

What Do I Say?

A Primer to Conducting Culturally Responsive Interviews

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Learning Objectives

Attendees should be able to:

- 1 | Describe common issues in the interviewing process when working with CLD students
- 2 | List practical suggestions for cross-cultural history gathering based on cited literature
- 3 | Explain the importance of assessing and identifying cultural strengths and supports



Diversity as the New Majority

National Academies of Sciences, Engineering, and Medicine (2017) | APA (2017) | NASP (2020) | ACA (2014)

- **Rapidly increasing majority of children come from CLD backgrounds**
 1. Racially/Ethnically minoritized
 2. Native language other than English
 3. Economically vulnerable
 4. Immigrants/Refugees
- **Guidance across helping professions (e.g., APA, NASP, ACA) emphasizes the need for practitioners to embrace a multicultural approach**

Common Issues in Culturally Responsive Interviewing

Problems with Practitioner Perspective

Biases in Psychology, Education, and/or Mental Health Professions

Sue et al. (2022)

Rugged Individualism

- The individual is considered the primary unit
- The individual has primary responsibility
- The individual can control the environment
- Independence and autonomy are highly valued and rewarded

Universalism

- Traditional focus on universal understanding of human behavior overlooks key social identity variables (e.g., race, gender)

Politics & Discomfort Override Group-Level Inquiry

- We may neglect issues related to social identity variables due to personal biases, discomfort/guilt, etc.
- When identity variables are discussed, it is often from a pathological perspective.

Elements Underlying Your Practitioner Perspective

1 | Cultural
Encapsulation &
our Worldview

2 | Social Power,
Privilege, &
Location

3 | Knowledge of
Identity
Dimensions

Cultural Encapsulation

Heppner et al. (2012) | Wrenn (1962) | Bergkamp & Ponsford (2020)

- "Cultural Cocoon"
- Variations:
 1. Surprise or disbelief about changes in truth
 2. Cushioning via academic cocoons that dilute culture
 3. Educational/vocational experience perceived as sufficient



What is a Worldview?

“Collection of attitudes, values, stories, and expectations about the world around us, which inform our every thought and action.”

Gray (2011)

Worldview Dimensions

Sue et al. (2019) | Sue et al. (2022)



Dimension 1: Locus of Responsibility

Internal: Blame/responsibility is ascribed to the individual (e.g., rugged individualism)

External: Blame/responsibility is ascribed to the context, system, etc.

Worldview Dimensions

Sue et al. (2019) | Sue et al. (2022)



Dimension 2: Locus of Control

Internal: Ability to shape own destiny/outcomes

External: What occurs is based on chance or luck

Four Worldview Variations

Sue et al. (2019)

Internal Locus of Control & Responsibility*

Characteristic of those aligned with Western/American Culture

Internal Locus of Control/ External Locus of Responsibility **

Characteristic of some minoritized groups

External Locus of Control & Responsibility

"I have no agency over what happens to me, nor am I to blame for those outcomes"

External Locus of Control & Internal Locus of Responsibility

"I have no agency over what happens to me, but I take the blame for those outcomes"

Examining Your Worldview Prior to Cross-Cultural Exchanges

- 1 | Reflect on your assumptions and beliefs
- 2 | Examine biases, including those that are *implicit*
[Implicit Association Test](#)
- 3 | Identify self-discoveries and take committed action to further your cultural self-understanding

Social Power & Privilege

APA (n.d.) | Zoino-Jeannetti & Pearrow (2020)

“Capacity to influence others, even when they try to resist,,

Social Power

“A set of unearned benefits conferred as a result of birth, skin color, SES, or other advantages...,,

