

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/323498781>

# Bi-National Cross-Validation of an Evidence-Based Conduct Problem Prevention Model

Article in *Cultural Diversity and Ethnic Minority Psychology* · March 2018

DOI: 10.1037/cdp0000178

CITATIONS

0

READS

43

8 authors, including:



**Carolyn Marie Porta**

University of Minnesota Twin Cities

135 PUBLICATIONS 1,468 CITATIONS

[SEE PROFILE](#)



**Michael Bloomquist**

University of Minnesota Twin Cities

39 PUBLICATIONS 1,283 CITATIONS

[SEE PROFILE](#)



**Rafael Gutierrez**

Instituto Nacional de Psiquiatría

33 PUBLICATIONS 169 CITATIONS

[SEE PROFILE](#)



**Daniel Cooper**

Pennsylvania State University

16 PUBLICATIONS 6 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



One Health Workforce - Higher Ed [View project](#)



A Proactive Health Monitoring Intervention for Dementia Caregivers: The eNeighbor (R18 HS022836) [View project](#)

# Cultural Diversity and Ethnic Minority Psychology

## Bi-National Cross-Validation of an Evidence-Based Conduct Problem Prevention Model

Carolyn M. Porta, Michael L. Bloomquist, Diego Garcia-Huidobro, Rafael Gutiérrez, Leticia Vega, Rosita Balch, Xiaohui Yu, and Daniel K. Cooper

Online First Publication, March 1, 2018. <http://dx.doi.org/10.1037/cdp0000178>

### CITATION

Porta, C. M., Bloomquist, M. L., Garcia-Huidobro, D., Gutiérrez, R., Vega, L., Balch, R., Yu, X., & Cooper, D. K. (2018, March 1). Bi-National Cross-Validation of an Evidence-Based Conduct Problem Prevention Model. *Cultural Diversity and Ethnic Minority Psychology*. Advance online publication. <http://dx.doi.org/10.1037/cdp0000178>

# Bi-National Cross-Validation of an Evidence-Based Conduct Problem Prevention Model

Carolyn M. Porta and Michael L. Bloomquist  
University of Minnesota

Diego Garcia-Huidobro  
Pontificia Universidad Católica de Chile and University of  
Minnesota

Rafael Gutiérrez and Leticia Vega  
Instituto Nacional de Psiquiatría Ramón de la Fuente Muñiz

Rosita Balch  
Hennepin County

Xiaohui Yu and Daniel K. Cooper  
University of Minnesota

**Objectives:** To (a) explore the preferences of Mexican parents and Spanish-speaking professionals working with migrant Latino families in Minnesota regarding the Mexican-adapted brief model versus the original conduct problems intervention and (b) identifying the potential challenges, and preferred solutions, to implementation of a conduct problems preventive intervention. **Method:** The core practice elements of a conduct problems prevention program originating in the United States were adapted for prevention efforts in Mexico. Three focus groups were conducted in the United States, with Latino parents ( $n = 24$ ; 2 focus groups) and professionals serving Latino families ( $n = 9$ ; 1 focus group), to compare and discuss the Mexican-adapted model and the original conduct problems prevention program. Thematic analysis was conducted on the verbatim focus group transcripts in the original language spoken. **Results:** Participants preferred the Mexican-adapted model. The following key areas were identified for cultural adaptation when delivering a conduct problems prevention program with Latino families: recruitment/enrollment strategies, program delivery format, and program content (i.e., child skills training, parent skills training, child–parent activities, and child–parent support). For both models, strengths, concerns, barriers, and strategies for overcoming concerns and barriers were identified. **Conclusions:** We summarize recommendations offered by participants to strengthen the effective implementation of a conduct problems prevention model with Latino families in the United States. This project demonstrates the strength in binational collaboration to critically examine cultural adaptations of evidence-based prevention programs that could be useful to diverse communities, families, and youth in other settings.

**Keywords:** cultural adaptation, Latino families, parenting, conduct disorders, qualitative

Conduct disorders are a growing problem among Latino youth (Breslau et al., 2011), and those who meet criteria for a conduct disorder diagnosis are at increased risk for problematic behaviors, including substance use and school drop-out (Frick, 2012; Krogstad, 2016; U.S. Department of Education, 2015). As adults, these youths are at increased risk for unemployment, involvement in the

criminal justice system, and additional risk factors that contribute to early mortality (Breslau et al., 2011).

Many multicomponent evidence-based child- and family focused conduct problem prevention programs have been tested, targeting elementary age children with early behavior problem expression. Identifying conduct problems in their early stages of

---

Carolyn M. Porta, School of Nursing, University of Minnesota; Michael L. Bloomquist, Department of Psychiatry, Medical School, University of Minnesota; Diego Garcia-Huidobro, Department of Family Medicine, School of Medicine, Pontificia Universidad Católica de Chile, and Department of Family Social Science, University of Minnesota; Rafael Gutiérrez and Leticia Vega, Dirección de Investigaciones Epidemiológicas y Psicosociales, Instituto Nacional de Psiquiatría Ramón de la Fuente Muñiz, Mexico; Rosita Balch, Hennepin County; Xiaohui Yu, School of Nursing, University of Minnesota; Daniel K. Cooper, Department of Family Social Science, University of Minnesota.

Institutions where work occurred: University of Minnesota, Minnesota, United States, National Institute of Psychiatry, Federal District, Mexico.

Funded by Research Program on Migration and Health, Health Initiative of the Americas, University of California, Berkeley (PIMSA), “Promoting Child Adjustment, Parenting, and Parent Well-Being in Vulnerable Mexican Migrant Families” to MB (PI) and CMP (Co-I) of University of Minnesota, Minneapolis, MN and RG (PI) and LV (Co-I) of National Institute of Psychiatry Ramon de la Fuente Muniz - Mexico City, Mexico.

Correspondence concerning this article should be addressed to Carolyn M. Porta, School of Nursing, University of Minnesota, 5-140 Weaver-Densford Hall, 308 Harvard Street SE, Minneapolis, MN 55455. E-mail: porta@umn.edu

development offers the best chance to positively influence the life trajectory for these youth (Kazdin, 2011). These programs are comprehensive, address multiple areas of risk, and designed to change distal outcomes by influencing a variety of proximal risk and protective factors. Examples include *Fast Track* (Conduct Problems Prevention Research Group, 2011), the *Montreal Prevention Experiment* (Vitaro, Barker, Brendgen, & Tremblay, 2012), *Coping Power* (Lochman, Wells, Qu, & Chen, 2013), and the *Early Risers Conduct Problems Prevention Program* (August, Realmuto, Hektner, & Bloomquist, 2001; Hektner, August, Bloomquist, Lee, & Klimes-Dougan, 2014). These programs have short and long-term benefits including reducing problem behaviors, enhancing social and emotional skills and academic behaviors, and improving parenting practices and parent-child relationships. Although conduct problem prevention programs have been found to be effective in different communities across the United States, few have been implemented with and evaluated for effectiveness among Mexican migrant youth.

### Selecting Practice Elements for Conduct Problems Prevention

The *Early Risers Conduct Problems Prevention Program* was selected as a representative conduct problems prevention program upon which to derive practice elements that could be culturally adapted for use in Mexico. Early Risers is a multicomponent child- and family focused preventive intervention that is delivered in school or community settings with children who are screened and identified as being at an elevated risk for the development of conduct problems (August, Bloomquist, Realmuto, & Hektner, 2007). Research on Early Risers demonstrated and replicated positive child and parenting/family preventive outcomes through an efficacy trial with long-term effects (August et al., 2001; Bernat, August, Hektner, & Bloomquist, 2007; Hektner et al., 2014), two effectiveness trials (August, Bloomquist, Lee, Realmuto, & Hektner, 2006; August, Lee, Bloomquist, Realmuto, & Hektner, 2003), and a going-to-scale trial (Bloomquist et al., 2013). Few prevention programs have been so systematically studied as Early Risers, thus justifying its selection for possible use in Mexico.

