

Culturally Responsive PBS with a Family of Taiwanese Cultural and Linguistic Backgrounds

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The Need for Culturally Responsive PBS Services

- Research over past 21 years has documented the effectiveness of PBS with families of children with developmental disabilities and problem behavior
 - Vaughn, Clarke, & Dunlap, 1997; Koegel, Steibel, & Koegel, 1998; Clarke, Dunlap, & Vaughn, 1999; Buschbacher, Fox, & Clarke, 2004; Lucyshyn et al., 1997; 2007; 2015; 2018; Duda, Clarke, Fox, & Dunlap, 2008
- Little of this research has been conducted with families of diverse cultural and linguistic backgrounds
 - Vaughn, Wilson, & Dunlap, 2002; Wang, Binnendyk & Lucyshyn, 2009; Cheremshynski et al. (2013)
- Growing diversity in the U.S. and Canada creates a need for culturally appropriate PBS services. Visible minorities account for 79% of recent population growth in United State and 83% of population growth in Canada
 - Bernstein, 2006; Statistics Canada, 2008

Culture

- Culture can have a profound effect on the interactions between families and service providers.
- Families raising a child with disability may be influenced by cultural views on:
 - Child rearing practices
 - Disability
 - Family roles and structure
 - Communication styles within and outside the family
- A failure to recognize cultural differences can make collaboration and service delivery difficult when providing support to parents (Lynch & Hanson, 1998).

Cross-Cultural Competence

- Educators and mental health professionals agree that to establish culturally appropriate services, cross-cultural competence is necessary.
 - Sue et al., 2009; Lynch & Hanson, 2011
- Cross Cultural Competence (Cross et al., 1989)
 - “A set of congruent behaviors, attitudes, and policies that come together and enables a system, agency, or professional to work effectively in a cross-cultural situation.”

Cross-Cultural Competence

- Lynch and Hanson (2011) described three elements in the development of cross cultural competence:
 1. Awareness of one's own culture and heritage
 2. Knowledge specific to the target family's culture
 3. Ability to apply cultural knowledge and develop skills necessary to work with the family

Developing Culturally Responsive PBS Plans

- Chen, Downing, & Peckham-Hardin (2002) developed a cultural assessment tool to assist in the design of culturally appropriate PBS plans
- Three sections:
 - Planning for interactions with family
 - Gaining culturally relevant information
 - Self-evaluating interactions with family members with aim of developing culturally-responsive partnership

Questions to Guide Culturally Responsive PBS (Chen et al., 2002)

PLANNING

The first set of questions is designed to help plan for interactions with families. In planning, service providers should identify other service providers who have supported the family or cultural mediators who can provide helpful information; plan with an interpreter, as needed, before meetings and other contacts with the family; and consider how to acknowledge the family's point of view while offering information about the behavior support process. Service providers should ask themselves the following questions regarding planning:

1. How do I learn about the family's interactions and communication styles?
2. How do I ensure that the meaning of words I use are translated accurately from English into the family's language?
3. How will I discuss differences with families when their practices conflict with the program or mainstream values?

Questions to Guide Culturally Responsive PBS (Chen et al., 2002)

FAMILY ASSESSMENT

The second set of questions is designed to help service providers gain culturally relevant information. This information may be gathered indirectly through observations of family interactions and practices or through discussion with cultural mediators. For example, a service provider may see that a family does not wear shoes inside the house and, accordingly, take off his or her shoes before entering that home. In some situations, it may be appropriate to ask the family direct questions regarding how they would like to be addressed, what expectations they have of their children, who makes decisions in the family, and whether there are any cultural practices that they would like service providers to recognize. For example, some families may prefer to be addressed more formally (e.g., Mr., Mrs.), to use titles in addressing the service provider (e.g., Dr.), or to refer to a female service provider as "Auntie," particularly when speaking to the child. Service providers should ask themselves the following questions regarding family assessment:

1. Who are members of the family, including the extended family?
2. What is considered respectful and disrespectful in the family?
3. Who makes decisions in the family?
4. To whom does the family turn for support, assistance, and information?
5. What are the family's values and customs?
6. What are the family's child-rearing practices, forms of discipline, and expectations of children?
7. What are the family's concerns and priorities related to their child with a disability?
8. What community resources can I use to better serve this family?
9. What is the most efficient way for the family to collect data (e.g. writing, videotaping, audiotaping)?

Questions to Guide Culturally Responsive PBS (Chen et al., 2002)

SELF-EVALUATION

The final set of questions is intended to help service providers reflect on their interactions with families and guide the development of a true partnership with families during a process of positive behavior support (PBS). Families and service providers need to be clear about what they expect of each other, and they need information that will enhance their collaboration on the child's support plan. Service providers should ask themselves the following questions regarding self-evaluation:

1. What information do I need to help this family?
2. Have I clarified what the family expects of me and other service providers?
3. Have I discussed the roles and responsibilities of family members and service providers in a process of PBS?
4. Have I provided information on the family's legal rights regarding their child's educational program?
5. Are there any concerns about my interaction with the family that need to be discussed or clarified?

