

# BUILDING RELATIONSHIPS AND BRIDGING THE GAP IN PREVENTION EDUCATION TO INCLUDE THE HISPANIC COMMUNITY




*An Alcohol, drug abuse and violence prevention program.*

**DANA SAM, ICARE SPECIALIST**  
**CHANDRA DELONE, ICARE SPECIALIST**


## Disclaimer

- I do not have any financial relationship and/or commercial interest whose product and/or service may be relevant to the educational content of my presentation and/or in the planning of this educational activity.




## OBJECTIVES

- To increase prevention efforts across cultures and to increase awareness for the need.
- To discuss strategies to build relationships, to bridge connections and to provide opportunities for networking with and among the Hispanic community.
- To provide increased academic opportunities for the Hispanic population in the East Baton Rouge Parish School System.




## TIMELINE OF PREVENTION




Time	National Perspective	Strategy	Activities
1950s	Drugs are a problem of the ghetto, used to escape pain and to avoid reality.	Scare tactics.	Film and speakers
Early 1960s	Drugs are used to escape pain and to avoid reality, but they're more than just a problem of the ghetto.	Scare tactics.	Film and speakers.
Late 1960s	Drugs are used to intensify life, to have psychedelic experiences. Drugs use is considered a national epidemic.	Information.	Films and speakers.

## TIMELINE OF PREVENTION



Time	National Perspective	Strategy	Activities
1970s	A variety of drugs are used for a variety of reasons; to speed up experiences, to intensify experiences, to escape, to expand perceptions, to relieve boredom, and to conform to peers.	Drug education.	Curricula based on factual information.
Mid-to late 1970s	Users become more sophisticated and society develops an increasing tolerance of drug use.	Affective education and alternatives to drug use.	Curriculum based on communication, decision making, values clarification, and self-esteem.

## TIMELINE OF PREVENTION



Time	National Perspective	Strategy	Activities
Late 1970s to early 1980s	Parents begin to form organizations that combat the incidence of drug abuse.	Affective education, alternatives to drug use and training.	Blaming and cooperation.
Late 1980s to mid-1990s	Drug use is highly complex.	Partnerships.	Research-based curricula, linkages, and peer programs.
Mid-1990s to 2000	The gap between research and application is gradually being bridged.	Replication of research-based models and application of research-based approaches.	Environmental approaches, comprehensive programs targeting many domains and strategies evaluation of prevention programs, media campaigns, and culturally sensitive programs.

## GRASSROOTS EFFORTS TOWARD THE ESTABLISHMENT OF THE *I*CARE PROGRAM

- Created in 1980
  - Address drugs and alcohol in the Baton Rouge community
  - Supported by taxpayers
- Advisory Council created in 1981
  - Established program goals
  - Raised funds
  - Supports programs and initiatives
  - 40+ members currently
  - Varied backgrounds (medicine, legal, education, etc.)
  - Connection to the community
  - Catalyst for vital partnership
  - Invested in the community.



**Buckskin Bill Black**





## FUNDING

- Property tax
- 10 year renewal
- Certified Educators
- Licensed Prevention Professionals



## *I*CARE PROGRAM

Jointly owned by community and schools – unique to EBR!  
Serving non-public schools as well as public!  
Drug, Alcohol, Violence Prevention  
East Baton Rouge Parish Schools



- Referrals
- Suicide Intervention
- Individual Conferencing
- Small group conferencing
- Family support



- Classroom presentations
- Program coordination
- Crisis Response
- Campaigns
- Youth Leadership
- Professional Development
- Social-Emotional Curriculum support
- Expos/Fairs




- Community outreach
- Back-to-School Events
- I*CARE Live/Social Media
- Agency Partnerships
- Summer Programs
- Workshops/Training



### ESL POPULATION CHANGES WITHIN EAST BATON ROUGE PARISH SCHOOLS

School Year	# of ESL	Top Languages
2010-2011	1192	Spanish 413
		Vietnamese 211
		Aztec 94
2011-2012	1270	Chinese 45
		Spanish 909
		Vietnamese 229
2012-2013	1514	Aztec 124
		Vietnamese 418
		Chinese 77
2013-2014	1765	Spanish 1109
		Vietnamese 199
		Aztec 164
2014-2015	2219	Chinese 46
		Spanish 1625
		Vietnamese 188
2015-2016	2486	Chinese 52
		Vietnamese 186
		Aztec 176
2016-2017	2867	Chinese 214
		Spanish 2227
		Vietnamese 194
2017-2018	2650	Aztec 154
		Chinese 74
		Spanish 219
2018-2019	3275	Spanish 177
		Chinese 36
		Other 147
2019-2020		Chinese 2679
		Vietnamese 151
		Aztec 193
		Other 58
		Spanish 225
		Vietnamese
		Aztec
		Chinese



