Autism and Multiculturalism, Generational Differences, and Diversity: Information for School Professionals

Virginia M. Ramos Matias
7/8/2015

"The potential difficulty for educators lies in recognizing whether, when, and how culture is having an effect on students' functioning."
(Warrell, 2005, p. 140)

Important, Urgent, Critical…

- "The need to demonstrate multicultural competence is becoming increasingly important…" (Malone, 2010)

- "Given that all demographic indicators suggest that the trend toward increasingly multicultural populations will only continue, the need to create systems that are responsive to student diversity is imperative." (Sullivan & A'Vant, 2009)

- "As America's schools become increasingly diverse, it is important for school psychologists to communicate effectively and responsively with students and families from various backgrounds and cultures" (Guerrero, 2008).

- "To be effective school professionals, gaining cultural literacy is not only desirable but also essential" (Palacios & Trivedi, 2009).

+ Being culturally literate (Palacios & Trivedi, 2009)

- Value diversity

- Demonstrate an appreciation and sensitivity for other cultures

- Actively engage in learning and understanding the cultural norms and traditions of diverse groups

+ Objectives

- Statistics of School Psychology Professionals and Students with Disabilities

- Culture, Diversity and Multiculturalism
  - Professional Association Guidelines
  - Definition of concepts
  - How to increase Cultural Knowledge

- Broad characteristics of 3 minority groups
  - Hispanic/Latino, African American/Black and Asian

- Generational Differences
  - Immigrants, and second generation adults

- Autism and Diversity
  - Statistics
  - Multucultural Issues
  - Global Prevalence

- ASD in 2 populations

- Summary and general guidelines

The Statistics

Students vs. School Psychologists

Service to Students Who are Members of Racial/Ethnic Minority Groups

- Nearly All school psychologists (97.4%) serve students who are members of racial/ethnic minority groups

- More than one-half (52.6%) serve 25% or more minority students

- 36% serve 50% or more minority students

- Only 9.3% of school psychologists in sample are members of racial/ethnic minority groups
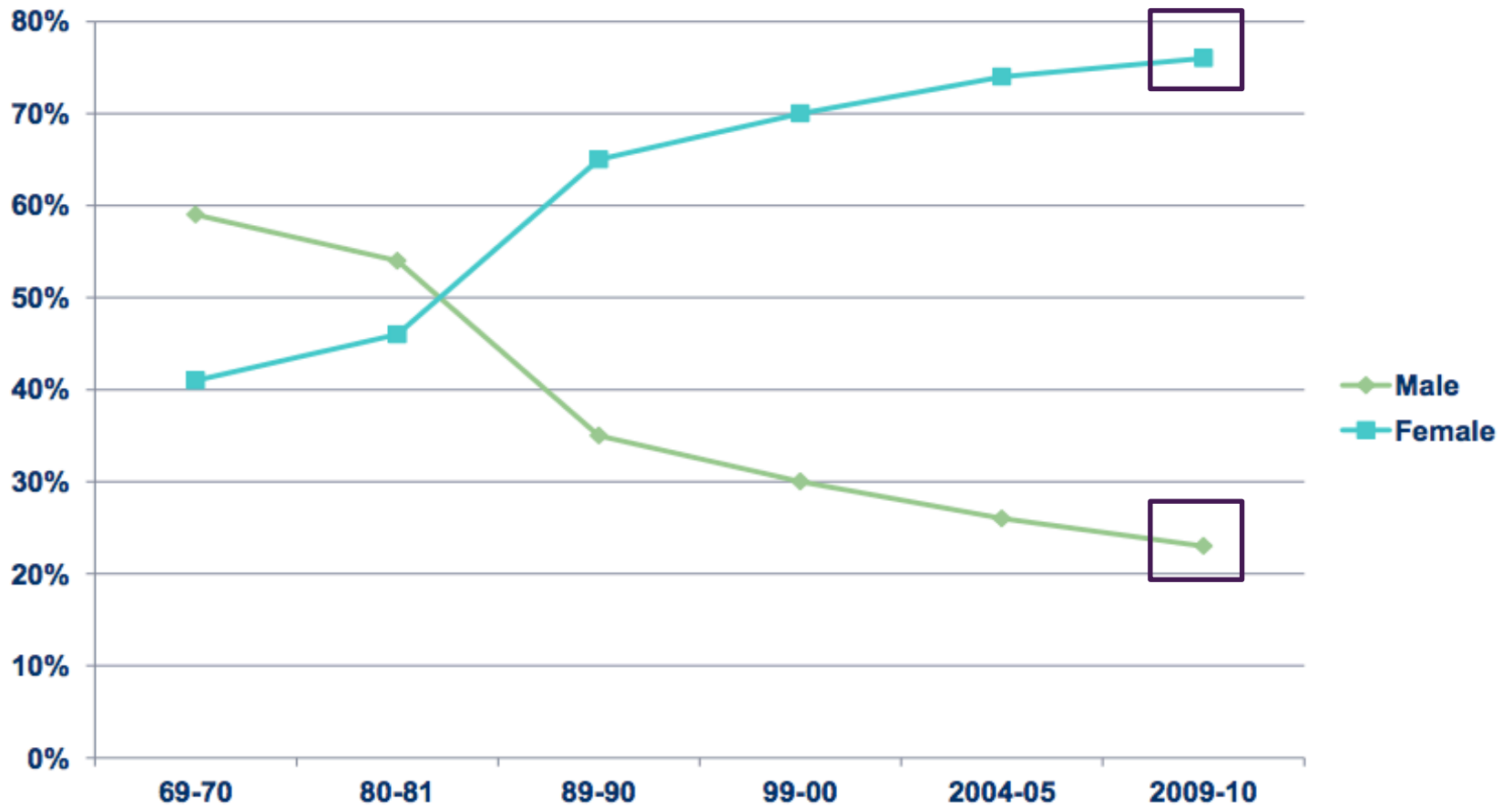
Gender (Total Field)
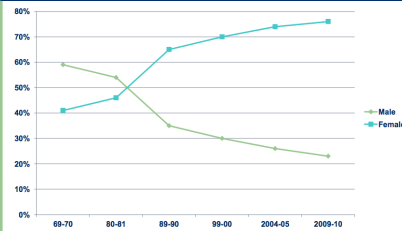
Ethnicity

	1980-81	1989-90	1999-00	2004-05	2009-10
African-Am	1.5%	1.9%	1.9%	1.9%	3%
Caucasian	96%	93.9%	92.8%	92.6%	90.7%
NatAm/AlasNat	<1%	1.1%	0. 6%	0.8%	.6%
Asian/Pacific Is.	<1%	0.8%	0.6%	0.9%	1.3%
Hispanic	1.5%	1.5%	3.1%	3.0%	3.4%
Other	<1%	0.9%	0.9%	0.8%	1%

School Psychologists

Taken from Castillo, Curtis, Chappel & Cunningham (2011)

Gender (Total Field)

Ethnicity

|	1980-81	1989-90	1999-00	2004-05	2009-10
African-Am	1.5%	1.9%	1.9%	1.9%	3%
Caucasian	96%	93.9%	92.8%	92.6%	90.7%
NatAm/AlasNat	<1%	1.1%	0. 6%	0.8%	.6%
Asian/Pacific Is.	<1%	0.8%	0.6%	0.9%	1.3%
Hispanic	1.5%	1.5%	3.1%	3.0%	3.4%
Other	<1%	0.9%	0.9%	0.8%	1%

Service to Students Who are Members of Racial/Ethnic Minority Groups

- Nearly All school psychologists (97.4%) serve students who are members of racial/ethnic minority groups

- More than one-half (52.6%) serve 25% or more minority students

- 36% serve 50% or more minority students

- Only 9.3% of school psychologists in sample are members of racial/ethnic minority groups

Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2002, fall 2012, and fall 2024

Students

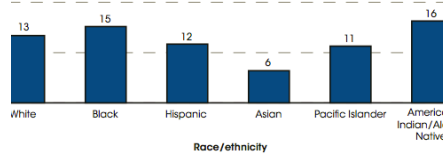Institute of Education Sciences, National Center for Education Statistics, May 2015.

Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2002, fall 2012, and fall 2024
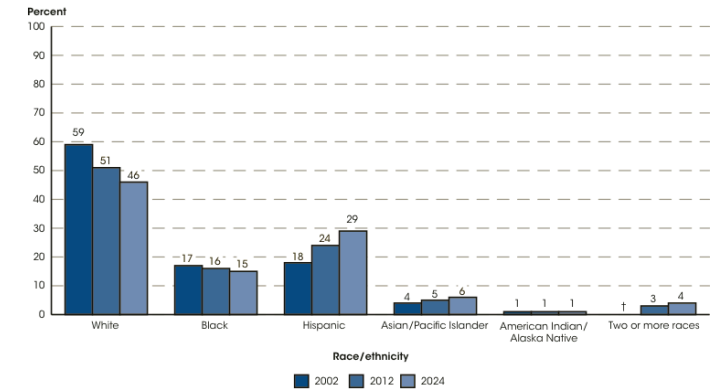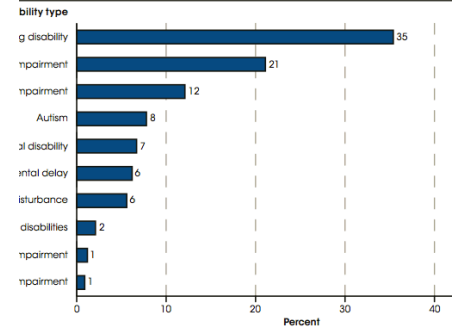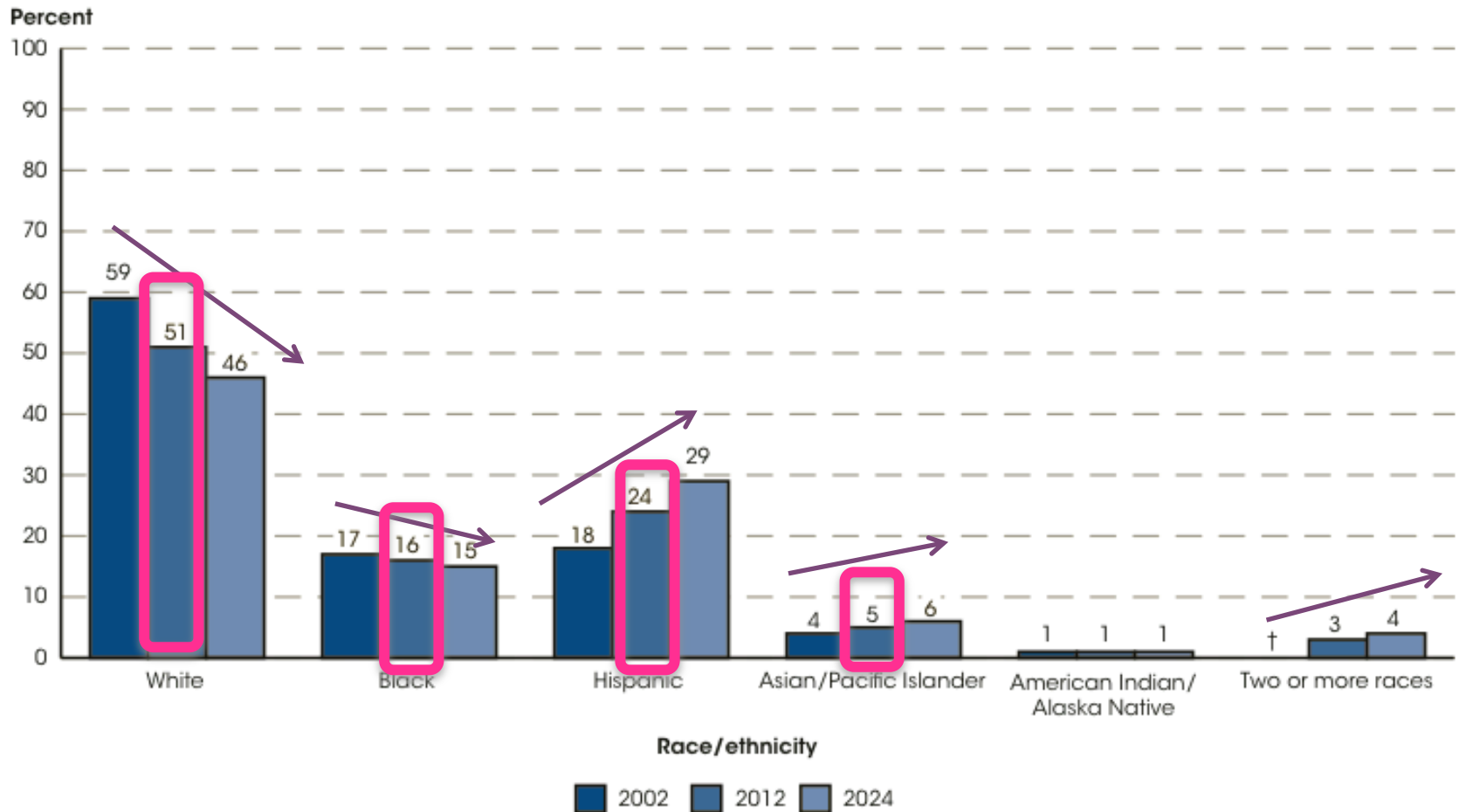

† Not applicable.

NOTE: Race categories exclude persons of Hispanic ethnicity. Prior to 2008, separate data on students of Two or more races were not collected. Detail may not sum to totals because of rounding. Data for 2024 are projected.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2002–03 and 2012–13; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2024. See *Digest of Education Statistics 2014*, table 203.50.

Figure 1. Percentage distribution of children ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by disability type: School year 2012–13

