Autism and Multiculturalism, Generational Differences, and Diversity: Information for School Professionals

Virginia M. Ramos Matias
7/8/2015


US Office of Education Personnel Preparation Grant H325K12306

Principal Investigators: William Jenson, Elaine Clark, Heidi Block & Aaron Fischer

Grant Director: Julia Hood

University of Utah – School Psychology

“The potential difficulty for educators lies in recognizing whether, when, and how culture is having an effect on students’ functioning.”

(Warrell, 2005, p. 140)
Important, Urgent, Critical…

- “The need to demonstrate multicultural competence is becoming increasingly important…” (Malone, 2010)

- “Given that all demographic indicators suggest that the trend toward increasingly multicultural populations will only continue, the need to create systems that are responsive to student diversity is imperative.” (Sullivan & A’Vant, 2009)

- “As America’s schools become increasingly diverse, it is important for school psychologists to communicate effectively and responsively with students and families from various backgrounds and cultures” (Guerrero, 2008).

- “To be effective school professionals, gaining cultural literacy is not only desirable but also essential” (Palacios & Trivedi, 2009).
Being culturally literate (Palacios & Trivedi, 2009)

- Value diversity
- Demonstrate an appreciation and sensitivity for other cultures
- Actively engage in learning and understanding the cultural norms and traditions of diverse groups
Objectives

- Statistics of School Psychology Professionals and Students with Disabilities
- Culture, Diversity and Multiculturalism
  - Professional Association Guidelines
  - Definition of concepts
  - How to increase Cultural Knowledge
- Broad characteristics of 3 minority groups
  - Hispanic/Latino, African American/Black and Asian
- Generational Differences
  - Immigrants, and second generation adults
- Autism and Diversity
  - Statistics
  - Multicultural Issues
  - Global Prevalence
- ASD in 2 populations
- Summary and general guidelines
The Statistics
Students vs. School Psychologists
Service to Students Who are Members of Racial/Ethnic Minority Groups

- Nearly all school psychologists (97.4%) serve students who are members of racial/ethnic minority groups.
- More than one-half (52.6%) serve 25% or more minority students.
- 36% serve 50% or more minority students.
- Only 9.3% of school psychologists in sample are members of racial/ethnic minority groups.
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>African-Am</td>
<td>1.5%</td>
<td>1.9%</td>
<td>1.9%</td>
<td>1.9%</td>
<td>3%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>96%</td>
<td>93.9%</td>
<td>92.8%</td>
<td>92.6%</td>
<td>90.7%</td>
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<td>NatAm/AlasNat</td>
<td>&lt;1%</td>
<td>1.1%</td>
<td>0.6%</td>
<td>0.8%</td>
<td>.6%</td>
</tr>
<tr>
<td>Asian/Pacific Is.</td>
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<td>0.8%</td>
<td>0.6%</td>
<td>0.9%</td>
<td>1.3%</td>
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<td>1.5%</td>
<td>3.1%</td>
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<td>3.4%</td>
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<td>Other</td>
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<td>0.8%</td>
<td>1%</td>
</tr>
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Service to Students Who are Members of Racial/Ethnic Minority Groups

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- Only 9.3% of school psychologists in sample are members of racial/ethnic minority groups
Students

Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2002, fall 2012, and fall 2024

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>2002</th>
<th>2012</th>
<th>2024</th>
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<td>White</td>
<td>59</td>
<td>51</td>
<td>46</td>
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<tr>
<td>Black</td>
<td>17</td>
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<tr>
<td>Hispanic</td>
<td>18</td>
<td>24</td>
<td>29</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Two or more races</td>
<td>3</td>
<td>4</td>
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</tr>
</tbody>
</table>

† Not applicable.

NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2008, separate data on students of Two or more races were not collected. Detail may not sum to totals because of rounding. Data for 2024 are projected.

