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MOCK EXAMS

# Compassion and Social Justice within Behavior Analysis



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# Introduction

The goal of behavior analysis is to develop a scientific approach that can be used to understand broad and complex human behaviors. Behavior analysts have been working towards social change for a multitude of years by addressing topics such as social justice, human rights, and sustainability. Additionally, behavior analysts have the capability, tools, and scientific framework to coordinate meaningful and enduring socially significant change. Therefore, through the knowledge and resources that are available to the field of behavior analysis, failed processes and systems can be replaced with effective procedures that ensure equality for all individuals.

It is key that awareness is raised around the importance of understanding diversity as it coincides within cultural norms, values, and practices, and the effect it can have on treatment outcomes. Furthermore, it is also important to discuss various considerations as to the adoption of effective treatments as well as discuss some of the challenges that are present within a world of diverse individuals and different cultural norms.

In this course, participants will learn to (1) discuss how empathy and compassion are able to be viewed as behavioral repertoires, (2) identify the role of compassion in social justice through a conceptual analysis of the contingencies, rules, values, and communities that provide support for compassionate action within social justice concerns, and (3) discuss cultural considerations for delivering effective treatment.

## Section 1: Empathy and Compassion as Behavioral Repertoires

Within the field of applied behavior analysis (ABA), there are several purposes that exist as the culture of our world is continually in flux. One main purpose is that of serving humanity. Most researchers and practitioners have contributed their careers to empowering families living with autism and other developmental disabilities. The hearts of behavior analysts guide their direction within this field, causing them to want to connect with other humans in a variety of ways.

Compassion within the field of ABA should be embraced and can be through the use of Acceptance and Commitment Training (ACT). Additionally, empathy and compassion can be seen as behavioral repertoires.

When evaluating definitions of compassion, it has been noted that compassion is viewed as taking action that will benefit others and is supported by empathy (Eisenberg & Miller, 1987). Empathy, on the other hand, involves perspective-taking behavior and involves the operant behavior of being able to relate oneself to another person in terms of similarity (Vilardaga, 2009). Empathy is able to be strengthened if the perspective-taking behavior is directed toward shared values (Persicke, 2020). For example, empathy can be strengthened when an individual is able to see similarities among themselves and others by means of something that is important to them (i.e., values, religion).

The behaviors of empathy and compassion can be strengthened through repeated practice and through use of multiple exemplars until the process of generalization is able to occur. If a person would want to strengthen their empathizing behavior, they should engage in actively practicing noticing, talking about, and writing about the multitude of ways that they are the same as others in terms of their own values. When the term empathy is viewed through a behavior analytic lens, empathy is not seen as a personality training or mental state. Instead, it is viewed

as a skill that should be practiced until an individual is able to become fluent in this skill and generalization can occur.

There has been little research that has been conducted about compassion from a behavior analytic perspective. However, the little research that has been conducted focuses on compassion as it converts empathy into behavior that is directed toward alleviating the suffering that occurs among others (Taylor et al., 2019). This entails that it is not about our intentions but rather the impact that one has through their own behavior. If there is to be a more compassionate future within the field of behavior analysis, one must engage in behavior change through their daily jobs by means of small overt behaviors that demonstrate that one cares for and can nurture clients and colleagues through new opportunities.

## **Acceptance and Commitment Training**

ACT has been accepted as a training approach for at least a decade (Tarbox et al., 2020). There are some components of ACT that can be utilized to help support one's compassionate behavior.

## **Values**

When values are being discussed, an individual is referring to something that they care about deeply. It is also known for providing meaning and purpose to one's life. Each person has their own set of unique values. Behavior analysts often have some shared values that include helping clients to reach their highest potential or to make the world better. When evaluating values from a behavior analytic perspective, they can be thought of as augmentals or verbally mediated motivating operations that provide meaning to our own behavior (Little et al., 2020). In an effort to utilize values to strengthen one's compassion skills, one must first reflect on what they care about most and see if compassion fits in with any of

these thoughts. If compassion was not prevalent within one's thoughts, then it may be beneficial to imagine oneself as behaving more compassionately.

