PROVIDING CULTURALLY SENSITIVE PBS TO FAMILIES

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Objectives

1. Participants will be able to identify strategies to develop rapport informed by the family's culture.
2. Participants will be able to identify strategies to incorporate cultural beliefs and parenting practices into development of PBS.
3. Participants will be able to identify strategies to incorporate the key stakeholder's cultural beliefs when training for implementation.
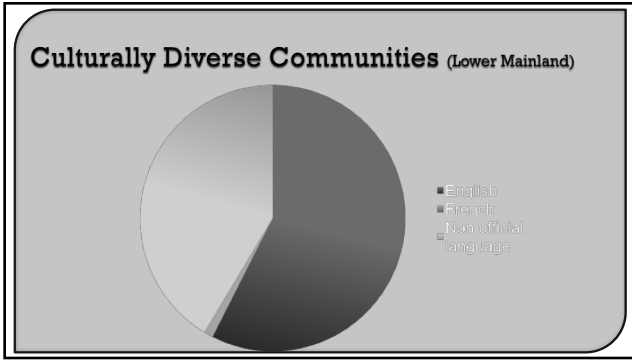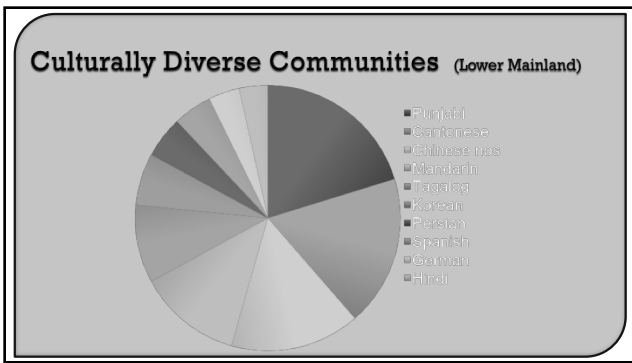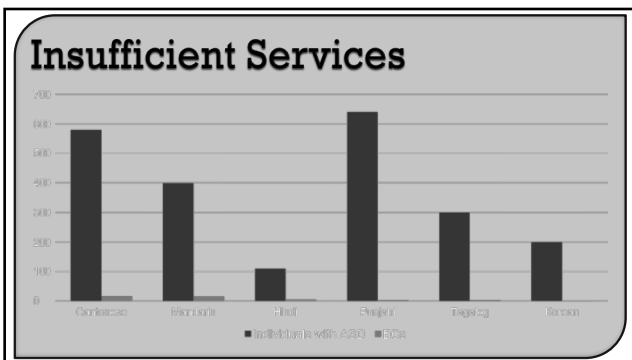
Why?

Growing diversity in Lower Mainland

Family's goals, values, and parenting practices may be influenced by a variety of cultural dimensions (Chen et al., 2002)

- Ethnicity
- Nationality
- Primary language
- Religion

Effect on the interaction between families and service providers

Culturally Diverse Communities (Lower Mainland)

- English
- French
- Non official language

Culturally Diverse Communities (Lower Mainland)

- Punjabi
- Cantonese
- Chinese nos
- Mandarin
- Tagalog
- Korean
- Persian
- Spanish
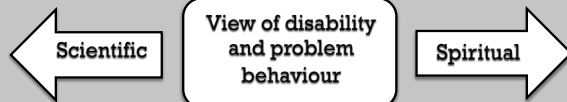- German
- Hindi

Insufficient Services
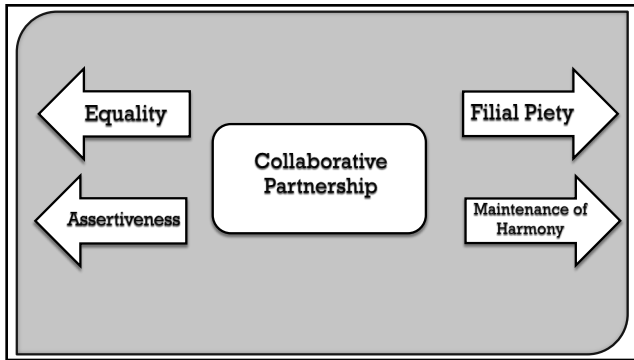
Overcoming Stereotypes