The original Early Risers prevention model has multiple components: (a) standardized social skills and academic enrichment curricula, individualized support services and mentoring for children at school and (b) standardized group-delivered parent education and skills building, delivery of individualized case management, and focused parent skills training. The goal of our project was to examine the feasibility and acceptability of practice elements of a "brief" variation of the full Early Risers program (see Bloomquist, August, Lee, Piehler, & Jensen, 2012) with Latino families in Minnesota. We also assessed preferences regarding key intervention strategies consistent with the original program (August et al., 2001) aiming to develop a binational collaborative practice and research infrastructure that could support future binational efficacy trials.

## Background

### Overview of the Bi-National Collaboration

Many Mexican migrants reside in Minnesota (Albo & Ordaz, 2011; Gaspar, 2012), and are from the Urban Zone of the Valley

of Mexico, one of the most populous and violent metropolitan areas of Mexico (Gutiérrez, Vega, & Rendón, 2013; Nateras-González, & Macedo-García, 2016). Over the past 10 years this region has ranked among the worst in Mexico for child abuse, domestic violence, crime, and murder statistics (Inchástegui, 2014; Instituto Nacional de Estadística, Geografía e Informática [INEGI], 2015). A partnership between United States and Mexican preventionists could help in developing and implementing programs that take into account the diverse needs of Latino families living on either side of the border.

Since 2012, there has been collaboration between researchers from the National Institute of Psychiatry Ramon de la Fuente Muniz in Mexico City, Mexico and the University of Minnesota in Minneapolis, MN. This Mexican Migrant Youth Partnership (MMYP) was funded by a pilot grant from *Programa de Investigación en Migración y Salud* (PIMSA) and formed to cooperatively address prevention of conduct problems among Mexican migrant youth in both countries. Practice elements from the *Early Risers* program was adopted by the MMYP as a potential model to develop and culturally adapt for use in Mexico and the United States with migrant Latino families. This study builds upon Baumann, Domenech Rodríguez, Amador, Forgatch, and Parra-Cardona's (2014) research, bridging methods of cultural adaptation and implementation science. The following sections will review the frameworks that guided the current project and the initial adaptation of Early Risers practice elements in Mexico.

### Frameworks Guiding the Mexican Adaptation of Early Risers and the Present Study

If interventions lack sensitivity to the cultural environment, participants are less likely to engage (Castro, Barrera, & Holleran Steiker, 2010), and subsequently, interventions are less effective (Benish, Quintana, & Wampold, 2011; Griner, & Smith, 2006; Smith, Rodríguez, & Bernal, 2011). Before adapting evidence-based interventions, there needs to be an understanding of the culture in which the interventions will be implemented (Barrera, Castro, & Steiker, 2011; Castro et al., 2010). This understanding is gained through processes that include building partnerships and engaging in collaborative processes with members of respective communities.

Cultural adaptations, broadly defined, are program modifications that are sensitive to the worldview of a cultural group (Barrera et al., 2011). These include modifications at surface and deep levels (Resnicow, Soler, Braithwaite, Ahluwalia, & Butler, 2000). Surface adaptations maximize the fit with the target population's experiences and behaviors and include modifications in the language, music, foods, delivery settings, or in other observable aspects of an intervention. Deep structure adaptations integrate the cultural, social, psychological, environmental, and historical factors of the target population, and must incorporate core values and beliefs that are significant to the target population.

Adapted evidence-based interventions should maintain core components that drive program outcomes and incorporate features relevant to the target population (Falicov, 2009). Potential sources of mismatch between fidelity to the original program and cultural adaptations can occur at three levels: (a) group characteristics (e.g., language, socioeconomic status, urban-rural context, etc.); (b) program delivery staff (e.g., type and culturally competency); and (c)

administration/community (e.g., community consultation and readiness; Castro, Barrera, & Martinez, 2004). Effective cultural adaptations should identify any potential sources of mismatch and introduce adaptations that minimize these discrepancies (Barrera et al., 2011; Castro et al., 2004, 2010).

Many cultural adaptation models have been proposed (see Backer, 2001; Barrera, Castro, Strycker, & Toobert, 2013; Bernal, Bonilla, & Bellido, 1995; Domenech Rodriguez, Baumann, & Schwartz, 2011; Kumpfer, Pinyuchon, Teixeira de Melo, & Whiteside, 2008; McKleroy et al., 2006; Parra Cardona, et al., 2012; Wingood, & DiClemente, 2008) and all propose the following key processes: (a) assessing community risks, interests, and resources; (b) selecting an evidence-based intervention that matches the community needs; (c) introducing the adaptations; (d) conducting pilot studies and subsequently refining the intervention; and (e) conducting fidelity checks of the adapted program. We expand this process by including a cross-validation that assessed the feasibility of transporting a culturally adapted program internationally, between Mexico and the United States.

To our knowledge, few cultural adaptations of evidence-based interventions have been cross-validated to different contexts for similar target populations, respectively. By cross-validation, we refer to a process that yields critiques of the adapted intervention by potential users similar to the target population but residing in a different context (e.g., Baumann et al., 2014). For example, an evidence-based program culturally adapted and contextualized for use by migrant families in Mexico City might not be inherently useful to similar families residing in Minneapolis. In this article, we briefly describe stage one of this study, namely the cultural adaptation process of Early Risers practice elements in Mexico City, but focus primarily on stage two, in which we collected qualitative data with Latino families and Latino-serving professionals residing in the United States regarding model preferences, and challenges to implementation in the United States.

### **Mexican Adaptation and Pilot Study of the Adapted Early Risers Program**

The first stage of the binational adaptation process involved adapting Early Risers in Mexico (Gutiérrez et al., 2015). Because Early Risers had not been used with Mexican migrant or Latino families in a targeted manner, there was an initial formative phase that took place before it being adapted in Mexico (described in Bloomquist et al., 2012). Adaptations were made regarding which specific curriculum components to use, screening processes to identify potential families, and delivery timing of the joint parent-child skills training. In addition, some parenting techniques (e.g., the use of time-out as discipline) were contextualized, and Mexican cultural values were incorporated into case examples.

During this process of adaptation, 30 child-mother dyads participated, from five different municipalities (i.e., Tonatico, Cuatitlan, Tlalnepantla, Naucalpan, and Coacalco), both rural and urban in the State of Mexico. All the dyads were identified through the State System for the Integral Development of the Family of the State of Mexico (DIFEM), one of the state agencies that provides prevention and care services to vulnerable families. The participating moms had a mean age of 34.7 years of age and an average of 3.4 children. These families were characterized by low socioeconomic status, migration status, violence and instability in the

couple's relationships at home, and belonging to large and overcrowded families. For these types of families, in particular, one of the most important cultural adaptations of the program was the contextualization of program strategies, specifically extending the program session time to allow for listening to the personal stories of the participating mothers. This made the program attractive to the mothers because it offered them some time to talk with others about their difficulties in parenting and to encourage each other. This was something they reported they did not have in their spousal relationships, because. In addition, the listening space led to opportunity to introduce the theme of the session lesson in a context of support, advice-seeking, and listening to one another. At the end of their participation in the pilot, many mothers reported that they liked the program because they participated with their children, which encouraged them to learn how to express affection to and improve communication with their children.