## WHY PREVENTION?

### RISK FACTORS INVOLVING HISPANIC YOUTH

- Social exclusion
- Stress (achievement, discrimination, acculturation, fear)
- Misperceptions about the risks of substances
- Self image
- Traditionalism
- Peer Influences
- Language Barriers

### PROTECTIVE FACTORS INVOLVING HISPANIC YOUTH

- Parental Monitoring
- Religiosity
- Resilience
- Self Regulation
- Positive Youth Development
- Strength in Community

\*\*\* Acculturation - is defined as cultural modification of an individual, group, or people by adopting or borrowing traits from another culture (Hernandez)



## CULTURE COMPETENCE

Understanding culture can be a significant tool in preventing substance abuse. Culture builds resilience and helps to heal wounds caused by prejudice, racism, discrimination, and other stressors.

**Cultural competence**

The ability to serve individuals and communities in ways that demonstrate understanding, caring, and valuing of the unique characteristics of those served, including the cultural differences and similarities within, among, and between groups.

**Surface culture**


Characteristics determined about someone by looking at them.

**Biculturalism**

Being capable of belonging to more than one culture; the ability to function effectively in the mainstream culture, yet maintain positive significant cultural connections to the ethnic community.

**Deep culture**

Invisible characteristics.



## CULTURALLY COMPETENT PROGRAMS

- Demonstrate sensitivity
- Demonstrate effectiveness
- Work with communities
- Commit to build relationships throughout the community
- Facilitate community empowerment
- Build resilience and heal wounds caused by prejudice, racism, and discrimination. (US Dept. of Human Services, 1996)



- High expectations and positive attitudes to all participants
- Recognize, value, respect, and build on diversity within community
- Curriculum and strategies reflect cultural beliefs of participants
- Instructional materials must reflect various perspectives of ethnicity and culture
- Culturally sensitive evaluations and procedures
- Ongoing cultural assessment/review



## CREATING COMMUNITY HISPANIC CLUBS

- The reasons we chose to highlight the need for increasing protective factors and for providing comprehensive prevention education to the Hispanic population are:
  - membership in a subset that may be at a higher risk for substance abuse,
  - to build rapport with others and
  - to help to develop a sense of positive community awareness.
- We make an effort to provide prevention education to three targeted populations (universal, **selective**, indicated).



## GLEN OAKS HIGH SCHOOL HISPANIC CLUB UNITED WE DREAM CONGRESS MIAMI, FL OCTOBER 6-8, 2018



## PANEL DISCUSSION FEATURING:

- Mr. Acosta- East Baton Rouge Parish School System Liaison, **ICARE** Advisory Council
- Nahomy-McKinley High School
- Wendy T. -Glen Oaks High School
- Rocío-Glen Oaks High School
- Hector-McKinley High School
- Councilwoman Erika Green
- Jessica Castillo
- Hector B. - Owner of LaCarreta's



## RESILIENCE

- Positive Adaptions-overcome risk
- Protective factors
- Focus on Strengths
- Positive relationships/ Community
- Self-Regulation



## ICARE PROGRAM INCLUSIVE EFFORTS

### RESOURCES

- Brochures in English and Spanish
- **ICARE** Live- Hispanic sessions online
- Spanish sessions conducted by an Advisory Council partner
- <https://sites.google.com/site/icareprevention/live/live/icare-live-espanol>
- **ICARE** Live - Español
- [https://www.youtube.com/watchtime\\_continue=172&v=u2IV7SHiqY](https://www.youtube.com/watchtime_continue=172&v=u2IV7SHiqY)

Substance Abuse

### SUPPORT

- Mr. Acosta: Advisory council member, liaison, translator
- Student from LSU who's fluent in Spanish



Let's Hear from You; the Audience!



ICARE

## REFERENCES

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## Thank you!

Learn more about the **ICARE** Program  
[icare.ebrschools.org](http://icare.ebrschools.org)  
**ICARE** Live on Youtube  
**ICARE** Ebr on Facebook

Contact Information:

Office  
 12000 Goodwood Blvd. B.R., La 70815  
 (225) 226-2273

Erin Bradford, Program Director, [epourciau@ebrschools.org](mailto:epourciau@ebrschools.org)  
[dsam@ebrschools.org](mailto:dsam@ebrschools.org), [cdelone@ebrschools.org](mailto:cdelone@ebrschools.org)

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