Social Privilege

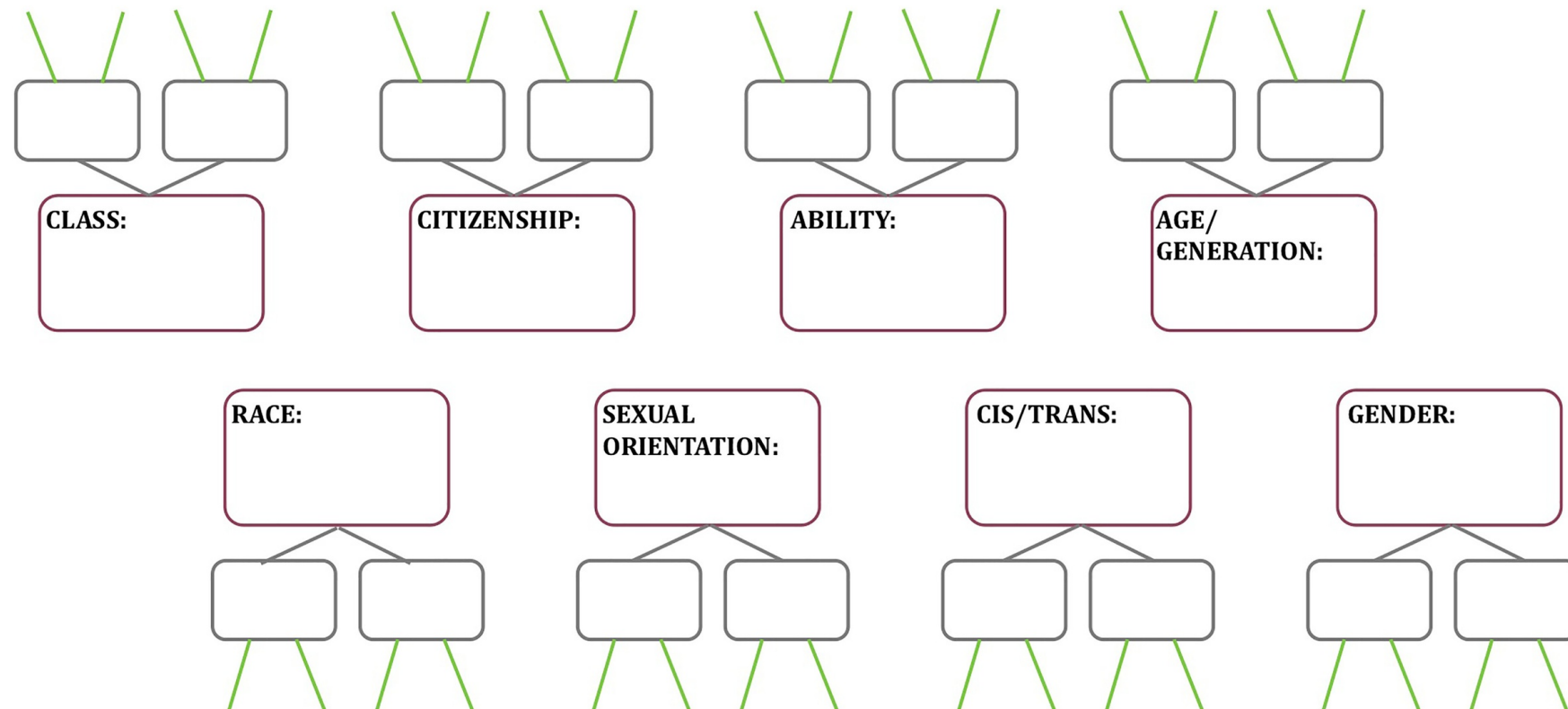
Reflecting on Your Social Privilege

NASP (2017)

- How diverse is your community?
- How do you respond when others make negative statements towards minoritized groups?
- When was the last time you had to think about your social identity? What sparked your self-awareness and how was it processed?

Analyzing Your Social Location

Jacobson & Mustafa
(2019)



Reflecting on Your Own Cultural Identity

D'Andrea & Daniels (2001) | Hays (2016)

ADDRESSING Framework

- *Age and Generational Influences*
- *Developmental or other Disability*
- *Religion and Spiritual Orientation*
- *Socioeconomic Status*
- *Sexual Orientation*
- *Indigenous Heritage*
- *National Origin*
- *Gender*

RESPECTFUL Model

- *Religious/Spiritual Identity*
- *Economic Class Background*
- *Sexual Identity*
- *Psychological Maturity*
- *Ethnic/Racial Identity*
- *Chronological/Developmental Challenges*
- *Trauma/Threats to Well-Being*
- *Family Background/History*
- *Unique Physical Characteristics*
- *Location of Residence & Language Differences*

Understanding the Domains of the Core Cultural Competence

Sue et al. (2022)

Attitudes & Beliefs

- Knowing your own cultural conditioning
- Understanding impact of cultural conditioning on worldview

Knowledge

- Understanding impact of social context & worldviews of culturally diverse clients
- Understanding of culturally responsive practices

Skills

- Ability to discern appropriate strategies
- Ability to implement selected strategies

Common Issues in Culturally Responsive Interviewing

Problems with Practice

Traditional Assessment Characteristics

Laija-Rodriguez et al. (2013) | Lamb & Brodt (2018) | Jones (2014) | Sue et al. (2022) | Sullivan & Proctor (2016)