Figure 1. Percentage distribution of children ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by disability type: School year 2012–13

<table>
<thead>
<tr>
<th>Disability type</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific learning disability</td>
<td>35</td>
</tr>
<tr>
<td>Speech or language impairment</td>
<td>21</td>
</tr>
<tr>
<td>Other health impairment</td>
<td>12</td>
</tr>
<tr>
<td>Autism</td>
<td>8</td>
</tr>
<tr>
<td>Intellectual disability</td>
<td>7</td>
</tr>
<tr>
<td>Developmental delay</td>
<td>6</td>
</tr>
<tr>
<td>Emotional disturbance</td>
<td>6</td>
</tr>
<tr>
<td>Multiple disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>1</td>
</tr>
<tr>
<td>Orthopedic impairment</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: Deaf-blindness, traumatic brain injury, and visual impairments are not shown because they each account for less than 0.5 percent of children served under IDEA. Due to categories not shown, total does not sum to total.

Figure 3. Percentage of children 3-21 years old served under the Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity: School year 2012-13

Percent

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
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</tr>
<tr>
<td>White</td>
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</tr>
<tr>
<td>Black</td>
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<td>American Indian/Alaska Native</td>
<td>16</td>
</tr>
<tr>
<td>Two or more races</td>
<td>13</td>
</tr>
</tbody>
</table>

NOTE: Race categories exclude persons of Hispanic ethnicity.
Culture, Diversity, Multiculturalism

Definitions
Guidelines
APA Guidelines

- APA
  - Guidelines for LGB clients
  - Guidelines for Assessment of and intervention with persons with disabilities
  - Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists
Cultural Competent Practice (NASP)

- NASP
  - Domain 8: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. (NASP, 2010a, P.2)

- Ethics standards
  - Principle II.1. Competence
  - Standard II.1.2.: Practitioners are obligated to pursue knowledge and understanding of the diverse cultural, linguistic, and experiential backgrounds of students, families, and other clients… (NASP, 2010b, p. 6)

- NASP Core Value 3: Diversity

- Strategic Priorities:
  - Promote Culturally Competent Practice
  - Diversify the Profession
Culture and Multiculturalism

Culture

Integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group: and the ability to transmit the above to succeeding generations. (source: National Center for Cultural Competence of Georgetown University)

Multiculturalism:

The view that the various cultures in a society merit equal respect and scholarly interest.


**Competency, Knowledge, Awareness and Sensitivity** (CECP, n.d.)

- **Cultural Knowledge**
  - Familiarization with selected cultural characteristics, history, values, belief systems, and behaviors of the members of another ethnic group (Adams, 1995).

- **Cultural Awareness**
  - is developing sensitivity and understanding of another ethnic group. This usually involves internal changes in terms of attitudes and values. Cultural awareness must be supplemented with cultural knowledge (Adams, 1995).

- **Cultural Sensitivity**
  - Knowing that cultural differences as well as similarities exist, without assigning values, i.e., better or worse, right or wrong, to those cultural differences (National Maternal and Child Health Center on Cultural Competency, 1997).

- **Cultural Competence**
  - the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of health care; thereby producing better health outcomes (Davis, 1997).

  - **emphasizes a professional’s ability to effectively operate within different cultural contexts.**
Increasing knowledge (Jones, 2010)

- Learn the cultures of students in your community
  - Traveling
  - Visiting close neighborhood that have minority groups
  - Attend fairs and ethnic festivals, and observe!
- Find our what social graces are important to the community
  - Through a friend or community center
- Read!
  - Magazines, articles, books
- Build new cross-cultural relationships in your personal life
Characteristics of minority groups

There is diversity in all but similarities as well
Latino/Hispanic Families
(Palacios & Trivedi, 2009; Peña et al., 2008)

- **Groups**
  - Mexican American (Chicanos; US born of Mexican decent)
  - Puerto Rican American (Boricuas or Nuyorican)
  - Cuban American (primarily in Miami)
  - Central Americans

- **Seeking help** (Peña et al., 2008)
  - Rely heavily on family
  - Last resort after clergy, physicians, and even traditional healers

- **Communication style**
  - Respectful of authority
  - Often use formal language
  - Prefer to addressed by their title and last name (Mrs. Rojas)
  - Use of body language

- Familismo, Respect (respeto), Simpatia, and Personalismo
Black and African American Families
(Chandler, A’Vant & Graves, 2008; Palacios & Trivedi, 2009; Worrell, 2005)

- African America vs. Black
  - Ask how they would like to be addressed
  - Preferred to be addressed by their ethnicity

- Seeking help
  - Utilization of religious services before mental health services
  - Reliance on extended family and non related individuals
  - Some reluctance to testing, and medication use

