



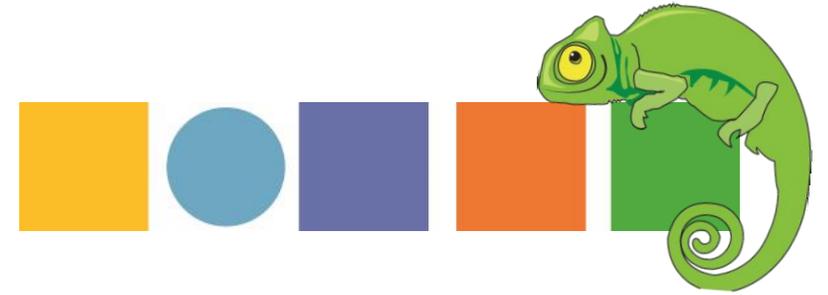
# **Cultural Considerations working with Culturally and Linguistically Diverse Families**

Renee Lucero, PhD, LSLS Cert. AVEd and Ana Caballero, AuD

Utah State University

June 20, 2018

# Learning Objectives



- Define cultural competence
- Understand the importance of implementing culturally competency into your daily practice
- Identify strategies for increasing cultural competence

# Cultural Competence

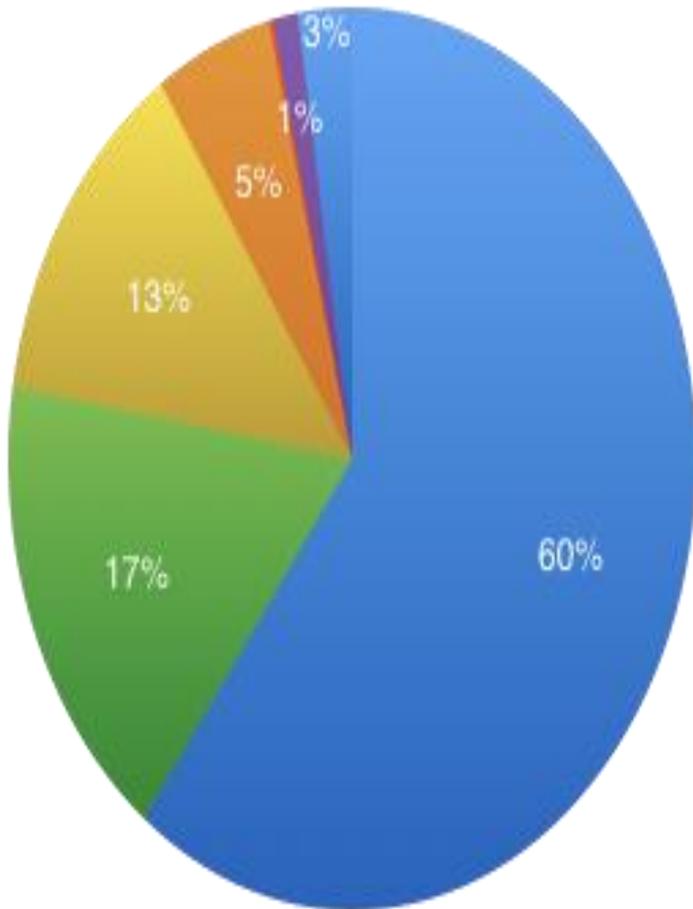
*The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, sociocultural, and linguistic diversity*



**Why is cultural  
competence important?**

# Hispanic population in the United States

● White not Hispanic   ● Hispanic   ● Black   ● Asian  
● Hawaiian/Pacific   ● Native American   ● Mixed Race

