021

R. Dimitrova, N. Wiium (eds.), *Handbook of Positive Youth Development*, Springer Series
on Child and Family Studies, https://doi.org/10.1007/978-3-030-70262-5_29

CHILD DEVELOPMENT



Child Development, July/August 2017, Volume 88, Number 4, Pages 1115–1124

The title for this Special Section is **Positive Youth Development in Diverse and Global Contexts**, edited by Emilie Phillips Smith, Anne C. Petersen, and Patrick Leman

Empowering Marginalized Youth: A Self-Transformative Intervention for
Promoting Positive Youth Development

Kyle Eichas
Tarleton State University

Alan Meca
Old Dominion University

Marilyn J. Montgomery
Northwest Christian University

William M. Kurtines
Florida International University

Table 1 Interweaving and layering changing lives program intervention strategies, objectives, and exercises

Phase	Objective	Strategy	Journal exercise
Engagement	(1) Group cohesion (2) Facilitator-student rapport	Cohesion-building activities Joining/Establishing alliance	Identify important life course events and turning points and co-construct their life stories taking turns sharing with the group.
Co-participatory learning	(1) Knowledge of self	Exploration for insight through emotion focused problem posing	Identify and share transformative life goals, activities essential for achieving these goals, and explore their emotional reactions to engaging in the activities.
	(2) Critical understanding	Exploration of alternatives through critical problem posing	Identify and share life change goals, envision how the group would be different if members accomplished their life change goals.
	(3) Realization of one's potentials	Problem posing (identifying the right problem rather than a solution for the wrong problem)	Create a path towards life change goals by co-constructing potential alternatives for accomplishing the life change goal and critically evaluating these alternatives.
Transformative activities	(1) Personal empowerment (2) Proactive participation in self and community	Student-directed transformative activities (toward self, school, or community)	

CLP is a school based intervention given in small group format with a trained facilitator, one group session is about 45 min long and sessions are once a week for 8 to 12 weeks, during school time

Targets for Change

Content and Processes

Targeted Outcomes

Fostering a Self Constructed Identity via Opportunities to Develop Competencies and Proactive Problem Solving Styles:

•Encourage an **Information Seeking Social Cognitive Style**

Preferences in social cognitive strategies used to construct one's identity (open, effortful)

•Develop **Problem Solving Competence in youth selected life goals and transformative goals:**

Problem posing, generate alternatives, evaluate alternatives without bias, select the best supported alternative, and take action (leads into mastery experiences)...

Goal: Effective use of both cognitive style and competence in identity exploration, proactive stance

Discovering One's Identity via Opportunities for Emotion Focused Identity Evaluation

•Learning about flow and personal expressiveness

Goal: Identify unique talents, abilities, and potentials, activities that elicit flow and then evaluate how integrated these abilities and flow experiences are linked to one's identity as part of identifying life goals, essential activities and transformative goals

Life Course Chart

Event histories and trajectories are mapped out e.g., chance to explore future directions, past turning points, well being, and resources

Life Course Journal and Group Exercises

Identify life goals, essential activities to reach goals, special talents and abilities, emotional reactions (flow states) to essential activities, transformative goals

My Transformative Project

Youth directed mastery experiences focused on current "real life" problems and choices as well as self and identity now and in the future

Transformative goals: exercise information seeking and problem solving

Transformative Pedagogy Multicultural Counselling Theory

Engagement (sharing experiences/disclosure, interpretation, role playing, positive feedback), participatory co-learning, and youth directed mastery experiences

