



Cultural Responsiveness Series, Module 3: When Collaboration Meets Contrasting Beliefs- Navigating Autism Spectrum Disorder Treatment Within Cultural Expectations



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Speaker Disclosure

- Financial:
 - Bilingual Speech-Language Pathologist (Spanish/English) Minneapolis Public Schools
 - Received financial compensation from ASHA
- Nonfinancial:
 - Editor of Exploring Cultural Responsiveness: Guided Scenarios for Communication Sciences and Disorders (CSD) Professionals. She was a member of the ASHA Multicultural Issues Board and is currently on the ASHA Board of Ethics.



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Objectives

What does culturally responsive practice look, feel and act like?

- Define cultural responsiveness
- Identify the feelings and emotions in a situation that impact each individuals' perceptions of events

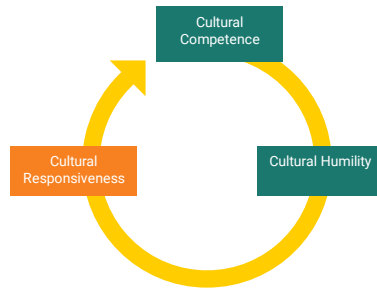
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When Collaboration Meets Contrasting Beliefs- Navigating Autism Spectrum Disorder Treatment Within Cultural Expectations

What is cultural competence?

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Developing the Process of Self-Reflection

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Cultural Responsiveness

A congruous approach to cultural competence in which the provider recognizes the importance of including the client's cultural references in **all aspects** of their treatment and learning (Ladson-Billings, 1994).

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The Elements of Cultural Responsiveness



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Cultural self-reflection
is a critical tool to help
inform and transform one's clinical
practice (Roysircar, 2004).

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Coming up next

We've explored the concept. In the *next activity*, we'll review the **guided reflection formula**



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Guided Reflection Formula



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Guided Reflection Formula

- Prebrief
- Objectives
- Case Scenario
- Critical Thinking & Debriefing Questions
- Commentary
- Critical Thinking & Debriefing Responses
- Take Aways

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Coming up next

We've explored the concept and reviewed the guided reflection. The *next activities* are **your turn** to **practice** and **reflect**.

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Scenario



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Case Scenario



This scenario is narrated by: Wendylyza Gonzalez, MS, CCC-SLP, TSSLD-BE

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Write your reflection



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Just the facts

Write a narrative account of the situation. Try to make it objective.

Consider:

Who is involved in the case?

What is the central problem or conflict?

What is the goal of the resolution of the problem/conflict?

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Identify Cultural Influences

What cultures are involved?

Consider the following factors: race, ethnicity, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.

Consider the cultural beliefs and values of the client, the professional and the family. You may need to research general cultural practices for more information.

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Identify Feelings & Emotions

Consider the key players in the scenario. List them and write their observed emotional reactions as referenced by their comments, actions or other objective data.

Next, consider your own feelings or reactions evoked by the scenario.

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Completing the Guided Reflection



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Prebrief

- General overview of the concepts presented in the scenario
- Primes reader for topic

This scenario discusses cultural beliefs surrounding Autism Spectrum Disorder, specifically with a Chinese American family. It illustrates the importance of involving all family members in the decision-making process and highlights ways to work in harmony with complementary and alternative medicines (CAM).

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Objectives

- Frames scenario
 - Guides learner to the main ideas
 - Tool for self-evaluation after completing scenario exercise
- ❖ Identify beliefs and perceptions surrounding autism and disability that may exist in the Chinese community
 - ❖ Understand complementary approaches to treatment
 - ❖ Explore decision-making processes for parents of children with autism

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Case Scenario

- Narrative format
- The Details
- Take notes

WHO:

WHAT:

WHY:

HOW:

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Scenario Details

WHO:

- ❖ Bo, his parents, his grandmother, his sister Chen, the speech-language pathologist

WHAT:

- ❖ Family upset, unclear expectations, beliefs about disability, traditional healing

WHY:

- ❖ Autism evaluation and recommendation of speech generating device (SGD)

HOW:

- ❖ Mandarin-speaking clinician, improvements, cultural misunderstandings

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Critical Thinking & Debriefing Questions

- Debrief scenario
 - How to approach future situations.
 - Engage emotional responses and the impacts of bias.
- ❖ In what ways can an SLP incorporate a family's cultural beliefs in their care?
 - ❖ How can the SLP work with this family to address the cultural conflict?
 - ❖ What resources can the SLP provide to determine the benefit of SGDs for Bo?

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Commentary

- Analysis of the scenario
 - Cultural competence and cultural responsiveness context
 - Cites useful research
 - Provides alternative perspectives
- ❖ Diagnostic rates for autism vary across communities and countries. It is important to understand perceptions of disabilities for your client's culture.
 - ❖ Discussing models of service (direct vs. collaborative) are important before serving families.
 - ❖ SLPs can benefit from using collaborative decision making, which considers the communication styles and language competencies of all caregivers.

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Critical Thinking & Debriefing Responses

- Experts respond to questions and expand upon the scenario
 - Incorporates research, best practice, and clinical expertise
 - Responses are not the only approach!
- ❖ The SLP could have used collaborative decision-making to better understand the family's perspective.
 - ❖ Researching the family's cultural styles and conducting interviews to gather more information would help the SLP create a stronger relationship.
 - ❖ After hearing the family's goals for Bo, the SLP may seek out targeted research to support those goals or to support the use of SGDs with CAM.

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Takeaways

- Underscore main points
 - Provide an opportunity for the reader to self-assess for mastery of objectives
- ❖ Clinicians should understand the many ways culture influences decision-making, and as a result develop collaborative and flexible plans
 - ❖ Recognizing alternative medicine in conjunction with therapeutic approaches can result in positive and productive therapist-client relationships
 - ❖ Sharing information about cultural preferences can improve interprofessional intervention.

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LEARNING ASSESSMENT

Spend 5 minutes to complete your learning assessment in the ASHA Learning Center.

You'll have access to a certificate of completion immediately after you complete and submit your assessment.

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