Professionals must learn cultural specific information about families from diverse backgrounds while not stereotyping their values. (Wang et al., 2007)
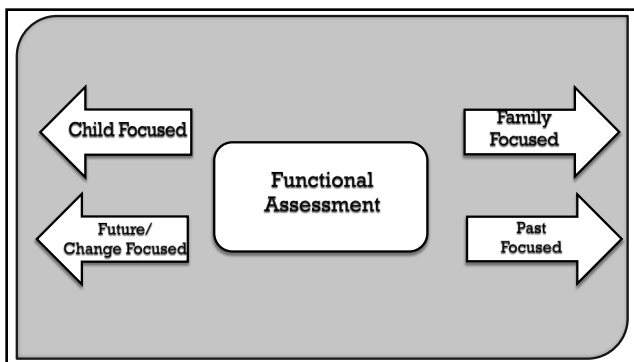
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Key Features of PBS with Families

- ▢ Collaborative Partnership
- ▢ Family-Centered Principles
- ▢ Meaningful lifestyle outcomes
- ▢ Functional Assessment
- ▢ Multicomponent PBS plan
- ▢ Contextual Fit
- ▢ Activity Setting as Unit of Analysis
- ▢ Implementation Support
- ▢ Continuous Evaluation
- ▢ Support with Humility

(Lucyshyn et al., 2002)

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◄ Scientific — **View of disability and problem behaviour** — Spiritual ►

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Slide 1

Equality

Assertiveness

Collaborative Partnership

Filial Piety

Maintenance of Harmony

Slide 2

Child Focused

Future/ Change Focused

Functional Assessment

Family Focused

Past Focused

Slide 3

Leisure/ Independence

Personal Goals

Meaningful Lifestyle Outcomes

Focus on Academics

Family Goals

Change
Environment

Change
Child

Multicomponent
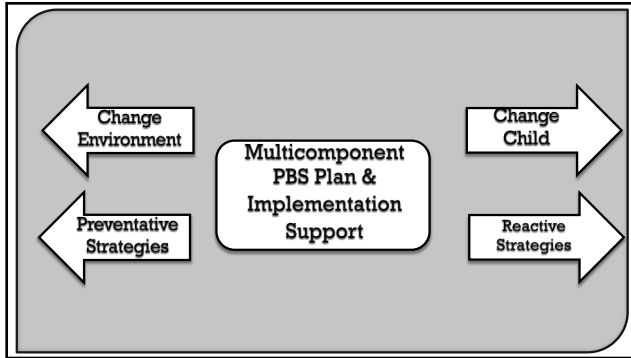PBS Plan &
Implementation
Support

Preventative
Strategies

Reactive
Strategies

How Do We Put This Into Practice?

"There is no one correct way to interact with all families of a given culture, as each family has its own unique qualities and goals." (Chen et al., 2002)

How do I Learn About the Family's Interactions and Communication Style?

1. Develop rapport
2. Identify communication style
3. Overcome language barrier

Who are the members of the family, including the extended family? Who makes decisions in the family?

1. Identify the family unit
2. Determine who is involved in the PBS plan
3. Determine family members' roles and responsibilities

To Whom Does the Family Turn to For Support, Assistance, and Information?

1. Identify family's natural support network
2. Assist families in developing a support network

What is Considered Respectful and Disrespectful in the Family?

1. Learn cultural expectations

What are the Family's Child-Rearing Practices, Forms of Discipline, and Expectations of Children?

1. Identify achievable behaviours that are in line with family expectations
2. Identify strategies that are aligned with families' child-rearing practices

Have I Discussed the Roles and Responsibilities of Family Members and Service Providers in a Process of PBS?

1. Explain timeline
2. Encourage family involvement

What Community Resources Can I Use to Better Serve This Family?

Community Outreach and Professional Support:
- Umeed: https://www.facebook.com/UmeedBC/?ref=br_rs

Translated Resources:
- Chinese: https://www.actcommunity.ca/information/act-in-chinese
- Punjabi: https://www.actcommunity.ca/information/act-in-punjabi
- Parent handbook in 9 languages: http://autisminfo.gov.bc.ca.

Interpretation and Translation:
- Mosaic: https://www.mosaicbc.org/services/interpretation-translation/
- Multicultural Liaison Workers

Parent support groups
- Burnaby BACI Chinese autism parent support group
- Richmond Autism Parent Support (RAPS)

References

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