Disability type
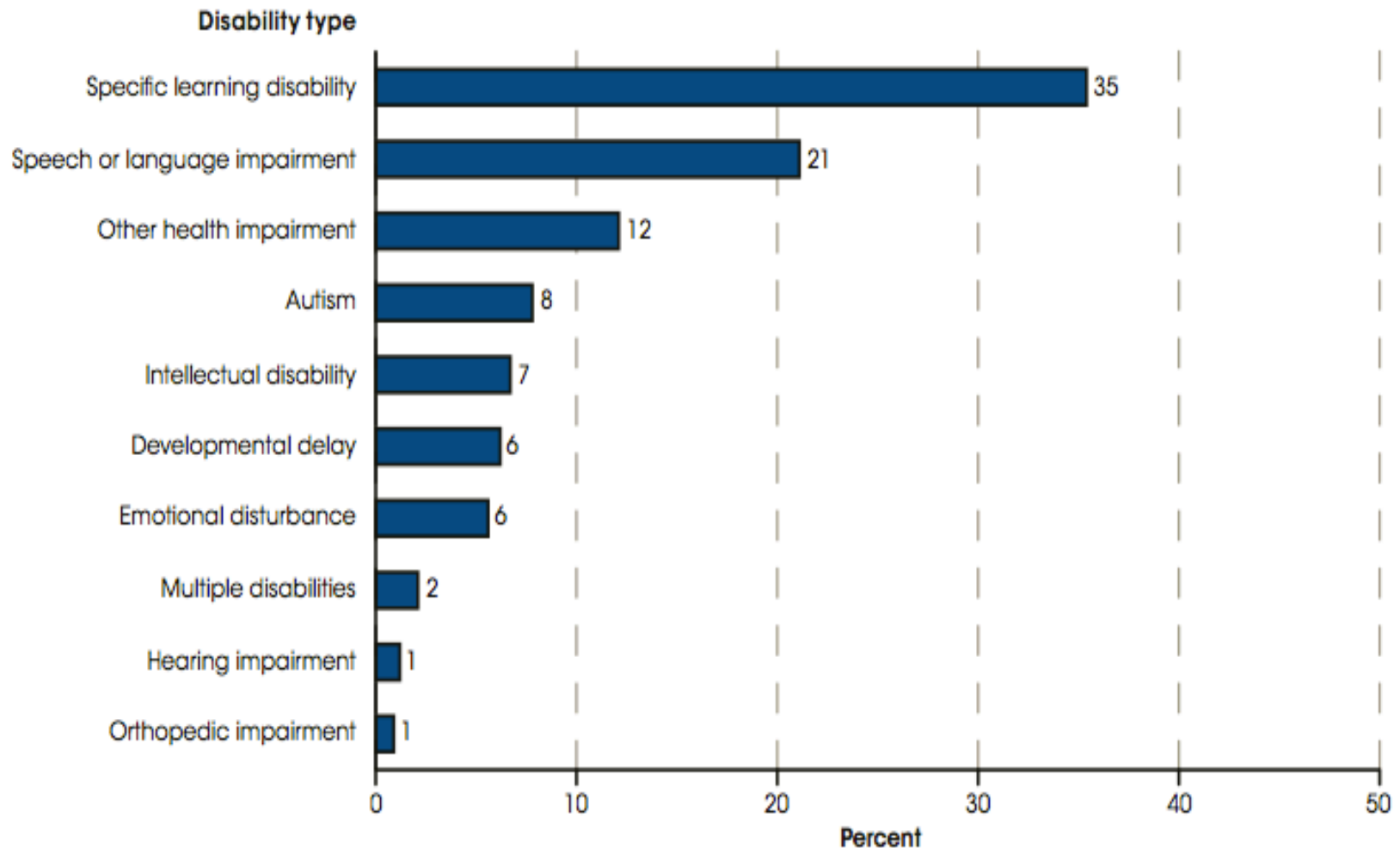
NOTE: Deaf-blindness, traumatic brain injury, and visual impairments are not shown because they each account for less than 0.5 percent of children served under IDEA. Due to categories not shown, detail does not sum to total.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved October 3, 2014, from https://inventory.data.gov/dataset/8715a3e8-bf48-4eef-9deb-fd9bb76a196e/resource/a68a23f3-3981-47db-ac75-98a167b65259. See *Digest of Education Statistics 2014*, table 204.30.

Figure 3. Percentage of children 3–21 years old served under the Individuals with Disabilities Education Act (IDEA), Part B, by race/ethnicity: School year 2012–13

Percent

Total: 13
White: 13
Black: 15
Hispanic: 12
Asian: 6
Pacific Islander: 11
American Indian/Alaska Native: 16
Two or more races: 13

Race/ethnicity

NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved October 3, 2014, from https://inventory.data.gov/dataset/8715a3e8-bf48-4eef-9deb-fd9bb76a196e/resource/a68a23f3-3981-47db-ac75-98a167b65259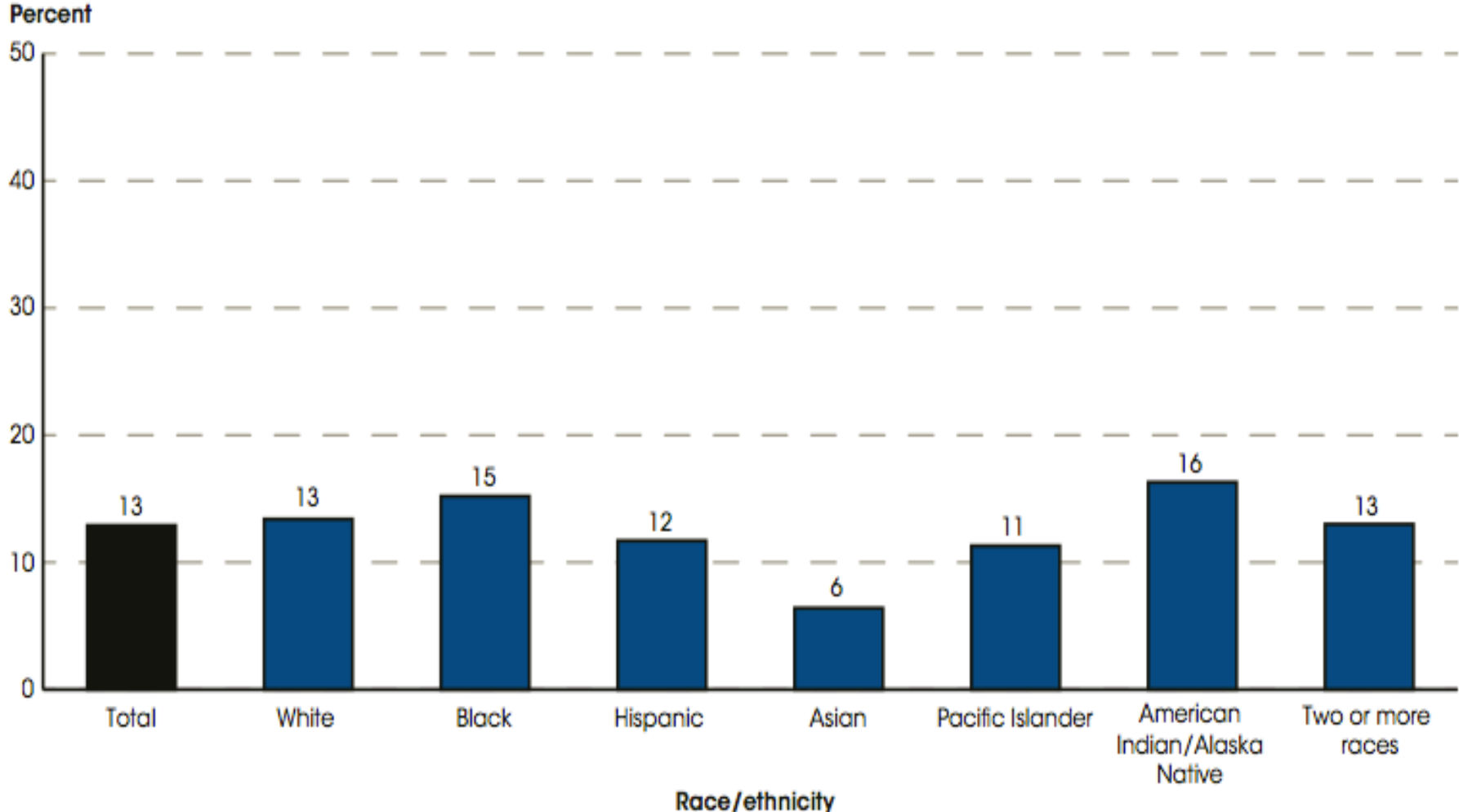; and National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2012–13. See *Digest of Education Statistics 2014*, table 204.30 and table 204.50.

Culture, Diversity, Multiculturalism

Definitions

Guidelines

APA Guidelines

- APA
  - Guidelines for LGB clients
  - Guidelines for Assessment of and intervention with persons with disabilities
  - Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists
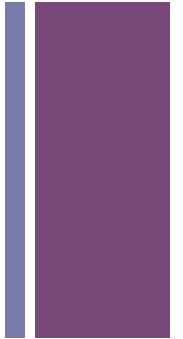
Cultural Competent Practice (NASP)

- NASP
  - Domain 8: School psychologists have **knowledge** of individual differences, abilities, disabilities, and **other diverse student characteristics; principles and research** related to diversity factors for children, families, and schools, including **factors related to culture, context, and individual** and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. (NASP, 2010a, P.2)

- Ethics standards
  - Principle II.1. Competence
  - Standard II.1.2.: Practitioners are obligated to pursue knowledge and understanding of the diverse cultural, linguistic, and experiential backgrounds of students, families, and other clients… (NASP, 2010b, p. 6)

- NASP Core Value 3: Diversity

- Strategic Priorities:
  - Promote Culturally Competent Practice
  - Diversify the Profession

WHAT IS CULTURE?
at pppst.com

+ Culture and Multiculturalism

- **Culture**
  - Integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group: and the ability to transmit the above to succeeding generations. (source: National Center for Cultural Competence of Georgetown University)

- Multiculturalism:
  - The view that the various cultures in a society merit equal respect and scholarly interest.