In addition, the mothers reported that they identified some obstacles to healthy parenting practices through their participation. Specifically, it became evident to them that the disciplinary time-out technique is often hampered by the lack of parental collaboration in their child rearing. In many Mexican families, it is very common for the woman to assume the role of primary caregiver in the family. Men often play a less active role in child rearing, except for in disciplining children through use of corporal punishment. The mothers reported that many fathers were reluctant to apply the new techniques learned by the mothers in the program, or to change their parenting strategies in any way. This inconsistency in parenting strategies can diminish the effectiveness of the mother's time-out strategies, particularly in a home where the father is viewed as the unquestionable authority. Many mothers experienced this incongruence and consequently recommended that fathers also participate in a similar parenting program. From this pilot project in the State of Mexico, the research team then did additional recruitment in Mexico City to implement the culturally adapted program with a different group of parents. Ten mother-child dyads were contacted by the director of a private school in the Iztapalapa Delegation, in Mexico City. These mothers were from a higher economical position but similarly articulated difficulties with parenting their children, and the need for a parenting supportive intervention. Additional findings from the pilot study in Mexico are presented elsewhere (Gutiérrez et al., Rendón, 2015). Table 1 summarizes practice elements from the Early Risers program (Bloomquist et al., 2012) and the adaptations made in Mexico.

### **Present Study Aims**

The second stage of the binational adaptation project included: (a) exploring the preferences of Mexican parents and Spanish-speaking professionals working with migrant Latino families in Minnesota regarding the culturally adapted Early Risers Mexican-based model versus the original Early Risers intervention and (b) identifying the potential challenges, and preferred solutions, to implementation of a conduct problems preventive intervention. To move forward in delivering and testing the efficacy of an intervention to prevent conduct disorders in migrant Latino youth in the United States, it was necessary to understand which logistical and substantive characteristics from the two models were appealing or posed challenges.

Table 1  
*Description of Early Risers Intervention Elements and Mexico-Adapted Intervention Elements*

Program characteristic	Early Risers intervention elements	Mexico-adapted intervention elements
Recruitment/enrollment	<ul style="list-style-type: none"> <li>Community health promoters work with school officials to identify children in grades K–4 (ages 6–10) that come from vulnerable families, with a history of migration and with aggressive-disruptive classroom behaviors</li> <li>Classroom teacher complete the Strengths and Difficulties Questionnaire (SDQ-T) for referred students</li> <li>Community health promoter recruits family to the program and research project</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and parents make referrals</li> <li>A community health promoter recruits family to the program</li> </ul>
Delivery format	<ul style="list-style-type: none"> <li>Number of sessions: 12</li> <li>Duration: 1.5 hr</li> <li>Time of the day: Evening</li> <li>Max. number of families: 10</li> </ul>	<ul style="list-style-type: none"> <li>Number of sessions: 12</li> <li>Duration: 2 hr</li> <li>Time of the day: Morning or Evening</li> <li>Max. number of families: 10</li> </ul>
Child skills	<ul style="list-style-type: none"> <li>Number of staff: 2</li> <li>Duration: 60 min</li> <li>Curriculum: <i>Second Step</i></li> <li>Learning strategy: Didactic teaching and active participation</li> </ul>	<ul style="list-style-type: none"> <li>Number of staff: 2</li> <li>Duration: 60 min</li> <li>Curriculum: Translated <i>Second Step</i></li> <li>Learning strategy: Primary emphasis on active participation</li> <li>Activities: Modeling and role-playing</li> </ul>
Parent skills	<ul style="list-style-type: none"> <li>Activities: Behavior management point system, modeling and role-playing and goal attainment</li> <li>Number of staff: 1 with optional co-leader</li> <li>Duration: 60 min</li> <li>Curriculum: English and Spanish Early Risers Parents Excited About Kids (PEAK) Success Plans</li> </ul>	<ul style="list-style-type: none"> <li>Number of staff: 1 with optional co-leader</li> <li>Duration: 60 min</li> <li>Curriculum: Spanish Early Risers Parents Excited About Kids (PEAK) Success Plans. Time-out strategy was not always presented because it did not always fit with parenting in the Mexican culture</li> <li>Learning strategy: Contextualize Success Plans in personal stories, social support and connection</li> <li>Activities: Modeling, role-playing</li> </ul>
Child–parent activities	<ul style="list-style-type: none"> <li>Learning strategy: Emphasis in emotional support and encouragement</li> <li>Activities: Modeling and role-playing, goal attainment and discussions of successes and challenges using PEAK Success Plans</li> <li>Leader: Parent Skills practitioner</li> <li>Duration: 30 min</li> <li>Curriculum: Early Risers Manual</li> <li>Learning strategy: Structured and fun</li> <li>Activities: Parents and children share activity that dovetails with skill focused on in parent group.</li> </ul> <p>Occasionally it can be entertaining like children putting on a show, etc.</p>	<ul style="list-style-type: none"> <li>Leader: Parent Skills practitioner</li> <li>Duration: 60 min</li> <li>Curriculum: Informal activities</li> <li>Learning strategy: Family celebration</li> <li>Activities: Discussions and activities</li> </ul>
Child–parent support	<ul style="list-style-type: none"> <li>Individualized assistance to children and families</li> <li>Number of contacts 3 or more for <i>School Success</i> (depending on need) and 3 or more for <i>Family Success</i> (depending on need)</li> </ul>	<ul style="list-style-type: none"> <li>Informally working with mothers and children to solve problems of family relationships and those occurring within the classroom and school</li> </ul>

*Note.* Based on a brief Early Risers model (Bloomquist, August, Lee, Piehler, & Jensen, 2012) incorporating key intervention elements of the full Early Risers program (August, Realmuto, Hektner, & Bloomquist, 2001).

## Method

The present study involved conducting focus groups in the Minneapolis, MN area with parents born in Mexico or other countries in South America, and with professionals serving migrant Latino families to explore reactions to Early Risers program elements and the adapted Mexico-based version. In addition, these focus groups examined potential barriers and solutions to the implementation of the adapted Early Risers program with migrant Latino families in the United States.

## Participants

Migrant Latino parents with children who would potentially enroll in a brief adapted version of Early Risers and professionals working with migrant Latino families were invited to participate in

focus groups, held separately for parents (PFG1 and PFG2) and for professionals (PrFG). Parents were identified from an existing community-based program serving migrant Latino families. A community-based coinvestigator invited parents to participate, with a high level of acceptance. For the purpose of the focus groups, the only inclusion criterion was being a migrant Latino parent of a school-age child. Sociodemographic description is presented in Table 2. Most of the 24 parent participants were mothers from Mexico who had lived in the United States for an average of 12 years, and reported a perceived family income lower than other families.