Need for Research on Culturally Responsive PBS

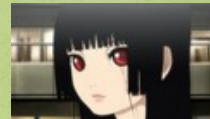
- PBS uniquely suited as a scientific discipline to empirically develop culturally responsive PBS services (Carr et al., 2002)
 - Ecological validity
 - Flexibility in regard to scientific practice
 - Multiple theoretical perspectives
- Combining **quantitative** and **qualitative** research methods provides a promising way to study and develop culturally responsive PBS
 - Single case design methods to evaluate effects
 - Qualitative methods to understand cultural aspects of family life and the perspective of interventionists and parents involved in PBS services

Culturally Responsive, Family-Centered PBS with a Taiwanese Family of a Child with Autism



Participants: Mia and Family

- 4-5 year old girl with autism
 - Bright and energetic,
 - Affectionate
 - Can speak but tends to use one-word phrases
- Family from Taiwan
 - Mother – homemaker
 - Father – engineer
 - Primary language at home Mandarin
- Problem behavior
 - Non-compliance/defiance, negative vocalizations (e.g., whining, crying screaming), elopement, low intensity physical aggression and self-injurious behavior



Settings

- Dinner with family
- Cooperative play with older brother (table games)

Dependent Measures

- Child Behaviour
 - Percentage of intervals of problem behavior
 - Percentage of routine steps completed
- Parent intervention (treatment) integrity of PBS plan
- Overall child and family functioning measures
 - Child Behavior Checklist – total score and percentile rank
 - Family Quality of Life Survey – total average score
 - Parenting Stress Index-Short Form – total stress score
- Contextual and cultural fit

Research Design

- Multiple baseline design across two routines
 - Three phases: Baseline; Intervention; and Follow-up
- Qualitative case study design
 - Semi-structured interview on family culture (family assessment from cultural assessment tool)
 - Interventionist journal
 - Review of coding categories by qualitative researcher
 - Member checks

Independent Variable: Family-Centered, Culturally Responsive PBS Approach

- Build collaborative partnership
- Conduct comprehensive assessment
 - Functional assessment
 - Family ecology assessment
 - Cultural assessment
- Design PBS Plan for target family routine(s)
- Identify and provide family-centered supports
- Provide implementation support
 - Initial training and support
 - Maintenance support
- Follow-up evaluation and support as needed

PBS Plan for Mia in Dinner Routine

Preventive Strategies

- Prepare an age-appropriate meal size
- Provide advanced warning
- Use visual supports (e.g., visual schedule, visual contingency map, "take a break" card)
- Use positive contingency statements
- Use safety signals
- Provide non-contingent attention during dinner
- (i.e., conversation)

Teaching Strategies

- *Interventionist does 1:1 intensive training until Mia is able to eat an age appropriate sized bowl of rice, vegetables, and meats*
- Use stimulus and response fading for meal size, food piece size, and types of food
- Use errorless teaching strategies (i.e., proactive promoting to ensure success).
- Teach Mia to use appropriate language to ask for a break.

Consequence Strategies

- Give praise and tangible reward contingent on desired behavior (e.g., sitting in chair, eating food served, eating at a faster pace)
- Provide a 2-minute break contingent on asking.
- For minor problem behavior, actively ignore and redirect to task
- For major problem behavior, block harmful behaviors, minimize attention, wait until Mia calms down, redirect back to task

Contextual and Cultural Fit Considerations



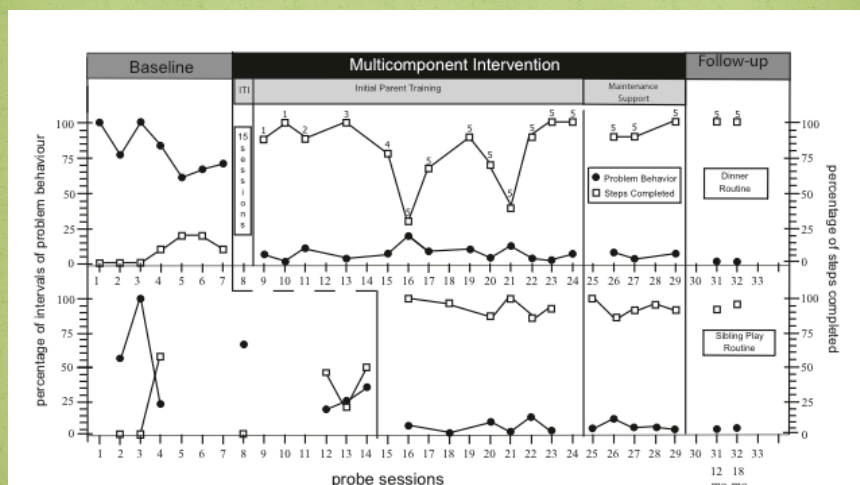
Contextual Fit

- Establish equity between siblings
- Teach parents problem solving skills to minimize spousal conflict
- Build on parents' value of being loving and affectionate with children

