

APPENDIX A-A

Strategies for Professionals Working with Families from Various Cultural and/or Linguistic Groups

1. Individualize the screening and assessment process for parents as well as for children. Children and other family members may be at various levels of acculturation and may require similar or varying degrees of modifications, adaptations, or support, such as language interpretation.
2. Do a self-assessment of your own cultural background, experiences, values, and biases. Examine how these factors may impact your interactions with people from other cultural groups.
3. Begin the screening and assessment process with the parents - their concern, reasons for coming to you, and expectations of what you can provide.
4. Take time to establish the trust needed to fully involve the family in the screening and assessment process.
5. Use bilingual and bicultural staff, or mediators and translators whenever needed. Try to maintain a consistency of providers to allow the family to establish an ongoing communication.
6. Allow for flexibility of the process and procedures. Meet with parents at their job site, or call them when they return home from their job, if necessary. Modify test items to ensure cultural relevancy.
7. Conduct observations and other procedures in environments familiar to the child. These may be at the home of his/her grandmother, outdoors, or at the parents' work site.
8. Provide assistance and be flexible in establishing meetings with parents. This might include providing for childcare of the siblings, transportation to a meeting site, or meeting the family in their home.
9. Participate in staff training on cultural competence skills in screening and assessment. Strive to achieve standards for professional cultural competence.
10. Conduct ongoing discussions with practitioners, parents, policymakers, and members of the cultural communities you serve.