Seven professionals who worked with migrant Latino families in settings where an adapted version of Early Risers could be implemented participated in a focus group at a convenient location in St. Paul, MN. The professionals were employed as teachers,

Table 2  
*Demographics of Parent Focus Group Participants (n = 24)*

Female, <i>n</i> (%)	23 (95.8)
Age, mean ( <i>SD</i> )	36 (7.4)
Country of birth, <i>n</i> (%)	
Mexico	18 (75)
Ecuador	4 (16.7)
United States	1 (4.2)
Venezuela	1 (4.2)
Years in the United States, mean ( <i>SD</i> )	12 (3.56)
Employment status, <i>n</i> (%)	
Full time	4 (16.7)
Part time	6 (25)
Unemployed	14 (58.3)
Number of children, mean ( <i>SD</i> )	3.1 (1.7)
All children born in United States, <i>n</i> (%)	16 (66.7)
Both biological parents in the household, <i>n</i> (%)	14 (58.3)

school therapists/social workers, educational leaders, and community organizers. Of the nine professionals invited, seven attended the focus group; others were interested but declined because of time constraints. Professionals were mostly women with an average of  $15 \pm 7.5$  years working with Latino families (see Table 3).

### Procedures

The University of Minnesota Institutional Review Board approved all study procedures. Each focus group followed a similar process. First, participants were invited to have dinner and casually conversed. Second, before the formal beginning of the focus group discussion, introductions were made and the consent form was read aloud then individually signed. An experienced focus group facilitator led the audio-recorded discussion, which lasted approximately an hour. The parent groups (i.e., PFG1 and PFG2) were conducted in Spanish, facilitated by a bilingual Latina coinvestigator. The professional group (i.e., PrFG) was conducted in English. All participants received a \$25 gift card as a token of appreciation for their time.

Meetings with parents and professionals began with a brief overview of the MMYP project. They were informed of the original Early Risers model and the culturally adapted Early Risers procedures derived in Mexico. Importantly, none of the participants had been previously involved with Early Risers in any way. All focus groups followed a similar interview guide that included open-ended questions (see Table 4) as recommended by Krueger and Casey (2008).

### Data Analysis

Audio-recorded focus groups were transcribed in their original language. A quasi-inductive analytic approach was used (Saldaña,

Table 3  
*Professional Focus Group Participant Demographics (n = 7)*

Female, <i>n</i> (%)	5 (71.4)
Age, mean ( <i>SD</i> )	49.6 (12.3)
Ethnicity, <i>n</i> (%)	
Hispanic/Latino	5 (57.1)
White	2 (28.6)
Years in current occupation, mean ( <i>SD</i> )	16.4 (13.7)
Years working with Latino families, mean ( <i>SD</i> )	15 (7.5)

Table 4  
*Focus Group Interview Guide*

1. Please share your reactions about the program.
2. What parts of the program would work well with Latino parents/children?
3. What parts of the program would not work well?
4. For those pieces you feel would not work well, how might we change them so that goals are reached in another way?
5. What are the key cultural- or belief- barriers you perceive for immigrant Latino families to participate in a program such as Early Risers?
6. Probes: Do these vary by Latino family characteristics? How? Are these different for non-immigrant Latino parents/families? How so?

2009; Thomas, 2006). The codes themselves were created inductively during the analysis process. Data were coded by a native Spanish speaking graduate student with experience in qualitative research, with faculty supervision and support through regular meetings to discuss coding progress, coding decisions, and subsequent data organization. Bilingual fluency enabled the graduate student to complete analysis of the focus group transcripts in the language originally conducted (Spanish for parents and English for professionals), which avoided potential modifications to participant's opinions or different interpretations of translations (Temple & Young, 2004). An analytic memo was maintained throughout the coding process to provide documented reflections on unanswered questions, insightful connections, and emergent patterns during the analysis process (Saldaña, 2009). The analytic memo process contributes to the trustworthiness of the study's findings, because it documents steps taken to be self-aware of factors that might have influenced data interpretation (Thomas, 2006).

Using NVivo 10.0.303.0 (QSR International, Melbourne, Australia), raw data were organized into three hierarchical levels of codes (Thomas, 2006): codes, subcategories, and categories. Each level collapses the previous data into fewer units, resulting in categories that are broad and reflect the study purposes. Descriptive coding was used to inductively generate the first-level codes (Saldaña, 2009) within each prespecified category. After reading the complete transcript of the first focus group, the coder developed a coding schema, and then coded the data. Coding schemas for subsequent transcripts were based on the codes developed for the previous focus group, while remaining open for new topics to be identified. In those cases, the previous transcripts were revisited to ensure the new topic/code did not exist, or to code the concept if it had been overlooked. Once the three focus groups were coded, second-level (subcategories) coding was developed to organize the first-level codes according to common themes (Saldaña, 2009) and presented to research team members who attended the focus groups but did not participate in the coding process. This peer-debriefing and checking procedure was implemented to ensure the trustworthiness of the data analysis process (Morse, Barrett, Mayan, Olson, & Spiers, 2002).

Combining the reports of participants and professionals facilitated triangulation of the data, which is another validation strategy (Creswell, Hanson, Clark Plano, & Morales, 2007). To represent what participants expressed in the focus groups, certain quotations were selected and reported in the results section. If these came from focus groups conducted in Spanish, these were translated to

English by a native Spanish speaker, and revised by a native English speaker to ensure proper translation.

## Results

Focus group results were organized into four broad, descriptive categories. While participants expressed a range of opinions about both models, there was more support for the Mexican-based adaptation of Early Risers than the original Early Risers model.

### Perceived Strengths of Early Risers and Its Mexican Adaptation

Overwhelmingly, parents perceived this intervention model, original and adapted, as a positive program that could be of benefit to their families and community. Five subcategories represented the positive perceptions of parents and professionals toward the program, with greater positivity expressed for the adapted model from Mexico (see Table 5).

**Addresses a need of Latino communities.** First, parents and professionals considered that Early Risers and its adaptation focused on a very real need for some migrant Latino families. This opinion was based on various perceptions, including that there are few programs, services or resources allocated for migrant Latinos, that some parents do not know how to communicate with or control their children, and that some parents need parenting training and opportunities to exchange parenting advice with one another.

I think our Hispanic community needs all of that. . . . Needs the parents to learn, needs the children to learn, because we want healthy children, right? (Participant PFG2). [Spanish: yo creo que nuestra comunidad hispana necesita de todo eso. . . . Necesita que los padres aprendamos, necesita que los niños aprendan porque nosotros queremos niños sanos ¿verdad?.]

Because of these needs, participants perceived that many families would participate in the program. In addition, professionals recognized that families are under high stress and “*are looking for guidance of how to help their kids to preserve their culture,*” which could be offered in an Early Risers’ adapted intervention model. Finally, parents recognized their limitations in reacting to certain situations in the United States, because they were raised in a culture different from the dominant U.S. culture. Many felt a

skill-building and support program culturally contextualized for migrant Latinos could provide specific benefits, such as clarifying social expectations of parents residing in the United States.

**Focuses on the family.** Another perceived strength of Early Risers and its Mexican adaptation was its focus on the whole family rather than solely on the child with behavioral problems, or his or her parents. Parents and professionals were aware that many behavioral problems of children were a response to family conflict and stress. As a parent recognized:

Sometimes kids don’t behave well or are aggressive, and from my perspective, some say that parents don’t know how to parent, but what they don’t really know what is going on inside their home. For example, a divorce, or the death of a family member, or sometimes children observe the violence between older siblings or between parents, the domestic violence (Participant PFG2). [Spanish: Y a veces hay niños que no se comportan bien o que son agresivos y para mi parecer, algunos dicen que los padres no los saben educar, pero realmente no saben qué es lo que hay adentro del hogar, por ejemplo, un divorcio, la muerte de algún familiar. O muchas veces los niños ven el maltrato entre los hermanos mayores o también entre los padres la violencia doméstica.]