Competency, Knowledge, Awareness and Sensitivity (CECP, n.d.)

- **Cultural Knowledge**
  - Familiarization with selected cultural characteristics, history, values, belief systems, and behaviors of the members of another ethnic group (Adams, 1995).

- **Cultural Awareness**
  - is developing sensitivity and understanding of another ethnic group. This usually involves internal changes in terms of attitudes and values. Cultural awareness must be supplemented with cultural knowledge(Adams, 1995).

- **Cultural Sensitivity**
  - Knowing that cultural differences as well as similarities exist, without assigning values, i.e., better or worse, right or wrong, to those cultural differences (National Maternal and Child Health Center on Cultural Competency, 1997).

- **Cultural Competence**
  - the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of health care; thereby producing better health outcomes (Davis, 1997).
    - **emphasizes a professional's ability to effectively operate within different cultural contexts.**

Increasing knowledge (Jones, 2010)

- Learn the cultures of students in your community
  - Traveling
  - Visiting close neighborhood that have minority groups
  - Attend fairs and ethnic festivals, and observe!

- Find our what social graces are important to the community
  - Through a friend or community center

- Read!
  - Magazines, articles, books

- Build new cross-cultural relationships in your personal life

Characteristics of minority groups

There is diversity in all but similarities as well

Latino/Hispanic Families

(Palacios & Trivedi, 2009; Peña et al., 2008)

- Groups
  - Mexican American (Chicanos; US born of Mexican decent)
  - Puerto Rican American (Boricuas or Nuyorican)
  - Cuban American (primarily in Miami)
  - Central Americans

- Seeking help (Peña et al., 2008)
  - Rely heavily on family
  - Last resort after clergy, physicians, and even traditional healers

- Communication style
  - Respectful of authority
  - Often use formal language
  - Prefer to addressed by their tittle and last name (Mrs. Rojas)
  - Use of body language

- Familismo, Respect (respeto), Simpatia, and Personalismo
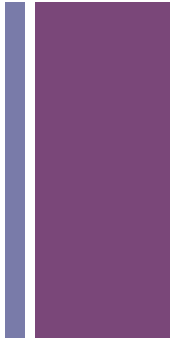
Black and African American Families
(Chandler, A'Vant & Graves, 2008; Palacios & Trivedi, 2009; Worrell, 2005)

- African America vs. Black
  - Ask how they would like to be addressed
  - Preferred to be addressed by their ethnicity

- Seeking help
  - Utilization of religious services before mental health services
  - Reliance on extended family and non related individuals
  - Some reluctance to testing, and medication use

- Communication style
  - Directly to the point
  - Communication might be guarded and defensive
  - Cultural mistrust → apprehension to disclose information
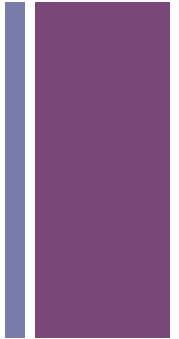
Asian Families (Luang et al., 2008; Palacios & Trivadi, 2009)

- General Background
  - Emphasize academic achievement more than anything else
  - Conformity, and obedience
  - Father as head of the family

- Help seeking behaviors
  - May prefer professionals of the same ethnicity and language
  - Family and friends, elders, and traditional healers sought first
  - Mothers involved in education

- Communication Style
  - Nonconfrontative
  - Paying attention to tittles and degrees
  - Authoritative parenting style
  - Language blend of psychological and physiological characteristics (Palacios & Trivedi, 2009)

Defining the Immigration Generations

All adults: Refers to the full population of 234.7 million U.S. adults (ages 18 and older).

First-generation adult: Refers to the 37.4 million immigrant adults who live in the United States but were born outside the United States or U.S. territories.

Second-generation adult: Refers to the 19.7 million U.S.-born adults who have at least one immigrant parent.

Third- and higher-generation adult: Refers to the 177.7 million adults who are the children of U.S.-born parents.

+

Generational Differences

Immigrants and Second generation adults

Generational Differences (Pew Research Center, 2013)

Comparing Immigrants, the Second Generation and All U.S. Adults

(1st generation refers to immigrants)

Median annual household income (in dollars)
- 1st gen. — 45,800
- 2nd gen. — 58,100
- All U.S. — 58,200

College graduates (% of ages 25 and older)
- 1st gen. — 29
- 2nd gen. — 36
- All U.S. — 31
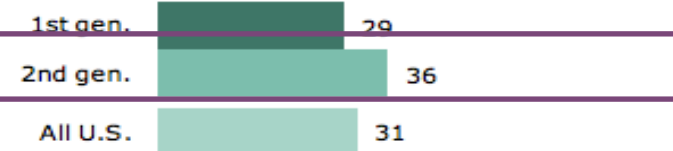
Homeownership rate (% of households)
- 1st gen. — 51
- 2nd gen. — 64
- All U.S. — 65

In poverty (% of adults)
- 1st gen. — 18
- 2nd gen. — 11
- All U.S. — 13
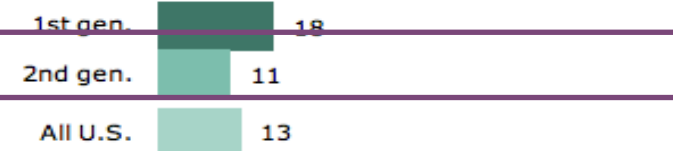
Share Who Think of Themselves as A 'Typical American'

%

- ■ 1st generation   ■ 2nd generation

Hispanic
- 1st generation — 33
- 2nd generation — 61

Asian American
- 1st generation — 30
- 2nd generation — 61
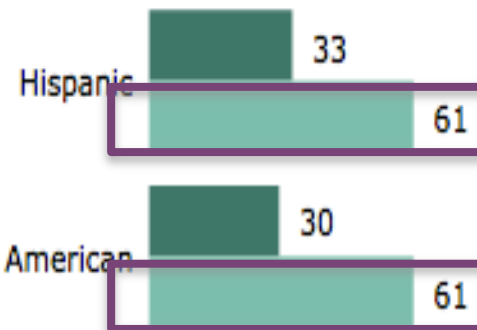
Notes: Based on all adults. Responses of "Very different from a typical American" and "Don't know/Refused" not shown.

Source: 2011 National Survey of Latinos Q54, 2012 Asian-American Survey Q24

PEW RESEARCH CENTER

Generational Differences
(Pew Research Center, 2013)

Educational Attainment, by Generation

(% ages 25 and older)
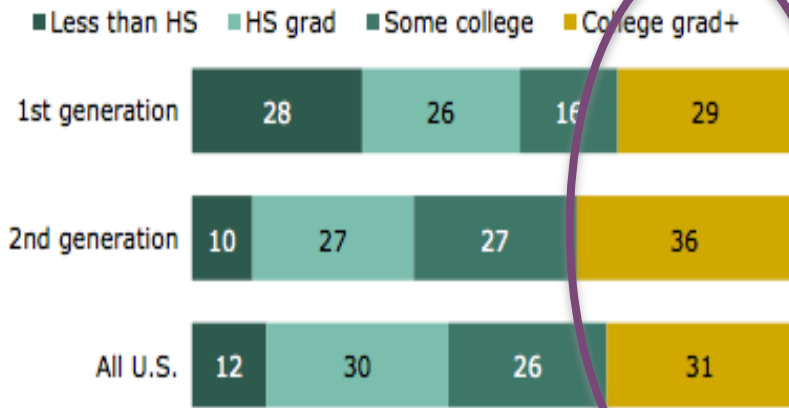
Legend: Less than HS | HS grad | Some college | College grad+

