

CULTURAL DIVERSITY COMMITTEE NEWSLETTER

International Society for Autism Research (INSAR) www.autism-insar.org



Committee Updates

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.

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 under-represented 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

Smith, J., Sulek, R., Abdullahi, I., Green, C. C., Bent, C. A., Dissanayake, C., & Hudry, K. (2021). Comparison of mental health, well-being and parenting sense of competency among Australian and South-East Asian parents of autistic children accessing early intervention in Australia. *Autism*. <https://doi.org/10.1177/13623613211010006>

- 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.”

Sturm, A., Williams, J., & Kasari, C. (2021). Who gains and who loses? Sociodemographic disparities in access to special education services among autistic students. *Autism Research*, 1–12. <https://doi.org/10.1002/aur.2517>

- 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

Benevides TW, Carretta HJ, Rust G, Shea L (2021) Racial and ethnic disparities in benefits eligibility and spending among adults on the autism spectrum: A cohort study using the Medicare Medicaid Linked Enrollees Analytic Data Source. *PLOS ONE*, 16(5), 1-16. <https://doi.org/10.1371/journal.pone.0251353>

Roman-Urrestarazu, A., van Kessel, R., Allison, C., Matthews, F.E., Brayne, C., & Baron-Cohen, S. (2021). Association of race/ethnicity and social disadvantage with autism prevalence in 7 million school children in England. *JAMA Pediatrics*, 1-11. <https://doi.org/10.1001/jamapediatrics.2021.0054>

Sultana, N., Asaduzzaman, M., al Mamun, F., Hosen, I., Yu, Q., Pakpour, A. H., Gozal, D., & Mamun, M. A. (2021). Sleep problems in children with autism spectrum disorder in Bangladesh: A case-control study. *Nature and Science of Sleep*, 13, 673-682. <https://doi.org/10.2147/NSS.S309860>

RECENT PUBLICATIONS

Regular Access

Bernier, A.S. & McCrimmon, A.W. (2021). Attitudes and perceptions of muslim parents toward their children with autism: A systematic review. *Review Journal of Autism and Developmental Disorders*, 1-14. <https://doi.org/10.1007/s40489-021-00256-9>

Brown, M., Marsh, L., & McCann, E. (2021). Experiences of fathers regarding the diagnosis of their child with autism spectrum disorder: A narrative review of the international research. *Journal of Clinical Nursing*, 00(00), 1-11. <https://doi.org/10.1111/jocn.15781>

Coffield, C. N., Spitalnik, D. M., Harris, J. F., Jimenez, M. E. (2021). Exploring the experiences of families of Latino children newly diagnosed with autism spectrum disorder. *Journal of Developmental & Behavioral Pediatrics*. <https://doi.org/10.1097/DBP.0000000000000965>

Fombonne, E.& Zuckerman, K.E. (2021). Clinical profiles of Black and White children referred for autism diagnosis. *Journal of Autism and Developmental Disorders*, 1-11. <https://doi.org/10.1007/s10803-021-05019-3>

Han, E., Tan, M. M. J., Crane, L., & Legido-Quigley, H. (2021). A qualitative study of autism services and supports in Singapore: Perspectives of service providers, autistic adults and caregivers. *Autism*, 1-12. <https://doi.org/10.1177/13623613211016112>

Idris, A. B., Abdulrahim, R., Al-Mamari, W., Shih, A., & Kantaris, M. (2021). A SWOT analysis of parent-mediated intervention for children with autism spectrum disorder: Oman as a regional model. *International Journal of Developmental Disabilities*. <https://doi.org/10.1080/20473869.2021.1895700>

Ismail, M.F., Safii, R., Saimon, R. & Rahman, M. M. (2021). Quality of life among Malaysian parents with autism spectrum disorder child: The Double ABCX Model approach. *Journal of Autism and Developmental Disorders*, 1-11. <https://doi.org/10.1007/s10803-021-04929-6>

Kuhn, J., Levinson, J., Udhani, M. D., Wallis, K., Hickey, E., Bennett, A., Fenick, A. M., Feinberg, E., & Broder-Fingert, S. (2021). What happens after a positive primary care autism screen among historically underserved families? Predictors of evaluation and autism diagnosis. *Journal of Developmental & Behavioral Pediatrics*. <https://doi.org/10.1097/DBP.0000000000000928>

Lai, K.Y.C., Yuen, E.C.W., Hung, S.F., & Leung, P. W. L. (2021). Autism Diagnostic Interview-Revised within DSM-5 framework: Test of reliability and validity in Chinese children. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-05079-5>

RECENT PUBLICATIONS

Regular Access

Meguid, N. A., Nashaat, N. H., Elsaied, A., Peana, M., Elnahry, A., & Bjørklund, G. Awareness and risk factors of autism spectrum disorder in an Egyptian population. *Research in Autism Spectrum Disorders*, 84(101781), 1-12. <https://doi.org/10.1016/j.rasd.2021.101781>

Morales Hidalgo, P., Voltas Moreso, N., & Canals Sans, J. (2021). Autism spectrum disorder prevalence and associated sociodemographic factors in the school population: EPINED study. *Autism*. <https://doi.org/10.1177/13623613211007717>

Pearson, J. N. & Meadan, H. (2021). FACES: An advocacy intervention for African American parents of children with autism. *Intellectual and Developmental Disabilities*, 59(2), 155–171. <https://doi.org/10.1352/1934-9556-59.2.155>

Shrestha, R., Barbaro, J. & Dissanayake, C. (2021). Changes in knowledge on the signs of autism in young children (11–30 Months) among female community health volunteers in Nepal. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-04944-7>

Siyambalapitiya, S., Paynter, J., Nair, V.K.K., Reuterskiöld, C., Tucker, M., & Trembath, D. (2021). Longitudinal social and communication outcomes in children with autism raised in bi/multilingual environments. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-04940-x>

Suhrheinrich, J., Root, B. V., Melgarejo, M., Dickson, K., Vejnaska, S., & Reith, S. R. (2021). Exploring differences and disparities in school-based services received by students with autism: A systematic review. *Research in Autism Spectrum Disorders*, 85. <https://doi.org/10.1016/j.rasd.2021.101791>

Vigil-Hayes, M., Collier, A. F., Hagemann, S., Castillo, G., Mikkelsen, K., Dingman, J., Muñoz, A., Luther, J., & McLaughlin, A. (2021). Integrating cultural relevance into a behavioral mHealth intervention for Native American youth. *Proceedings of the ACM on Human-Computer Interaction*, 5(CSCW1), 1-29. <https://doi.org/10.1145/3449239>

Washington-Nortey, P.-M. & Serpell, Z. (2021). Parental expectations for children with intellectual disability or autism in Ghana and Zambia: A concept mapping study. *Research in Developmental Disabilities*, 114. <https://doi.org/10.1016/j.ridd.2021.103989>

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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