- 1 | Diagnosis/classification as a "distraction"
- 2 | Primary focus on *scores* to classify student in comparison to peers
- 3 | Emphasizes weaknesses, even if strengths are assessed
- 4 | Conducted for eligibility and service needs
- 5 | Recommendations do not empower individual or their family

Faulty Thinking Can Impact Our Interviewing & Evaluative Planning

Sue et al. (2022)

- 1 | Confirmatory Strategies
- 2 | Attribution Errors
- 3 | Judgmental Heuristics
- 4 | Diagnostic Overshadowing

Setting the Stage for Culturally Responsive Practices

Making Changes to our Perspective & Practice

Adopting an Ecological Perspective

Ortiz (2002) | Sullivan & Proctor (2016)

“Begin with the hypothesis that the examinee's difficulties are *not intrinsic* in nature, but rather that they are *more likely attributable to external causes*.”

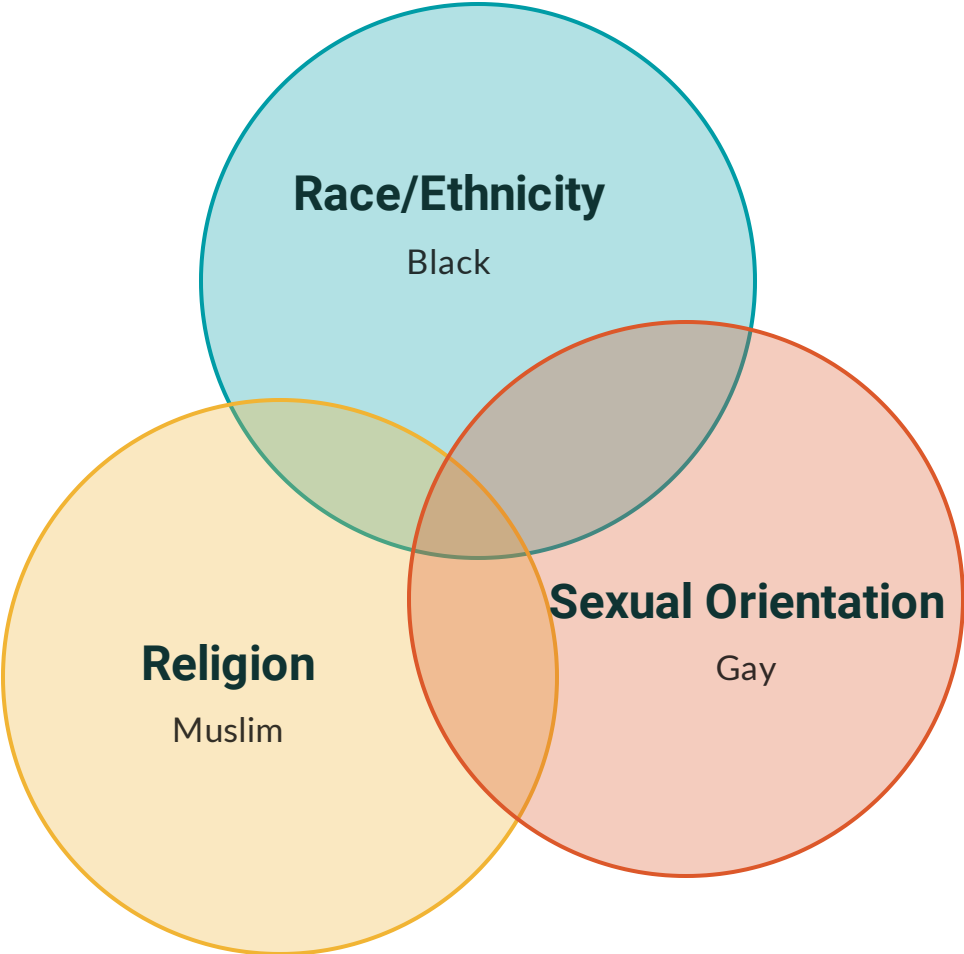
Ortiz (2002)

“Where educational difficulties are common, school psychologists should consider *the interactions of social status*...”

Sullivan & Proctor (2016)

Intersectionality is Key

NASP (2017)



Interviewing with Cultural Intention

Tools & Guidance

How To Critically Reflect On Our Perspectives Prior to the Interview

Sullivan (2010)

- 1 | What is my knowledge base about this student?
- 2 | How might cultural differences affect my own perceptions of the student & their behaviors?
- 3 | What stereotypes might be activated by what I know of the student?
- 4 | To what extent does the student's cultural background, level of acculturation, and language proficiency inform my assessment?