**Targets children with behavioral problems.** Parents and professionals acknowledged that the program intervenes with both parents and children, addresses family issues related to the behavioral problems of the child, promotes better parent–child communication, and instructs parents about different parenting techniques (e.g., setting rules, using time out). Parents recognized their responsibility in educating their children and supporting their healthy development. As one parent mentioned, “We cannot leave the children, as adults we should help them and set an example” (Participant PFG2). [Spanish: “no podemos solamente dejar los niños que ellos, o sean se ayuden sino uno como adultos debemos de ayudarles y o sea, ponerle el ejemplo.”]

**Promotes emotional control.** It was valued that Early Risers was orientated toward children with behavioral problems and promoted individual emotional regulation. Even though many parents were interested in participating regardless of a problem existing in their child, they also recognized that families with children with behavioral problems had a greater need for the program, and should have priority to participate. A parent shared, “. . . and it is OK that it is focused on those with more problems, and then make it open for everyone . . .” (Participant PFG2). [Spanish: “y

Table 5  
*Categories and Subcategories of Opinions Towards Early Risers and Its Adaptation in Mexico*

Category	Subcategory
Perceived strengths of Early Risers and its Mexican adaptation	Addresses a need of Latino communities Focuses on the family Targets children with behavioral problems Promotes emotional control
Perceived concerns with Early Risers and its Mexican adaptation	Logistical Selection criteria Content
Barriers towards the implementation of an adapted version of Early Risers	Does not incorporate all issues important for immigrant families Cultural
Recommendations to address the identified concerns and implementation barriers	Logistical Substantive Logistics

está bien que se enfoquen en los que tienen más problemas, y después que haga para todos. . . .”]

Parents emphasized that focusing on emotional regulation is very important. As an example, a parent shared:

Participant 2: “For me this is the most important because I have an 8-year-old child in school and (he) always tells me about things that happen, and there are many children, lots of violence and he tells me that when he goes to the restroom he sees how children look for a fight in the restroom . . . I think children need help to control themselves and to fight against violence and learn to solve things in a different way” (Participant PFG1). [Spanish: “Para mí es lo más importante porque tengo un niño de 8 años en la escuela y siempre me viene a estar contando cosas que pasan en la escuela y hay muchos niños, mucha violencia y me dice que cuando va al baño ve como buscan pelea en el baño y digo no sé . . . Yo digo, pienso, que los niños necesitan ayuda para controlarse y combatir a la violencia y buscar resolver las cosas de otra manera.”]

**Logistics.** Finally, parents and professionals liked logistical modifications of the Mexican version of Early Risers, including longer times to share with other parents and to interact with their children in the program activities. As an example, a participant in the focus group with professionals mentioned:

I can see the parent-child interactions as something that boost the joy of participating, giving it some of the meaning. I can see why given the Latino focus on family and children, and values the children have, the action for that [increasing the time of parent-child interactions]. And, so I think that would be a big component (Participant PrFG).

### Perceived Concerns With Early Risers and Its Mexican Adaptation

Parents and professionals were concerned about four factors, evident in the original and adapted intervention models: (a) the required selection criterion that children must exhibit behavior problems to participate, (b) the process for participation, (c) some curricular content of Early Risers, and (d) the absence of attention to specific issues often experienced by immigrant parents (see Table 5).

**Selection criteria.** Parents were worried if children with special conditions (e.g., with disabilities) would be allowed to participate. Professionals brought attention to the reality that there are children with important behavioral problems at home or children who might struggle at school and could potentially benefit from this program, but do not misbehave so they would be overlooked by the teachers who typically make referrals to the program.

**Process.** In addition, parents wanted the program to be available to everyone who wanted to participate, including children without behavioral problems. Parents were not supportive of the teacher-based referral and screening system and preferred a system that allowed for parents or families to self-enroll. In essence, although Early Risers was developed as an indicated prevention program, these Latino parents were recommending its use as a universal prevention program.

**Content.** Parents observed absence of instruction of values, such as respect, caring for each other, loyalty, and honesty, which are important for migrant Latinos. They expected these to be included because it is hard for them to teach those values to their children, who are immersed in the U.S. culture. In addition, one

parent mentioned that the strategies presented were not new, but “*hard to apply in daily life.*”

**Does not incorporate all issues important for immigrant families.** Finally, parents recognized that because they were immigrants, they did not have the support of extended family members to raise and educate their children, as they did in their country of origin. Therefore, an adaptation of any prevention intervention model used in the United States should address needs related to isolation experienced by many immigrant families.

### Barriers Toward the Implementation of an Adapted Version of Early Risers

Parents and professionals identified challenges for program implementation that grouped in two subcategories: cultural and logistical (see Table 5). It was first identified that Latinos are many different communities with distinct values, needs and ways to parent their children.

In addition, professionals identified that there were cultural differences according to the time living in the US. “There are newcomers and the ones who are being here for three generations . . . and again, different issues . . .” (participant, PrFG).

Also, parents and providers recognized that parents were often raised with a different parenting style to the one proposed and encouraged in Early Risers, and “. . . there is conflict about that” (Participant, PFG1) [Spanish: *y si, si hay conflictos acerca de eso*]. For example, physical punishments are considered allowed in their home countries, but perceived as forbidden in the United States.

Without intending to generalize to all migrant Latinos, parents identified that many fathers do not like to be told how to parent, do not like to talk about personal problems, and that not everyone values parenting programs similarly. These issues could affect enrollment, participation and attendance. Finally, parents considered that some migrant Latinos tend to be reactive to problems, rather than to focus on prevention. As a participant mentioned, “. . . we are waiting for there to be a problem to fix. I think that if we plant a seed, put sun and soil, it will grow, and could be the way to not wait for the problem to happen” (Participant PFG2). [Spanish: “. . . que estamos esperando que haya un problema para resolverlo. Y yo pienso que si echamos ahorita una semilla, tierra y sol, va a crecer, y podría ser el camino de no esperar al problema.”]

Logistical barriers to the implementation of Early Risers in Minnesota included: (a) work and many other commitments of parents; (b) the perception that children with behavioral problems do not like going to school and, therefore, would not like to attend a school-based program; (c) having accurate referrals from school teachers; and (d) the perception that educational leaders do not like new school programs and that they have many administrative barriers that will make it difficult to implement Early Risers.

Because teacher referrals and screenings are the entrance mechanism to the Early Risers intervention, parents and professionals were concerned about the accuracy of these referrals and the implied school collaboration needed for youth to get help they need. Parents were concerned that teachers do not necessarily understand aspects of culture that are valued among migrant Latino and consequently might inaccurately label Latino children as “*hyperactive,*” “*with behavioral problems,*” or “*needing special attention.*” Parents also expressed that many times teachers did not

know about certain programs and did not like to recognize that some children require special services. Professionals were concerned about the burden of extra work involved in generating referrals that could lead to low levels of teacher engagement.

### Recommendations to Address the Identified Concerns and Implementation Barriers

Table 6 lists the suggestions provided to address the identified challenges with the program and its implementation. Important to highlight are recommendations that promote preserving the migrant Latino culture, having activities that preserve the cultural origin of participants, and addressing family challenges associated with migration to the United States. The ways in which these recommendations are successfully implemented are unique to context, and cannot be easily explicated in a “how-to” format. However, we respectfully recommend that clinicians and researchers working with Latino families carefully consider the range of cultural, logistical, and substantive recommendations offered by the parents and professionals in our focus groups. For example, numerous recommendations were made to ensure that program content is delivered in a way that gives families opportunity to reinforce cultural values and preserve culture when they are now residing in a different culture and country.