Change the way youth understand and feel about their current life course

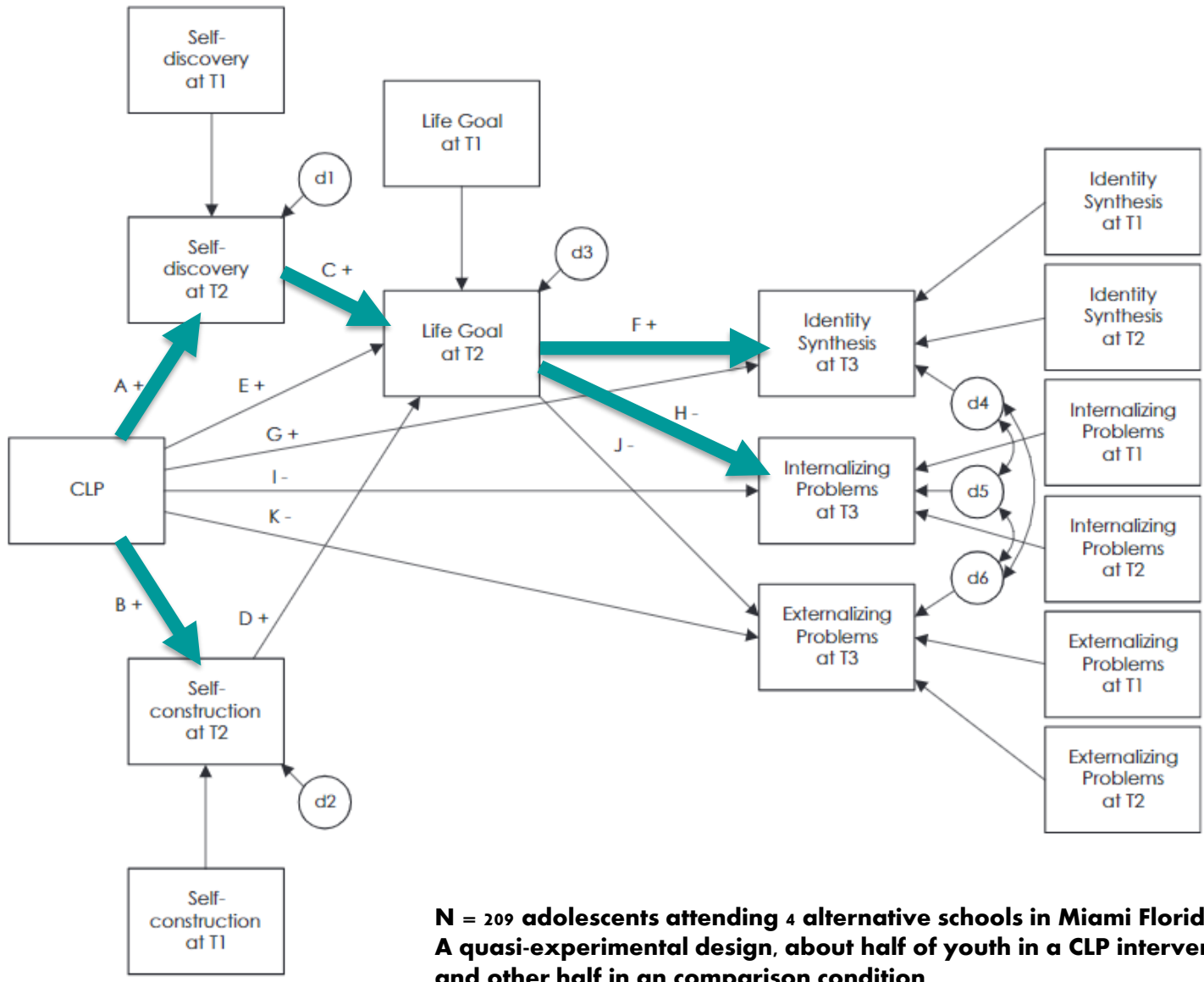
Foster core competencies and styles

Foster a positive sense of identity –

e.g., an identity that is self constructed, in line with one's unique talents and abilities

Show a "Cascade Effect"

Change in the positive domain will spill over to yield benefits in untargeted problem domain



N = 209 adolescents attending 4 alternative schools in Miami Florida, USA, A quasi-experimental design, about half of youth in a CLP intervention group and other half in an comparison condition

Figure 2. Hypothesized model. Rectangles are observed variables; the small circles are disturbance terms. Straight lines are hypothesized causal paths. Double-headed arrows are covariances. +/- indicates the hypothesized nature of the relationship (positive/negative). To improve visual clarity, age, gender, and the lagged paths from hypothesized mediators at T1 to outcomes are not shown.

