



# **AN ONGOING COMMITMENT TO COLLABORATION, SELF-REFLECTION, AND LEARNING: INCREASING BEHAVIOR ANALYSTS' KNOWLEDGE AND SKILLS IN PROVIDING CULTURALLY RESPONSIVE SERVICES**

**WisABA 2022; Milwaukee, WI**  
August 11, 2022

**NATALIA BAIRES, PH.D., BCBA-D**



---

# *Learning* **OBJECTIVES**

- This workshop will provide
  - An overview of common terms used in this area of focus (e.g., DEI, cultural competency, cultural humility, intersectionality, etc.)
  - Guidance on the consideration of sociocultural factors and cultural values within behavior-analytic services
  - An opportunity to assess their current provision of services in the context of cultural responsiveness

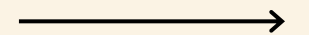
---

# *Learning* **OBJECTIVES**

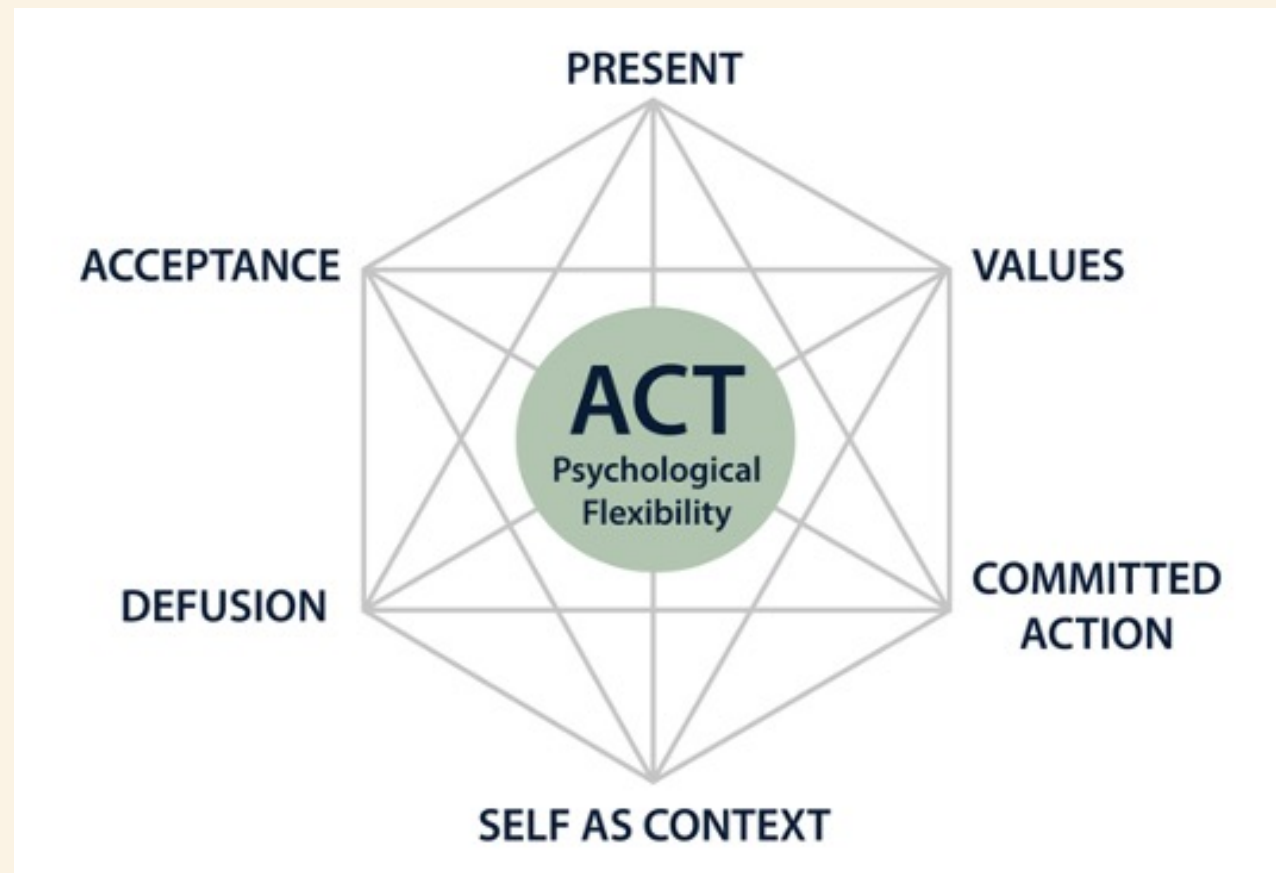
- Participants will also
  - Explore their own cultural backgrounds
  - How such backgrounds impact the delivery of behavioral services
  - Learn about approaches to collaborating with clients in providing culturally responsive and socially significant services