### Discussion

This study aimed to identify the preferences of Mexican and other Spanish-speaking parents, and professionals working with migrant Latino families, regarding Early Risers and its culturally adapted model from Mexico. It is one of the first studies to our knowledge, which uses cultural cross-validation as an additional step in the cultural adaptation process: adapting components of the original version of an evidence-based preventive intervention for a new target population and then evaluating the adapted version for

possible application with another population. Recommendations from focus group participants highlighted unique cultural considerations for working with Latino families in the United States. For example, while families and professionals appreciated many aspects of the adapted model from Mexico, they were cautious about the implementation in the United States because of differences in their perceptions of how immigrant Latino children are viewed by teachers in the United States—often, they perceive that they are discriminated against or suspected of having learning difficulties or problems—and, therefore, parents were reluctant to rely on a teacher-referral basis for inclusion in this type of prevention program. In Mexico, a teacher-referral system would not necessarily carry the same negative connotations. Clinicians and researchers are encouraged to consider alternative selection and referral processes that are amenable to the families they are serving in their specific context; this might include community members or staff from local community organizations, for example, in some settings but in other settings it might include partners from religious institutions.

We identified perceived strengths and concerns regarding Early Risers and its Mexican adaptation, barriers toward program implementation, and recommendations to address these barriers, as described extensively above. These findings are particularly relevant for the cultural adaptation of conduct problems prevention programming originating in United States, and offer insights useful to other evidence-based programs being implemented in settings or with populations where they have not been formally tested. Specifically, an adapted version of Early Risers may be useful for immigrant Mexican families in the United States. Our study’s findings support previous research recognizing the critical need for adapted interventions that reflect the cultural environment and preferences of potential participants (Castro et al., 2010). Parents and professionals stated a need for intervention adaptations that consider cultural values and practices, and identify possible cul-

Table 6  
*Recommendations Provided by Participants to Address Program and Implementation Challenges*

Substantive
<ul style="list-style-type: none"> <li>• Focus on the families and not the child (PrFG)<sup>a</sup></li> <li>• Emphasize the parent’s interest of helping their children (PFG1)</li> <li>• Teach the use of time out as time to make the children reflect on what they did rather than a punishment (PFG2)</li> <li>• Include children with wider age ranges (PFG1 and 2, PrFG)</li> <li>• Have alternative programs for children with and without behavioral problems (PFG2)</li> <li>• Include parent referral not just teacher referral (PFG2, PrFG)</li> <li>• Include the instruction of values relevant for Latino families (PFG1)</li> <li>• Include activities that promote the preservation of Latino cultural roots (PrFG)</li> <li>• Incorporate challenges related to immigration (PFG1 and 2)</li> </ul>
Logistical
<ul style="list-style-type: none"> <li>• Make sure that parents want the program (PFG1, PrFG)</li> <li>• Avoid labeling children (PrFG)</li> <li>• Treat families with care and love (PrFG)</li> <li>• Build a trusting group among participants (PFG1)</li> <li>• Include facilitators with expertise in family dynamics (PFG2)</li> <li>• Involve school teachers, administration, and staff (PFG1, PrFG)</li> <li>• Deliver the program at locations and schedules that are appropriate for participants (PFG1, PrFG)</li> <li>• Deliver the program in Spanish (PFG1 and 2, PrFG)</li> <li>• Develop attractive activities (PFG1 and 2, PrFG)</li> <li>• Consider the community resources (PrFG)</li> </ul>

<sup>a</sup> PFG1 = first focus group with parents; PFG2 = second focus group with parents; PrFG = focus group with professionals.

tural differences between, for example, teachers responsible for screening, and potential participating families. Although families had a positive opinion of components from both adapted and nonadapted programs, they identified limitations of both versions and barriers in implementing Early Risers in Minnesota without considering additional adaptations.

In addition, parents found the program extremely attractive and felt that all families should be able to participate (universal prevention intervention) rather than limiting participation to families identified through teacher referral or youth screening (indicated prevention intervention).

This study reinforced the need for cultural adaptations that would occur at both surface (e.g., logistical) and deep (e.g., curricular content) levels (Resnicow et al., 2000). Though challenging, deep structure adaptations (i.e., integration of cultural, social, environmental factors) are necessary for migrant Latino families to feel that the program is going to be of value and will respect their core belief systems and values, while appreciating their lived experiences as migrant families. When implementing programs for migrant Latinos, clinicians and researchers need to be aware that participants from diverse cultures have distinct worldviews, needs and preferences (Vesely, Ewaida, & Anderson, 2014). Perceiving that a program will be useful is critical to family engagement; our study identified possible areas of mismatch (Barrera et al., 2011; Castro et al., 2004, 2010) in the original evidence-based program and identified key ways in which the program might be adapted to optimize value, participation, and possible outcomes. Finally, our study implemented a cultural adaptation process that built upon previous literature (i.e., Domenech Rodríguez et al., 2011; Kumpfer et al., 2008; McKleroy et al., 2006); the next step in the cross-validation process includes testing the culturally adapted program in the United States. This binational study has yielded important information needed for successful cultural adaptation of Early Risers to become a program relevant to and useful for migrant Latino families in the United States and Mexico.

### Implications: International Dissemination of Evidence-Based Interventions

This study adds to the literature suggesting the importance of international collaborations in the widespread dissemination of evidence-based interventions (e.g., Baumann et al., 2014; Parra-Cardona, Aguilar Parra, Wieling, Domenech Rodríguez, & Fitzgerald, 2015). Baumann et al. (2014) conducted a similar study, successfully transporting a parenting intervention that had previously been adapted with Latinos in the United States to Mexican families living in Mexico. Our study adds to these findings and indicates that using a multistep, iterative approach to adapt a conduct prevention program for use in various contexts may be a useful strategy for disseminating and implementing youth development programs. The information gleaned from this project also helps in addressing important questions in the cultural adaptation field, such as: What level of adaptations are needed for programs that have been previously adapted with a similar group?

In addition, this study provides a model for determining the feasibility of cultural adaptations in multiple and varied contexts. Baumann et al. (2014) reported the importance of meshing cultural adaptation with implementation science to improve the research to practice gap and increase the likelihood that an intervention is

sustained in usual care. Using methods similar to those used in our study may help accelerate the spread of high quality treatments and provide a means to transport interventions to diverse groups living in a variety of contexts.

Even though the presented findings are important, there are some limitations to consider. First, we only conducted two focus groups with parents and one focus group with professionals in Minnesota. Even though qualitative research does not aim to generalize research findings (Creswell et al., 2007), it is often recommended to conduct at least three focus groups for each subgroup (Krueger & Casey, 2008). Because we observed high concordance in the opinions of parents and professionals, we decided to conduct a simultaneous analysis that included triangulation of our data. This triangulation process contributes to establishing the trustworthiness of the information received from our participants, and minimizes the weakness associated with conducting few focus groups (Creswell et al., 2007).

Second, parent participants in our sample were mostly mothers (96%), from Mexico (75%). Because of this, the reported findings might not represent the opinions of fathers, or mothers born in South or Central America or even from different areas of Mexico. In addition, even though the Early Risers program is designed to reach vulnerable families with a history of migration and children displaying aggressive-disruptive classroom behaviors (see Table 1), we did not make these criteria for participating in the focus groups. We were purposefully inclusive to hear perspectives from parents who might or might not have youth who met criteria for the original intervention but would have interest in participating in the adapted program.

