

A group of diverse young children, including boys and girls of various ethnicities, are smiling and huddled together. The image is overlaid with a semi-transparent light blue filter. The text is centered over the image.

# Early Intervention/Early Childhood Education Research: Cultural Considerations & Issues

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# Potential Cultural Considerations/Issues in Early Intervention/Early Childhood Special Education Research

- **Considerations/issues associated with:**
  - **Values & Beliefs of Education/Special Education**
  - **Participants**
  - **Topic/Research Questions**
  - **Research Design**
  - **Aspects of a Research Study**
    - **planning and conducting a study,**
    - **data analysis**
    - **interpreting results**
    - **Dissemination**

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# What do you know about:

- Working with culturally diverse families?
- Considerations/issues when planning & conducting research on/with culturally diverse families?

# Personal/Professional Values/Beliefs of Education/SPED

- Personal Values/Beliefs
  - Developed from family, community, society
  - Changes due to life experiences
  - May or may not be aligned with professional values
- Values/Beliefs of SPED
  - Equity
  - Individualism
  - Personal Choice
  - Hard Work

# Cross Cultural Competence

- *“The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, [socio]cultural, and linguistic diversity.”* (Lynch & Hanson, 1998)
  - ALL individuals and groups are diverse
  - NO single group is “normative”

# Building Cross-Cultural Competence

- Increase self-awareness of your own culture
- Learn about other cultural perspectives
  - Learn about cultural views of children, child-rearing, disability, and schooling
- Develop effective cross-cultural communication skills

## Intervention Strategies

- *A Posture of Cultural Reciprocity*  
(Harry, Kalyanpur, & Day, 1999)
- *The Ghandi Technique: A Biculturalization Approach for Empowering Asian and Pacific Islander Families*  
(Fong, Boyd, & Browne, 1999)

# Cross-Cultural Communication Variables:

- High-Context and Low-Context Cultures
- Nonverbal Communication
  - Eye contact, facial expressions
  - Proximity, touching
  - Body language
  - Gestures
- Listening to Family's Perspective
- Acknowledge/respect cultural differences

# Cultural Considerations when Connecting with Participants for Research

- Know your own values and beliefs
- Get to know the values and beliefs of the participants
- Reflect on researcher as an insider and outsider
  - Identify commonalities with the participants
    - How do you connect with them (e.g. values/beliefs, ethnic/cultural background, language, interaction style, experiences, socio-economic, etc.)
  - Identify differences from the participants
    - Identify possible disconnects (values/beliefs, ethnic/cultural background, language, interaction style, experiences, etc.)

# Cultural Values

## Western/SPED Values

- Nuclear Family
- Independence
- Individuality
- Equal Rights
- Self-determination
- Control of self & environment

## Hawaiian Values

- *O`hana*
- *Laulima*
- Interdependence
- May include unequal distribution of work
- *Kupuna or Alii*
- *Lōkahi*

# Cultural Considerations/Issues on Research Process

- Inclusion of participants
  - Topic
  - Research Questions
  - Research Design
  - Methods
    - Implementation/Data collection
  - Results
    - Data analysis
    - Data-based decisions
  - Dissemination

# Identifying and Gaining Access to Participants

- Cultural brokers
  - Community leaders
- Family decision-maker(s)
  - Parents
    - Mother
    - Father
  - Grandparents
    - Grandmother
    - Grandfather
  - Other
    - Alii/Chief
    - Aunty
    - Uncle

# Identifying a Topic

## Developing Research Questions

- Topic identified from needs of participants
- Identify own values/beliefs of the topic
- Become familiar with the values/beliefs of participants on the topic
- Reframe topic to be aligned with participants
- Include participants in formulating research questions
- Provide examples and clarify to ensure understanding of each question and anticipated results

# Aligning Methods with Research Questions

- Include participants in developing methods
  - Qualitative
    - Setting
    - Interviews
    - Focus Groups
    - Triangulation
  - Single-Subject
    - Setting
    - Treatment/Intervention procedures
    - Data Collection procedures

# Data Analysis & Results

- Qualitative

- Member checks
- Include in developing themes/subthemes
- Ensure objectivity
  - Review insider/outsider
- Compare themes of researcher and themes of participants
- Resolve differences

- Single-Subject

- May decrease measurement bias
- Results more meaningful
- Buy in if data indicates changes
- Maintenance
- May increase participation in family & community activities

# Dissemination

- Included as an author
- Co-present at conference
- Share with family & community members
  - Recommendations
- Other ways?

# Group Activity



## [ECiDC Culture & Research Presentation Folder](#)

- There is a blank form and a sample form in the folder
- Each group develop a research project that includes cultural considerations in each aspect of the research project
  - Use your own knowledge of cultural considerations and the information from the presentation
- The sample form includes information from relevant research studies that are included in the folder

# Share your research project

- Group
- Group
- Group
- Group



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