Welcome to the second issue of the Cultural Diversity Committee Newsletter! This newsletter features one of our two interns who completed their internship in the area of ASD and cultural diversity in summer 2019, most recent research articles on the topics of cultural diversity in ASD, and resources.

With the INSAR 2020 content being held virtually this year, our committee is hosting a webinar from our two interns who completed their internship in summer 2019. The interns will share their experiences and lessons learned in conducting research focused on cultural diversity in ASD.

Please look out for an announcement on the upcoming webinar!

If you would like to be featured or would like to nominate someone to be featured in the Spotlight section of our newsletter, have any upcoming publications, or know of any resources that are related to cultural diversity and autism, let us know! Contact email: culturaldiversitycommittee@autism-insar.org
Jonathan Safer-Lichtenstein is a third year doctoral candidate in the University of Oregon’s school psychology program. His research interests are in ASD assessments and interventions targeted to underserved groups, including Latinos, who experience severe disparities in ASD diagnosis and service utilization. He first became interested in this topic as an undergraduate when he wrote a paper for a neurodiversity class examining reasons these disparities existed, and how they could be attenuated. His interest grew following a year of teaching English in South America and three years spent as a research assistant on a large study targeting a diverse sample of children with ASD in the Washington, D.C. area. This latter experience provided him an opportunity to see firsthand the impact that could be made when a community-based intervention was offered to families in their native language.

The project he completed as part of the 2019 INSAR summer internship involved recruiting and screening a cohort of Spanish-speaking Latino caregivers of young children with ASD and other developmental delays into an ongoing RCT in Southern California. This RCT seeks to examine the additive effect of Mindfulness-Based Stress Reduction (MBSR) on behavioral parent training for these caregivers. During the summer internship, Jonathan traveled to Loma Linda, CA, to assist with the recruitment and baseline home visits of these families. In total, Jonathan contacted more than 200 potential participants and conducted comprehensive phone screenings with over half of these, for the ultimate inclusion of 60 participants in the RCT. The screening included assessing caregivers for concerns around child problem behaviors, stress, and psychosis.

While working remotely from Oregon, Jonathan has remained heavily involved in this project, including translating materials and engaging participants utilizing a Participant Enhancement Intervention based on principles of Motivational Interviewing. The RCT is currently ongoing. Once the groups are completed, Jonathan hopes to return to Loma Linda to assist in post-intervention data collection and to run focus groups with participants on their experiences in the program. Jonathan plans to utilize data on the feasibility, social validity, and efficacy of these interventions for this population as part of his dissertation next year. His hope is that these data can also be used to inform future work to better tailor and culturally adapt these types of behavioral parent training programs for Latino caregivers.

The INSAR summer internship was a particularly meaningful experience because it provided Jonathan the opportunity to work with a population that is much less prevalent in Oregon. Despite participating in the Spanish Language Psychological Service and Research Specialization of his program, there simply are not these types of opportunities there. The internship allowed Jonathan to play an integral part in bringing a novel ASD treatment package to families who likely would not otherwise be able to access such services.
Recent Publications

Open Access Articles


**Recent Publications**

**Regular Access Articles**


Resources

**Global Research in Autism and Neurodevelopment (GRAND)** – “GRAND is an online worldwide community enabling people working on autism and neurodevelopmental disorders to share knowledge, tools, and resources, raise awareness and develop innovative strategies and interventions.” The network is a free resource, you can learn more by visiting: [The Global Health Network](#).

**Global Partnerships on Children with Disabilities (GPcwd).** “The GPcwd provides a platform for collective action and advocacy to ensure that the rights of children with disabilities are included in and prioritized by both the disability and child rights agendas at the global, regional, and country levels. “ For more information, please visit their website: [GPcwd](#). To access their recent Early Childhood Taskforce Newsletter, please visit: [Early Childhood Development Task Force](#).

**DisabilityMeasures.org** has developed a website ([www.disabilitymeasures.org](http://www.disabilitymeasures.org)) for sharing freely available disability assessment and measurement tools. We are seeking collaborators to recommend measures for inclusion and provide feedback for the future development of this tool.

**Sesame Street and Autism: See Amazing in All Children.** The website [http://autism.sesamestreet.org/](http://autism.sesamestreet.org/) (English & Spanish) contains videos for children and parents, along with daily routine cards, storybooks, and other resources for children, families, and friends.