



# Cultural Diversity Committee Newsletter

Volume 5, Issue 1 ♦ January 2020

## Cultural Diversity Committee Updates

Happy 2020! We hope your new year is off to a great start. We have exciting activities planned for everyone interested in cultural diversity and autism research throughout the year and during the annual meeting. For more information about our committee activities, visit:

<https://www.autism-insar.org/page/CultDiv>

### **Cultural Diversity Research Award Nominations are due January 31**

The Cultural Diversity Research Award seeks to support and recognize research with significant impact on culturally diverse and underserved communities. The goal of the award is to support investigators who conduct community-based or community partnered research that seeks to leave a lasting impact on underserved and under-researched communities beyond the scope of a single research study. For more information, visit:

<https://www.autism-insar.org/page/CulturalDiversityRA>

*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](mailto:culturaldiversitycommittee@autism-insar.org)

## 2019 Summer Research Intern Spotlight



**Maria Elizabeth (Liz) Jaramillo** is a second year PhD student in Speech and Hearing Sciences at the University of North Carolina-Chapel Hill. Her research interests include service delivery models for children with developmental disabilities in Lower-Middle Income Countries. She is currently doing work related to bilingual and monolingual language assessment among children in global settings.

A career involving cross-cultural work, both within the U.S. and globally, was something that Liz was always drawn to and which she attributes to her bicultural upbringing. As an undergraduate at the University of Wisconsin-Madison, studying Latin American Studies, she developed a strong interest for bilingualism, global cultures and social justice. During her masters training

in Speech-Language Pathology, she specialized in bilingual language development, including cross-cultural assessment and intervention for children with developmental delays.

Liz has worked as a Speech Language Pathologist with bilingual immigrant populations in Wisconsin. She has also worked in school and community settings in Belize and Guatemala to increase school inclusion for children with disabilities. To pave a career that combines global health methodologies with speech-language pathology and child development, she completed a masters in global public health from Emory University, Rollins School of Public Health ('18).

As a recipient of the INSAR Summer Internship (2019) award, Liz traveled to Austin, Texas to work with Dr. Sandy Magana at the University of Texas Steve Hicks School of Social Work. The aim of her summer project was to better understand how Hispanic mothers describe their child's autism symptoms as elicited by the ADI-R Spanish (Autism Diagnostic Interview-Revised; Lord, 1994). Her project began with a qualitative analysis of how U.S. based Latinx mothers respond to select items on the ADI-R. Additionally, she conducted cognitive interviews with mothers of children with autism who reside in Guatemala. The development of assessment tools that are appropriate for culturally and linguistically diverse populations is important for the collection of accurate surveillance data and equitable health service delivery. Developmental assessment is an area of research which poses opportunities to increase social justice and health equity.

The INSAR summer internship was an instrumental experience in many ways. The internship has provided a wonderful opportunity to explore and apply qualitative methodology. It also has deepened her understanding of the literature related to her topic area. Liz is grateful for the opportunity to develop a relationship with and receive mentorship from Dr. Magana. Having experience in the process of developing a proposal, conducting a research project and preparing a presentation has been rewarding and helped her in the planning of her future doctoral dissertation work.



## Recent Publications

### Open Access Articles

Hu, X., Han, Z. R., Bai, L., & Gao, M. M. (2019). [The mediating role of parenting stress in the relations between parental emotion regulation and parenting behaviors in Chinese families of children with autism spectrum disorders: A dyadic analysis.](#) Journal of Autism and Developmental Disorders. Advance online publication.

Nevison, C., & Zahorodny, W. (2019). [Race/ethnicity-resolved time trends in United States ASD prevalence estimates from IDEA and ADDM.](#) Journal of Autism and Developmental Disorders, 49, 4721–4730. doi:10.1007/s10803-019-04188-6

### Regular Access Articles

Benevides, T. W., Lee, J., Nwosu, N. A. O., & Franks, J. (2019). [Understanding the family impact of autism spectrum disorder in a racially and ethnically diverse sample: Findings from the national survey of children with special health care needs.](#) Maternal and Child Health Journal, 23(7), 951–960. doi:10.1007/s10995-018-02724-x

Burton, J. M. ., Washington, K. N. 1. washink2@ucmail. uc. ed., & Samms-Vaughan, M. (2019). [Parent Report of Communication Skills of Jamaican Children with Autism Spectrum Disorder: A Pilot Study.](#) Communication Disorders Quarterly, 41(1), 54–66.

