Adaptation of HOT DOCS© to HOT DOCS© Español

Presented to Florida Association of Infant Mental Health
Jacksonville, FL
May 16, 2008
Objectives

• Overview of HOT DOCS©
• Method for adaptation of HOT DOCS© to HOT DOCS© Español
• Results of adaptation process
• Discussion of lessons learned
HOT DOCS© Funding

- Children’s Board of Hillsborough County
HOT DOCS©: Helping Our Toddlers, Developing Our Children’s Skills
(ARMstrong, Lilly & Curtiss, 2006)

Module 1 – Early Childhood Development
Module 2 – Routines, Rituals and Development
Module 3 – Development and Behavior
Module 4 – Preventions Guide Development
Module 5 – Developing New Skills
Module 6 – Reducing Stress the HOT DOCS© way
Module 7 – Booster class
HOT DOCS© Module Format

- Dinner and Social Time (30 minutes)
- Review (30 minutes)
  - Previous Lesson
  - Homework
    - Worksheets
    - Special Play (parent-child interactions)
    - Parenting Tip & Tip Tracker (parent skills)
- New Lesson and Assignments (60 minutes)
HOT DOCS© Special Play

• A way to play with a child to
  - Improve relationships
  - Develop routines
  - Problem-solve challenging behaviors
  - Teach new skills
  - Prepare the child for other environments

• Special play activities reinforce Module lessons
  - Bubbles: Relationships
  - Reading: Routines
  - Art: Behavior Communicates
  - Fun-Dough: Preventions
  - Play Ball: New Skills and Responses
Need for Mental Health Services among Hispanics

- 20% of young children in the U.S. have significant behavioral problems (U.S. DHHS, 2000)
- Hispanics are the nation’s largest minority group - will make up 29% of the U.S. population in 2050, compared to 14% in 2005 (U.S. Census Bureau, 2000)
- Young Hispanic Children—the Fastest Growing Population Group - will represent 31% of children in 2050 (Board of Children and Families, 1995)
2006 estimates for Children 0 to 4 years old, by Race/ethnicity, Hillsborough County

- 82,000 children 0 to 4 years old (7% of the population) (U.S. Census Bureau, 2000)
  → 23,671 are of Hispanic origin

- If we assume that 20% of them might have behavioral-emotional problems similarly to the national rate:
  - Around 4,734 children might be in need for early intervention!!!
Major Challenges

- Low rates of mental health service use
- Lack of compatibility of services and cultural/linguistic characteristics
- Lack of bilingual staff
- Lack of preparation and training among early childhood staff
- Communication difficulties with families
- Families’ lack of information
- Clear need for developing culturally sensitive interventions which more actively involve family
Adaptation Model

Enabling structure
- Referrals- Early Steps Program
- Ongoing program in English
- Grant

Recruitment of staff
- Staff and volunteers
- Variability in cultural and professional background

Translation
- Wide variability in language
- Word by word translation not always possible

Pilot testing
- Assessment of language
- Assessment of cultural acceptance of content
- Observation/adaptation of class dynamics

Integration of lessons learned
- Translation revised
- Final handbook made
- Hiring of parent liaison
- Implementation of class dynamic strategies

Helping Our Toddlers, Developing Our Children's Skills (HOT DOCS©)
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Methodology

- Step One: Preliminary Translation and Adaptation of HOT DOCS©
- Step Two: Field Testing of HOT DOCS© Español to 56 Caregivers
- Step Three: Curriculum Refinement
- Step Four: Process Evaluation
Step One: Preliminary Translation and Adaptation

• Translation by multinational staff
• Clinical experience with Hispanic families
• Consensus notes utilized
• Back translation
Step Two: Field Testing of HOT DOCS© Español

- 56 Hispanic caregivers
- Complete behavior screening packet
- HOT DOCS© Knowledge Test (pre- post)
- HOT DOCS© Program Evaluation
Step Three: Curriculum Refinement

• Field notes
  - Terminology
  - Reactions
  - Cultural beliefs and values
  - Responses to case examples
• Revise manual and materials
• Back translation
Step Four: Process Evaluation

• Special Project on the Implementation process 2006 - 2007:
  - Whether activities were implemented as planned
  - Identify program strengths, weaknesses, and areas for improvement
  - Focusing the evaluation to the stakeholders’ needs

• Immediate outcomes: Sources of Satisfaction
HOT DOCS© Process Evaluation

In-depth interviews with stakeholders

Engage stakeholders

Ensure use and share lessons learned

Justify conclusions

Gather credible evidence

Focus the evaluation

Describe program

Logic Model

Disseminate information

Discuss with team members

Demographic Survey
Attendance List
Program Evaluation Survey

Service utilization:
- Services provision to target population
- Sources of satisfaction

Based on CDC Framework for Program Evaluation in Public Health, MMWR, 1999
Results

- **Step One: Preliminary Translation and Adaptation of HOT DOCS©**
  - Bicultural and bilingual translators
  - Culturally and linguistically appropriate
  - Adjust level of language
Step Two: Field Testing of HOT DOCS Español with 56 Caregivers

- Personalismo

<table>
<thead>
<tr>
<th>OBSERVATIONS</th>
<th>ADJUSTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaching out</td>
<td>Small “party” at last class</td>
</tr>
</tbody>
</table>
| Importance of sharing personal testimonials | Time to share  
|                                            | Turn taking strategy                       |
| Desire to introduce children              | Bringing pictures                          |
## Challenges of Time Management

