

MEANINGFUL CONNECTIONS WITH MULTICULTURAL FAMILIES OF CHILDREN WITH DEVELOPMENTAL DELAYS/DISABILITY

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FIRST WORDS:

1 _____ 2 _____ 3 _____ 4 _____

QUIZ TIME!

There is no right or wrong way to complete this; it is just how you feel about it that is important

1. I have lived among people of:

other cultures
other socio-economic classes
other ethnic backgrounds
other religious backgrounds
other sexual orientation

2. One value of the culture that I grew up in is:

3. One thing my parents/family taught me about my:

Gender:
Ethnicity:
Race:

4. One thing my parents/family taught me about:

LGBTQ People:
Black People:
Jewish People:
White People:

5. My biggest concern about working with people who are different from me is:

DEFINING TIME!

DIVERSITY

CULTURE

ETHNICITY

INCLUSION

IDENTITY

DEVELOPMENT

DELAY

DISORDER

How much is "normal" decided by the majority/society?

RAISING CHILDREN

Families reveal their values in the way in which they raise their children.

However, many other influences in the community and school also affect children's development.

Children/families of diverse backgrounds encounter others who are unfamiliar with what is "normal"

Children whose cultures are very distinct from their classmates' may feel uncomfortable/different

CHILD DEVELOPMENT

ENCOURAGED

TOLERATED

DISCOURAGED

Results in:

In order to reduce personal bias and stereotyping, practitioners must identify and examine their own firmly held beliefs about families and children. Many practitioners assume that their beliefs about raising children are normative and preferable, because they are supported by the child development literature and courses in child psychology

However, as I have discussed previously, the theoretical framework of some of this literature may not apply to culturally diverse families because of their different values and worldviews

THE “OTHER”

FAMILY SYSTEMS

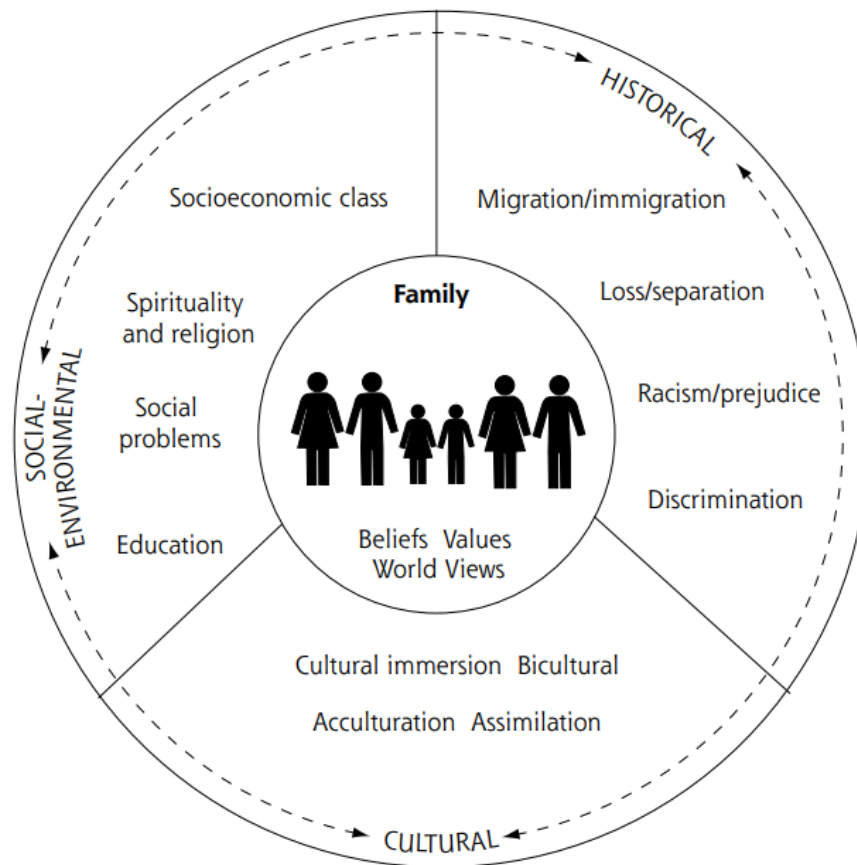


Figure 3.1. Influences of historical, cultural, and social-environmental factors on parent-child relationships

Lum, Doman. *Culturally diverse parent-child and family relationships: A guide for social workers and other practitioners*. Columbia University Press, 2001.

The family's interrelationships are defined by a variety of normative factors:

- Family life cycles
- Individual child and adult developmental stages
- Birth order and sibling group configuration
- Overall health of family members

None of these factors are static or linear. Families move back and forth between stages as their needs change and as the environment responds to their individual and collective needs.

Layered with these dynamics is the juxtaposition of the historical, cultural, and social-environmental overlay that interacts with parent-child relationships in culturally diverse families.

How do you create meaningful connections with families?

DEVELOPMENTAL DELAY/DISABILITY

Trouble with Assumptions

ASK!

Ask the same questions to everyone in a non-assumptive way.

What form of communication do you prefer - call, text, email?

What dates do you observe as holidays in your family?

Are there any foods you don't eat (or you don't serve your child)?

THREE STEPS TO MORE INCLUSIVE SUPPORT

1. Understand their own worldview
2. Appreciate that their view is only one of many possible views
3. Try to understand the client's view from a curious and non-assumptive lens

POSITIVE AND APPRECIATIVE INQUIRY

Law of Attraction

In Appreciative Inquiry, we focus on the positive, while being curious about the unknown, in a co-constructive manner