- Communication style
  - Directly to the point
  - Communication might be guarded and defensive
  - Cultural mistrust → apprehension to disclose information
Asian Families (Luang et al., 2008; Palacios & Trivadi, 2009)

- General Background
  - Emphasize academic achievement more than anything else
  - Conformity, and obedience
  - Father as head of the family

- Help seeking behaviors
  - May prefer professionals of the same ethnicity and language
  - Family and friends, elders, and traditional healers sought first
  - Mothers involved in education

- Communication Style
  - Nonconfrontative
  - Paying attention to titles and degrees
  - Authoritative parenting style
  - Language blend of psychological and physiological characteristics (Palacios & Trivedi, 2009)
Defining the Immigration Generations

All adults: Refers to the full population of 234.7 million U.S. adults (ages 18 and older).

First-generation adult: Refers to the 37.4 million immigrant adults who live in the United States but were born outside the United States or U.S. territories.

Second-generation adult: Refers to the 19.7 million U.S.-born adults who have at least one immigrant parent.

Third- and higher-generation adult: Refers to the 177.7 million adults who are the children of U.S.-born parents.
Generational Differences (Pew Research Center, 2013)

Comparing Immigrants, the Second Generation and All U.S. Adults
(1st generation refers to immigrants)

- **Median annual household income (in dollars)**
  - 1st gen.: 45,800
  - 2nd gen.: 58,100
  - All U.S.: 58,200

- **College graduates (% of ages 25 and older)**
  - 1st gen.: 29
  - 2nd gen.: 36
  - All U.S.: 31

- **Homeownership rate (% of households)**
  - 1st gen.: 31
  - 2nd gen.: 64
  - All U.S.: 65

- **In poverty (% of adults)**
  - 1st gen.: 18
  - 2nd gen.: 11
  - All U.S.: 13

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Share Who Think of Themselves as A ‘Typical American’

<table>
<thead>
<tr>
<th></th>
<th>1st generation</th>
<th>2nd generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>33</td>
<td>61</td>
</tr>
<tr>
<td>Asian American</td>
<td>30</td>
<td>61</td>
</tr>
</tbody>
</table>

Notes: Based on all adults. Responses of “Very different from a typical American” and “Don’t know/Refused” not shown.


PEW RESEARCH CENTER
Generational Differences
(Pew Research Center, 2013)

Educational Attainment, by Generation
(% ages 25 and older)

<table>
<thead>
<tr>
<th>Generation</th>
<th>Less than HS</th>
<th>HS grad</th>
<th>Some college</th>
<th>College grad+</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st generation</td>
<td>28</td>
<td>26</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>2nd generation</td>
<td>10</td>
<td>27</td>
<td>27</td>
<td>36</td>
</tr>
<tr>
<td>All U.S.</td>
<td>12</td>
<td>30</td>
<td>26</td>
<td>31</td>
</tr>
</tbody>
</table>

Immigrant Adult Generation by Race and Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>All U.S. adults</td>
<td>66</td>
<td>11</td>
<td>15</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1st generation</td>
<td>20</td>
<td>8</td>
<td>47</td>
<td>25</td>
<td></td>
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<tr>
<td>2nd generation</td>
<td>46</td>
<td>4</td>
<td>35</td>
<td>12</td>
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</tr>
<tr>
<td>3rd and higher generations</td>
<td>78</td>
<td>13</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Notes: Asians include Hispanics; all other races include non-Hispanics only. Data values for other race are not shown.

Generational Differences

- Over 70% of Asian and Hispanic immigrants and second generation adults hold the belief that if you work hard you can get ahead.
  - By contrast, 58% of the full U.S. population of adults feel the same way, while 40% say that hard work is no guarantee of success. (p. 11)

- About 1 in 6 married second-generation adults have a spouse of a different race or ethnicity from themselves,
  - Compared to 8% of all immigrants and all U.S. adults.
  - Intermarriage rates are especially high for second-generation Hispanics (26%) and Asian Americans (23%). (p.11)
Generational Differences in Second generation Asian families

- Asian immigrants (especially those who have arrived in the past few decades) have relatively high levels of education and skills that help position them for jobs in higher-skilled occupations (p. 14).

