



National
Resource
Center
on ADHD
A Program of CHADD

Ask the Expert Webcast Chat Series

Presented by the
National Resource Center on ADHD



**National
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A Program of CHADD

www.Help4ADHD.org
(800) 233-4050
Help4ADHD@CHADD.org

Ask the Expert

Culturally-Adapted ADHD Treatment for Spanish-Speaking Latino Families



Alyson C. Gerdes, PhD

**A recording of today's webinar will be available
in two business days at www.Help4ADHD.org**



**If you are having difficulties with asking questions or
would like to talk with a Health Information Specialist**

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Thank you for helping us plan future webinars
that meet the interests of the ADHD
community!





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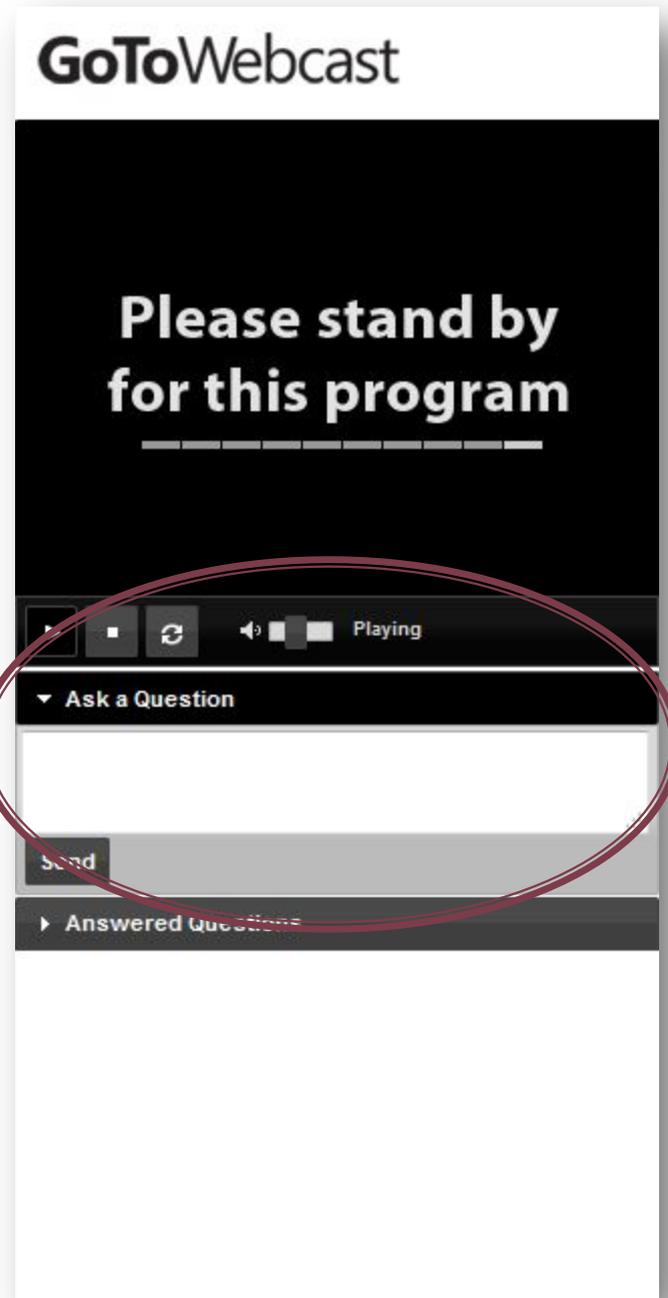
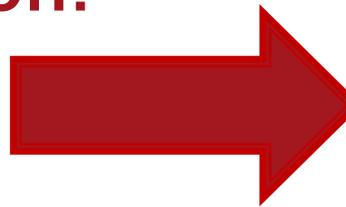
Culturally-Adapted ADHD Treatment for Spanish-Speaking Latino Families



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To Ask A Question:





