Welcome to the second issue of the 2021 Cultural Diversity Committee Newsletter!
This newsletter features a 2020 Research Intern spotlight, most recent research articles on the topics of cultural diversity in ASD and relevant resources.

Committee Updates

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
2020 RESEARCH INTERN SPOTLIGHT
ELIZABETH HOLLIDAY MORGAN, EDM, PHD

Educational Background
Dr. Morgan (she/her/hers) is a recent graduate from the Human Development program at the University of California, Davis. An educator by training, she holds a Master’s in Education from the Harvard Graduate School of Education and has supported Early Childhood practitioners in utilizing developmentally appropriate practice and inclusion strategies since 2004. For the last six years, Dr. Morgan has worked as a program coordinator for the UC Davis Center for Excellence in Developmental Disabilities (CEDD) at the MIND Institute.

Interest and Background in Cultural Diversity Research
Dr. Morgan is interested in Early Childhood and Early Intervention, with a focus on underrepresented populations. Her publications include "Narratives of Single, Black Mothers using Cultural Capital to Access Autism Interventions In Schools" (Morgan & Stahmer, 2021) and "Caregiver Voices: Cross-Cultural Input on Improving Access to Autism Services" (Stahmer et al., 2019). In 2019, Dr. Morgan was the lead writer and project manager for a $92,000 grant awarded to the CEDD from the Department for Developmental Services Disparity Grant Funds to create video modules to address disparities in access to early intervention services for Black and Latinx families in Northern California. In 2020, Dr. Morgan completed an NIH T32 Training grant with the Global Alliance for Training In Health Equity Research program where she interned for the African Population Health Research Center in Nairobi, Kenya. She is also an elected Board member for the Association for University Centers in Disabilities for her work as an ASD parent activist.

INSAR Internship Project
Under the mentorship of Elizabeth McGhee Hassrick of the A.J. Drexel Autism Institute, Dr. Morgan worked on her dissertation on advocacy development for Black mothers of children on the autism spectrum. She conducted qualitative interviews with Black mother parent-peer navigators in California, Pennsylvania, and New York. From this work, Dr. Morgan formulated a theory-based model to better understand the phases of advocacy development for Black mothers of children on the spectrum.

Future Career Goals
Dr. Morgan passed her dissertation examination in May 2021. She will join the faculty of California State University, Sacramento as an assistant professor in their Educational Leadership Ed.D. program beginning Fall 2021.
**RECENT PUBLICATIONS**

**Highlights**


- Lay abstract (excerpt): “[W]e compared mental health, quality of life and well-being between families raising an autistic child from Australian backgrounds to families from South-East Asian backgrounds…. When compared to the general population, parents had poorer mental health overall, but there were no differences between the two groups of parents. However, parents from South-East Asian backgrounds reported higher well-being and fewer difficulties associated with their child’s autism. These findings suggest that cultural background likely influences not only parent’s view of, and response to, their child’s autism, but also their own sense of well-being.”


- Lay summary: “An eligibility of autism in special education confers a significant advantage in the number of services a student receives. Disparity in the quantity of special education services exists among autistic students across many sociodemographic factors. Most notably, greater allocation of services to non-Hispanic, Latino, or Spanish, White American, European American, or Middle Eastern American students and students who do not receive free and reduced lunch.”

**Open Access**


RECENT PUBLICATIONS

Regular Access


Regular Access


ANNOUNCEMENTS

The INSAR Cultural Diversity Committee is introducing a new initiative! The Cultural Diversity Career Advancement Program (C-CAP) aims to facilitate the career development of individuals primarily from LMIC and historically underrepresented groups from the United States who are interested in careers involving ASD research.

The goal of the Mentoring Initiative is to provide mentorship for individuals at all stages of their training/careers, including those not yet in the field. Researchers at any stage of their career who believe they can benefit from the program may participate. The program launched with a virtual event at INSAR 2021. For questions about the initiative or how to get involved, email us!

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.”

DisabilityMeasures.org has developed a website 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.

Developing Bilingual Autism Education for SLPs to Support Latinx Families (Karen Guerra, April 2021). The linked article includes tips for growing and maintaining a parent support group for Latinx families of autistic children.

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