Main Results for the CLP

Direct (pre to posttest) intervention-related benefits for

- **Self discovery**
- **Self construction**

Yes, the intervention is working, change in two main targeted areas happens pre to posttest

- **Immediate positive changes in self discovery related to positive immediate changes in life goals**

Immediate gains in life goals connected with a later **cascade effect**

- **Positive immediate changes in life goals connected to decline in subsequent internalizing problems (reduction in a problem area) and greater identity synthesis (a gain in a positive outcome) at follow up (time 3)**

Parts of the intervention that relate to self discovery and life goals are particularly beneficial for this sample

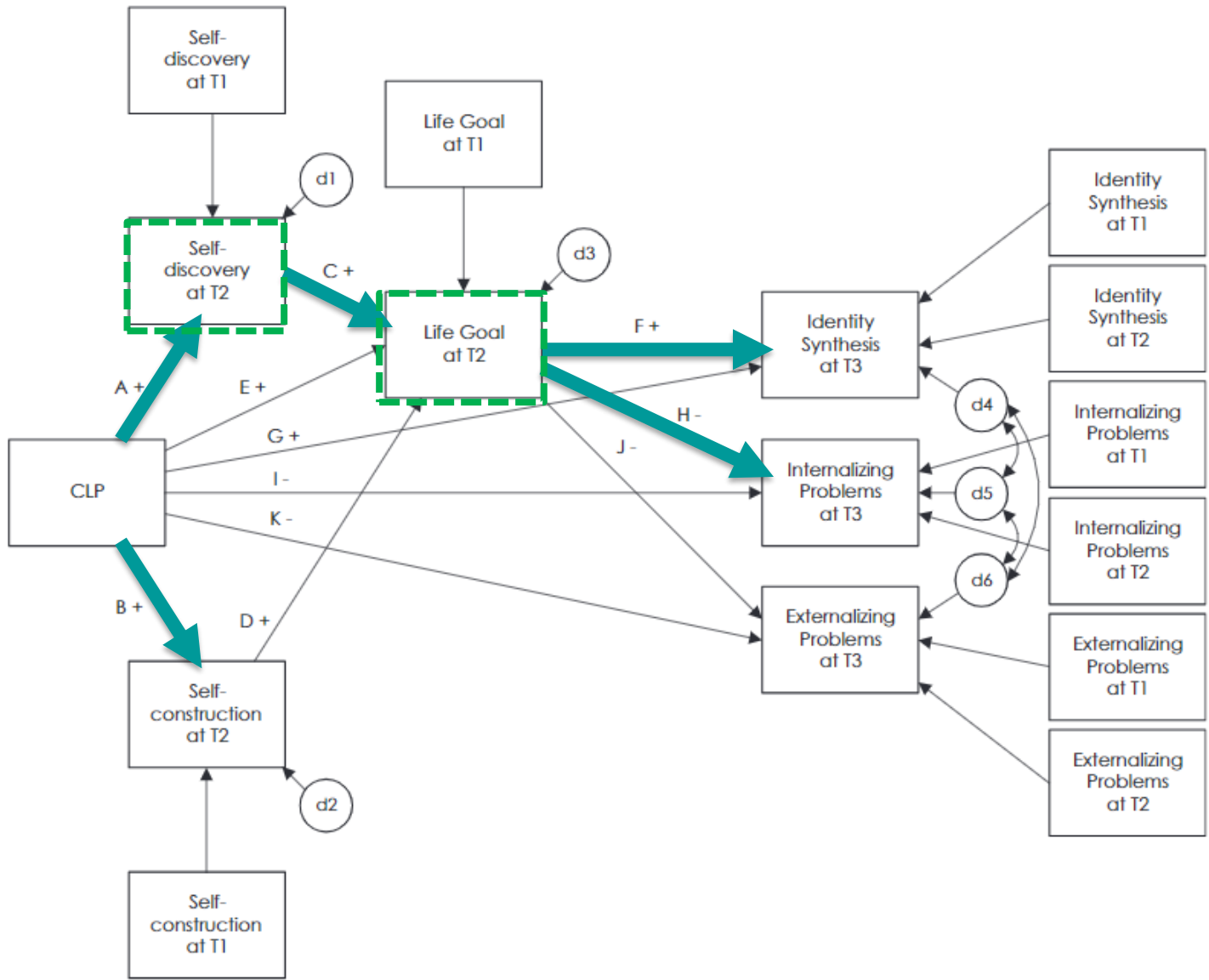


Figure 2. Hypothesized model. Rectangles are observed variables; the small circles are disturbance terms. Straight lines are hypothesized causal paths. Double-headed arrows are covariances. +/- indicates the hypothesized nature of the relationship (positive/negative). To improve visual clarity, age, gender, and the lagged paths from hypothesized mediators at T1 to outcomes are not shown.