<table>
<thead>
<tr>
<th>OBSERVATIONS</th>
<th>ADJUSTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardiness</td>
<td>Incentives</td>
</tr>
<tr>
<td></td>
<td>Initial time for sharing</td>
</tr>
<tr>
<td>Importance of sharing personal testimonials</td>
<td>Time to share</td>
</tr>
<tr>
<td></td>
<td>Turn taking strategy</td>
</tr>
<tr>
<td>Long duration of classes</td>
<td>Timer</td>
</tr>
<tr>
<td></td>
<td>Staying longer</td>
</tr>
</tbody>
</table>
## Differences in Cultural Beliefs

<table>
<thead>
<tr>
<th>OBSERVATIONS</th>
<th>ADJUSTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerns with praising for expected behaviors</td>
<td>Care in communicating the importance of this principle</td>
</tr>
<tr>
<td>Concerns with fostering independence</td>
<td>Acknowledging beliefs</td>
</tr>
<tr>
<td>Physical punishment</td>
<td>Communicating importance of avoiding this and why</td>
</tr>
<tr>
<td>Importance of extended family</td>
<td>Inviting other family members</td>
</tr>
</tbody>
</table>
Step Three: Curriculum Refinement

- Manual modification based on previous step
- Booster session
- Handouts
- Phone/email communication system
Process Evaluation Results

• Step Four: Process Evaluation Results
  - A third of the population served by HOT DOCS are Hispanics (37%)
  - Surpassed expectations for the planning year
  - Approx. 80% attended to 4 or more sessions (less than 2, 10%; 90%, 3 or more)

Population Served April 2006 - April 2007

- HOT DOCS Spanish 27%
- HOT DOCS English 73%
<table>
<thead>
<tr>
<th>Program Evaluation Survey</th>
<th>Strongly Agree (%)</th>
<th>Agree (%)</th>
<th>Disagree (%)</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <strong>HOT DOCS</strong>&lt;sup&gt;®&lt;/sup&gt; program was beneficial to my family</td>
<td>92</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>The presenter(s) were knowledgeable and effective in communicating this topic</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am able to utilize these strategies with my children</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The Parenting Tips are beneficial to me</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The Special Play Activities promoted interactions with my child</td>
<td>81</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The information I learned in <strong>HOT DOCS</strong>&lt;sup&gt;®&lt;/sup&gt; has changed my parenting practices</td>
<td>87</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>HOT DOCS</strong>&lt;sup&gt;®&lt;/sup&gt; strategies have positively impacted my child’s behavior</td>
<td>87</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overall, the <strong>HOT DOCS</strong>&lt;sup&gt;®&lt;/sup&gt; program met my expectations</td>
<td>90</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Sources of Satisfaction

<table>
<thead>
<tr>
<th>THEMATIC CODES</th>
<th>SAMPLE VERBATIM RESPONSES TO ITEM S18: WHAT DID YOU VALUE MOST?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciate everything</td>
<td>“Everything! I’m very happy that my daughter is sharing a lot with us now and that I learned so much to manage every situation, talk positive and to praise everything child does”</td>
</tr>
<tr>
<td>Awareness of resources available for parents</td>
<td>“It’s like you took away a blindfold from my eyes and I learned new techniques that really work. Everything is very special”</td>
</tr>
<tr>
<td>Behavior Chart</td>
<td>“For me the most valuable thing was to learn how to know when the bad behaviors coming, the function and how to correct the bad behavior”</td>
</tr>
<tr>
<td>Examples</td>
<td>“The best are the examples that are given in the class by other parents (videos)”</td>
</tr>
<tr>
<td>Parent-child relationship</td>
<td>“The ability to better the relationship with my daughter and to see my errors”</td>
</tr>
<tr>
<td>Problem-solve strategies</td>
<td>“Skills such as transitioning from one activity to another, positive words, and soft voice to help children understand”</td>
</tr>
<tr>
<td>Stress management</td>
<td>“Control stress, teach my son positive words, share experiences and reflections”</td>
</tr>
<tr>
<td>Trainer’s support</td>
<td>“First the people who taught the class were very prepared, they helped clarify difficulties the group had with their children and the experiences from the other parents also helped”</td>
</tr>
</tbody>
</table>
Strengths of Program

• Multiethnic Hispanic sample
• Hispanic participants’ endorsement may transfer to Hispanic community
• Increase access to behavioral health care for Hispanics
• Intervene early for child behavioral problems
• Class offered in native language of participants and taught by Hispanic team members
Limitations

• Small sample
• Long-term follow-up still in process
• Parental stress factors not assessed: acculturation, immigration status, SES, perceived discrimination
• Recruitment process did not control for background training/knowledge, nationality, and stress levels
Discussion

• Experience as a parent with a child with challenging behavior
Discussion

- Importance of a parent liaison
- Interactions with Hispanic parents in HOT DOCS©
HOT DOCS© Strategies

• Using preventions
• Visual supports
• Teaching new skills
Prevention: Line Rope
Prevention: Busy Bag
Visual Supports
Teaching New Skills: Cue Cards

Ir al colegio
Ir al colegio
Teaching New Skills: Emotions
Presentation Team

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