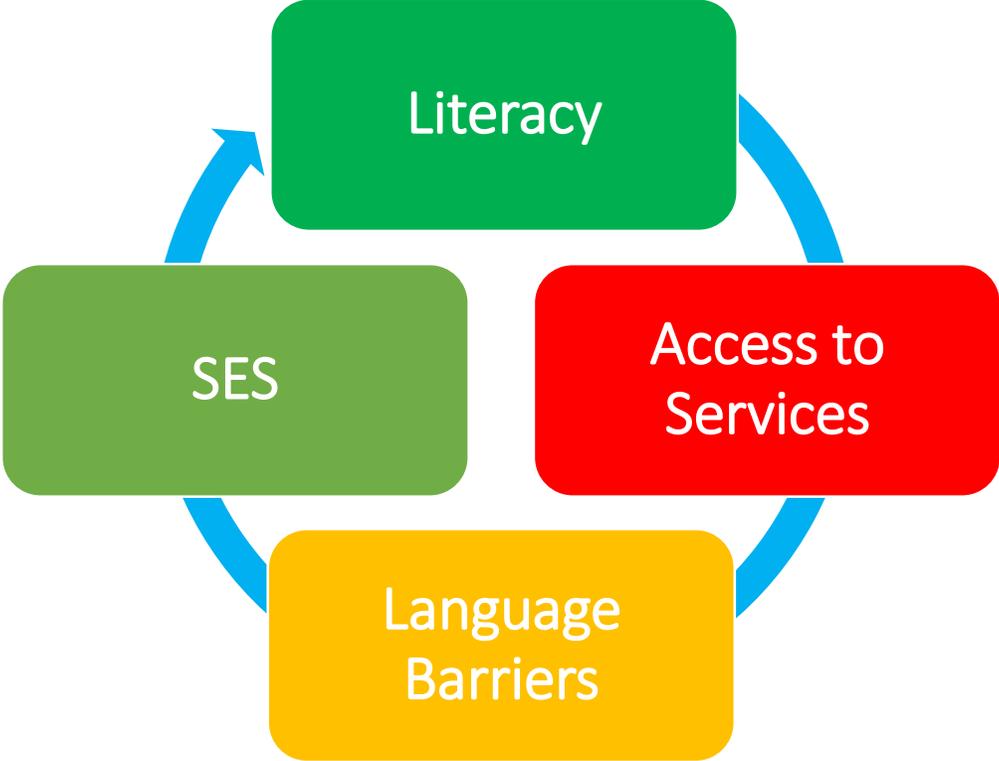


- Very diverse
- Expected to reach around to 106 million in 2050
- Increased by over 40% between the years 2000-2010 = 16% total US population
- 75% report Spanish as their primary language

# Hispanic Culture

## Cultural Values

- 1. Personalism
- 2. Fatalism
- 3. Familism
- 4. Respect



## Service Delivery Models

- 1. Family-centered.
- 2. Culturally sensitive
- 3. Same quality & quantity

JCIH, 2007; ASHA, 2008; AAA, 2013; Caballero et al., 2017)

