

Table 20.1 *Ethnic and racial socialization interventions*

Program	Debut study	Description	Theoretical basis	Targets parent	Targets youth age	Format	Proposed change mechanisms	Duration	Facilitators
Black Parenting Strengths and Strategies (BPSS) and Black Parenting Strengths and Strategies – Racialized Short (BPSS-RS)	Coard et al., 2007; Coard et al., 2021	BPSS (Coard et al., 2007) and BPSS-RS (Coard et al., 2021) are parenting programs based on strengths and cultural designed to improve aspects of parenting associated with reducing early development of conduct problems and promoting social and cultural competence in Black children	Drawn from Parenting the Strong-Willed Child (PSWC) program (Forehand & Long, 2002) and research on discipline in Black families (e.g., Stevenson et al., 2002)	Parent variables include monitoring, positive parenting, harsh discipline, and frequency of proactive racial socialization	Child variables include conduct problems and social competence. Ages five plus	BPSS: Group and P-C dyad Handouts Resources BPSS-RS: Group Handouts Role-playing At-home assignments	Evidence-based standard parenting skills (e.g., attending, rewarding, ignoring, giving effective directions) for preventing noncompliance and other problematic behaviors; and processes inherent to African American families (e.g., racial socialization)	BPSS: 12 weeks 1.5 hour (h) parent 30 minutes (min) parent-child BPSS-RS: 3 weeks 2 h parent	BPSS: Trained staff BPSS-RS: Trained graduate student and principal investigator
CAPAS-Enhanced and CAPAS-Youth	López-Zerón, et al., 2020; Parra-Cardona et al., 2022	Both CAPAS-Enhanced (López-Zerón et al., 2020) and CAPAS-Youth (Parra-Cardona et al., 2022) emphasize parent management training (e.g., parental monitoring, limit setting) and lessons on being a Latinx immigrant parent in the United States, coping with immigration stressors, promoting biculturalism, and reducing parent–youth cultural conflicts	Adapted Parent Management Training –Oregon Model (GenerationPMTO; for use with Latinx immigrant mothers and their children; racial socialization components aimed at addressing participants’ experiences of discrimination and immigration-related stress	Parent variables include positive involvement skills and immigrant-related stress	CAPAS-Enhanced: Ages four to twelve who exhibit mild-to-moderate externalizing problems CAPAS-Youth: Ages twelve to fourteen who exhibit mild-to-moderate externalizing problems	Group parent sessions Home components (role-plays, home practice assignments) Focus group interview	Cultural adaption of evidence-based clinical and preventative intervention that teaches parenting strategies that reduce coercion and increase positive parenting practices (e.g., positive involvement, limit setting, skills building, monitoring and supervision, family problem solving) while addressing immigration-related stress, biculturalism, and reducing parent–youth cultural conflicts	CAPAS-Enhanced: 11 weeks 1.5 h parent CAPAS-Youth: 9 weeks 2 h parent	CAPAS-Enhanced: Trained staff Bilingual CAPAS-Youth: Trained staff Bilingual

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Celebrating the Strengths of Black Youth	Okeke-Adeyanju et al., 2014	Intervention aimed at instilling racial pride, supporting ethnic-racial identity development, and boosting self-esteem in Black youth	Used a strengths-based perspective to emphasize strengths of Black youth and their families to promote positive youth development (Catalano et al., 2004)	Parent variables include racial socialization	Child variables include self-esteem and racial identity Ages seven to eleven	Small-group sessions (average of eight youths)	Parents encouraged to discuss what being Black means to them with their children; youth celebrated the accomplishments of important Black figures and learned about family cohesion and racial pride	Ten sessions 1 h child 3 weeks 1 h parent Parent weekly handouts At-home activities	Trained staff
Engaging, Managing, and Bonding through Race (EMBRace)	Anderson et al., 2018	EMBRace is a culturally based therapeutic intervention that empowers African American youth and families with tools and skills to resolve racial trauma, reduce racial stress, and promote healthy coping for racial encounters	Drawn from Racial Encounter Coping Appraisal and Socialization (RECAST; Stevenson, 2014); Trauma Focused Cognitive Behavioral Therapy (TF-CBT); and Parent-Child Interaction Therapy (PCIT)	Parent variables include knowledge and awareness, increased appraisal, and improved self-efficacy	Child variables include academic outcomes, internalizing/externalizing problems, physiological arousal, familial communications, resolution options, and advancement of self-efficacy Ages ten to fourteen	Individual P-C dyads Clinical toolbox	P-C Communication Modeling correction Positive reinforcement	5 weeks Parent-Child 90 min/session	Trained clinicians
Family Learning Villages	Anderson et al., 2020	Family Learning Villages aimed to enhance parent racial socialization and advocacy at their child's school, and help youth envision a future of Black liberation	Based on Racial Encounter Coping Appraisal and Socialization (RECAST; Stevenson, 2014)	Parent variables include parenting self-efficacy, parental advocacy, and parent messages to help their children cope with racial stress and trauma	No child variables Ages two to sixteen	Group parent sessions	Parents learn to engage in guided reflection or practice role plays on topics such as racial bias in schools, positive racial socialization messages, coping with racial stress and trauma, and discipline; parents also develop relationships with parents in the community for support	Five sessions 4 h parent OR Two sessions 8 h parent	Trained staff