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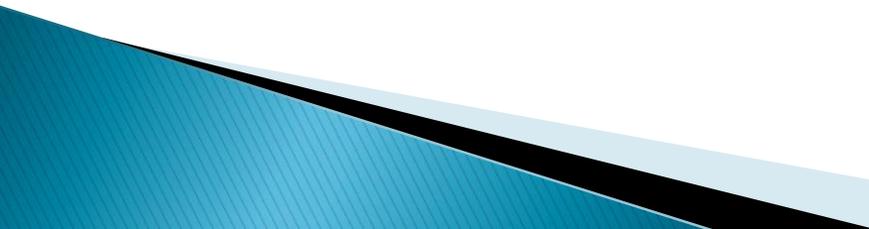
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Attention-Deficit/Hyperactivity Disorder

- ▶ Commonly diagnosed mental health disorder in children
 - ▶ Developmentally inappropriate levels of hyperactivity, impulsivity, and/or inattention
 - ▶ Associated impairment in academic, social, and/or family functioning
 - ▶ Symptoms and functional impairments continue into adulthood
 - ▶ Effective psychosocial treatments
 - Behavioral parent training
 - Behavioral classroom interventions
- 

Latino Mental Health Disparities

- ▶ Not well represented in treatment outcome studies
 - ▶ Largest and fastest growing ethnic minority group
 - ▶ Similar or higher rates of mental health problems
 - ▶ Often do not receive mental health services
 - More likely to prematurely drop out of treatment
 - ▶ Call for culturally-sensitive mental health interventions
- 

Cultural Factors & Practical Barriers

Cultural Factors

- ▶ Gender socialization
- ▶ Family/parenting values
- ▶ Respect for authority

Practical Barriers

- ▶ Lack of bilingual providers
- ▶ Lack of insurance/money
- ▶ Transportation issues
- ▶ Stigma
- ▶ Unfamiliarity with mental health system

Entrenamiento Para Ser Una Familia Exitosa: A Culturally-Adapted Treatment for ADHD

- ▶ Development
 - Diverse team
 - Culturally-sensitive, grassroots approach

General Treatment Adaptations

Global Adaptations

- ▶ *More role plays*
- ▶ *Active parental coaching*
- ▶ Simplified handouts with visual appeal
- ▶ Video demonstrations sent home

Cultural Adaptations

- ▶ Different terminology and focus
- ▶ Involvement of extended family
- ▶ *Respect for authority*
- ▶ *Appropriate expectations about change*
- ▶ *Culturally-congruent rationale for homework completion*

Practical Barriers

- ▶ Educational rather than therapy
- ▶ Goal to make family more successful
- ▶ Evening classes in the community
- ▶ Classes in Spanish by bilingual individuals
- ▶ Classes free of charge with dinner and childcare

Class-Specific Adaptations

Daily Report Card (DRC)

- ▶ Increase parental involvement with school
- ▶ Provide culturally-congruent rationale for DRC
- ▶ Address parental concerns about rewarding expected behavior
- ▶ Emphasize rewarding small improvements

Effective Instructions

- ▶ Address potential role of traditional gender roles
- ▶ Use culturally-congruent example of response to repeated noncompliance

Positive and Negative Attention

- ▶ Revisit parental concerns about positive attention
- ▶ Provide culturally-congruent rationale for positive attention

Taking Over the DRC

- ▶ Increase parental involvement with school
- ▶ Simplify “take-over process” and make it more collaborative
- ▶ Ensure current teacher is on board for assisting with next year’s DRC

Final Tips for Success

- ▶ Instill hope
- ▶ Provide a few new “tools”

Newly Developed Class

Consistent Consequences (Replaces Time Out)

- ▶ Introduce natural consequences and removal of privileges and possessions
- ▶ Define, discuss, and role play
- ▶ Follow-up class with home visit

Newly Developed Class

Managing Routines – Homework

(Replaces Token Economy)

- ▶ Determine each family's situation and needs
- ▶ Assist families in establishing a family routine around homework hour and developing a simple reward plan OR
- ▶ Assist families in identifying and enrolling their child in a community-based program
- ▶ Follow-up class with home visit

Managing Routines – Checklists

(Replaces Token Economy)

- ▶ Determine each family's situation and needs
- ▶ Assist families in developing checklists for morning and/or bedtime routines and developing a simple reward plan
- ▶ Follow-up class with home visit



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Ask the Expert

ADHD coaching: What Mental Health Professionals Need to Know

Wednesday, June 20, 2015, 6 p.m.

Register Now at
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This is a presentation of the



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