### ***Committed Action***

The term committed action refers to socially meaningful behavior change that is overt. In an effort to take committed action toward building compassionate behavior, one must start by identifying small yet achievable and measurable behaviors that are overt. Additionally, one must set a goal for oneself. For example, an individual may recognize that the parent of a client they are providing services to would like to have time to express their concerns to the behavior analyst. The behavior analyst could then work to set aside the first ten minutes of each parent meeting to listen to their concerns without offering advice or trying to fix the problem. Once an individual has set a specific goal, a commitment should be made to an individual that they respect. Then, the individual should exhibit the behavior and collect data on their own behavior. After about a week, the individual can reflect on their progress or make changes as necessary.

### ***Acceptance***

It can be uncomfortable when an individual engages in the self-reflection that is necessary for empathetic perspective-taking because it involves the individual perceiving how others view oneself. This can mean that it may require one to see themselves as a cold and uncaring ABA professional. It may also be uncomfortable to engage in new patterns of overt compassionate behavior as it requires that the individual is vulnerable. Through the use of acceptance skills, this allows an individual to make room for an entire range of emotions and thoughts that are brought forth, including those thoughts of discomfort. When looking at this concept through a behavior analytic framework, it is composed of a behavioral repertoire of moving toward an experience of emotions and thoughts that are

aversive as this process helps one select committed action toward values. In an effort to gain practice on building one's acceptance skills, one should try to recall a time when someone judged them as being uncaring. This can be a parent, client, caregiver or even another professional. It is helpful if the individual can try to recall the look of the location of where this took place and the feeling that one had in their stomach at the time this occurred. Most often, the individual will want to stop remembering this event as it becomes uncomfortable. As one continues to practice their acceptance skills, the individual should try to sit with their feelings and thoughts for a little longer. The individual may attempt to explain or rationalize these thoughts and feelings away. If this occurs, the individual should try to bring their attention back to how the event felt, both then and now. As these skills are continually practiced, the individual may notice that they are able to sit with their feelings of discomfort for longer periods of time.

### **Defusion**

Defusion training is utilized to help individuals build a more flexible, value-based repertoire that can be used for responding to one's own thoughts. This will help to open up more space for actions that are values-based. When evaluating an individual's thoughts through a behavior analytic perspective, a person's thoughts can influence behavior similarly to that of overt verbal rules, by verbally describing a future that is imagined. The verbal rule can then be responded to as though it is actually true. "Thanks Mind" is a known defusion procedure that can be helpful when learning to conduct oneself with greater compassion. In this defusion procedure, the individual should list ways or reasons that the mind is saying why they will not be able to do compassionate behavior things. Then, the individual should say one of the reasons out loud and follow the reason with a sarcastic comment such as "Thanks mind. I appreciate how you can really help me when I am trying to be more compassionate in my work!" This procedure is not

aimed at disproving an individual's thoughts but instead provides the individual with a more flexible and varied way to react to one's own thoughts.

## Section 1 Personal Reflection

What are some methods that you have used to further assist with engaging in compassionate behavior? What are some ways that you could strengthen your own behaviors of empathy and compassion to further enhance your skills as a behavior analyst?

## Section 1 Key Words

Committed action - socially meaningful behavior change that is overt

Compassion - taking action that will benefit others and is supported by empathy

Empathy - perspective-taking behavior that involves the operant behavior of being able to relate oneself to another person in terms of similarity

Values - referring to something that one cares about deeply, also known for providing meaning and purpose to one's life

## Section 2: The Role of Compassion

In order to understand the role that compassion plays within social justice, one must first understand the definitions of three terms that are related (i.e., perspective taking, empathy, compassion). Once those three terms are able to be understood, then a conceptual analysis of the contingencies, rules, values, and communities that provide guidance in regard to compassionate action in the context of social justice issues should follow.



