Considering Culture in Autism Screening

Autism Case Training: A Developmental-Behavioral Pediatrics Curriculum

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Autism Case Training (ACT) Curriculum

- CDC’s “Learn the Signs. Act Early” curriculum
- Seven (7) modules
- Case studies, videos and supporting materials

Cultural Competence Screening Guide & Kit

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The Massachusetts Act Early Campaign is the state chapter of the national CDC’s “Learn the Signs. Act Early” Program.
Learning Objectives

1. Identify the steps for eliciting concerns and conducting developmental surveillance and screening with families from culturally and linguistically diverse (CLD) backgrounds.

2. Know how to discuss the outcomes of developmental and/or autism screening with CLD families.

3. Understand cultural & linguistic considerations when discussing developmental delays and autism with CLD families.

Part I

- You are having a busy clinic day and you see your next patient is Mario, a healthy, two-year-old boy here with his parents for a well-child visit…

What stands out to you about this situation....?
Using Developmental Surveillance

Part II

• When she checked in at the front desk, Mario’s mother was given an M-CHAT-R/F…

After considering the situation as it currently stands, what should you do next?
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Cultural Barriers to Screening

Part III
• After reviewing the M-CHAT-R questions with Mario’s mother and obtaining additional details about Mario’s current communication, social skills and play skills…

How would you apply the information in this case?
What did you learn through this case?
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Communicating Screening Results

Challenges with the Term “Autism”

Role: Cultural Liaison &/or Interpreter

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Evaluation, Diagnosis & Referral

Next Case: François’ Story
Special Topics When Considering Culture

Cultural Barriers
- Maternal blame and stigma
- Family and community
- Immigration status

Community Partners
- Early Education and Early Intervention

Considering Culture in Autism Screening
Autism Case Training:
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Case #2: François

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Part I

• Your next patient is François who comes with his mother who is originally from Haiti. She has brought her firstborn two-year-old son to visit you today at the suggestion of her local daycare provider...

What stands out to you about this situation....?
Part II

• François’ aunt has suggested that his condition may be due to supernatural causes…

Upon learning the family members’ advice to François’ mother, what should you do next?
Part III

- After you hear François’ mother’s story about his development, you ask the Haitian-Creole cultural liaison to help her fill out the M-CHAT screening tool...

...Knowing the influence that family plays in François’ mother’s decision-making, what should you do next?

Cultural Barriers: Family & Community
Part IV

• …François’ mother expresses a sudden and strong hesitation and resistance to proceeding further…

What are the issues behind François’ mother’s fears? How would you approach this concern?

Cultural Barriers: Immigrant Status

1/11/2015
Part V: Epilogue

• ...You are glad that his daycare provider had the training and the insight to encourage his mother to see you for his check-up...

How would you apply the information in this case?
What did you learn through this case?

Community Partners: Early Ed & E.I.

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Questions & Answers

For more information, please visit:
www.maactearly.org
www.cdc.gov/actearly

Questions?
Contact: Elaine.Gabowitch@umassmed.edu

Thank you for your participation in today’s session.