# *about me &* **MY WORK**

- Clinical Assistant Professor and Program Director of SIU's Behavior Analysis and Therapy's online programs
- First-generation bilingual Latina
- Proud daughter of immigrants from Central America
- Almost exclusively served Spanish-speaking immigrant families during the first 4 years of career in behavior analysis in Los Angeles, CA, due to service disparity



# *about me &* **MY WORK**



- My dissertation
  - Culturally adapted the Stimulus Pairing Observation Procedure to transfer relational frames from Spanish to English in Latino children with ASD
  - Culturally adapted Acceptance and Commitment Therapy (ACT) to evaluate the effects on statements of psychological flexibility and inflexibility, and self-report measures for Spanish-speaking Latino parents of children with ASD
  - Compared the effects of culturally adapted family-based ACT and non-culturally adapted non-family-based ACT on self-monitored committed actions and self-report measures for Latino siblings of children with ASD



# about me & MY WORK

- Second study of dissertation is being published in a book focused on psychology and COVID-19 in the Americas
- Co-guest editor for *Behavior Analysis in Practice's* special edition on Latin American women in behavior analysis

Behavior Analysis in Practice  
<https://doi.org/10.1007/s40617-019-00394-x>

ABAI  
Association for Behavior Analysis International

SPECIAL SECTION: DIVERSITY AND INCLUSION

 Check for updates

**The Future Is Female (and Behavior Analysis): A Behavioral Account of Sexism and How Behavior Analysis Is Simultaneously Part of the Problem and Solution**


Natalia A. Baires<sup>1</sup>  · D. Shane Koch<sup>1</sup>

© Association for Behavior Analysis International 2019


Behavior Analysis in Practice  
<https://doi.org/10.1007/s40617-021-00629-w>

ABAI  
Association for Behavior Analysis International

DISCUSSION AND REVIEW PAPER

 Check for updates

**On the Importance of Listening and Intercultural Communication for Actions against Racism**

Natalia A. Baires<sup>1</sup> · Rocco Catrone<sup>1,2</sup>  · Brandon K. May<sup>1,3</sup> 

Accepted: 13 July 2021  
© Association for Behavior Analysis International 2021



---

*why*

**ARE YOU ATTENDING THIS WORKSHOP?**

*common*  
**TERMS**

# CULTURE

- Behavior of a particular group that is maintained as a result of social reinforcement (Skinner, 1984)
- A set of actions and beliefs that are characterized by a group of individuals and maintained across generations of that group (Sugai et al., 2012)

# DIVERSITY

- The presence of different social identities within a given setting (e.g., gender identity, race, ethnicity, religion, nationality, sexual orientation, disability, etc.; Tan, 2019)
- Representation of multiple perspectives (Tan, 2019)





*common*  
**TERMS**

# EQUITY

- An approach that ensures everyone has access to the same opportunities (Tan, 2019)
- The fair and just treatment of all members of a community (Tan, 2019)

# INCLUSION

- The intentional, ongoing effort to ensure that people of different identities can fully participate in a group/community (Tan, 2019)
- How diverse individuals are valued and welcomed as respected members of a group/community (Tan, 2019)



---

*diversity is...*  
being asked to the party

*inclusion is...*  
being asked to dance

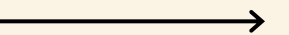
# *common* TERMS

## CULTURAL COMPETENCE

- Understanding and appropriately responding to the unique combination of cultural variables and the full range of dimensions of diversity that the professional and client/patient/family bring to interactions (American Speech-Language-Hearing Association, n.d.)