Generation	Less than HS	HS grad	Some college	College grad+
1st generation	28	26	16	29
2nd generation	10	27	27	36
All U.S.	12	30	26	31

Source: Pew Research Center analysis of Current Population surveys, Integrated Public Use Microdata Series (IPUMS) files

PEW RESEARCH CENTER

Immigrant Adult Generation by Race and Ethnicity

%

Legend: White | Black | Hispanic | Asian | Other

Generation	White	Black	Hispanic	Asian
All U.S. adults	66	11	15	5
1st generation	20	8	47	25
2nd generation	46	4	35	12
3rd and higher generations	78	13	6	
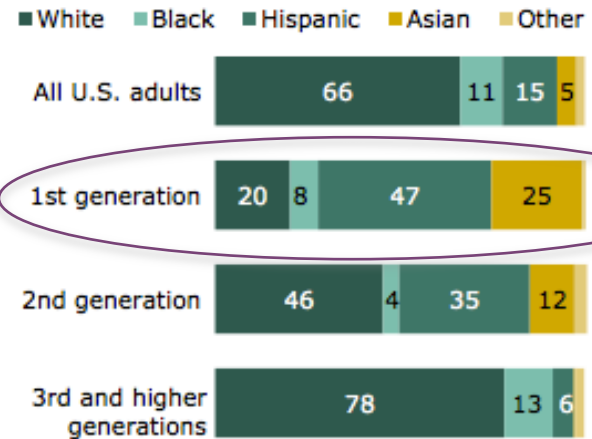
Notes: Asians include Hispanics; all other races include non-Hispanics only. Data values for other race are not shown.

Source: 2012 data from Pew Research Center analysis of Current Population surveys, Integrated Public Use Microdata Series (IPUMS) files

PEW RESEARCH CENTER

+ Generational Differences

- Over 70% of Asian and Hispanic immigrants and second generation adults hold the belief that if you work hard you can get ahead.

  - By contrast, 58% of the full U.S. population of adults feel the same way, while 40% say that hard work is no guarantee of success. (p. 11)

- About 1 in 6 married second-generation adults have a spouse of a different race or ethnicity from themselves,

  - Compared to 8% of all immigrants and all U.S. adults.

  - Intermarriage rates are especially high for second-generation Hispanics (26%) and Asian Americans (23%). (p.11)

Generational Differences in Second generation Asian families

- Asian immigrants (especially those who have arrived in the past few decades) have relatively high levels of education and skills that help position them for jobs in higher-skilled occupations (p.14)

- In Asian families, immigrant adults may have conflict with their youth regarding values and traditions. (Leung et al., 2008)

- "Most in the second generation also have a strong sense of identity with their ancestral roots" (p. 10).

Educational Attainment of Asian Americans, By Generation

(% ages 25 and older)

Legend: ■ Less than HS ■ HS grad ■ Some college ■ College grad+

	Less than HS	HS grad	Some college	College grad+
1st generation	12	22	16	50
2nd generation	7	16	22	55
All Asian Americans	11	21	17	51

Note: Includes only single-race Asians, including Hispanics.

Source: Pew Research Center analysis of Current Population surveys, Integrated Public Use Microdata Series (IPUMS) files

Generational Differences in Hispanic/ Latino families

- **Second generation** or above adults tend to speak, read and write more fluently in English
  - Immigrant homes speak more Spanish but it starts to decrease with schooling (Palacios & Trivedi, 2009)

- **Second generation** identify with their parents' country of origin as well as with the American culture (p. 10; Niageri & Bermudez-, 2014)

- "The bulk of Hispanic immigrants have relatively low levels of formal education and work in low-skilled, low-paying jobs…" (PRC)
  - Although seen **Second generation** still have higher educational and work attainments.

Educational Attainment of Hispanics, By Generation

(% ages 25 and older)

Legend: ■ Less than HS ■ HS grad ■ Some college ■ College grad+

Generation	Less than HS	HS grad	Some college	College grad+
1st generation	47	28	13	11
2nd generation	17	30	31	21
All Hispanics	35	30	20	15

Note: Figures may not add to 100% due to rounding.

Source: Pew Research Center analysis of Current Population surveys, Integrated Public Use Microdata Series (IPUMS) files

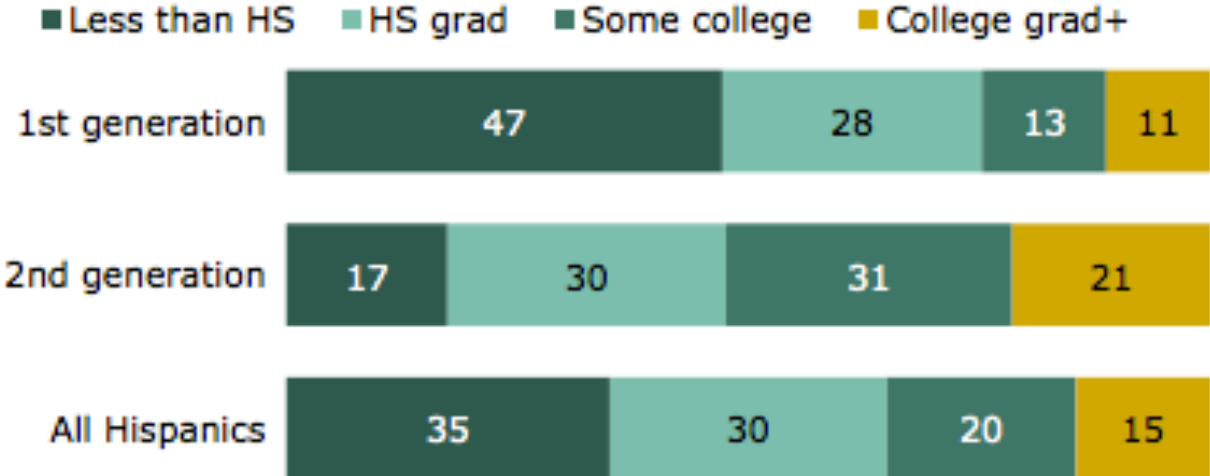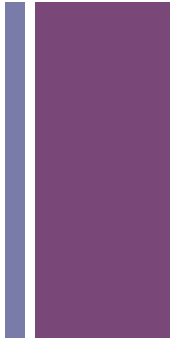PEW RESEARCH CENTER

Generational Differences in Black families (pp. 42-45)

- Smaller group compared to the other ethnic groups.
  - Came voluntarily, with Visa or as Refugees from Caribbean, Africa, and Central America.
  - "About 21% of African immigrants are unauthorized" (p. 43).
  - Second generation adults are relatively younger than the other ethnic groups.

- Educational Attainment
  - "African immigrants are more likely than other groups (or the U.S. born) to have graduated from college" (p. 43).
  - Four-in-ten (40%) of second generation Black adults have at least a college degree and only 5% have not completed high school.
  - Among all black adults, 21% have completed college and 14% have less than a high school diploma.

- Income
  - Second-generation black adults have higher median incomes than all black adults, though lower incomes than adult immigrants.
  - The share in poverty for black second-generation adults is lower than that of first-generation adults or of all adults.

Generational Differences in White families (pp. 39-41)

- Demographics
  - 5% immigrants (Soviet Union, Canada, United Kingdom & Germany)
  - 6% second generation
    - Are older than other second generation adults

- Educational Attainment
  - Second-generation population are slightly more likely than all adults and slightly less likely than foreign-born adults to be college-educated.

- SES
  - Second generation adults' income is slightly higher than immigrants' income, but slightly lower than white adults overall.
  - Second generation poverty is lower than immigrants, and similar to the white population overall

ASD and diversity

Multicultural issues in Autism (Dyches et al., 2004)

- Research participants have been mostly of Anglo families since 1960's

- Differences in reporting, and data collection

- Discrepancy in diagnosis, and classification by racial groups

- Research on family adaptation by race includes Autism as part of developmental disability and not on its own category.