2f. Cultures role in interventions?

Culture is...

- Shared experiences, memories, meaning, habits (transmitted culture)**
- Symbols, rituals, values, norms, roles, attitudes**
- Ways of solving problems (evoked culture)**
- Culture provides one of many possible social identities**

“Culture, then is not synonymous with country or ethnicity, but rather describes communities whose members share key beliefs and behaviors”

(Jensen, 2010, p. 2)

**A direct quote from a participant in a study by Doha,
2011, p. 555**

Culture is very important to me. I feel like it gives a little bit of perspective to me. I view things with 2 angles. I feel like I have sort of a self-identity that is deeper. More layers to it. I think culture has given me that aspect.

(Boy, 18 years old)

Many Forms of Culture

Adam B. Cohen
Arizona State University

April 2009 • *American Psychologist*

© 2009 American Psychological Association 0003-066X/09/\$12.00
Vol. 64, No. 3, 194–204 DOI: 10.1037/a0015308

For example: Culture can be based on...and at the intersection of these communities

Socio-economic background

- High
- Middle
- Low

Religious - Secular

- Particular type of religion
- Lack of religious beliefs

Region of Country

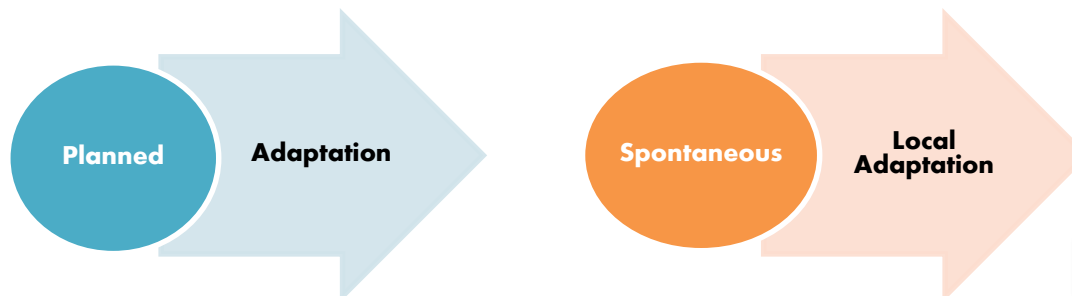
- City
- Countryside
- Frontier or border area
- Island

**Adaptations
that can be
about
culture or
for other
reasons**

**Change some part of an
existing EBI** (evidence based intervention)

**Skip something that you should
do as part of an existing EBI**

**Adding new intervention
content or actions**



Aspects of culture and/or considerations surrounding participants' social identity can have an impact at the surface and/or deep structure level of an intervention, and/or in aspects of implementation

Systematic empirical research (quantitative and qualitative) is needed to determine what aspects of culture or social identity are important to reaching the intended benefits of an intervention or are having an impact on implementation.

A lesson learned...

Culture exists for all stakeholders in a PD intervention

- **Participants (most of the literature's focus has been here)**
- **Intervention facilitators**
- **Academic and other stakeholders**

Planned intervention cultural adaptation happens when...

- 1. Interventions are developed or tested with cultural and ethnocultural subgroups in one country.**
- 2. Imported evidence based interventions (EBIs) are tested across nations, which are also often multi-cultural contexts**

A lesson learned...