Cultural Fit

- Ensure plan supports parents' core cultural value of nurturing happiness, politeness and respect
- Provide a translator and translate documents for mother into Mandarin
- Begin intervention with father
- Refrain from putting mother in position of having to use escape extinction before she is intellectually and emotionally ready

Problem Behavior and Steps Completed



Child and Family Functioning

Global Child and Family Functioning Measures

	Baseline		Initial Parent Training (IPT)				Maintenance Support (MS)		Follow-up	
			Mother		Father		Mother		Father	
			1	2	1	2				
CBCL Total Score	91-C	72-C	70-C	63-B	57-N	45-N	62-B	49-N		
Percentile	>97%	>97%	>97%	90%	76%	31%	89%	46%		
FQOL Total Score	3.28	3.76	2.64	3.60	2.76	3.62	4.30	4.80	4.08	5.00
PSI-SF Total Score	141-C	115-C	120-C	115-C	93-C	78-B	79-B	82-B		
Percentile	>99%	>99%	>99%	>99%	>90%	>70%	75%	80%		

Note. FQOL: During Initial Parent Training (IPT) the FQOL Survey was administered twice, separated by one month. CBCL and PSI-SF: C = Clinical Range; B = Borderline Clinical Range; N = Normative Range.

Treatment Integrity

- Percentage of intervals of accurate use: 83.5%
- Percentage of intervals of inaccurate use: 5.0%
- Percentage of intervals non-occurrence: 11.4%

Contextual and Cultural Fit Ratings

- Father – 4.6
- Mother – 4.8
- Comments:
 - “Our main goal was for Mia to sit and eat dinner. Now she does that. So our priority was met” (mother)
 - “We will use all of the strategies for the rest of our life” (father)

Parent Reported Collateral Effects

- Generalization to other meal routines and foods
- Generalization of cooperative play
- Generalization of PBS strategies to non-related routines

Qualitative Findings

1. Partnership with a translator
 - Understanding need for a translator,
 - Development of strong relationship between translator and family
 - Importance of interventionist maintaining therapeutic alliance with family in context of translation work.
2. Development of a therapeutic alliance
 - Cultivating ingredients for a strong alliance
 - Trust, respect, hope, gratitude, compassion, open communication
 - Maintaining parent-professional equality
 - Family member assuming role of cultural liaison

Qualitative Findings

3. Understanding and accepting shared and divergent cultural perspectives
 - Understanding the family's Taiwanese culture and how it changed over time
 - Identifying cultural and linguistic similarities and differences
 - Maintaining intent to be culturally responsive
4. Identifying and rectifying errors and barriers
 - Maintaining a beginner's mind
 - Persevering to gain deeper levels of knowledge
 - Utilizing knowledge to prevent or correct errors/barriers

Qualitative Findings

5. Continually reflecting on, developing knowledge of, and taking steps toward cultural competence
 - Maintaining intent to be culturally responsive
 - Posing and answering questions about being culturally responsive
6. Professional competence
 - Integration of different theoretical frameworks and the practices that derive from them
 - Behavior theory
 - Coercion theory
 - Ecocultural theory and routine as unit of analysis
 - Therapeutic alliance
 - Cognitive behavior therapy

Culturally Responsive Practices

1. Enlist assistance of a translator
2. Develop a therapeutic alliance
3. Understand and accept shared and divergent cultural perspectives
4. Identify and correct errors and barriers
5. Continually reflect on, develop knowledge and take steps toward cultural competence
6. Maintain integrity of key ingredients of behaviour support process, but in a culturally-sensitive way

Implications for Practice

1. Value of using a cultural assessment tool
 - Essential in building an understanding of the family's culture
 - Provided guidance for developing cultural competence
 - Prompted cultural self-reflection
2. Advantage of including evaluations of contextual and cultural fit
 - Vital in determining the extent to which service provision proceeded in a manner that was responsive to the culture and ecology of the family
3. Six themes may serve as a useful guide to interventionists

Cultural Humility

- Psychologists Hook & Watkins (2015) view *cultural humility* as the foundational cornerstone of any and all cultural contact
- Core features
 - Being respectful and considerate of the other
 - Being genuinely interested in and wanting to understand the other's perspective
 - Not making foreordained assumptions
 - Not acting superior
 - Not assuming that much is already culturally known about the other

Limitations

- Lack of experimental control
- Only one study of culturally responsive PBS with extended follow-up data
- Time intensive nature of intervention
- Limited external validity

Future Research

1. Replication and extension of culturally responsive PBS research
 - New populations
 - Different family structures
2. Investigation into the extent to which culturally responsive practices contribute to positive outcomes
 - Beyond contributions of family-centered PBS practices

Xie xie!
Thank you!