The first term, perspective taking, is composed of two components. The first component is the understanding that what another individual hears, sees, thinks, feels, or believes can be different from your own experiences, thoughts, and beliefs. The second component is the prediction that another individual's behavior will be controlled by their own perspective rather than your perspective (LeBlanc et al., 2003). Sharing and empathy, for example, are two social behaviors that rely on perspective taking. Empathy consists of perspective taking in that an individual must be able to perceive the experience of someone else and have at least some understanding of the emotional response that this person is having. A person can exhibit an empathetic response even if they have not had an identical experience since a person can draw on their own past experiences that are similar to help inform their understanding of another person's feelings.

Compassion is known as an extension of empathetic understanding into an action that is used to alleviate the suffering of another individual (Lown et al., 2017). Compassionate behavior is a learned response that is associated with a stimulus class of adverse experiences, regardless of the individual that has actually experienced adversity. This particular definition of compassion aligns with the notion that social justice efforts are compassionate acts that are directed to those individuals that are suffering inequity and injustice.

Concepts such as perspective taking and self-control are able to be conceptualized as generalized social operants (DeBernardis et al., 2014). This means that these concepts can be applicable to a variety of situations without having prior instruction in those situations. In addition to this, compassionate social justice efforts can also be viewed in a similar manner as a generalized social operant. As an individual is able to learn about and take action on different issues, they are then able to see the various injustices as being worthy of compassionate action. However, in order to experience compassion, one must also consistently come in contact with adversity (i.e., aversive experience). As adversity is able to be

experienced by other people rather than in a direct manner, it provides an opportunity for the person to escape the adversity in ways that a marginalized group is not able to (i.e., focus on other items, deny that it is occurring). It is important to understand that social justice efforts act as a concurrent operant situation where the reinforcers that are in alignment with compassionate action are possibly positioned against negative reinforcers.

## **Compassion and Alignment With Social Justice Efforts**

One of the most prominent social justice actions is to feel the suffering that occurs among others and to try diligently to alleviate that suffering. Within social justice movements, individuals that are known as allies will perform acts of compassion as a result of their empathy for the individuals that are oppressed. Allies have often experienced different forms of oppression and will draw from these experiences in their effort to understand the suffering that is occurring among others. A behavior analyst can learn from different social justice groups and imitate their actions toward equity for those groups that are marginalized.

## **Existence of Social Justice Without Compassion**

Those social justice efforts that are not founded with compassion prove to be problematic as these particular efforts are being controlled by the wrong reinforcers. A compassionate social justice action should work to decrease harm to other individuals or work to change a system that is allowing for that harm to occur. An ally works to alleviate the distress that is experienced by those that are harmed (i.e., negative reinforcement for other individuals) and empathetic distress that is experienced on their own (i.e., negative reinforcement for self). When discussing the role of an allyship, the role should stand up even if one feels scared to do so and transfer the benefits of one's own privilege to those who do

not have it (Saad, 2020). If the allyship does not act in this manner, then it is considered performative instead of compassionate. A performative allyship may be reinforced automatically as the individual can believe that they are a good person and not like those that oppress others. These reinforcers may also act as a substitute for the relief of the oppressed (i.e., the individual can feel better about themselves and may stop even though the social justice continues). Additionally, these reinforcers may be transient and sustain low-effort behavior (i.e., making a social media post) but not behavior that is meaningful and high-effort (i.e., protest).

## **Compassionate Social Justice Actions**

There are several recommendations that can be made for individuals that would like to pursue compassionate actions in an effort to achieve social justice. Recommendations can either be addressed through individual motivation or through actions of groups that are in support of social justice efforts.

### ***Individual***

When an individual pursues social justice actions, they should act with humility. This can be done through consistent reflection on the different variables that control one's own actions (Bell, 2000). By reflecting on these variables, one might be able to identify if one's actions are truly compassionate and not performative as they progress through their social justice journey. Reflection on these particular actions may also reveal when the actions that are being exhibited are inadvertently inflicting immediate or delayed harm to individuals that are oppressed. By viewing one's actions as social justice actions, this can increase an individual's awareness of how one's actions can influence another person's life as well as have the potential to reinforce conditions that are oppressive for marginalized groups of people.