### Conclusion

Behavioral disorders are prevalent in the United States and in Mexico among youth, including internalizing and externalizing risk behaviors and disorders. Prevention during childhood has potential to positively alter the life trajectory of many youth. Our study findings provide an important foundation for the development of binational intervention initiatives that address the parenting needs of families in culturally appropriate and contextualized, meaningful ways. The benefits of family interventions for Mexican families impacted by conduct problems in their children show promise, for those residing in the United States and in Mexico.

### References

- Albo, A., & Ordaz, D. (2011). La Migración Mexicana hacia los Estados Unidos: Una breve radiografía [Migration from Mexico to the United States: a brief overview]. *Análisis Económico Número*. Recuperado de [http://www.agenciabk.com/emigracion\\_mexicana.pdf](http://www.agenciabk.com/emigracion_mexicana.pdf)
- August, G. J., Bloomquist, M. L., Lee, S. S., Realmuto, G. M., & Hektner, J. M. (2006). Can evidence-based prevention programs be sustained in community practice settings? The Early Risers' Advanced-Stage Effectiveness Trial. *Prevention Science*, 7, 151–165. <http://dx.doi.org/10.1007/s11121-005-0024-z>
- August, G. J., Bloomquist, M. L., Realmuto, G. M., & Hektner, J. M. (2007). The Early Risers "Skills for Success" Program: A targeted intervention for preventing conduct problems and substance abuse in aggressive elementary school children. In P. H. Tolan, J. Szapocznick, & S. Sambrano (Eds.), *Preventing youth substance abuse: Science-based programs for children and adolescents* (pp. 137–158). Washington, DC:

- American Psychological Association. <http://dx.doi.org/10.1037/11488-006>
- August, G. J., Lee, S. S., Bloomquist, M. L., Realmuto, G. M., & Hektner, J. M. (2003). Dissemination of an evidence-based prevention innovation for aggressive children living in culturally diverse, urban neighborhoods: The Early Risers effectiveness study. *Prevention Science, 4*, 271–286. <http://dx.doi.org/10.1023/A:1026072316380>
- August, G. J., Realmuto, G. M., Hektner, J. M., & Bloomquist, M. L. (2001). An integrated components preventive intervention for aggressive elementary school children: The early risers program. *Journal of Consulting and Clinical Psychology, 69*, 614–626. <http://dx.doi.org/10.1037/0022-006X.69.4.614>
- Backer, T. E. (2001). *Finding the balance: Program fidelity and adaptation in substance abuse prevention: A state-of-the-art review*. Rockville, MD: Center for Substance Abuse Prevention.
- Barrera, M., Jr., Castro, F. G., & Steiker, L. K. H. (2011). A critical analysis of approaches to the development of preventive interventions for subcultural groups. *American Journal of Community Psychology, 48*, 439–454. <http://dx.doi.org/10.1007/s10464-010-9422-x>
- Barrera, M., Jr., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2013). Cultural adaptations of behavioral health interventions: A progress report. *Journal of Consulting and Clinical Psychology, 81*, 196–205. <http://dx.doi.org/10.1037/a0027085>
- Baumann, A. A., Domenech Rodríguez, M. M., Amador, N. G., Forgatch, M. S., & Parra-Cardona, J. R. (2014). Parent Management Training-Oregon Model (PMTO™) in Mexico City: Integrating cultural adaptation activities in an implementation model. *Clinical Psychologist, 21*, 32–47. <http://dx.doi.org/10.1111/cpsp.12059>
- Benish, S. G., Quintana, S., & Wampold, B. E. (2011). Culturally adapted psychotherapy and the legitimacy of myth: A direct-comparison meta-analysis. *Journal of Counseling Psychology, 58*, 279–289. <http://dx.doi.org/10.1037/a0023626>
- Bernal, G., Bonilla, J., & Bellido, C. (1995). Ecological validity and cultural sensitivity for outcome research: Issues for the cultural adaptation and development of psychosocial treatments with Hispanics. *Journal of Abnormal Child Psychology, 23*, 67–82. <http://dx.doi.org/10.1007/BF01447045>
- Bernat, D. H., August, G. J., Hektner, J. M., & Bloomquist, M. L. (2007). The Early Risers preventive intervention: Testing for six-year outcomes and mediational processes. *Journal of Abnormal Child Psychology, 35*, 605–617. <http://dx.doi.org/10.1007/s10802-007-9116-5>
- Bloomquist, M. L., August, G. J., Lee, S. S., Lee, C.-Y. S., Realmuto, G. M., & Klimes-Dougan, B. (2013). Going-to-scale with the Early Risers conduct problems prevention program: Use of a comprehensive implementation support (CIS) system to optimize fidelity, participation and child outcomes. *Evaluation and Program Planning, 38*, 19–27. <http://dx.doi.org/10.1016/j.evalprogplan.2012.11.001>
- Bloomquist, M. L., August, G. J., Lee, S. S., Piehler, T., & Jensen, M. (2012). Parent participation within community center or in-home outreach delivery models of the Early Risers conduct problems prevention program. *Journal of Child and Family Studies, 21*, 368–383. <http://dx.doi.org/10.1007/s10826-011-9488-6>
- Breslau, J., Borges, G., Saito, N., Tancredi, D. J., Benjet, C., Hinton, L., . . . Medina-Mora, M. E. (2011). Migration from Mexico to the United States and conduct disorder: A cross-national study. *Archives of General Psychiatry, 68*, 1284–1293. <http://dx.doi.org/10.1001/archgenpsychiatry.2011.140>
- Castro, F. G., Barrera, M., Jr., & Holleran Steiker, L. K. (2010). Issues and challenges in the design of culturally adapted evidence-based interventions. *Annual Review of Clinical Psychology, 6*, 213–239. <http://dx.doi.org/10.1146/annurev-clinpsy-033109-132032>
- Castro, F. G., Barrera, M., Jr., & Martinez, C. R., Jr. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. *Prevention Science, 5*, 41–45. <http://dx.doi.org/10.1023/B:PREV.0000013980.12412.cd>
- Conduct Problems Prevention Research Group. (2011). The effects of the fast track preventive intervention on the development of conduct disorder across childhood. *Child Development, 82*, 331–345. <http://dx.doi.org/10.1111/j.1467-8624.2010.01558.x>
- Creswell, J., Hanson, W., Clark Plano, V., & Morales, A. (2007). Qualitative research designs. Selection and implementation. *The Counseling Psychologist, 35*, 236–264. <http://dx.doi.org/10.1177/0011000006287390>
- Domenech Rodríguez, M. M., Baumann, A. A., & Schwartz, A. L. (2011). Cultural adaptation of an evidence based intervention: From theory to practice in a Latino/a community context. *American Journal of Community Psychology, 47*, 170–186. <http://dx.doi.org/10.1007/s10464-010-9371-4>
- Falicov, C. J. (2009). Commentary: On the wisdom and challenges of culturally attuned treatments for Latinos. *Family Process, 48*, 292–309. <http://dx.doi.org/10.1111/j.1545-5300.2009.01282.x>
- Frick, P. J. (2012). Developmental pathways to conduct disorder: Implications for future directions in research, assessment, and treatment. *Journal of Clinical Child and Adolescent Psychology, 41*, 378–389. <http://dx.doi.org/10.1080/15374416.2012.664815>
- Gaspar, O. S. (2012). Migración México-Estados Unidos en Cifras 1990–2011 [Migration between Mexico and the United States in figures 1990-2011]. *Migración y Desarrollo, 10*, 101–138.
- Griner, D., & Smith, T. B. (2006). Culturally adapted mental health intervention: A meta-analytic review. *Psychotherapy: Theory, Research, Practice, Training, 43*, 531–548. <http://dx.doi.org/10.1037/0033-3204.43.4.531>
- Gutiérrez, R., Vega, L., Bloomquist, M. L., García, C., Juárez, A., & Rendón, A. (2015). Programa de habilidades sociales y de crianza Early Raisers adecuado culturalmente a familias Mexicanas [Culturally Adapting the Program of Social Skills and Parenting, Early Raisers, to Mexican Families]. *Salud Mental, 38*(Suppl. 1), 86–87.
- Gutiérrez, R., Vega, L., & Rendón, A. (2013). Riesgos de explotación sexual de adolescentes usuarios de las nuevas tecnologías [Internet and Cell Phone Usage Associated with Risky Situations of Child Sexual Exploitation]. En Fondo de las Naciones Unidas para la Infancia (UNICEF) México (Ed.), *Una mirada a la infancia y la adolescencia en México* (pp. 79–147). México, North America: UNICEF.
- Hektner, J. M., August, G. J., Bloomquist, M. L., Lee, S., & Klimes-Dougan, B. (2014). A 10-year randomized controlled trial of the Early Risers conduct problems preventive intervention: Effects on externalizing and internalizing in late high school. *Journal of Consulting and Clinical Psychology, 82*, 355–360. <http://dx.doi.org/10.1037/a0035678>
- Incháustegui, T. (2014). Sociología y política del feminicidio; algunas claves interpretativas a partir de caso Mexicano [Sociology and Politics of Femicide; Key Interpretations from Mexican Cases]. *Sociedade e Estado, 29*, 373–400. <http://dx.doi.org/10.1590/S0102-69922014000200004>
- Instituto Nacional de Estadística. Geografía e Informática (INEGI). (2015). *Estadísticas a propósito del día internacional de la eliminación de la violencia contra la mujer (25 de Noviembre)* [Statistics for the International Day of the Elimination of Violence Against Women (November 25)]. Datos Nacionales. Recuperado de <http://www.inegi.org.mx/saladeprensa/aproposito/2015/violencia0.pdf>
- Instituto Nacional de Estadística. Geografía e Informática (INEGI). (2010). *Movimientos migratorios* [Migration Movements]. Estado de México-Cuentame. Recuperado de [http://cuentame.inegi.org.mx/monografias/informacion/mex/poblacion/m\\_migratorios.aspx?tema=me](http://cuentame.inegi.org.mx/monografias/informacion/mex/poblacion/m_migratorios.aspx?tema=me)
- Kazdin, A. E. (2011). Evidence-based treatment research: Advances, limitations, and next steps. *American Psychologist, 66*, 685–698. <http://dx.doi.org/10.1037/a0024975>