Planned systematic attention to culture is important to the ultimate reach and impact of PD interventions

Commonalities across Planned cultural adaptation models

- 1. Assessment of EBI fit in new context (e.g., pilot test, needs assessment), change (or no change) in EBI informed by this assessment**
- 2. Imported EBI tested versus a control/comparison group**

Part 3

Examples that bring these ideas together in one place

**The CASEL framework for school wide social emotional learning (SEL)
an example of built in scalability**

A scalable culturally rooted parent training program in South Africa

**Table 1. Wright and Colleagues' (2015)
Synergies between GTO and CASEL Guide**

Note. Text in Table 1 directly quoted from Wright et al. (2015, p. 501) except for text with ** and in bold italics*, that text is paraphrased from the CASEL (2019) Guide and reflects the most recent edition of the framework

GTO 10 accountability questions

CASEL's Theory of Action

1. Needs and Resources:

What are the underlying needs and conditions in the community (district/school)?

Conduct an SEL-related resource and needs inventory.

2. Goals: What are the goals, target populations, and objectives ?

3. Best practices: Which evidence-based models and best practice programs can be useful in reaching these goals?

Adopt evidence-based SEL programs

**Adults first and then students*

4. Fit: What actions need to be taken so the selected program “fits” the community context?

Establish a shared SEL vision with all stakeholders.

**Integrate SEL with academics in school*

5. Capacities: What organizational capacities are needed to implement the plan?

Provide ongoing professional development.

6. Plan: What is the plan for this program?

Develop an implementation plan.

7. Implementation and Process Evaluation: How will the quality of the program implementation be monitored and assessed?

Integrate schoolwide policies and activities to foster the social, emotional, and academic learning of all students.

**Improving youth voice and engagement as well as school and class climate now in CASEL Guide*

8. Outcome evaluation:

How well did the program work?

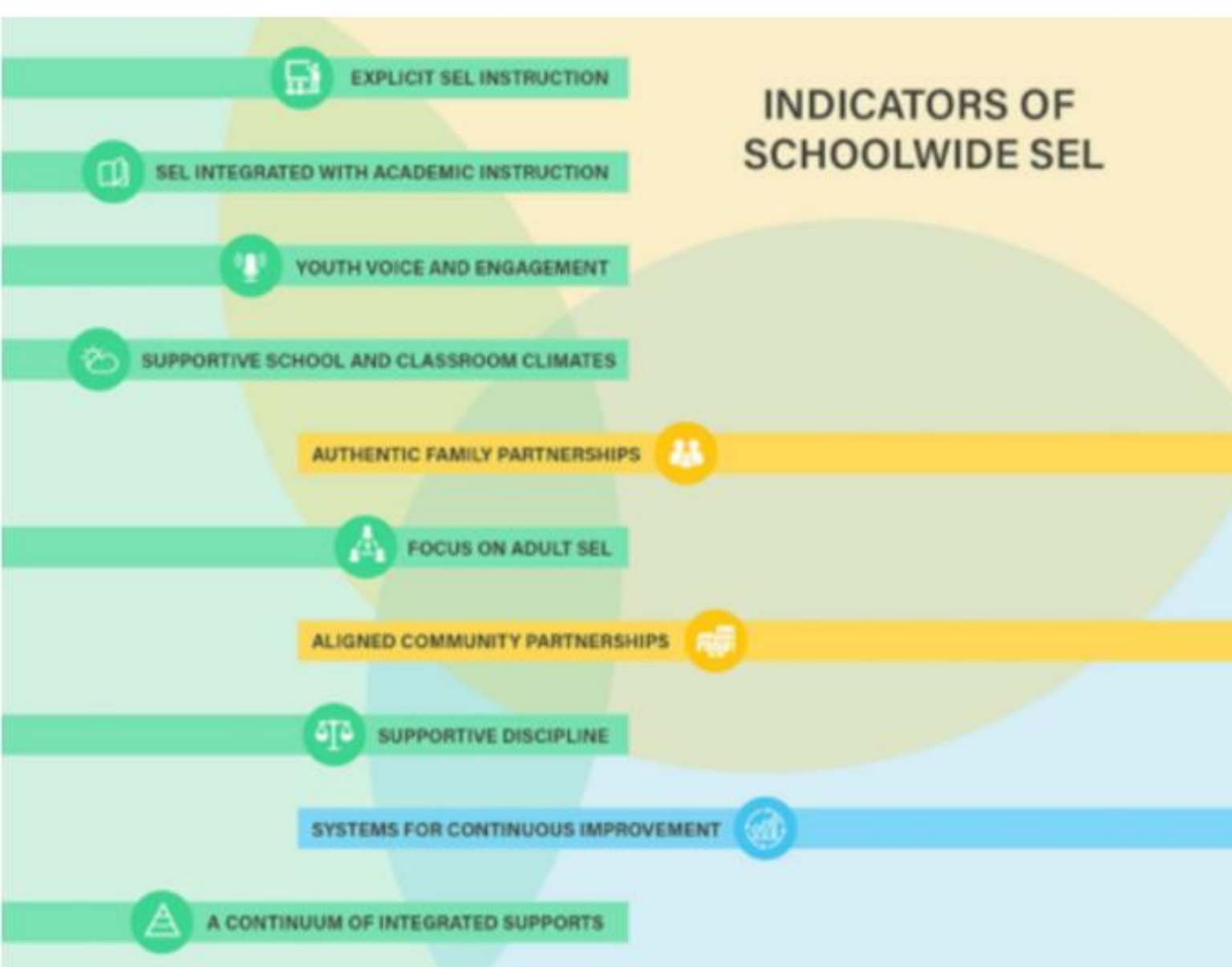
9. CQI: How will continuous quality improvement (CQI) strategies be incorporated?