- Appraisal of diagnosis
  - Negative
  - Positive

- Social Support
  - Family
    - Strong family ties
  - Organization
    - Impacted by the access to, and knowledge of services
    - Fear of stigma

Ethnicity reporting practices
(Pierce et al., 2014)

- Journals
  - Autism
  - Focus on Autism and Other Developmental Disabilities
  - Journal of Autism and Developmental Disorders

- Of the 943 articles reviewed from 2000-2010
  - 72% did not report ethnicity or race descriptors
  - 54% of articles did not utilize race/ethnicity as a variable for analysis
    - Of those that did either identified NSD or important differences
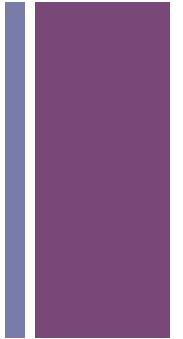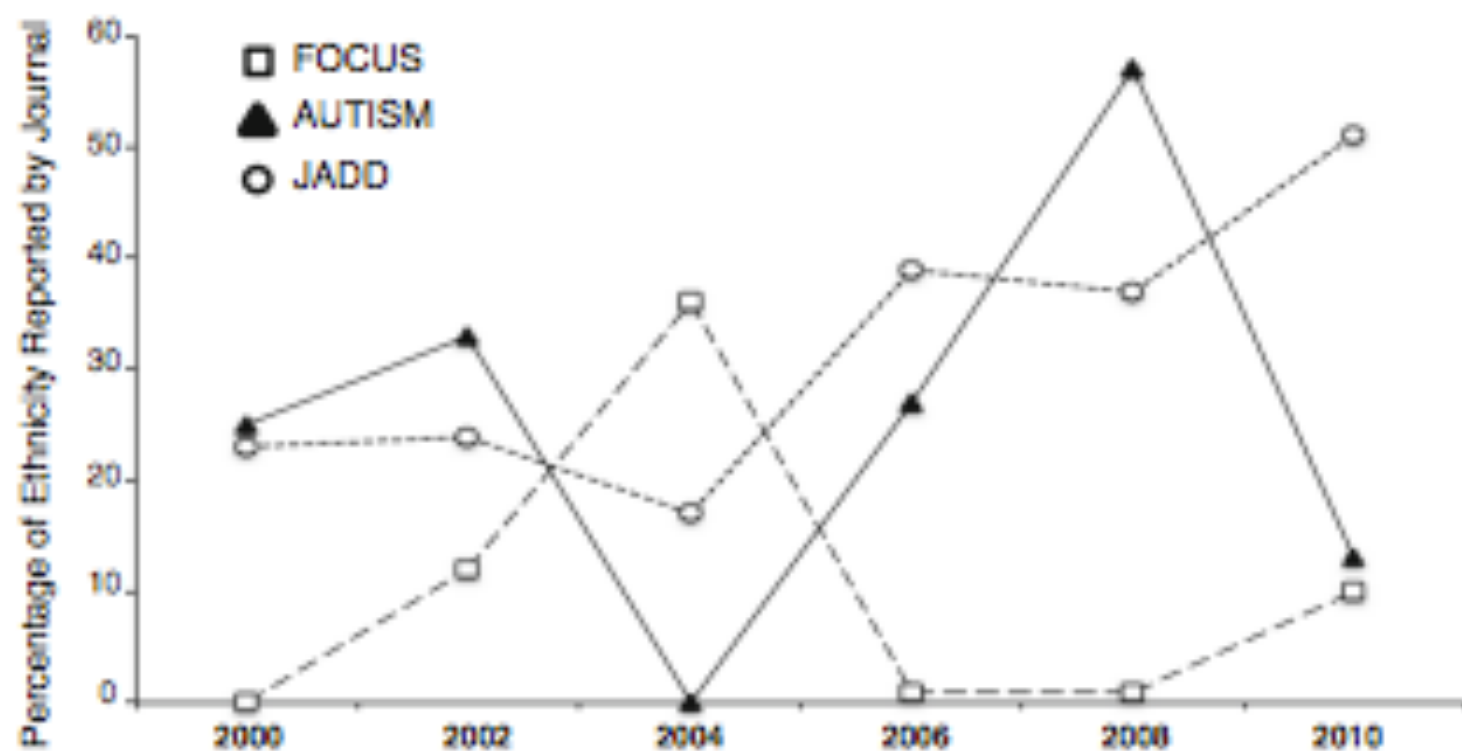
Fig. 1 Percentage of ethnicity reporting. *Note* AUTISM = Autism Journal; FOCUS = Focus on Autism and Other Developmental Disabilities; JADD = Journal of Autism and Developmental Disorders

The numbers for Autism

- According to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network
  - As of data from 2010: 1 in 68 children
    - Utah: 1 in 54
    - Puerto Rico: 1 in 62 (Cordero, Alonso, Mattei & Torres, 2012)
  - Seen more in males than females
  - Reported to occur in "all" racial and ethnic groups.

Autism,
Puerto Rico and Hispanics in USA,
Selected Locations, 2007, 2008, 2011
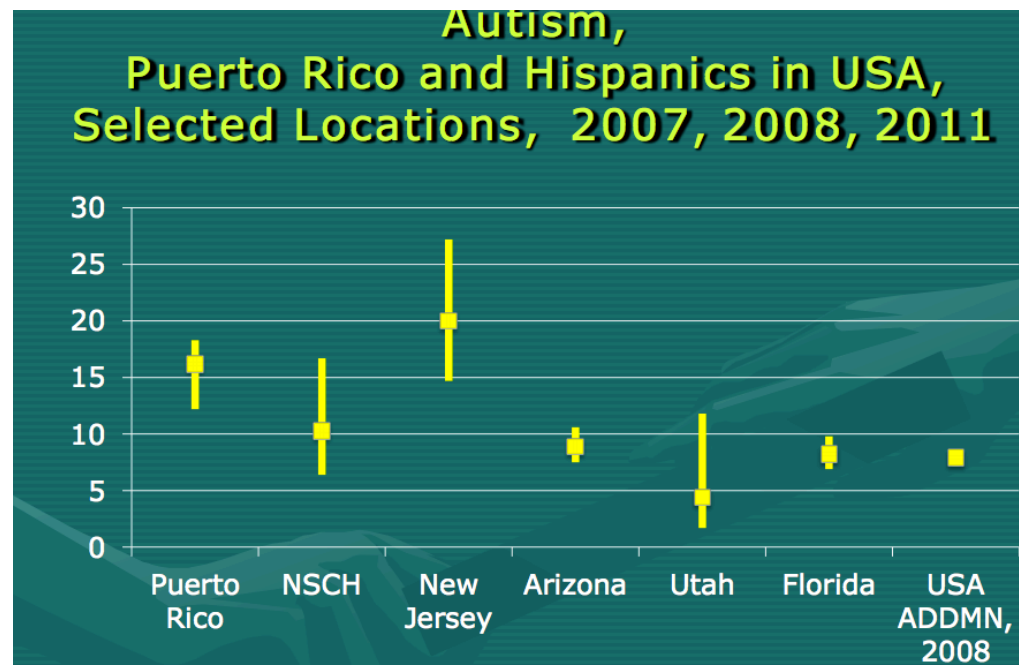
ASD in multiple populations

- Levy et al. (2010)
  - Data was obtained from the ADDM Network representing all 8 year olds with ASD for the year 2002
  - White   63.1%
  - Black 22.9%
  - Hispanic, Asian, AI/AN 10%
  - Other 3.9%

- Travers et al. (2014)
  - The odds of being identified with autism tripled from 2000 to 07
  - Prevalence rates of AU
    - Differed by race (rates higher for White students)
    - Odds for Black students decreased
    - Odds for Hispanic students remained lower than for White
  - Number of students with AU increased over time in all states for White, and most states for Hispanic and Black students.