Fathers and Sons	Caldwell et al., 2010	In the Fathers and Sons program, nonresidential fathers in Black families develop racial socialization goals and talk to their children about building ethnic and racial pride, sharing about racial discrimination, and how to handle race-related stress	Developed using the theory of reasoned action, four components of social cognitive theory, models on social support, and research on race-related socialization and racial identity; TRA suggests that an individual's behavioral intentions depend on their attitudes and subjective norms	Parent variables include attitudes about outcomes of interest (i.e., parent-child communication, intention to avoid violence) and behaviors (parental monitoring and race-related socialization)	Child variables include attitudes and behaviors regarding father-son interactions and aggressive behaviors Ages eight to twelve	Group and P-C dyad Community activities	Parents and youth engage in activities focused on culture and history, effective communication, parental monitoring, role modeling, social support and networking behaviors, cultural connections, preventing and reducing substance use, violent and sexual behavior	Fifteen sessions 2-3 h parent 4 h community cultural activities At home assignments	Trained staff
One Talk at A Time (OTAAT)	Stein et al., 2021	OTAAT is an online video-based intervention designed to bolster the ability of Black, Asian, and Latinx families to deliver cultural socialization and preparation for bias messages to their children by addressing social learning levers of change	Uses literature on ERS (e.g., Anderson & Stevenson, 2019; Hughes et al., 2016; Smith-Bynum et al., 2016), developmental resilience processes in minoritized youth (e.g., Neblett et al., 2012) and other parent interventions (Anderson et al., 2018)	Parent variables include parental motivation, skills and confidence, and frequency and quality of parent-adolescent conversation	Child variables include coping efficacy and ethnic-racial identity, and psychosocial outcomes (e.g., mental health, academic) Ages eleven to thirteen	Online Eleven videos (3-5 min each) Didactic Handouts Resources (e.g., ERS FAQs, role-play cards, suggestion prompts)	Motivation Didactic Social modeling	1-2 h total At parents' own pace	Didactic video series Self-study at parents' pace
Preventing Long-Term Anger and Aggression in Youth (PLAAY)	Stevenson, 2003	This intervention involves non-parental males who focus on cultural pride reinforcement in Black youth in a school setting; the intervention aims to reduce anger, aggression, and stress, and improve	Employed a cultural-ecological resilience framework and built upon similar work in this field (e.g., a martial arts aggression reduction curriculum)	No parent variables	Child variables include awareness of stress reactions, management and regulation of stress, and speaking up against discrimination Ages eight to nineteen	Playing basketball with trained nonparental males Group therapy sessions	Uses face-to-face anger management coaching in athletics (e.g., three-on-three basketball) and culturally relevant group therapy	Meet twice each week for 10 weeks OR once a week for 20 weeks 1.5 h child	Trained staff

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Sisters of Nia	Belgrave et al., 2004	youth relational problem-solving, and support mental health coping and good decision-making This school-based intervention aimed to increase cultural values and beliefs, promote ethnic identity, and evoke endorsement of androgynous gender roles in Black adolescent girls; further, the program aimed to strengthen positive relationships with peers	Used relational theory to build positive relationships with peers and role models in order to teach youth about their cultural heritage	No parent variables	Child variables include ethnic identity, gender roles, and relational aggression Ages eleven to thirteen	Small groups	Children are exposed to cultural traditions, discussions of natural hair and having a healthy body image, and looking at how Black role models are represented in the media, in leadership; girls also discuss the value of education and having short-term and long-term goals	Fifteen sessions 1.5 h child	Trained female intervention staff
Strong African American Families (SAAF)	Brody et al., 2004	SAAF is a preventive intervention to deter adolescent risk behavior (sexual, alcohol, substance use), designed with consideration of unique context of rural African American families	Conceived and designed with recommendations presented in a report issued by the Institute of Medicine and in the National Institute of Mental Health (NIMH) Priorities for Prevention Research report	Parent variables include regulated communicative parenting, involved/vigilant parenting, racial socialization, communications about alcohol, expectations for alcohol use	Child variables include risk behavior (sexual, alcohol, substance use), attitudes about drug/alcohol use, efficacy, future orientation, acceptance of parental influence Ages eleven plus	Group and P-C dyad Handouts Resources	Contextual model positing that regulated, communicative parenting protects against adolescent risk behaviors	7 weeks 1 h parent 1 h parent-child	Trained students and community members