Use data to improve practice.

**Build systems for continuous improvement*

10. Sustain: If the program is successful, how will it be sustained?

**Active, authentic coalitions around SEL with links between school, home and after school*



The CASEL framework for school wide social emotional learning (SEL) an example of built in scalability

Image above directly from <https://casel.org/systemic-implementation/sel-in-the-school/>

[A short video about this framework and link to find out more information from CASEL](#)

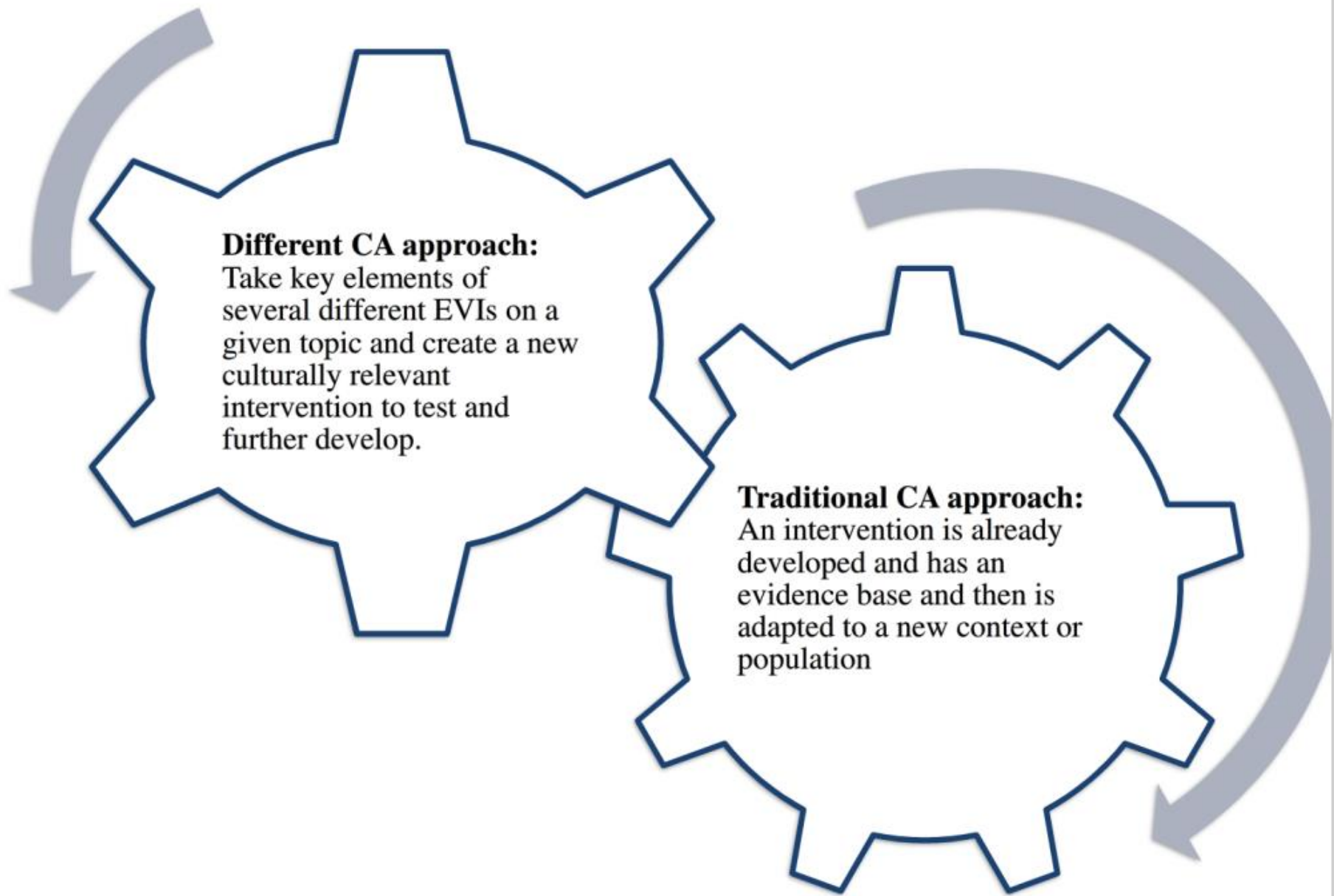
Different Strokes for Different Folks? Contrasting Approaches to Cultural Adaptation of Parenting Interventions