## CULTURAL HUMILITY

- The process of self-reflection and understanding one's own implicit and explicit biases and how such biases may influence treatment planning and implementation (Miller et al., 2019)
- Focuses on the personal growth and changes one can make to provide more equitable health care to people of all backgrounds (Miller et al., 2019)



# *cultural* **HUMILITY**

- Behavior analysts acknowledge that one's own and others' beliefs, values, knowledge, and behaviors are a result of overlapping cultural identities related to race, ethnicity, sexual identity, religion, gender, disability, education, politics, etc. (Kirby et al., 2022)
- If behavior analysis "is going to expand its influence and ensure equal access, critical self-reflection and behavior change are necessary" (Wright, 2019)

---

*“Cultural humility”* replaces *“cultural competence”*

because it is unrealistic to be competent in another’s culture  
(Fisher-Borne et al., 2015; Wright, 2019)

*common*  
**TERMS**

## **CULTURAL RESPONSIVENESS**

- Emphasizes listening to the populations that behavior analysts serve, (trying to) understand their experiences, and using behavioral principles to serve clients in the ways that they would like to be served (Miller et al., 2019)

## **INTERSECTIONALITY**

- Describes the interconnected nature of how social identities (e.g., race, class, gender, sexual orientation, etc.) apply to a given individual or group and “intersect” (i.e., overlap) to inform personal experiences (Crenshaw, 1989)



*common*  
**TERMS**

Thoughts or questions?

**CULTURE**

**DIVERSITY**

**EQUITY**

**INCLUSION**

**CULTURAL COMPETENCE**

**CULTURAL HUMILITY**

**CULTURAL RESPONSIVENESS**

**INTERSECTIONALITY**

---

*how*

**CULTURALLY SIMILAR TO YOU ARE THE CLIENTS THAT YOU  
SERVE? HOW CULTURALLY DIFFERENT/DIVERSE THAN  
YOU ARE THE CLIENTS THAT YOU SERVE?**



# respectful MODEL

A counseling and development model that highlights human diversity and the ways clients' psychological development and sense of personal well-being are affected (D'Andrea & Daniels, 1997; 2001). The model also emphasizes the need to provide an extraordinarily high level of respect for clients served (Maki & Tarvydas, 2011).

**R - RELIGION/SPIRITUAL IDENTITY**

**E - ECONOMIC CLASS BACKGROUND**

**S - SEXUAL IDENTITY**

**P - PSYCHOLOGICAL MATURITY**

**E - ETHNIC/RACIAL IDENTITY**

**C - CHRONOLOGICAL/DEVELOPMENTAL CHALLENGES**

**T - TRAUMA AND THREATS TO WELL-BEING**

**F - FAMILY BACKGROUND AND HISTORY**

**U - UNIQUE PHYSICAL CHARACTERISTICS**

**L - LOCATION OF RESIDENCE AND LANGUAGE DIFFERENCES**

# *respectful* **MODEL**

## **RELIGION/SPIRITUAL IDENTITY**

- Refers to a person's belief in a reality that transcends physical nature and provides them with an "extraordinary" meaning of life in general and human existence in particular (Maki & Tarvydas, 2011)

## **ECONOMIC CLASS BACKGROUND**

- Refers to a person's work experience and of an individual's or family's economic access to resources and social position in relation to others (Oakes & Rossi, 2003; Palta et al., 2015)



# respectful MODEL

## SEXUAL IDENTITY

- Relates to a person's gender identity, gender roles, and sexual orientation (Maki & Tarvydas, 2011)
- Gender identity refers to an individual's sense of what it means to be male, female, or neither (Maki & Tarvydas, 2011)

## PSYCHOLOGICAL MATURITY

- Refers to a person's ability to move from simple to more complex ways of thinking about themselves and their life experiences (Maki & Tarvydas, 2011)



# respectful MODEL

## ETHNIC/RACIAL IDENTITY

- How someone identifies based on their ethnicity (e.g., languages, values, beliefs, and traditions) and race (i.e., ancestry, physical appearance, etc.)