Cohen, S. R., Miguel, J., & Wishard Guerra, A. (2019). [Child-rearing routines among Mexican heritage children with autism spectrum disorder.](#) Autism. Advance online publication. doi:10.1177/1362361319849244


Dennison, A., Lund, E., Brodhead, M., Mejia, L., Armenta, A., & Leal, J. (2019). [Delivering home-supported applied behavior analysis therapies to culturally and linguistically diverse families.](#) Behavior Analysis in Practice, 12(4), 887–898. doi:10.1007/s40617-019-00374-1

Duggal, C., Dua, B., Chokhani, R., & Sengupta, K. (2019). [What works and how: Adult learner perspectives on an autism intervention training program in India.](#) Autism. Advance online publication. doi:10.1177/1362361319856955

Erasmus, S., Kritzinger, A., & Van der Linde, J. (2019). [Onset of intervention for learners in autism-specific government-funded schools in South Africa.](#) International Journal of Disability, Development and Education. Advance online publication. doi:10.1080/1034912x.2019.1653449

Giserman-Kiss, I., & Carter, A. S. (2019). [Stability of autism spectrum disorder in young children with diverse backgrounds.](#) Journal of Autism and Developmental Disorders. Advance online publication. doi:10.1007/s10803-019-04138-2

Larson, A., Cycyk, L., Carta, J., Hammer, C., Baralt, M., Uchikoshi, Y., . . . Wood, C. (2020). [A systematic review of language-focused interventions for young children from culturally and linguistically diverse backgrounds.](#) Early Childhood Research Quarterly: Part 1, 50, 157–178. doi:10.1016/j.ecresq.2019.06.001





## Recent Publications

Lopez, K., Magaña, S., Morales, M., & Iland, E. (2019). [Parents taking action: Reducing disparities through a culturally informed intervention for Latinx parents of children with autism](#). *Journal of Ethnic & Cultural Diversity in Social Work*, 28(1), 31–49. doi:10.1080/15313204.2019.1570890

Millau, M., Rivard, M., & Mello, C. (2019). [Quality of life in immigrant parents of children with autism spectrum disorder: A comparison with parents from the host culture](#). *Journal of Child and Family Studies*, 28(6), 1512–1523. doi:10.1007/s10826-019-01395-8

Moody, E. J., Harris, B., Zittleman, L., Nease, D. E., Jr., & Westfall, J. M. (2019). [It's time for a change!: The appreciative inquiry/bootcamp translation to address disparities in the Latino community with autism spectrum disorders](#). *Cultural Diversity and Ethnic Minority Psychology*, 25(1), 113–122. doi:10.1037/cdp0000242

Nguyen, P. H., Ocansey, M. E., Miller, M., Le, D. T. K., Schmidt, R. J., & Prado, E. L. (2019). [The reliability and validity of the social responsiveness scale to measure autism symptomology in Vietnamese children](#). *Autism Research*. Advance online publication. doi:10.1002/aur.2179

Rivard, M., Millau, M., Magnan, C., Mello, C., & Boulé, M. (2019). [Snakes and ladders: Barriers and facilitators experienced by immigrant families when accessing an autism spectrum disorder diagnosis](#). *Journal of Developmental and Physical Disabilities*, 31(4), 519–539. doi:10.1007/s10882-018-9653-6

Segev, A., Weisskopf, M. G., Levine, H., Pinto, O., & Raz, R. (2019). [Incidence time trends and socioeconomic factors in the observed incidence of autism spectrum disorder in Israel: A nationwide nested case–control study](#). *Autism Research*. Advance online publication. doi:10.1002/aur.2185


Stahmer, A., Vejnosa, S., Iadarola, S., Straiton, D., Segovia, F., Luelmo, P., . . . Kasari, C. (2019). [Caregiver voices: Cross-cultural input on improving access to autism services](#). *Journal of Racial and Ethnic Health Disparities*, 6(4), 752–773. doi:10.1007/s40615-019-00575-y

Valicenti-McDermott, M., Seijo, R., & Shulman, L. (2019). [Social differences between monolingual english and bilingual english-spanish children with autism spectrum disorders](#). *Pediatric Neurology*. Advance online publication. doi:10.1016/j.pediatrneurol.2019.07.001

Wang, Y., Kang, S., Ramirez, J., & Tarbox, J. (2019). [Multilingual diversity in the field of applied behavior analysis and autism: A brief review and discussion of future directions](#). *Behavior Analysis in Practice*, 12(4), 795–804. doi:10.1007/s40617-019-00382-1

Yingling, M. E., Bell, B. A., & Hock, R. M. (2019). [Treatment utilization trajectories among children with autism spectrum disorder: Differences by race-ethnicity and neighborhood](#). *Journal of Autism and Developmental Disorders*, 49, 2173–2183. doi:10.1007/s10803-019-0389

Zhao, J., Chen, S., Tong, X., & Yi, L. (2019). [Advantage in character recognition among Chinese preschool children with autism spectrum disorder](#). *Journal of Autism and Developmental Disorders*. Advance online publication. doi:10.1007/s10803-019-04202-x





## 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 (GPc wd)**. “The GPc wd 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: [GPc wd](#) . 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/> (English & Spanish) contains videos for children and parents, along with daily routine cards, storybooks, and other resources for children, families, and friends.



### INSAR Cultural Diversity Committee

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