A Qualitative Look at the Autism Diagnostic Interview-Revised (ADI-R) Spanish

María Elizabeth (Liz) Jaramillo MPH, MS CCC-SLP
lizjaramillo@unc.edu

Sandy Magaña, PhD, MSW
smagana@austin.utexas.edu

International Society for Autism Research (INSAR) Cultural Diversity Committee Summer Research Internship 2019
How do these gears interact for Latina mothers?
Objective

• The purpose of this study is to explore how U.S.-based Hispanic and Guatemalan caregivers of children with Autism responded to and comprehended select ADI-R items.

• Two studies
  • Study I: Qualitative analysis of U.S. based Hispanic caretakers’ responses to the ADI-R Spanish items.
  • Study II: Cognitive Interviews of ADI-R Spanish items with caregivers living in Guatemala.

Study I: Methods

Secondary Qualitative Data Analysis:
- Deductive analysis- explore theories of mismatch of the items
  - ASD Symptoms?
  - Interview Flow
  - Concepts and Terminology
  - Cultural Mismatch
- Inductive analysis- generate themes that characterize how mothers may report symptoms
Study I: Methods

Participants:

• Drawn from a sample of 50 previously recorded and de-identified administrations of the ADI-R Spanish.
  • Participants for this sample were recruited from clinics and parent support groups in two Midwestern U.S. cities
  • Latin American decent, spoke Spanish as their primary language, and were the primary caretaker of a 4-16-year-old child with Autism
• Transcribed 6 interviews

Study I: Results

Theme: Terminology and Concept Mismatch

Conceptual mismatches was a cause of misinterpretation: “frases raras” or “inapropiadas”, was interpreted as swear words rather than pragmatically inappropriate use of language.
Study I: Results

Theme: Respondent Introduced Vocabulary

Mothers used the terms “mochos” and “chipilón” to describe their child’s speech production which do not easily translate to English.
Study I: Results

Theme: Language Barrier

Mothers express low comfort level in judging their child’s communication due to language barriers within the parent-child dyad.
Study II: Methods

Development of Cognitive Interview Guide

- Item Selection
  - statistical significance of the items among a U.S.-based Hispanic population.
  - items’ inclusion in the diagnostic algorithm
  - cursory review of all items
  - analysis of 5 video recorded responses by U.S.-based Hispanic mothers.
- 10 items (33, 34, 35, 36, 68, 61, 66, 31, 32, 73)
- Probes
  - think-aloud and rephrase
  - targeted the intent of items

Study II: Methods

Participants
7 mothers of children with Autism who were living in Guatemala.

Recruitment
SLP-founded non-profit for vocations for those with disabilities
Elementary school for children with disabilities
Networking...

Interviews
Children’s books as gift
Conversations beyond CI guide
Study II: Methods
**Study II: Results**

**SMALL TALK?: One Example of Cultural-Linguistic Mismatch**

<table>
<thead>
<tr>
<th>ADI-R Item 34</th>
<th>Quote</th>
<th>Interpretation/Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Talk/</td>
<td>“No hablar de si mismo pero de un objeto.”/ “To not talk about oneself but rather about a</td>
<td>Mother describes, “charla superficial” as talking about objects, not about oneself. When you talk about how you are doing, you are connecting with another person, and that always has value.</td>
</tr>
<tr>
<td>Verbalización</td>
<td>“Charla Superficial” / “superficial chat”.</td>
<td></td>
</tr>
<tr>
<td>Social,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charla</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superficial</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ADI-R translates “small talk” as “charla superficial” / “superficial chat”.

Intent: Does the child engage in social use of language?

- “Les gusta jugar con teléfonos y a platicar.”/ “They like to play with phones and pretend to talk”
  - Mother interprets “superficial chat” as what we might refer to as imaginative play. The concept of “small talk” in the context of a child is elusive to the respondent.