## CHRONOLOGICAL/DEVELOPMENTAL CHALLENGES

- Refers to changes from infancy through adulthood including physical growth, the emergence of cognitive skills, and the manifestation of different psychological skills that occur across the lifespan (Maki & Tarvydas, 2011)



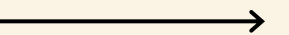
# *respectful* **MODEL**

## **TRAUMA AND OTHER TREATS TO WELL-BEING**

- Refers to the complex ways in which stressful situations put people at risk of psychological danger and harm (Maki & Tarvydas, 2011)

## **FAMILY BACKGROUND AND HISTORY**

- Refers to the structure of one's family and records of one's ancestors



# *respectful* **MODEL**

## **UNIQUE PHYSICAL CHARACTERISTICS**

- Refers to the defining traits or features of a person's physical appearance
- Involves society's idealized images of physical beauty (Maki & Tarvydas, 2011)

## **LOCATION OF RESIDENCE AND LANGUAGE DIFFERENCES**

- Refers to the geographical region and setting where one resides (Maki & Tarvydas, 2011)
- Refers to any differences in languages spoken



*respectful*  
**MODEL**

Thoughts or questions?

**R - RELIGION/SPIRITUAL IDENTITY**

**E - ECONOMIC CLASS BACKGROUND**

**S - SEXUAL IDENTITY**

**P - PSYCHOLOGICAL MATURITY**

**E - ETHNIC/RACIAL IDENTITY**

**C - CHRONOLOGICAL/DEVELOPMENTAL CHALLENGES**

**T - TRAUMA AND THREATS TO WELL-BEING**

**F - FAMILY BACKGROUND AND HISTORY**

**U - UNIQUE PHYSICAL CHARACTERISTICS**

**L - LOCATION OF RESIDENCE AND LANGUAGE DIFFERENCES**

# *activity* **TIME**

Using the RESPECTFUL model, write (or think about) a short description of yourself as it relates to each component of the model.

**R - RELIGION/SPIRITUAL IDENTITY**

**E - ECONOMIC CLASS BACKGROUND**

**S - SEXUAL IDENTITY**

**P - PSYCHOLOGICAL MATURITY**

**E - ETHNIC/RACIAL IDENTITY**

**C - CHRONOLOGICAL/DEVELOPMENTAL CHALLENGES**

**T - TRAUMA AND THREATS TO WELL-BEING**

**F - FAMILY BACKGROUND AND HISTORY**

**U - UNIQUE PHYSICAL CHARACTERISTICS**

**L - LOCATION OF RESIDENCE AND LANGUAGE DIFFERENCES**



# *activity* **TIME**

With a partner, discuss any of the components listed to identify similarities and differences between one another.

**R - RELIGION/SPIRITUAL IDENTITY**

**E - ECONOMIC CLASS BACKGROUND**

**S - SEXUAL IDENTITY**

**P - PSYCHOLOGICAL MATURITY**

**E - ETHNIC/RACIAL IDENTITY**

**C - CHRONOLOGICAL/DEVELOPMENTAL CHALLENGES**

**T - TRAUMA AND THREATS TO WELL-BEING**

**F - FAMILY BACKGROUND AND HISTORY**

**U - UNIQUE PHYSICAL CHARACTERISTICS**

**L - LOCATION OF RESIDENCE AND LANGUAGE DIFFERENCES**

# *activity* **TIME**

Think of a client who is culturally different/diverse than you (if possible). What possible assumptions, stereotypes, and/or biases did you have when first working with them?

- R - RELIGION/SPIRITUAL IDENTITY**
- E - ECONOMIC CLASS BACKGROUND**
- S - SEXUAL IDENTITY**
- P - PSYCHOLOGICAL MATURITY**
- E - ETHNIC/RACIAL IDENTITY**
- C - CHRONOLOGICAL/DEVELOPMENTAL CHALLENGES**
- T - TRAUMA AND THREATS TO WELL-BEING**
- F - FAMILY BACKGROUND AND HISTORY**
- U - UNIQUE PHYSICAL CHARACTERISTICS**
- L - LOCATION OF RESIDENCE AND LANGUAGE DIFFERENCES**

---

*how*

**DID THAT GO? DID YOU NOTICE ANY HELPFUL AND/OR  
UNHELPFUL THOUGHTS POP UP?**

*respectful*  
**MODEL**

How do our backgrounds impact our delivery of behavioral services?