# Hispanic Cultural Values



**Familism**



**Personalism**



**Fatalism**

# Cultural attitudes: Paternalistic Views & Community Stigma

**Hispanic Culture**

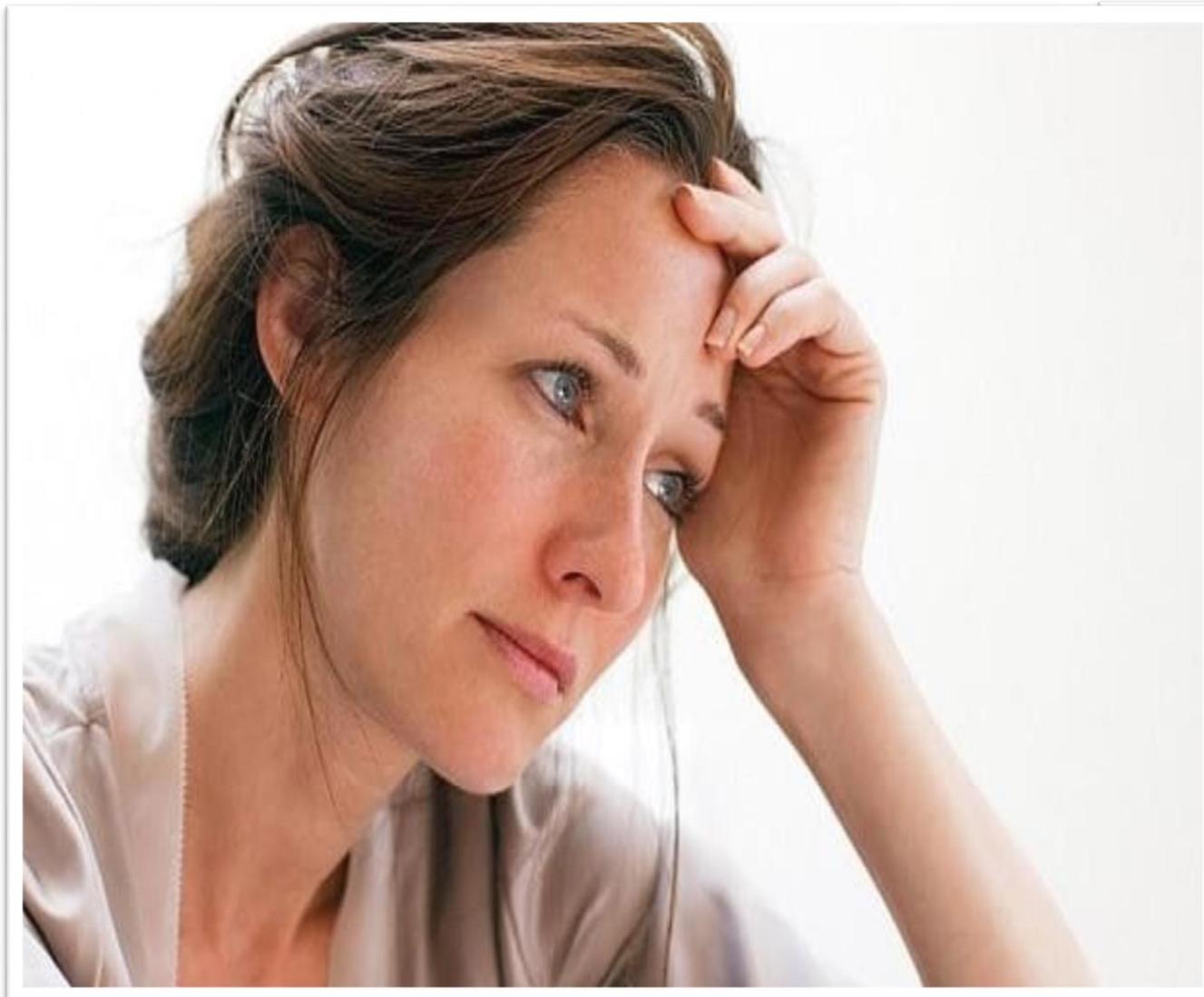


**American Culture**



# Family Responses to Deafness

## Mother's Reactions



# Family Responses to Deafness

## Father's Reactions



*A family's beliefs about what constitutes normality and about the causes and management of illness have significant implications for its adaptation to disability*



*Rolland, 1994*

# Why is cultural competence important?

- Respond to demographic changes in the United States
- Eliminate disparities in the health status of people
- Improve the quality of services and health outcomes
- It is the law

# Deficit Views

Affects professional perceptions of:

- child-rearing practices
- Parental involvement
- Language
- Education
- Income



*“The theme of deficit views of families is at the center of many CLD families' call for respect.”*

# Bilingual Professionals in CSD

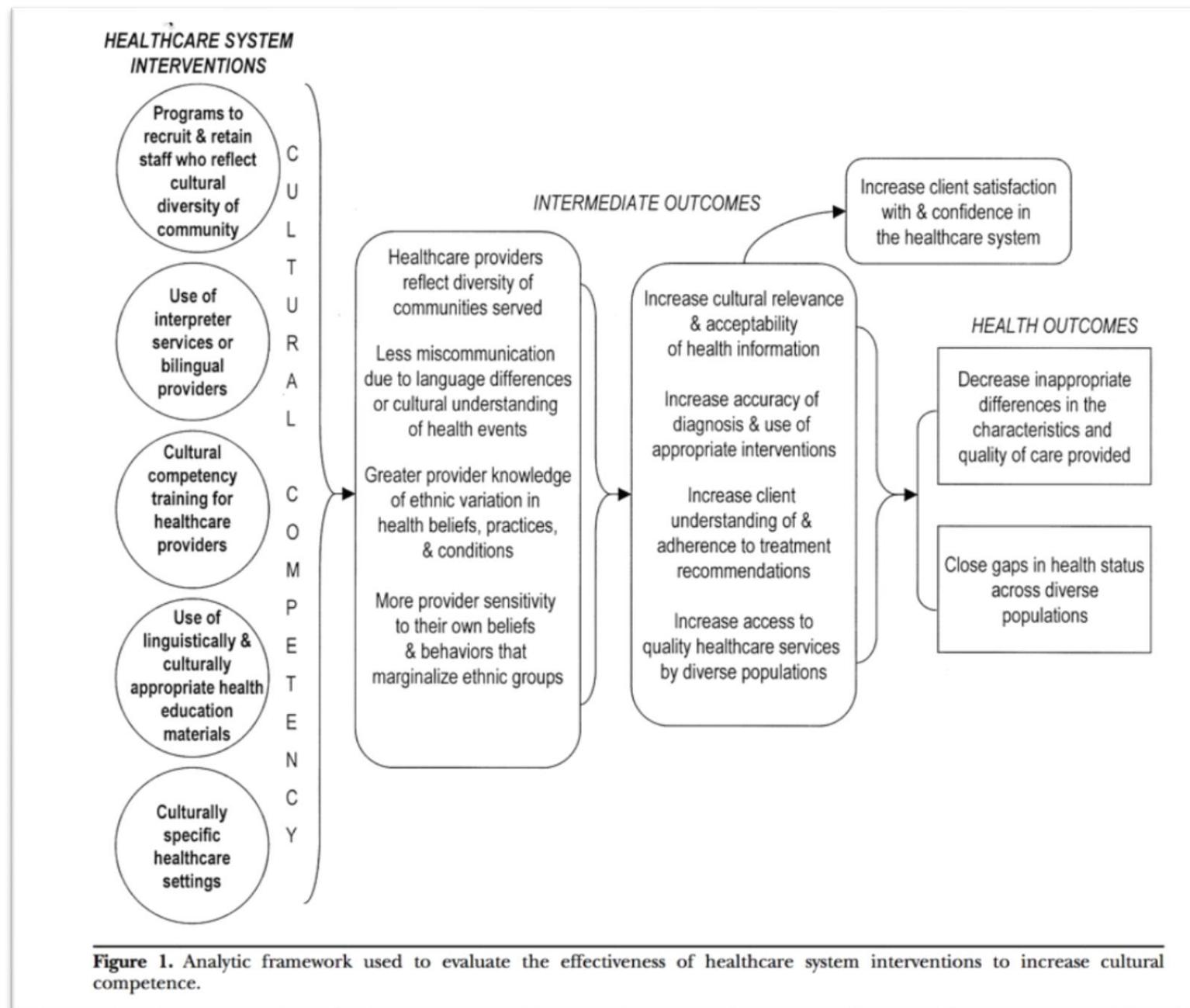
13% of families living in the United States speak Spanish in the home as primary language