- In Asian families, immigrant adults may have conflict with their youth regarding values and traditions. (Leung et al., 2008)

- “Most in the second generation also have a strong sense of identity with their ancestral roots” (p. 10).
Educational Attainment of Asian Americans, By Generation
(% ages 25 and older)

- **1st generation**
  - Less than HS: 12
  - HS grad: 22
  - Some college: 16
  - College grad+: 50

- **2nd generation**
  - Less than HS: 7
  - HS grad: 16
  - Some college: 22
  - College grad+: 55

- **All Asian Americans**
  - Less than HS: 11
  - HS grad: 21
  - Some college: 17
  - College grad+: 51

Note: Includes only single-race Asians, including Hispanics.


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Generational Differences in Hispanic/Latino families

- **Second generation** or above adults tend to speak, read and write more fluently in English
  - *Immigrant* homes speak more Spanish but it starts to decrease with schooling (Palacios & Trivedi, 2009)

- **Second generation** identify with their parents’ country of origin as well as with the American culture (p. 10; Niageri & Bermudez-, 2014)

- “The bulk of Hispanic **immigrants** have relatively low levels of formal education and work in low-skilled, low-paying jobs…” (PRC)

- Although seen **Second generation** still have higher educational and work attainments.
Educational Attainment of Hispanics, By Generation

(\% ages 25 and older)

<table>
<thead>
<tr>
<th></th>
<th>Less than HS</th>
<th>HS grad</th>
<th>Some college</th>
<th>College grad+</th>
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</thead>
<tbody>
<tr>
<td>1st generation</td>
<td>47</td>
<td>28</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>2nd generation</td>
<td>17</td>
<td>30</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>All Hispanics</td>
<td>35</td>
<td>30</td>
<td>20</td>
<td>15</td>
</tr>
</tbody>
</table>

Note: Figures may not add to 100\% due to rounding.


PEW RESEARCH CENTER
Generational Differences in Black families (pp. 42-45)

- Smaller group compared to the other ethnic groups.
  - Came voluntarily, with Visa or as Refugees from Caribbean, Africa, and Central America.
  - “About 21% of African immigrants are unauthorized” (p. 43).
  - Second generation adults are relatively younger than the other ethnic groups.

- Educational Attainment
  - “African immigrants are more likely than other groups (or the U.S. born) to have graduated from college” (p. 43).
  - Four-in-ten (40%) of second generation Black adults have at least a college degree and only 5% have not completed high school.
  - Among all black adults, 21% have completed college and 14% have less than a high school diploma.

- Income
  - Second-generation black adults have higher median incomes than all black adults, though lower incomes than adult immigrants.
  - The share in poverty for black second-generation adults is lower than that of first-generation adults or of all adults.
Generational Differences in White families (pp. 39-41)

- **Demographics**
  - 5% immigrants (Soviet Union, Canada, United Kingdom & Germany)
  - 6% second generation
    - Are older than other second generation adults

- **Educational Attainment**
  - Second-generation population are slightly more likely than all adults and slightly less likely than foreign-born adults to be college-educated.

- **SES**
  - Second generation adults’ income is slightly higher than immigrants’ income, but slightly lower than white adults overall.
  - Second generation poverty is lower than immigrants, and similar to the white population overall.
ASD and diversity
Multicultural issues in Autism (Dyches et al., 2004)

- Research participants have been mostly of Anglo families since 1960’s
- Differences in reporting, and data collection
- Discrepancy in diagnosis, and classification by racial groups
- Research on family adaptation by race includes Autism as part of developmental disability and not on its own category.

- Appraisal of diagnosis
  - Negative
  - Positive

- Social Support
  - Family
    - Strong family ties
  - Organization
    - Impacted by the access to, and knowledge of services
    - Fear of stigma
Ethnicity reporting practices
(Pierce et al., 2014)

- Journals
  - Autism
  - Focus on Autism and Other Developmental Disabilities
  - Journal of Autism and Developmental Disorders

- Of the 943 articles reviewed from 2000-2010
  - 72% did not report ethnicity or race descriptors
  - 54% of articles did not utilize race/ethnicity as a variable for analysis
    - Of those that did either identified NSD or important differences
Fig. 1 Percentage of ethnicity reporting. *Note* AUTISM = Autism Journal; FOCUS = Focus on Autism and Other Developmental Disabilities; JADD = Journal of Autism and Developmental Disorders
The numbers for Autism

- According to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network
  - As of data from 2010: 1 in 68 children
  - Utah: 1 in 54
  - Puerto Rico: 1 in 62 (Cordero, Alonso, Mattei & Torres, 2012)
- Seen more in males than females
- Reported to occur in “all” racial and ethnic groups.