- Krogstad, J. M. (2016, July 28). 5 facts about Latinos and education. *Pew Research Center*. Retrieved from <http://www.pewresearch.org/fact-tank/2016/07/28/5-facts-about-latinos-and-education/>
- Krueger, R., & Casey, M. (2008). *Focus groups: A practical guide for applied research* (4th ed.). Thousand Oaks, CA: Sage.
- Kumpfer, K. L., Pinyuchon, M., Teixeira de Melo, A., & Whiteside, H. O. (2008). Cultural adaptation process for international dissemination of the strengthening families program. *Evaluation & the Health Professions, 31*, 226–239. <http://dx.doi.org/10.1177/0163278708315926>
- Lochman, J. E., Wells, K. C., Qu, L., & Chen, L. (2013). Three year follow-up of coping power intervention effects: Evidence of neighborhood moderation? *Prevention Science, 14*, 364–376. <http://dx.doi.org/10.1007/s11121-012-0295-0>
- McKleroy, V. S., Galbraith, J. S., Cummings, B., Jones, P., Harshbarger, C., Collins, C., . . . the ADAPT Team. (2006). Adapting evidence-based behavioral interventions for new settings and target populations. *AIDS Education and Prevention, 18*(Suppl. A), 59–73. <http://dx.doi.org/10.1521/aeap.2006.18.supp.59>
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods, 1*, 13–22. <http://dx.doi.org/10.1177/160940690200100202>
- Nateras-González, M. E., & Macedo-García, A. (Coords.). (2016). *Seguridad y violencia en el Estado de México: Notas generales para un acercamiento* [Security and Violence in the State of Mexico: General Notes for an Approach]. Toluca, Estado de México: Universidad Autónoma del Estado de México.
- Parra-Cardona, J. R., Aguilar Parra, E., Wieling, E., Domenech Rodríguez, M. M., & Fitzgerald, H. E. (2015). Closing the gap between two countries: Feasibility of dissemination of an evidence-based parenting intervention in Mexico. *Journal of Marital and Family Therapy, 41*, 465–480. <http://dx.doi.org/10.1111/jmft.12098>
- Parra Cardona, J. R., Domenech-Rodríguez, M., Forgatch, M., Sullivan, C., Bybee, D., Holtrop, K., . . . Bernal, G. (2012). Culturally adapting an evidence-based parenting intervention for Latino immigrants: The need to integrate fidelity and cultural relevance. *Family Process, 51*, 56–72. <http://dx.doi.org/10.1111/j.1545-5300.2012.01386.x>
- Resnicow, K., Soler, R., Braithwaite, R. L., Ahluwalia, J. S., & Butler, J. (2000). Cultural sensitivity in substance use prevention. *Journal of Community Psychology, 28*, 271–290. [http://dx.doi.org/10.1002/\(SICI\)1520-6629\(200005\)28:3<271::AID-JCOP4>3.0.CO;2-I](http://dx.doi.org/10.1002/(SICI)1520-6629(200005)28:3<271::AID-JCOP4>3.0.CO;2-I)
- Saldaña, J. (2009). *The coding manual for qualitative researchers* (2nd ed.). Thousand Oaks, CA: Sage.
- Smith, T. B., Rodríguez, M. D., & Bernal, G. (2011). Culture. *Journal of Clinical Psychology, 67*, 166–175. <http://dx.doi.org/10.1002/jclop.20757>
- Temple, B., & Young, A. (2004). Qualitative research and translation dilemmas. *Qualitative Research, 4*, 161–178. <http://dx.doi.org/10.1177/1468794104044430>
- Thomas, D. R. (2006). A General inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation, 27*, 237–246.
- U.S. Department of Education. (2015). *U.S. graduation rate hits new record high: Achievement gap continues to narrow for underserved students*. Retrieved from <https://www.ed.gov/news/press-releases/us-high-school-graduation-rate-hits-new-record-high-0>
- Vesely, C., Ewaida, M., & Anderson, E. (2014). Cultural competence of parenting education programs used by Latino families: A review. *Hispanic Journal of Behavioral Sciences, 36*, 27–47. <http://dx.doi.org/10.1177/0739986313510694>
- Vitaro, F., Barker, E. D., Brendgen, M., & Tremblay, R. E. (2012). Pathways explaining the reduction of adult criminal behaviour by a randomized preventive intervention for disruptive kindergarten children. *Journal of Child Psychology and Psychiatry, 53*, 748–756. <http://dx.doi.org/10.1111/j.1469-7610.2011.02517.x>
- Wingood, G. M., & DiClemente, R. J. (2008). The ADAPT-ITT model: A novel method of adapting evidence-based HIV Interventions. *Journal of Acquired Immune Deficiency Syndromes, 47*(Suppl. 1), S40–S46. <http://dx.doi.org/10.1097/QAI.0b013e3181605df1>