Only 2.6% of Audiologists and SLPs in the United States reported being Spanish-English bilingual

Client-clinician mismatch = challenge in services provided to CLD families

# Things to consider when working with CLD families

# Cultural Competent Health Care System COMPONENTS



**Figure 1.** Analytic framework used to evaluate the effectiveness of healthcare system interventions to increase cultural competence.

# Components for improving cultural competence of Latino Parent Education Programs

- Consider importance of cultural competence
- Recognize that cultural competence is a process
- Connect with local Latino communities/stakeholders
- Include diverse voices in development, implementation, and evaluation of programs
- **Go beyond translations**
- Provide on-going training and mentoring to staff



# Previous Findings

Family Considerations	How to improve
Educational Level & Cultural Values	<ul style="list-style-type: none"><li>• Provide information at an appropriate educational level; and to both parents and extended family</li></ul>
Family Annual Income	<ul style="list-style-type: none"><li>• Provide information about funding resources/programs to obtain hearing devices and hearing services</li></ul>
Language spoken at home: bilingualism	<ul style="list-style-type: none"><li>• Provide written resources in the native language; and information about bilingualism</li></ul>
Attitudes and Perceptions: Stigma Concerns about what others will think about child wearing hearing aids	<ul style="list-style-type: none"><li>• Ask parents how they feel about their child's hearing loss and the use of hearing aids.</li><li>• Find out what is important to the parents and provide support to help them reach their goals</li><li>• Support groups with appropriate native language resources</li></ul>



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

## Cultural Competence Checklist: **Personal Reflection**

Ratings:  
1 Strongly Agree  
2 Agree  
3 Neutral  
4 Disagree  
5 Strongly Disagree

This tool was developed to heighten your awareness of how you view clients/patients from culturally and linguistically diverse (CLD) populations.  
\*There is no answer key; however, you should review responses that you rated 5, 4, and even 3.

# Self-awareness

*Important to understand your personal bias and the role it plays in how you interact with families!*

## Start with a cultural competence checklist

Example: ASHA Cultural Competence Checklist

- I treat all of my clients with respect for their culture.
- I do not impose my beliefs and value systems on my clients, their family members, or their friends.
- I believe that it is acceptable to use a language other than English in the U.S.
- I accept my clients' decisions as to the degree to which they choose to acculturate into the dominant culture.
- I provide services to clients who are GLBTQ (Gay, Lesbian, Bisexual, Transgender, or Questioning).
- I am driven to respond to others' insensitive comments or behaviors.
- I do not participate in insensitive comments or behaviors.
- I am aware that the roles of family members may differ within or across culture or families.
- I recognize family members and other designees as decision makers for services and support.
- I respect non-traditional family structures (e.g., divorced parents, same gender parents, grandparents as caretakers).
- I understand the difference between a communication disability and a communication difference.
- I understand that views of the aging process may influence the clients'/families' decision to seek intervention.
- I understand that there are several American English dialects. I recognize that all English speakers use a dialect of English.