ASD in multiple populations

- Levy et al. (2010)
  - Data was obtained from the ADDM Network representing all 8 year olds with ASD for the year 2002
  - White 63.1%
  - Black 22.9%
  - Hispanic, Asian, AI/AN 10%
  - Other 3.9%

- Travers et al. (2014)
  - The odds of being identified with autism tripled from 2000 to 07
  - Prevalence rates of AU
    - Differed by race (rates higher for White students)
    - Odds for Black students decreased
    - Odds for Hispanic students remained lower than for White
  - Number of students with AU increased over time in all states for White, and most states for Hispanic and Black students.
Prevalence of ASD and ethnicity (Zaroff & Uhm, 2012)

<table>
<thead>
<tr>
<th>References</th>
<th>Site</th>
<th>Ethnicity/race</th>
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<tr>
<td>CDC [5]</td>
<td>United States</td>
<td>Total sample</td>
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<td></td>
<td></td>
<td>White</td>
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<td></td>
<td></td>
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<td>Kogan [6]</td>
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<tr>
<td>Baron-Cohen [7]</td>
<td>United Kingdom</td>
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<tr>
<td>Wong [11]</td>
<td>China</td>
<td>Total sample</td>
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<td>Barnevik-Olsson [23]</td>
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<tr>
<td></td>
<td></td>
<td>Somali</td>
<td>70</td>
</tr>
</tbody>
</table>

Figures are rounded off

<sup>a</sup> Non-Hispanic
<sup>b</sup> Data from the latest year available
Global Prevalance (Elsabbagh et al., 2012)

- Systematic Review of epidemiological surveys
  - Factors impacting prevalence rates and
  - Clinical presentations

- PDD and AD
  - Asperger’s and Childhood Disintegrative Disorders were excluded.

- 95 studies met inclusion criteria

- Results

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of studies</th>
<th>Prevalence AD/10000</th>
<th>Prevalence PDD/10000</th>
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<tr>
<td>South America &amp; Caribbean (Aruba)</td>
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<td>13-19</td>
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</tbody>
</table>
Results of Elsabbagh et al. continued

- Overall since 2000
  - AD → 17/10000
  - PDD → 62/10000
- Estimates of America, Western Pacific and Europe do not differ
- Global estimate 1/160 child with PDD
- Higher ratio of male relative to females observed globally
ASD in two samples
ASD in Hispanics and Non-Hispanics (Chaidez, Hansen, & Herts-Picciotto, 2012)

- Participants of the Childhood Autism Risks from Genetics and the Environment (CHARGE) study
  - Ages of 24 to 60 months; N=1270
    - ASD was confirmed with ADI-R and ADOS
    - DD was <70 scores on VABS and MSEL & <15 on SCQ
    - Mixed was <70 in either VABS or MSEL
    - GT >70 on VABS & MSEL, <15 SCQ

- Results & Discussion
  - Hispanic participants in the study had higher proportions of DD and mixed than non-Hispanics
  - More similarities between Hispanics and non-Hispanics in
    - Phenotypes (social skills, and language development)
    - Scale scores of adaptive and cognitive function
Korean culture and ASD (Kang-Yi, Grinker & Mandell, 2013)

- Review of literature
  - 15 articles in English
  - 13 articles in Korean

- Results and Discussion
  - Uncommon diagnosis in South Korea
    - Often diagnosis of RAD is given instead
    - Diagnosis primarily given to children with significant impairment before their second birthday.
  - Therapies seen in the Korean literature
    - Music, massage, and play therapies, psychotherapy and attachment promotion.
  - There is no formal support system
    - Children with average or above skills often don’t receive support
  - Due to the highly structured and systematic educational system many Korean children with ASD more easily participate in mainstream schools
  - Particular to Korean culture is the use of honorifics, which indicates the status of the people communication, and may be lacking in the social communication of children with ASD in Korea.
What can we take?
General guidelines in working with families, and children of ethnic minorities

- Families with the same ethnicity will differ.
  - Country, language, region within the country, dialects, values, traditions, etc.