Prevalence of ASD and ethnicity
(Zaroff & Uhm, 2012)

Table 1 Prevalence of autism spectrum disorders across countries per 10,000

References	Site	Ethnicity/race	Prevalence
CDC [5]	United States	Total sample	91
		White[a]	99
		Black[a]	72
		Hispanic	59
Kogan [6]	United States	Total sample	86
		White[a]	100
		Black[a]	81
		Hispanic, any race	55
Baron-Cohen [7]	United Kingdom	Total sample	157
Wong [11]	China	Total sample	30[b]
Al-Farsi [3]	Oman	Total sample	1
Barnevik-Olsson [23]	Sweden	Non-Somali	19
		Somali	70

Figures are rounded off

[a] Non-Hispanic

[b] Data from the latest year available

Global Prevalance (Elsabbagh et al., 2012)

- Systematic Review of epidemiological surveys
  - Factors impacting prevalence rates and
  - Clinical presentations

- PDD and AD
  - Asperger's and Childhood Disintegrative Disorders were excluded.

- 95 studies met inclusion criteria

- Results

Region	Number of studies	Prevalence AD/10000			Prevalence PDD/10000		
		Low	Median	High	Low	Median	High
Europe	45	1.9	10	72.6	30	61.9	116.1
Western Pacific	21	2.8	11.6	94	39.2**	181***	189^
South East Asia	3		11.7*		Varied from 1.4 to 100 depending on country.		
Eastern-Mediterranean	2						
America	21	11	21.6	50.5	34	65.5	90
South America & Caribbean (Aruba)	3		13-19			27-39.2	

Results of Elsabbagh et al. continued

- Overall since 2000
  - AD$\rightarrow$ 17/10000
  - PDD $\rightarrow$ 62/10000
  - Estimates of America, Western Pacific and Europe do not differ

- Global estimate 1/160 child with PDD

- Higher ratio of male relative to females observed globally

ASD in two samples

ASD in Hispanics and Non-Hispanics (Chaidez, Hansen, & Herts-Picciotto, 2012)

- Participants of the Childhood Autism Risks from Genetics and the Environment (CHARGE) study
  - Ages of 24 to 60 months; N=1270
    - ASD was confirmed with ADI-R and ADOS
    - DD was <70 scores on VABS and MSEL & <15 on SCQ
    - Mixed was <70 in either VABS or MSEL
    - GT >70 on VABS & MSEL, <15 SCQ

- Results & Discussion
  - Hispanic participants in the study had higher proportions of DD and mixed than non-Hispanics
  - More similarities between Hispanics and non-Hispanics in
    - Phenotypes (social skills, and language development)
    - Scale scores of adaptive and cognitive function

Korean culture and ASD (Kang-Yi, Grinker & Mandell, 2013)

- Review of literature
  - 15 articles in English
  - 13 articles in Korean

- Results and Discussion
  - Uncommon diagnosis in South Korea
    - Often diagnosis of RAD is given instead
    - Diagnosis primarily given to children with significant impairment before their second birthday.
  - Therapies seen in the Korean literature
    - Music, massage, and play therapies, psychotherapy and attachment promotion.
  - There is no formal support system
    - Children with average or above skills often don't receive support
  - Due to the highly structured and systematic educational system many Korean children with ASD more easily participate in mainstream schools
  - Particular to Korean culture is the use of honorifics, which indicates the status of the people communication, and may be lacking in the social communication of children with ASD in Korea.

+
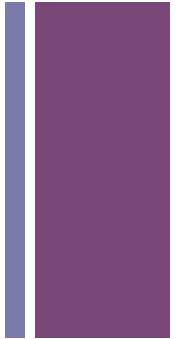
What can we take?

General guidelines in working with families, and children of ethnic minorities

- Families with the same ethnicity will differ.
    - Country, language, region within the country, dialects, values, traditions, etc.

- Ask if you do not know or have questions.

- Assume parents want to be involved and encourage positive involvement (Peña et al., 2008)

- Encourage parental access to school personnel of similar background (Peña et al., 2008)

- Recognize the use of alternative substitutes for health needs (Peña et al., 2008)

- Provide encouragement and assurance to participate and ask questions (Leung et al., 2008)

- Guide parents to learn the system of 504's, and IEP's (Leung et al., 2008).

- "When in doubt, communicate respectfully, clearly and thoroughly" (Guerrero, 2008)

- Ask if they are using other methods of support (Palacios & Travedi, 2009)

Questions?

Thank you!

References

Castillo, J. M., Curtis, M. J., Chappel, A., and Cunningham, J. (2011). School psychology 2010: Results of the National Membership Study. Presentation. Obtained from
http://www.nasponline.org/advocacy/
Mbr_Survey_Results_2011_Conv_Session.pdf

Center for Effective Collaboration and Practice (CECP). (n.d.). *How does cultural competence differ from cultural sensitivity/awareness?* Obtained from http://cecp.air.org/cultural/Q_howdifferent.htm

Cordero, J. F., Alonso, A., Mattei, H., and Torres, I. (2012, January 29). *Prevalence of Autism in Puerto Rico: Results of the 2011 survey.* Presentation to the Graduate School of Public Health in San Juan, PR. Obtained from
https://iacc.hhs.gov/events/2013/slides_jose_cordero_012913.pdf

Chaidez, V., Hansen, R. L., and Hertz-Picciotto, I. (2012). Autism spectrum disorders in Hispanics and non-Hispanics. *Autism, 16*(4), 381-397.

Chandler, D., A'Vant, E. R., and Graves, S. L. (2008). Effective communication with Black families and students. *NASP Communiqué, 37*(3).

Cross T., Bazron, B., Dennis, K., & Isaacs, M. (1989). *Towards a Culturally Competent System of Care,* Volume I. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.
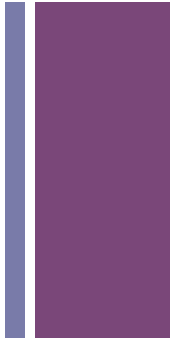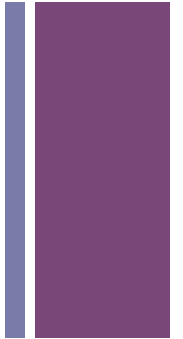
References

Davis, K., (1997). *Exploring the intersection between cultural competency and managed behavioral health care policy: Implications for state and county mental health agencies.* Alexandria, VA: National Technical Assistance Center for State Mental Health Planning.

Diane L. Adams (Ed.). (1995). *Health issues for women of color: A cultural diversity perspective*. Thousand Oaks: SAGE Publications.

Dyches, T. T., Wilder, L. K., Sudweeks, R. R., Obiakor, F. E., and Algozzine, B. (2004). Multicultural Issues in Autism. *Journal of Autism and Developmental Disabilities, 34*(2), 211-222.

Elsabbagh, M., Divan, G., Koh, Y., Kim, Y.S., Kauchali, S., Marcin, C., Montiel-Nava, C., Patel, V., Paula, C. S., Wang, C., Yasamy. M. T., and Fombonne, E. (2012). Global prevalence of Autism and other pervasive delopmental disorders. *Autism Research, 5*, 160-179.

Institute of Education Sciences, National Center for Education Statistics. (2015a, May). *Children and Youth with Disabilities.* Obtained from http://nces.ed.gov/programs/coe/pdf/coe_cgg.pdf

References

Institute of Education Sciences, National Center for Education Statistics. (2015b, May). *Racial/Ethnic Enrollment in Public Schools.* Obtained from http://nces.ed.gov/programs/coe/pdf/coe_cge.pdf

Guerrero, C. (2008). Communicating effectively with culturally and linguistically diverse families. *NASP Communiqué*, 37(3).