**I understand that the use of a foreign accent or limited English skill is not a reflection of:**

- Reduced intellectual capacity
- The ability to communicate clearly and effectively in a native language

**I understand how culture can affect child-rearing practices such as:**

- Discipline
- Dressing
- Toileting
- Feeding
- Self-help skills
- Expectations for the future
- Communication

**I understand the impact of culture on life activities, such as:**

- Education
- Family roles
- Religion/faith-based practices
- Gender roles
- Alternative medicine
- Customs or superstitions
- Employment
- Perception of time
- Views of wellness
- Views of disabilities
- The value of Western medical treatment

**I understand my clients' cultural norms may influence communication in many ways, including:**

- Eye contact
- Interpersonal space
- Use of gestures
- Comfort with silence
- Turn-taking
- Topics of conversation
- Asking and responding to questions
- Greetings
- Interruptions
- Use of humor
- Decision-making roles

# Culturally responsive practices

*It's more than just translating handouts or having an interpreter!*

- Caregiver intake interview (Ellen Rhoades)
- Culturally appropriate activities
- Cultural congruence

---

Developed by Ellen A. Rhoades, Ed.S., Cert. AVT©  
www.AuditoryVerbalTraining.com

The purpose of this questionnaire is to learn about you, your child, and your family so that I can best serve you. As a clinician, I want to meet the needs of your child as well as possible. Your honest answers to these questions will help me do this.

## YOUR CHILD'S HEARING LOSS

How do people in your family and community feel about a handicap or a disability? How do you define deafness? What do you think caused your child's hearing loss? Do you have an explanation for why your child has a hearing impairment? How long do you expect the hearing loss to affect your child?

Do you think a hearing aid benefits your child? How frequently does your child use the hearing aid? Does your child wear it in public?

What problems has the hearing loss caused for you, your child, your family? What concerns or fears do you have about the hearing loss? What do you think are the implications of a hearing impairment for your child's future? How do other family members view the hearing loss?

Does your child with a hearing loss engage in behaviors that are different than the behaviors of your other children? If so, explain. How does your child misbehave? If your child misbehaves in a therapy session, what would you be likely to do?

How is your child kept occupied during the day? How often and with whom does your child play each day? Are there other children in the child's home and if so, what is their relationship to your child with the hearing loss?

What do you feel is the value in having your child learn how to communicate in a spoken language? What long-term goals do you have for your child? What kind of adult do you hope your child will become? Do you want your child to develop communication skills in order to become independent?

What kind of professional services do you want from me? How long do you think it will take for me to help you and your child? What are the important results that you hope to receive from my auditory intervention?

How does your child communicate now? How do you and other family members now communicate with your child? How do you think your child will learn language?

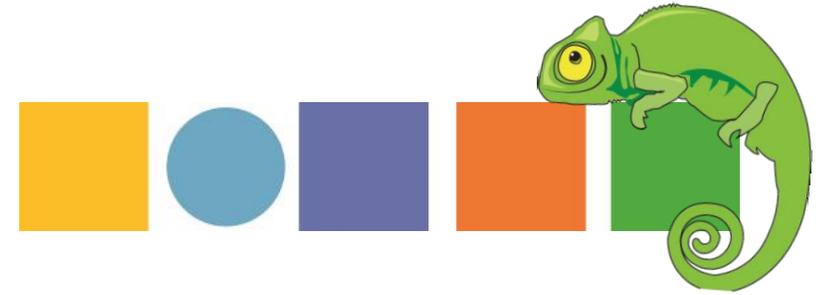
## LANGUAGES SPOKEN AT HOME

What language is primarily spoken at home by each of the child's caregivers? Are any other languages known or used by each caregiver? Which dialects are used at home? Which languages did your child first hear?

# MOVING AWAY FROM A DEFICIT VIEW

FOCUS ON THE POSITIVES!

# Resources



## ASHA cultural competence checklist

- [Personal Reflection: https://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf](https://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf)
- [https://www.agbell.org/uploadedFiles/Connect/Meetings/2013\\_LSL\\_Symposium/Handouts/On%20Becoming%20Multi-Culturally%20Competent%20Practitioners.pdf](https://www.agbell.org/uploadedFiles/Connect/Meetings/2013_LSL_Symposium/Handouts/On%20Becoming%20Multi-Culturally%20Competent%20Practitioners.pdf)

## Caregiver Interview:

- <file:///C:/Users/beatr/Downloads/Rhoades2007VoltaVoicesMulticulturalism.pdf>

# Thank you for listening!

Please contact us at:

[www.heartolearn.org](http://www.heartolearn.org)