People should also learn to develop strategies that can be used to strengthen and maintain their own compassionate social justice behaviors. This is especially key when a social justice repertoire is new. If there is not a plan in place for sustainable action, then good intentions and compassion may not be sufficient enough to maintain social justice actions as time progresses. Social justice actions that are viewed as being compassionate require intense effort at times and can lead to compassion fatigue. Therefore, it is important to find communities that share in one's reinforcers to provide support and that can reinforce one's own social justice efforts. Interactions as well as confrontations with individuals that would punish one's own social justice actions should be avoided. If there are times when apathy funnels in, it is important to identify the values that describe long-term social justice objectives as the goal. This may help to increase the likelihood of persistent actions at times when reinforcers seem far away.

## **Group**

When a group wants to engage in support of various social change initiatives as well as advance social justice, these groups should view their own group as a community of practice. A community of practice is a group of individuals that engage in a common mission and continued commitment to identifying ways of advancing their own mission (Wenger & Snyder, 2000). The group should then work to articulate their own values and also ensure that these particular values are able to be respected by other members of the group (LeBlanc et al., 2020). Even though there may be a multitude of purposes that are held by the group, there should still be an explicit statement of purpose that provides guidance, encouragement, and support for the social justice efforts that are sought out by the different group members.

## Section 2 Personal Reflection

How have you been able to demonstrate compassionate actions within your environment? Are there groups within your community or environment that you would like to see out that share common values as you and could further assist you with engaging in compassionate behaviors?

## Section 2 Key Words

Ally - person that performs acts of compassion as a result of their empathy for the individuals that are oppressed

Community of practice - a group of individuals that engage in a common mission and continued commitment to identifying ways of advancing their own mission

## Section 3: Cultural Considerations for Effective Treatment

As there is a rise in the prevalence of autism spectrum disorder (ASD) across various groups (i.e., racial, ethnical, socioeconomic), opportunities for working with culturally and linguistically diverse families also increases (Maenner et al., 2016). Although behavior analysts have the education, training, and clinical expertise to treat ASD, their education and training within culturally and linguistically sensitive practices are not as advanced (Dennison et al., 2019). Additionally, there are some behavior analysts that believe that the principles of behavior analysis are able to be applied across the board despite any cultural considerations (Brodhead et al., 2016). This is further exacerbated by a lack of self-awareness regarding an individual's own biases, lack of experience, and gaps that exist in one's knowledge.

As a result, it is important that awareness is raised around the importance of understanding diversity as it exists in cultural norms, values and practices, as well as how it can have an effect on treatment outcomes. Furthermore, it is important to discuss various considerations as to the adoption of effective treatments as well as discuss some of the challenges that are present.

There are various societal attitudes that can exist within a community and vary across a multitude of communities. These societal attitudes that are associated with ASD could result in a family selecting a treatment that is harmful, ineffective, or even untested. For example, there are communities that exist where having an autism diagnosis is associated with a stigma. Stereotypical behavior that is exhibited by a child may attract negative attention from some members of the community. Families that are impacted by such a stigma are then forced to make a choice. In this particular community hypothetically, they can either contact a behavior analyst or attend sessions with a yoga teacher that has provided the family with the promise of reducing these exhibited stereotypical behaviors by means of exercise. Within this situation, if the behavior analyst is not aware of external factors or does not consider the family's context that influences their decision regarding treatment options, then the behavior analyst may recommend goals that focus on communication deficits and daily living skills. As a result, if the family prefers to avoid confronting the behavior analyst about these recommendations, they may then not discuss this with the behavior analyst and instead choose for their child to attend classes with the yoga teacher as they may see their goals as being better aligned with one another. Likewise, in some family environments, interactions between individuals of opposite genders is not allowed, fostered, or preferred. For example, a mother with a child diagnosed with autism from this type of family environment may elect to avoid parenting sessions and training with a behavior analyst that is a male. Furthermore, in some communities, the idea of the mother as being the primary caregiver is shifting to

one where the mother is assuming a professional career outside of the home environment. As a result, these families may rely on an aide to help care for their child who may not be fluent in the language that the family uses to raise their children (Sopaul, 2019). This situation may create challenges for treatment implementation as well as the outcomes that are desired by the family. Therefore, a behavior analyst should understand that cultural values, norms, family dynamics, and practices are vital to take into consideration when developing intervention as they can affect a family's acceptance of a particular intervention as well as the effectiveness of the treatment intervention.