Additional Steps to Take Prior to the Interview

Jones (2014)

1 | Organize data regarding the student and family

Community context

Immigration

Language

2 | Confirm student and family's needs

Interpreter

Preferred interview location and time

Culturally Responsive Interviewing Strategies

Goforth & Pham (2021) recommend the following to form meaningful connections with BIPOC families:



Visit/Create Relationally Safe Spaces

Earn trust | Don't assume entitlement

Acknowledge sociocultural history of education & psychology

Culturally Responsive Interviewing Strategies

Goforth & Pham (2021) recommend the following to form meaningful connections with BIPOC families:



Relational Interviewing

Invite families to deliver a narrative that center's their unique voice

Aim to understand family's conceptions of achievement and social-emotional health

Culturally Responsive Interviewing Strategies

Goforth & Pham (2021) recommend the following to form meaningful connections with BIPOC families:



Bring Everyone Together

Conclude interview by bringing all stakeholders together (e.g., student, caregivers, teachers)

Reflect back stories/narrative during feedback & in reports to validate experiences

Benefits of Culturally Responsive Interviewing

According to [Goforth & Pham \(2021\)](#), Interviewing BIPOC students and families can help:

- 1 | Identify factors in the student's ecology that promote resilience & healing
- 2 | Adopt a strengths-based perspective & approach
- 3 | Collaborate with the student/family regarding interventions/supports
- 4 | Implement & evaluate intervention effectiveness
- 5 | Increase buy-in from family and stakeholders in assessment process

Using the *Jones Intentional Multicultural Interview Schedule (JIMIS)*

Jones (2014)

Utilizes *Hays (2016) ADDRESSING* Framework

- Age
- *Developmental Disabilities* | *Disabilities Acquired*
- Religion & Spirituality
- Ethnic & Racial Identity
- Sexual Orientation
- Indigenous Heritage
- National Origin
- Gender

Considers:

- Cultural identity of individual
- Cultural conceptions of distress
- Psychosocial stressors
- Cultural features of vulnerability and resilience
- Cultural differences between therapist-client

Sample Questions:

- (Age/Generational): How do you define family?
- (Disabilities Acquired): What are some challenges you or your family members have to deal with?
- (Ethnic & Racial Identity): How does your race affect your relationship with other people?
- (Ethnic & Racial Identity): What experiences do you have with racial conflict?

DSM-5 Clinical Formulation Interview

APA (2013)

- **Consists of 16 questions**

"People often understand their problems in their own way, which may be similar or different from how doctors describe the problem. How would *you* describe the problem?"

"For you, what are the most important aspects of your background or identity?"

"Has anything prevented you from getting the help you need?"

- **Four Components:**

Cultural Definition of the Problem

Cultural Perceptions of Cause, Context, and Support

Psychosocial Stressors & Cultural Features of Vulnerability and Resistance

Cultural Identity of the Individual

Cultural Genograms

Hardy & Laszloffy (1995)

Shellenberger et al. (2007)

Drawing a Genogram Guide

- 1 | Identify cultural influences on family system
- 2 | Identify cultural groups that inform cultural identity
- 3 | Promote discussion related to cultural assumptions and conflicts

Cultural Genograms: Sample Questions

Hardy & Laszloffy (1995)

Shellenberger et al. (2007)

- 1 | How is social class defined in the group?
- 2 | What are sources of intragroup conflict?
- 3 | What occupational roles are valued and devalued by the group?
- 4 | How are gender roles defined in the group?
- 5 | If more than one group comprises your culture of origin, how were the differences negotiated in your family?

Community Genograms

Rigazio-DiGilio et al. (2005)

- 1 | Strengths-oriented genogram regarding self-in-relation to community
 - What strengths & resources does the student and/or family have that can be used in treatment?

- 2 | Less-standardized than traditional genograms
 - Allows for an individualized exploration of self, family dynamics, and community influences

Sourcing Cultural Assets & Strengths

Aganza et al. (2015) and the *Cultural Assets Identifier*

Source: Home & Culture Based Activities

- Respectful in home
- Cultural knowledge
- Speaks a native language

Learning/Cognitive Assets

- Deep knowledge of content (not school related)
- Can work with others
- Can follow through

Protective/Resilience Factors

- Assertiveness
- Meaningful community engagement
- Caring relationships with others

Culturally Responsive Practices Require Competence & Humility!

Key Takeaway

References

Please scan the QR code to the right to access the references for this webinar



Feel Free to Reach Out!

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