

Training Graduate Students in Behavior Analysis to Work with an Interpreter during Parent Training: An Extension

Abstract

In the U.S., the Hispanic population represents 19% of the total population (U.S. Census Bureau, 2023), and in Texas, Hispanics make up 42.2% of the state's population (U.S. Census Bureau, 2020). Despite this demographic significance, Hispanic families often face challenges in accessing appropriate autism services, including long wait times, limited availability of Spanish-language resources, and cultural stigma surrounding ASD (Gordillo et al., 2022). The current study used a nonconcurrent multiple baseline design across participants to evaluate the effects of behavior skills training (BST) on training graduate students (i.e., therapists) in behavior analysis to work with an interpreter while providing parents training to Spanish-speaking families. Three female therapists participated, all of whom were not proficient in Spanish, along with parent-child dyads. The findings suggest that BST can significantly improve therapists' ability to work with interpreters. This research contributes to the growing need for culturally responsive interventions in autism service delivery, addressing disparities and improving outcomes for Hispanic children with ASD. Limitations and future research and practice are discussed.

Keywords: ABA services, BST, ethnic diversity, Hispanic, interpreter.

Results

Figure 1

Correct Implementation of Interpreter Interaction Skills

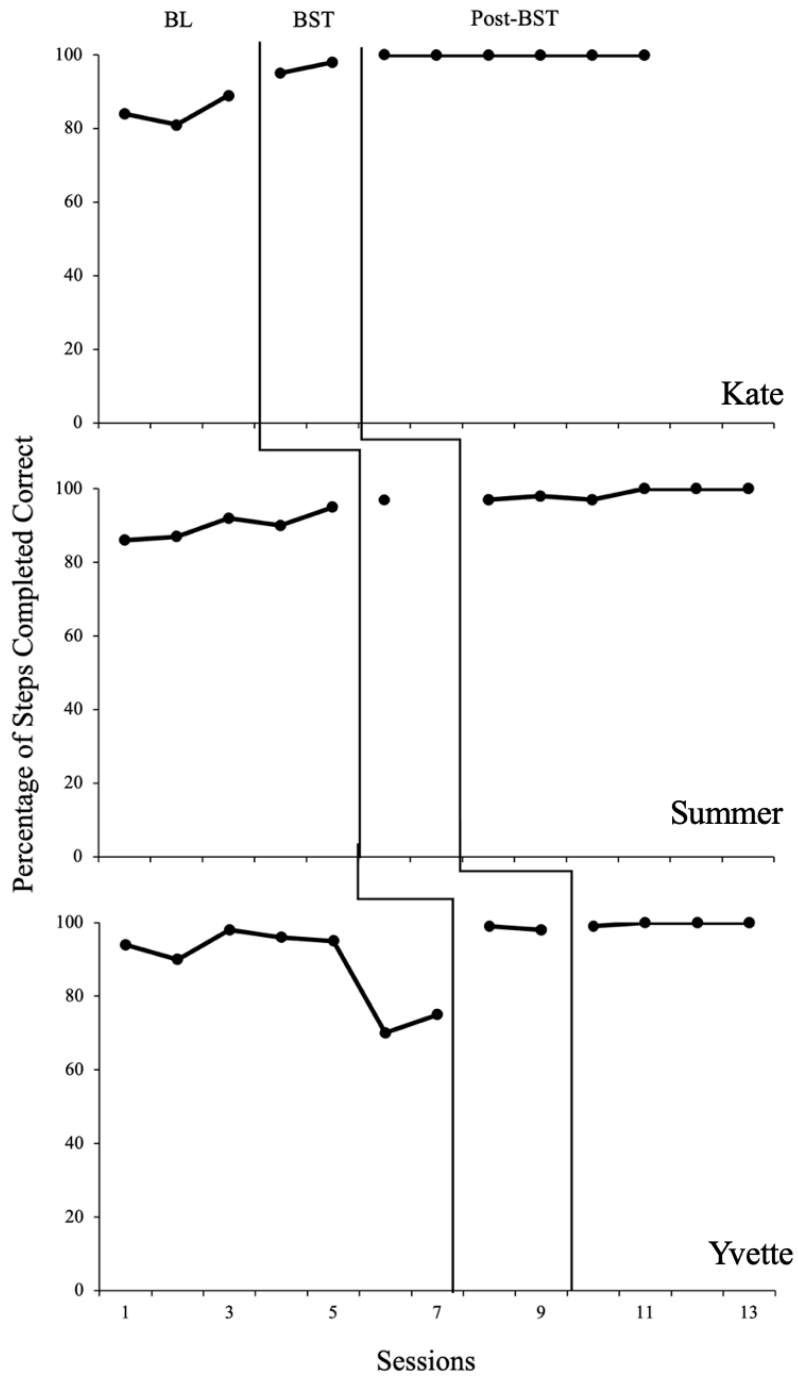


Table 1.*Results of the Parent Satisfaction Survey*

Question	Average Score
I am satisfied with the services my child received.	4.6
The therapist spoke using words and phrases that were easy to comprehend.	5
The therapist's expectations for me were clear.	5
The therapist and the rest of the research team treated me with respect and dignity.	5
The therapist gave me his/her undivided attention during the session.	5
The therapist made me feel comfortable and included in my child's process.	5
My child's ability to communicate his/her wants and needs improved and/or increased.	5

Table 2.*Results of Graduate Student Participant Satisfaction Survey*

Question	Average Score
Learning how to work with an interpreter is an important skill for behavior analysts.	4.6
The provided training improved my skills for working with an interpreter.	5
The skill taught in this training are skills that ABA practitioners should use when working with an interpreter.	5
The training I received was effective.	5
The researchers provided me with the materials I needed to conduct the parent training.	5
I felt supported by the research team when conducting the parent training.	4.6
I felt confident using an interpreter prior to this training.	2.6
I felt confident using an interpreter after this training.	5

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