Considering the aforementioned information, it is important to point out that there is not one particular approach to intervention. Diverse cultures and languages in families have an impact on intervention, stressing the notion that each family is unique in and of itself. Additionally, each family comes with their own idiosyncratic behaviors. Therefore, behavior analysts must make an effort to understand the culture of the family that they are working and interacting with so that they can better understand how the family's values align with the broader context of where they live and how decisions are made from the family's perspective. Cultural sensitivity and awareness of the dynamic that surrounds each family promotes acceptance, open dialogue, and trusting relationships. Additionally, it helps to enhance one's effort for selection of goals that are individualized and are able to meet the needs of the individual and their family (Fong et al., 2016).

The dynamics that exist between a behavior analyst and family are complex. The perceptions and assumptions that are present and exist among all members of this dynamic are influenced by each person's own biases and learning histories. As a result and in an effort to address these barriers and improve the relationship, a behavior analyst's clinical skills may need to be enhanced through development of culturally aware practices. These culturally aware practices include mindfully

attending to the needs and concerns of the family and individual receiving services, engaging in active listening practices with the influence of judgment (Bishop et al., 2004), objectively analyzing the behaviors of the family and individual receiving services through reliance on data (Sue, 1998), building cultural competency skill by means of activities that are both educational and clinical in nature (Brodhead & Higbee, 2012), embracing cultural humility by understanding one's own limitations and determining how to overcome these limitations by understanding the culture of others and through building of mutual respect (Hook et al., 2017), and being culturally responsive to contextual conditions of which the family exists and making adaptations that are appropriate (Neely et al., 2019). It can be difficult to display cultural humility as a person may truly not know what they do not know. An individual may lack self-awareness in regard to their own cultural biases which, in turn, can make any type of adjustment difficult. An individual's behaviors, biases, assumptions, perceptions, and decisions that are made are all conditioned and impacted by their own learning histories and encounters they have experienced. A behavior analyst may need to understand that all families and individuals have a unique subculture of their own. As a result of this, a behavior analyst should be mindful of overgeneralizing, stereotyping, or assuming that all members of a culture act in the same way. There are several items that should be considered when working with families that are culturally and linguistically diverse.

## **Cultural Norms and Values**

It is important to note that our learning histories, biases, and educational and professional cultures influence an individual's behaviors, perceptions, and assumptions as well as their everyday thoughts. A behavior analyst should also understand that they cannot know everything or have the answers to all problems that they encounter. Therefore, it should be understood that each individual is



imperfect and are continual works in progress. Once this thought has been recognized, it can help one to accept their own limitations. It is a dynamic engagement in order to be culturally responsive and humble, to accept our own limitations, and to actively seek to increase our own understanding of the culture of other individuals all while recognizing different factors that may affect our access to treatments that are effective and outcomes that we desire concerning our health. We also need to display sensitivity and engage in perspective taking by being aware of the different ways that other individuals receive information, provide responses to the information, and adjust our approach so that we are able to meet the needs of the family and individual that is being provided services.

If a behavior analyst is able to identify goals that are both motivating and culturally appropriate, then this will help to increase the likelihood that families will accept and select these goals as well as implement the treatment strategies. As a behavior analyst works with a family, it is important to ascertain the family's motivation to work on goals that they consider to be valuable, ones that will help their child to participate in meaningful relationships with other family members, and engage in relationships with individuals that are a part of the larger community (i.e., school, social, etc.).

In some situations, some families will decide that they want to work on goals that are associated with helping their child to participate in a social family gathering rather than focus on goals that will increase academic skills. Other families will decide to focus on toilet training skills and other activities of daily living. Although behavior analysts want the individual that is receiving services to be as successful as they can be in their own environments, it is important for a behavior analyst to prioritize functional goals that the family will be motivated to work on, even if these do not align with the behavior analyst's preferences. The selection of a treatment approach may be influenced by the behavior analyst's own cultural norms and beliefs; however, it is important to note that bias in the selection of

these interventions can inadvertently compromise service delivery that is both safe and effective.

