PacWest ITAC Learning Modules

Cultural Crossroads in Disabilities

PacWest
Leadership Education in Neurodevelopmental Disabilities

ITAC

UNM
CENTER FOR DEVELOPMENT & DISABILITY
Serving the Spanish-speaking ASD Community

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Learning Objectives

1. Identify barriers to access to services for Autism Spectrum Disorder (ASD) among Hispanic/Latino/a or Latinx Spanish-speaking families

2. Address myths about bilingualism and ASD

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Learning Objectives

3. Describe models for addressing barriers and providing culturally and linguistically appropriate services for ASD for Spanish-speaking families

4. Recognize differences which occur in Spanish-speaking communities in New Mexico

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Disparities for Hispanic/Latinx Families

1. Racial/ethnic disparities in ASD exist

2. CDC found Hispanic children less likely to be diagnosed with ASD

3. Spanish-speaking families experience barriers to services
Barriers for Access to Diagnosis

1. Parent knowledge of ASD
2. Understanding of the medical system
3. Knowing where to go for help

Zuckerman et al., 2014
Barriers for Access to Intervention

1. Limited access to health information about ASD
2. Unmet therapy needs
3. Stigma about mental health or disability

Zuckerman et al., 2014
What does it mean to be bilingual?

Simultaneous learning: when children learn two languages at the same time usually before the age of 3 years old

Sequential learning: a second language is introduced after learning one language (usually after the age of 3 years old)
Bilingualism and ASD

Research has shown that bilingualism does not interfere with language learning for either language.

Literature on bilingualism in children with ASD is relatively sparse.

In general, there is no evidence that children with neurodevelopmental disabilities cannot become bilingual.
Mythbusters

The following statements are FALSE

Bilingual children with ASD will be confused by learning two languages

Bilingual children with ASD will continue to be delayed in learning communication skills

Bilingual children with ASD should focus on only one language (English)
Addressing Barriers to Services for Spanish-speaking Communities

• Increase Spanish-language information about ASD

• Increase awareness about signs of ASD in the community
Addressing Barriers to Services for Spanish-speaking Communities

• Service delivery is culturally and linguistically appropriate

• Increase bilingual/bicultural providers

• Use of family navigators or cultural brokers

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Diagnostic Clinic Model for Spanish-speaking Families

1. Bilingual Providers
2. Culturally Linguistic Competent practices
3. Non-verbal cognitive testing
4. Language proficiency testing
5. Feedback and follow-up services
Parent Training Models for Intervention

1. Evidence-based practices
2. Culturally responsive
3. Use of peer models/bilingual providers
4. Addressing needs of rural areas via telehealth
Thank you!
References


References


Interview
Thank you for joining us!

https://www.aucd.org/ITAC

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