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"Spanish-Language Video Resources in Naturalistic Intervention Strategies for Early Intervention Providers and Parents of Children with Autism Spectrum Disorder"

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Dr. Cindy Gevarter's research project "Training Early Intervention Providers to Teach Naturistic Intervention Strategies to Parents of Children with Autism Spectrum Disorder"

Internal Review Board (IRB) approval was obtained

This research was supported by the UNM Transdisciplinary Research, Equity and Engagement Center for Advancing Behavioral Health (TREE Center) pilot project program



Primary outcome measures / problem-framing:

- **Hispanic/Latino families experience disparities in access to early diagnosis and services (Magaña et al., 2013; 2016)**
- **Families from low-income backgrounds experience barriers in access to quality services (Pickard & Ingersoll, 2016)**



Clinical trials and research studies often fail to recruit participants from minority populations (Occa et al., 2018)

Our study included 3 Latino families

COMMUNITY PARTNER

Early Intervention Provider

NM Family Infant Toddler (FIT) Program



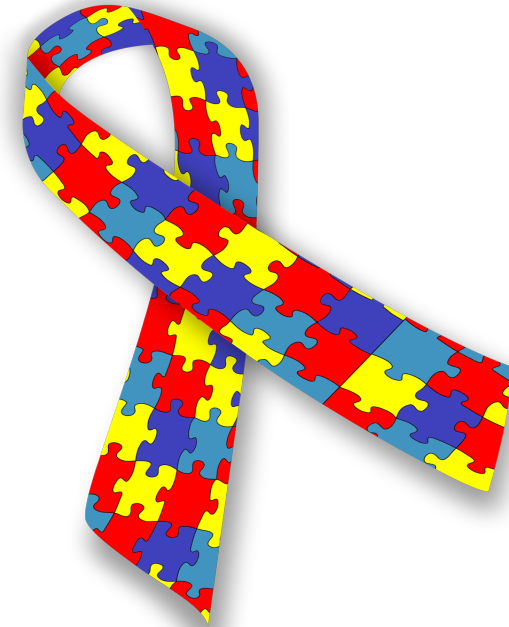
PB&J
FAMILY SERVICES



Primary outcome measures / problem-framing:

For individuals with ASD, intervening early with focused evidence-based interventions is considered best practice and can lead to improved outcomes, such as increased language abilities

Young children with ASD are not given as many communication opportunities as peers (Swanson et al., 2019)



Primary outcome measures / problem-framing:

- **Opportunities to communicate predict later language outcomes (Swanson et al., 2019)**
- **Gesture use is positively correlated with spoken vocabulary for children with ASD (Medeiros & Winsler, 2014)**



Communication Strategies

Creating Opportunities

- Give items that require assistance
- Use items with multiple pieces
- Start a routine (like picking child up) and then interrupt by stopping to require a response
- Do something silly (like hide a toy under your shirt)
- Place items out of reach (held in air, up on shelves)
- Follow the child's lead and try to control items they are going towards
- Say "My turn" and take item back from child/model how to play with it

Wait

- Pause after opportunity to see if child communicates on own
 - More known skills – shorter wait time
 - Less known skills – longer wait time

Prompt

- If child does not communicate with target, prompt them to do it
 - More known skills – can try partial physical assistance or a model
 - Less known skills - can try more physical assistance, but try to fade out over time

Respond

- Complete action/give item
- Pair word – for example, if they pointed to ball say "ball" as you give it to them
- Verbal praise



Estrategias de Comunicación

Creación de Oportunidades

- Dar a los niños artículos que requieren asistencia
- Utilizar artículos con varias piezas
- Iniciar una rutina (como recoger a un niño) y luego interrumpir deteniéndose para requerir una respuesta
- Hacer algo absurdo con el artículo (como esconder un juguete debajo de su camisa)
- Colocar los artículos fuera del alcance (mantenidos en el aire, en los estantes repisa)
- Seguir el ejemplo del niño y tratar de controlar los objetos a los que se dirige
- Decir "mi turno" y tomar el artículo del niño / modelar cómo jugar con él

Esperar

- Pausa tras oportunidad para ver si el niño se comunica por sí mismo
Habilidades más conocidas - menor tiempo de espera
Habilidades menos conocidas - tiempo de espera más largo

Señalar

- Si el niño no se comunica usando el objetivo comunicativo, señale que lo haga
Habilidades más conocidas - puede probar asistencia física parcial o un modelo
Habilidades menos conocidas - puede probar más asistencia física, pero tratar de desvanecerla con el tiempo

Responder

- Llevar la acción a cabo/dar el artículo
- Hacer pares con la palabra - por ejemplo, si apuntaban a la pelota decir "pelota" mientras se la da
- Elogios verbales específicos



EARLY INTERVENTION TRAINING VIDEOS IN SPANISH

Baseline: <https://youtu.be/mhNGWtRUBBo>

Coaching : <https://youtu.be/AIEXF7WKNg0>

Intervention : <https://youtu.be/1EV09Kay5ls>



Early Intervention Research Study Results

The 3 children in this study (ages 1;9 – 2;9) demonstrated gradual increases in more independent responding

One child exhibited variable results, but he provided several vocal imitations including *o* for open and *ju* for juice

All families increased communication opportunities when working with the Developmental Specialist from PB&J Family Services



- Gevarter, C. Najar, A.M, Flake, J., Tapia-Alvidrez, F., Lucero, A., (in press). Naturalistic communication training for early intervention providers and Latinx parents of children with signs of autism. *Journal of Developmental and Physical Disabilities*



What influenced my decision to translate the strategies in the early intervention training videos into Spanish?

- 34% of the population in New Mexico speak a language other than English at home (<https://www.census.gov/quickfacts/NM>)
- Dr. Gevarter's vision of including participants from Spanish-speaking families
- To serve young children and their families in a responsive way, it is critical to understand and integrate their home cultures and languages



What I Learned While Completing My LEND Capstone Project

- **An increase in my Spanish vocabulary, especially terms associated with Early Intervention and Applied Behavioral Analysis**
- **Collaboration with bilingual health providers within the UNM community**
- **To ensure that translated materials are accurate and understandable by the widest range of speakers of that language, the recommended process entails three layers: translation, editing, and reviewing**
- **When translating materials, it is best practice to include vocabulary intended for a reader within a 6th – 9th grade reading level**



National Standards for Culturally and Linguistically Appropriate Services (CLAS) In Health and Health Care

The National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations to:

Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs



Communication and Language Assistance:

Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services

Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing

Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided

Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area



Dissemination of Resources

- **PB & J Family Services**
- **Inspirations Early Intervention, Inc.**
- **UNM Department of Speech and Hearing Sciences**
- **UNM Health Sciences Center**
Center for Development and Disability
Parent Home Training Program



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Research Project

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Capstone Project

LEND Mentor: Alyx Medlock M.S. CCC-SLP

Capstone Mentor: Cindy Gevarter Ph.D. BCBA-D

Autism Lab Colleague: Adriana Medina Najar

Stakeholders: Sylvia Acosta Ph.D. Associate Professor & Licensed Psychologist

Melissa Ramirez



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doi:[10.1177/1362361315569745](https://doi.org/10.1177/1362361315569745)

<https://www.census.gov/quickfacts/NM>



Thank you!

Gracias!