Anilena Mejia¹ • Patty Leijten^{2,3} • Jamie M. Lachman² • José Ruben Parra-Cardona⁴

To adapt or not does not have to be a yes or no choice

Different options to adaptation exist and should be guided by context specifics including resources available

A scalable culturally rooted parent training program in South Africa



One of the Intervention Case Studies given by Mejia et al. 2017

Centers on Finding Core Components Parent training programs

Where they the Lachman et al. (2016a, b) looked



1. Systematic reviews & meta analyses

Individual studies

Protocol and components in hallmark programs with a strong evidence base

2. New integrative logic models developed with short list of evidence based components, for example:

More positive parenting

Lower violent discipline as a parenting strategy

Increase self regulation (children)

3. Local people weigh in on the components (focus groups and interviews) are components okay? Is there anything else important to add?

Parenting in an unsafe environment, fathers' role, talking about HIV/AIDS

4. Going back to the drawing board and finalizing the logic model and intervention components and activities

Product: Manualized Sinovuyo Caring Families Program 12 session parenting program

Metaphor: Rondavel, mud walls are first before the roof

5. Development through testing

Pilot test RCT small scale N=68 parents, with promising results

Revision of intervention manual based on pilot RCT

Larger RCT with 296 families, with promising results

Creative commons copyright, [materials free to access](#) and use plus allows for some controls on adaptation without permission from the intervention developers (training by certified trainers)

Source: Mejia et al., 2017

Trend towards scalable interventions WHO and UNICEF supported in different areas, promising approach with wide application and potential impact

For more on this intervention example see the resources below and the web links

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Parenting for Lifelong Health for young children: a randomized controlled trial of a parenting program in South Africa to prevent harsh parenting and child conduct problems

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[For more on a related intervention see:](#)

<https://www.unicef-irc.org/research-family-and-parenting/>

Part 4:

Small group break out discussions

Some discussion questions

You are welcome to raise your own questions and reflections in our small group discussion time. Here, also are discussion questions that you can talk about if you like?

Q1. What is the potential of the idea of scalability for future PD intervention development?

Q2. How does the idea of scalability relate to interventions that you would like to develop (or are developing)?

Q3. How is culture or intersectionality important to the interventions that you would like to develop (or are developing)?

Part 5:

Closing and Reflections

[R]eally . . . anything is only ever an asset, if your context is letting it be an asset . . . if you're able to draw on it or if people are . . . allowing you to bring that part of yourself to the context or to the experience in a way that is productive, and positive, and healthy.

(Rivas-Drake, personal communication, November 21, 2019)

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Example: Changing Lives Program

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