Jones, J. M. (2010, May). What do you know about cultural styles? *NASP Communiqué, 38*(7). Obtained from http://www.nasponline.org/publications/cq/mocq387CulturalStyles.aspx

Kang-Yi, C. D., Grinker, R. R., and Mandell, D. S. (2013). Korean culture and Autism spectrum disorders. *Journal of Autism and Developmental Disorders, 43*, 503-520.

Levy, S. E., Giarelli, E., Lee, L., Schieve, L.A., Kirby, R. S., Cunniff, C., Nicholas, J., Reaven, J., and Rice, C. E. (2010). Autism Spectrum Disorder and co-occurring developmental, psychiatric, and medical conditions among children in multiple population of the United States. *Journal of Developmental and Behavioral Pediatrics, 31*, 267-275.

References

Leung, B., Wu, T., Questin, M., Staresnick, J., and Le, P. (2008). Communicating with Asian parents and families. *NASP Communiqué, 37*(3).

Malone, C. (2010). Evaluating multicultural competence in school psychology. *NASP Communique, 38*(7).

National Association of School Psychologists. (2010a). *NASP Model for Services by School Psychologists.* Obtained from http://www.nasponline.org/standards/practice-model/10_domains_of_practice.pdf

National Association of School Psychologists. (2010b). *Principles of Professional Ethics.* Obtained from http://www.nasponline.org/standards/2010standards/1_%20ethical%20principles.pdf

Palacios, E. D., and Trivedi, P. (2009). Increasing cultural literacy: Historical perspectives and cultural characteristics of minority groups. In Jones, J. M. Editor, *The Psychology of Multiculturalism in the Schools: A Primer for Practice, Training and Research* (17-48). Bethesda, MD: NASP Publications.

Peña, A. M., Silva, A., Claro, C., Gamarra, A., and Parra, E. (2008). Communicating with Latino parents and families. *NASP Communiqué, 37*(4).

Pew Research Center (PRC). (2013, February 7). Second-Generation Americans: A Portrait of the Adult Children of Immigrants. Washington, D.C.: Pew Research Center. Obtained from http://www.pewsocialtrends.org/files/2013/02/FINAL_immigrant_generations_report_2-7-13.pdf

References

Pierce, N. P., O'Reilly, M. F., Sorrells, A. M., Fragale, C. L., White, P. J., Aguilar, J. M., and Cole, H. A. (2014). Ethnicity reporting practices for empirical research in three autism-related journals. *Journal of Autism and Developmental Disorders, 44*, 1507-1519.

Sullivan, A. L., and A'Vant, E. (2009). On the need for cultural responsiveness. *NASP Communiqué*, 38(3).

Texas Department of Health, National Maternal and Child Health Resource Center on Cultural Competency. (1997). Journey towards cultural competency: Lessons learned. Vienna, VA: Maternal and Children's Health Bureau Clearinghouse.

Travers, J. C., Krezmien, M. P., Mulcahy, C., and Tincani, M. (2014). Racial disparity in administrative autism identification across the United Staes during 2000 and 2007. *The Journal of Special Education, 48*(3), 155-166.

Worrell, F. C. (2005). Cultural variation within American families of African descent. In Frisby, C. L., & Reynolds, C. R. (Eds.), *Comprehensive Handbook of Multicultural School Psychology*, (137-172). Hoboken, NJ: John Wiley and Sons.

Wrigth-Carroll, D. (2009). Toward multiculturalism competence: A practical model for implementation in the schools. In Jones, J. M. Editor, *The Psychology of Multiculturalism in the Schools: A Primer for Practice, Training and Research* (1-16). Bethesda, MD: NASP Publications. Obtained also from http://www.nasponline.org/publications/booksproducts/Multi_Ch1_competence_FINAL.pdf

Zaroff, C. M., and Uhm, S. Y. (2012). Prevalence of autism spectrum disorders and influence of country of measurement and ethnicity. *Social Psychiatry and Psychiatric Epidemiology, 47*, 395-398.

+
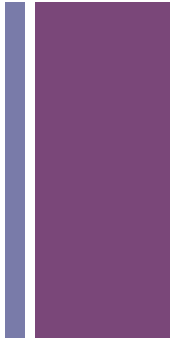
Something extra

Multicultural Schools

APA Guidelines Summary

Multicultural School (Wright Carroll, 2009, p.5)

- The teachers and school administrators have high expectations for all students and show positive, caring attitudes toward them. They also respond to them in positive and caring ways.

- The formalized curriculum reflects the experiences, cultures, and perspectives of the range of cultural and ethnic groups, and represents both genders.

- The teacher stuyles used buy the teachers mathch the learning, cultural, and motivational characteristics of the students.

- The teachers and administrators show repect for the students' first languages and dialects.

# Multicultural School (Wright Carroll, 2009, p.6)

- The instructional materials used in the schools show events, situations, and concepts from the perspectives of a range of cultural, ethnic, and racial groups,

- The assessment and testing procedures used in the schools are culturally sensitive and results in students of color being represented proportionately in classes for the gifted and talented.

- The school culture and the hidden curriculum reflect cultural and ethnic diversity.

- The school counselors have high expectations for students from racial, ethnic, and language groups and help these students to set and realize positive career goals.

APA guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations.
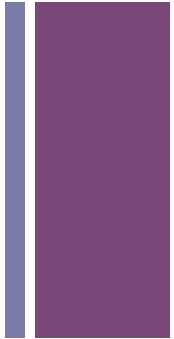
- **Practitioners need abilities to:**
  - recognize cultural diversity;
  - understand the role that culture and ethnicity/race play in the sociopsychological and economic development of ethnic and culturally diverse populations;
  - understand that socioeconomic and political factors significantly impact the psychosocial, political and economic development of ethnic and culturally diverse groups;
  - help clients to understand/maintain/resolve their own sociocultural identification; and understand the interaction of culture, gender, and sexual orientation on behavior and needs.

- **Guidelines:**
  - Psychologists educate their clients to the processes of psychological intervention, such as goals and expectations; the scope and, where appropriate, legal limits of confidentiality; and the psychologists' orientations.
    - in writing along with oral explanations.
    - the written information is provided in the language understandable to the client.

APA guidelines

- Psychologists are cognizant of relevant research and practice issues as related to the population being served.
  - acknowledge that ethnicity and culture impacts on behavior
  - seek out educational and training experiences
  - recognize the limits of their competencies and expertise
  - consider the validity of a given instrument or procedure and interpret resulting data,

- Psychologists recognize ethnicity and culture as significant parameters in understanding psychological processes.
  - are aware of how their own cultural background/experiences, attitudes, values, and biases influence psychological processes
  - incorporates an understanding of the client's ethnic and cultural background
  - help a client determine whether a 'problem' stems from racism or bias in others so that the client does not inappropriately personalize problems.
  - differential diagnostic issues but also cultural beliefs and values

APA guidelines

- Psychologists respect the roles of family members and community structures, hierarchies, values, and beliefs within the client's culture.
  - identify resources in the family and the larger community.
  - Clarification of the role of the psychologist and the expectations of the client precede intervention.

- Psychologists respect clients' religious and/or spiritual beliefs and values, including attributions and taboos, since they affect world view, psychosocial functioning, and expressions of distress.

- Psychologists interact in the language requested by the client and, if this is not feasible, make an appropriate referral.

APA guidelines

- Psychologists consider the impact of adverse social, environmental, and political factors in assessing problems and designing interventions.

- Psychologists attend to as well as work to eliminate biases, prejudices, and discriminatory practices.

- Psychologists working with culturally diverse populations should document culturally and sociopolitically relevant factors in the records.

  a. number of generations in the country
  b. number of years in the country
  c. fluency in English
  d. extent of family support (or disintegration of family)
  e. community resources
  f. level of education
  g. change in social status as a result of coming to this country (for immigrant or refugee)
  h. intimate relationship with people of different backgrounds
  i. level of stress related to acculturation