- R - RELIGION/SPIRITUAL IDENTITY**
- E - ECONOMIC CLASS BACKGROUND**
- S - SEXUAL IDENTITY**
- P - PSYCHOLOGICAL MATURITY**
- E - ETHNIC/RACIAL IDENTITY**
- C - CHRONOLOGICAL/DEVELOPMENTAL CHALLENGES**
- T - TRAUMA AND THREATS TO WELL-BEING**
- F - FAMILY BACKGROUND AND HISTORY**
- U - UNIQUE PHYSICAL CHARACTERISTICS**
- L - LOCATION OF RESIDENCE AND LANGUAGE DIFFERENCES**

---

*what*

**VARIABLES DO YOU CONSIDER WHEN CREATING A PROGRAM OR BEHAVIOR INTERVENTION PLAN FOR A CLIENT?**

# *sociocultural* **FACTORS**

Environmental factors that influence the values, thoughts, feelings, beliefs, and behavior of a culture or group

---

**SOCIOECONOMIC STATUS**

**FAMILY STRUCTURE**

**LANGUAGE PREFERENCE**

**LITERACY LEVELS**

**EDUCATION LEVEL**

**RELIGION/SPIRITUALITY**

**RACIAL/ETHNIC IDENTITY**

**ACCULTURATION LEVELS**

**GENDER IDENTITY**

**SEXUALITY**

**DISABILITY**

**TRADITIONS**

# *activity* **TIME**

Imagine **you** are the recipient of behavior-analytic services. How could your BCBA consider the listed sociocultural factors in their design and implementation of your services?

- **SOCIOECONOMIC STATUS**
- **RACIAL/ETHNIC IDENTITY**
- **FAMILY STRUCTURE**
- **ACCULTURATION LEVELS**
- **LANGUAGE PREFERENCE**
- **GENDER IDENTITY**
- **LITERACY LEVELS**
- **SEXUALITY**
- **EDUCATION LEVEL**
- **DISABILITY**
- **RELIGION/SPIRITUALITY**
- **TRADITIONS**



# *activity* **TIME**

Think of a client who has a different gender identity, race, ethnicity, religion, nationality, or sexual orientation than you. How many of these sociocultural factors are you considering in your treatment planning and implementation for them?

- **SOCIOECONOMIC STATUS**
- **RACIAL/ETHNIC IDENTITY**
- **FAMILY STRUCTURE**
- **ACCULTURATION LEVELS**
- **LANGUAGE PREFERENCE**
- **GENDER IDENTITY**
- **LITERACY LEVELS**
- **SEXUALITY**
- **EDUCATION LEVEL**
- **DISABILITY**
- **RELIGION/SPIRITUALITY**
- **TRADITIONS**





# *activity* **TIME**

With that same client in mind, pick three sociocultural factors and how you can integrate them into your services for them.

- **SOCIOECONOMIC STATUS**
- **RACIAL/ETHNIC IDENTITY**
- **FAMILY STRUCTURE**
- **ACCULTURATION LEVELS**
- **LANGUAGE PREFERENCE**
- **GENDER IDENTITY**
- **LITERACY LEVELS**
- **SEXUALITY**
- **EDUCATION LEVEL**
- **DISABILITY**
- **RELIGION/SPIRITUALITY**
- **TRADITIONS**



---

*how*

**DID THAT GO? DID YOU NOTICE ANY HELPFUL AND/OR  
UNHELPFUL THOUGHTS POP UP?**

*committing*

## TO PROVIDING CULTURALLY RESPONSIVE AND SOCIALLY SIGNIFICANT SERVICES

### COLLABORATION

Behavior analysts are experts in behavior analysis

Clients are experts in themselves and their lives

### SELF-REFLECTION

Continuously reflect on how our cultural identities, and treatment planning and implementation help or hinder connections to clients/communities

### LEARNING

Be open and committed to **lifelong** learning

One workshop, instance of self-reflection, or conversation is **not** sufficient



# AN ONGOING COMMITMENT TO COLLABORATION, SELF-REFLECTION, AND LEARNING: INCREASING BEHAVIOR ANALYSTS' KNOWLEDGE AND SKILLS IN PROVIDING CULTURALLY RESPONSIVE SERVICES

**WisABA 2022; Milwaukee, WI**  
August 11, 2022

NATALIA BAIRES, PH.D., BCBA-D



[natalia.baires@siu.edu](mailto:natalia.baires@siu.edu)