- “Cuando una mamá le habla a un niño, nunca es superficial” / “when a mother talks to a child, it’s never superficial.”
  - Talking to a child is never superficial. Children are always learning new vocabulary or bonding with their Mother, caregiver, or conversation partner.
<table>
<thead>
<tr>
<th>ADI-R Item 34</th>
<th>Quote</th>
<th>Interpretation/Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small Talk/Verbalización Social, Charla</strong></td>
<td>&quot;No hablar de si mismo pero de un objeto.&quot; / &quot;To not talk about oneself but rather about an object&quot;</td>
<td>Mother describes, “superficial chat” as talking about objects, not about oneself. When you talk about how you are doing, you are connecting with another person, and that always has value.</td>
</tr>
<tr>
<td>The ADI-R translates “small talk” as “charla superficial” / “superficial chat”.</td>
<td>&quot;Les gusta jugar con teléfonos y a platicar.&quot; / “They like to play with phones and pretend to talk”</td>
<td>Mother interprets “superficial chat” as what we might refer to as imaginative play. The concept of “small talk” in the context of a child is elusive to the respondent.</td>
</tr>
<tr>
<td><strong>Intent: Does the child engage in social use of language?</strong></td>
<td>&quot;Cuando una mamá le habla a un niño, nunca es superficial&quot; / “when a mother talks to a child, it’s never superficial.”</td>
<td>Talking to a child is never superficial. Children are always learning new vocabulary or bonding with their Mother, caregiver, or conversation partner.</td>
</tr>
<tr>
<td>ADI-R Item 34</td>
<td>Quote</td>
<td>Interpretation/Analysis</td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Small Talk/Verbalización Social, Charla</td>
<td>“No hablar de sí mismo pero de un objeto.”/ “To not talk about oneself but rather about an object”</td>
<td>Mother describes, “superficial chat” as talking about objects, not about oneself. When you talk about how you are doing, you are connecting with another person, and that always has value.</td>
</tr>
<tr>
<td></td>
<td>“Les gusta jugar con teléfonos y a platicar.”/ “They like to play with phones and pretend to talk”</td>
<td>Mother interprets “superficial chat” as what we might refer to as imaginative play. The concept of “small talk” in the context of a child is elusive to the respondent.</td>
</tr>
<tr>
<td>Intent: Does the child engage in social use of language?</td>
<td>“Cuando una mamá le habla a un niño, nunca es superficial”/ “when a mother talks to a child, it’s never superficial.”</td>
<td>Talking to a child is never superficial. Children are always learning new vocabulary or bonding with their Mother, caregiver, or conversation partner.</td>
</tr>
<tr>
<td>ADI-R Item 34</td>
<td>Quote</td>
<td>Interpretation/Analysis</td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Small Talk/Verbalización Social, Charla</td>
<td>“No hablar de si mismo pero de un objeto.”/ “To not talk about oneself but rather about an object”</td>
<td>Mother describes, “charla superficial” as talking about objects, not about oneself. When you talk about how you are doing, you are connecting with another person, and that always has value.</td>
</tr>
<tr>
<td>The ADI-R translates “small talk” as “charla superficial” / “superficial chat”.</td>
<td>”Les gusta jugar con teléfonos y a platicar.”/ “They like to play with phones and pretend to talk”</td>
<td>Mother interprets “superficial chat” as what we might refer to as imaginative play. The concept of “small talk” in the context of a child is elusive to the respondent.</td>
</tr>
<tr>
<td>Intent: Does the child engage in social use of language?</td>
<td>“Cuando una mamá le habla a un niño, nunca es superficial.” / “when a mother talks to a child, it’s never superficial.”</td>
<td>Talking to a child is never superficial. Children are always learning new vocabulary or bonding with their Mother, caregiver, or conversation partner.</td>
</tr>
</tbody>
</table>
**Study II: Results**

**SMALL TALK?: One Example of Cultural-Linguistic Mismatch**

<table>
<thead>
<tr>
<th>ADI-R Item 34</th>
<th>Quote</th>
<th>Interpretation/Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small Talk/Verbalización Social, Charla</strong></td>
<td>“No hablar de si mismo pero de un objeto.”/ “To not talk about oneself but rather about an object”</td>
<td>Mother describes, “superficial chat” as talking about objects, not about oneself. When you talk about how you are doing, you are connecting with another person, and that always has value.</td>
</tr>
<tr>
<td></td>
<td>“Les gusta jugar con teléfonos y a platicar.”/ “They like to play with phones and pretend to talk”</td>
<td>Mother interprets “superficial chat” as what we might refer to as imaginative play. The concept of “small talk” in the context of a child is elusive to the respondent.</td>
</tr>
<tr>
<td></td>
<td>“Cuando una mamá le habla a un niño, nunca es superficial.” / “when a mother talks to a child, it’s never superficial.”</td>
<td>Talking to a child is never superficial. Children are always learning new vocabulary or bonding with their Mother, caregiver, or conversation partner.</td>
</tr>
</tbody>
</table>
Mothers indicated that the terms in item 66 were offensive and inappropriate ("maleducado" and "descarado").

Children might not know that their words or actions are not socially polite, and their intentions may not malicious, therefore the terms descarado or maleducado are not be the best ones to describe their actions.
Conclusions & Discussion

• Latina mothers recognized the importance of measures like the ADI-R Spanish; yet cultural challenges are apparent.

• Recommendations for clinicians using the ADI-R with Latinx populations
  • Ask questions more straightforwardly
  • Offer clarifications as caregivers may make incorrect assumptions when concepts are not clear.

• Research Implications
  Testing other forms of parent interviews for diagnosis among Spanish-speaking families.
The Internship Experience
Benefits for Host

• Interns help advance current research efforts
  – Produce new knowledge
  – Create abstracts and presentations and manuscripts
  – Build on dissertation ideas

• Engaging in meaningful mentorships is always a benefit

• Chance to show off your city
Logistical considerations

- Finding affordable housing & transportation
- Arranging travel, student may have to put money up front
- Processing internship award with the university
- Ensuring there is workspace for student
- Make sure student is prepared for your climate
Challenges

• Processing funds through the university takes time
  – student may not receive funding by the end of the internship
  – Awarding process should start earlier to allow for this
• For some students, stipend doesn’t make up for loss of summer job, paying to maintain apartment at home, etc.
• Faculty sponsor has to plan to be present during internship
  – Some faculty may want to travel during this time
Thank you!

María Elizabeth (Liz) Jaramillo, MPH, MS CCC-SLP
lizjaramillo@unc.edu

Sandy Magaña, PhD, MSW
smagana@austin.utexas.edu