



## INSAR 2017 Summer Institute Session I: Services Across Diverse Communities

**Aubyn Stahmer**

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### **Course Materials**

The purpose of these materials is to help provide an introduction to the Summer Institute session on services across diverse communities. The materials were designed to prepare trainees who are unfamiliar with the research on this topic by providing a general background to get the most educational benefit from Dr. Stahmer's presentation. Toward this objective, we have prepared the following: (1) learning objectives for this session; (2) some key terms and concepts to become familiar with in regard to services across diverse communities research; (3) some broad review articles that are recommended reading. These materials could be considered "prerequisites" in preparing for Dr. Stahmer's presentation.

In collaboration with Dr. Stahmer, these materials were developed by the trainee group for this session: **Sarah Vejnaska** (Doctoral student at UC Davis; [sfvejnaska@ucdavis.edu](mailto:sfvejnaska@ucdavis.edu)), **Elizabeth Morgan** (Doctoral student at UC Davis; [emorgan@ucdavis.edu](mailto:emorgan@ucdavis.edu)), and **Alan Gerber** (Doctoral student at Stony Brook University; [Alan.Gerber@stonybrook.edu](mailto:Alan.Gerber@stonybrook.edu)). Feel free to contact us with questions/comments.

Register for this course and other sessions in this series at [autism-insar.org](http://autism-insar.org).

## **Learning Objectives**

The Summer Institute for Autism Research was established in direct response to requests from early career researchers (graduate students, postdocs, etc.), who asked INSAR for greater training opportunities in multidisciplinary topics. In designing the Summer Institute, the priorities were: (1) to provide a multidisciplinary training platform for young scientists from various backgrounds; (2) allow international participation; and (3) make it freely available. Thus, the second Summer Institute covers broad topics (which are geared to researchers outside the respective topic areas), is offered over a free web platform, and allows researchers from around the world to connect with the presenter. The overarching goal of the Summer Institute is to expose junior scientists to topics they are not currently engaged in, with the hope that basic scientists and clinical scientists could learn from each other to ultimately advance the understanding of autism spectrum disorders.

The current session, *Services Across Diverse Communities*, is led by Dr. Aubyn Stahmer and a team of trainees who worked in tandem to prepare these materials and the web presentation. The learning objectives for attendees of this session include:

- Participants will increase their understanding of common barriers often impacting parent engagement in under-resourced families.
- Participants will learn about specific strategies that may have a positive impact on parent engagement.
- Participants will learn about the current research on the barriers involved in serving communities of color.
- Participants will learn about the use of strategies such as “Cultural Brokerage” and “Parent/Provider Partnership” to address these barriers.
- Participants will learn about community-partnered research and the adaptation of an evidence-based intervention for use in rural settings.

## Glossary of Key Terms

Below is a breakdown of some of the technical terminology used in this session.

- **Community-partnered research:** A partnership approach to research that equitably involves, for example, community members, organizational representatives, and researchers in all aspects of the research process and in which all partners contribute expertise and share decision making and ownership.
- **Cultural awareness:** Being cognizant, observant, and conscious of similarities and differences among cultural groups.
- **Cultural Broker:** This term has multiple definitions. Cultural brokering is defined as the act of bridging, linking, or mediating between groups or persons of differing cultural backgrounds for the purpose of reducing conflict or producing change (Jezewski, 1990).
  - A cultural broker acts as a go-between, one who advocates on behalf of another individual or group (Jezewski & Sotnik, 2001).
  - Cultural brokers can provide language interpretation, serve as mediators, and offer information to the providers about the within-group differences among minority populations. Cultural brokers can also teach families about how school and medical systems work and engage them in teaching the providers about their cultures
- **Cultural Capital:** A person's education (e.g. knowledge and intellectual skills) that provides advantage in achieving a higher social-status in society.
- **Cultural sensitivity:** Understanding the needs and emotions of your own culture and the culture of others.
- **Evidenced-based intervention:** Treatments that have demonstrated empirical effectiveness in the research literature.
- **Peer pairing:** A parent/caregiver is paired with another parent/caregiver or group of parents/caregivers to allow for reciprocal learning, skills practice, or the development of supportive networks.
- **Randomized controlled trial (RCT):** A study in which participants are allocated by chance into different conditions (e.g. treatment and control groups). This allows treatment effects to be attributed to the intervention with a higher degree of confidence. It is the gold standard for clinical trials.

- **Social Capital:** Actual and potential resources linked to the possession of a durable network of institutionalized relationships of mutual acquaintance and recognition.
- **Underserved populations:** populations who are underidentified as having ASD or receive services in disproportionately low numbers, often due to race, ethnicity, geographic location and/or income.

## **Recommended Background Reading**

- Antezana, L., Scarpa, A., Valdespino, A., Albright, J., & Richey, J. A. (2017). Rural Trends in Diagnosis and Services for Autism Spectrum Disorder. *Frontiers in Psychology, 8*(590). doi:10.3389/fpsyg.2017.00590
- Conger, K. J., Reeb, B. T., & Chan, S. Y. S. (2016). Racial–Ethnic Minority Youth in Rural America: Theoretical Perspectives, Conceptual Challenges, and Future Directions. In L. J. Crockett & G. Carlo (Eds.), *Rural Ethnic Minority Youth and Families in the United States: Theory, Research, and Applications* (pp. 13-36). Cham: Springer International Publishing.
- Haine-Schlagel, R., & Walsh, N. E. (2015). A Review of Parent Participation Engagement in Child and Family Mental Health Treatment. *Clinical Child and Family Psychology Review, 18*(2), 133–150. <http://doi.org/10.1007/s10567-015-0182-x>
- Trainor, A. A. (2010), Reexamining the Promise of Parent Participation in Special Education: An Analysis of Cultural and Social Capital. *Anthropology & Education Quarterly, 41*: 245–263. doi:10.1111/j.1548-1492.2010.01086.x
- Wilson, N. M. (2015). Question-Asking and Advocacy by African American Parents at Individualized Education Program Meetings: A Social and Cultural Capital Perspective. *Multiple Voices for Ethnically Diverse Exceptional Learners, 15*(2), 36-49. doi:10.5555/2158-396x.15.2.36