- Ask if you do not know or have questions.

- Assume parents want to be involved and encourage positive involvement (Peña et al., 2008)

- Encourage parental access to school personnel of similar background (Peña et al., 2008)

- Recognize the use of alternative substitutes for health needs (Peña et al., 2008)

- Provide encouragement and assurance to participate and ask questions (Leung et al., 2008)

- Guide parents to learn the system of 504’s, and IEP’s (Leung et al., 2008).

- “When in doubt, communicate respectfully, clearly and thoroughly” (Guerrero, 2008)

- Ask if they are using other methods of support (Palacios & Travedi, 2009)
Questions?

Thank you!


References


References


References


References


Something extra

Multicultural Schools
APA Guidelines Summary
The teachers and school administrators have high expectations for all students and show positive, caring attitudes toward them. They also respond to them in positive and caring ways.

The formalized curriculum reflects the experiences, cultures, and perspectives of the range of cultural and ethnic groups, and represents both genders.

The teacher styles used by the teachers match the learning, cultural, and motivational characteristics of the students.

The teachers and administrators show respect for the students’ first languages and dialects.
Multicultural School (Wright Carroll, 2009, p.6)

- The instructional materials used in the schools show events, situations, and concepts from the perspectives of a range of cultural, ethnic, and racial groups,

- The assessment and testing procedures used in the schools are culturally sensitive and results in students of color being represented proportionately in classes for the gifted and talented.

- The school culture and the hidden curriculum reflect cultural and ethnic diversity.

- The school counselors have high expectations for students from racial, ethnic, and language groups and help these students to set and realize positive career goals.
APA guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations.

- Practitioners need abilities to:
  - recognize cultural diversity;
  - understand the role that culture and ethnicity/race play in the sociopsychological and economic development of ethnic and culturally diverse populations;
  - understand that socioeconomic and political factors significantly impact the psychosocial, political and economic development of ethnic and culturally diverse groups;
  - help clients to understand/maintain/resolve their own sociocultural identification; and understand the interaction of culture, gender, and sexual orientation on behavior and needs.

- Guidelines:
  - Psychologists educate their clients to the processes of psychological intervention, such as goals and expectations; the scope and, where appropriate, legal limits of confidentiality; and the psychologists' orientations.
    - in writing along with oral explanations.
    - the written information is provided in the language understandable to the client.
APA guidelines

- Psychologists are cognizant of relevant research and practice issues as related to the population being served.
  - acknowledge that ethnicity and culture impacts on behavior
  - seek out educational and training experiences
  - recognize the limits of their competencies and expertise
  - consider the validity of a given instrument or procedure and interpret resulting data,

- Psychologists recognize ethnicity and culture as significant parameters in understanding psychological processes.
  - are aware of how their own cultural background/experiences, attitudes, values, and biases influence psychological processes
  - incorporates an understanding of the client's ethnic and cultural background
  - help a client determine whether a 'problem' stems from racism or bias in others so that the client does not inappropriately personalize problems.
  - differential diagnostic issues but also cultural beliefs and values
APA guidelines

- Psychologists respect the roles of family members and community structures, hierarchies, values, and beliefs within the client's culture.
  - identify resources in the family and the larger community.
  - Clarification of the role of the psychologist and the expectations of the client precede intervention.

- Psychologists respect clients' religious and/or spiritual beliefs and values, including attributions and taboos, since they affect world view, psychosocial functioning, and expressions of distress.

- Psychologists interact in the language requested by the client and, if this is not feasible, make an appropriate referral.
APA guidelines

- Psychologists consider the impact of adverse social, environmental, and political factors in assessing problems and designing interventions.

- Psychologists attend to as well as work to eliminate biases, prejudices, and discriminatory practices.

- Psychologists working with culturally diverse populations should document culturally and sociopolitically relevant factors in the records.
  
a. number of generations in the country
b. number of years in the country
c. fluency in English
d. extent of family support (or disintegration of family)
e. community resources
f. level of education
g. change in social status as a result of coming to this country (for immigrant or refugee)
h. intimate relationship with people of different backgrounds
i. level of stress related to acculturation