In an effort to address this concern, the behavior analyst should engage in active listening, mindful attention, and cultural humility so that they are able to understand and respect the beliefs and rituals of the family that they are providing services to. Additionally, a behavior analyst should monitor and observe both verbal and non-verbal responses of the family for signs of discomfort as services are being delivered and provide adaptations as needed. Each family should be treated on an individual basis with goals being selected that matter to them. Approaches should be selected that enhance the family's dynamics, and support should be provided to help the family cope with stressors that are present from the broader community. These methods will help to facilitate a trusting relationship between the behavior analyst and the family as well as provide opportunities for increased buy-in and adoption of effective treatments.

A behavior analyst should work to recognize the role of each family member and discuss with them what is most important to the family as it pertains to treatment goals. This will assist with building respect, trust, and enhance adoption of treatment interventions. Once a strong relationship has been developed and the family feels as though they are being heard, a collaborative partnership will form, and the behavior analyst will be better able to discuss other goals and priorities that align with long lasting and generalizable effects on the individual's education and health.

## **Native Language Used in Home**

It is important to understand that being able to read or translate words into a different language is not the same thing as being an expert in the nuances of the language, culture, or home environment. It also does not imply that there will be

an equal understanding of the intended meaning. Therefore, it is vital to use language that is able to be understood by family members, that meets each family member at their level of understanding, and attempts to build upon a common ground for methods of communication (i.e., non-verbal and verbal communication skills).

In an effort to address the concern of discussing discipline-specific information to families, all attempts should be made to avoid the use of jargon and to use words that are able to be easily understood by others, even to those that are non-native speakers. Additionally, if it is possible, a multilingual translator should be used that understands the family's culture and that can aid in helping to convey the meaning of words throughout ongoing conversation. However, it is important to understand that even though the behavior analyst and family may speak the same language, communication breakdowns can occur. In order to effectively see investment from a family in regard to the goals that are selected and treatment interventions that are proposed, the behavior analyst should obtain culturally relevant linguistic knowledge and sensitivity so that they are able to explain the treatment approaches that are being proposed.

## **Social, Economic, and Political Contexts**

The biases and stereotypes of a behavior analyst that are toward another culture should not have an influence on one's decision-making process or affect the social judgments of the families and individuals that a behavior analyst works with. A family may be influenced by the cultural social environment in which they live, but that environment does not dictate the customs that they choose to abide by within their home environment. As a result, a behavior analyst should educate themselves regarding the cultural norms of each family prior to entering the family's home environment.

As the social-economic context of the family is considered, this helps a behavior analyst to have a better understanding of the variables that influence the family's choice concerning educational and health issues. Each family experiences a great amount of internal and external pressures as they guide their child to becoming a productive member of the community. Some of these stressors may include a lack of resources and support (i.e., family, financial) as well as social demands and expectations, and the political context in which they are a part of. Each of these stressors can contribute to a family's decision to select a non-effective and possibly harmful treatment intervention. As an example, a culture that places a stigma on individuals with a disability may hinder a family from searching for help and an early diagnosis which would then later affect the treatment options that may be available to the individual. Additionally, certain resources may only be available or limited due to certain cultural social-economic factors. Some culturally appropriate and relevant resources may not be accepted by the community in which the family resides (i.e., data collection procedures, tools and technology systems).

The political context can increase awareness around the prevalence, core characteristics, and treatment options available for individuals with autism. Unfortunately, education and health care providers may not have the most adequate, complete, or accurate information and may not abide by standards of care that are acceptable. For example, in areas where awareness around an autism diagnosis is emerging, changes to various policies are also delayed. A behavior analyst should act in a manner that provides information to families as well as to help, support, and inform the community of up to date evidence-based practices and effective treatment options. This should all be done while also respecting the backgrounds of the family that services are being provided to.

In an effort to address these challenges, the behavior analyst should be empathetic and provide compassionate care so that the family can be provided

with the necessary support to seek out various support systems within the boundaries of their own cultural norms. A behavior analyst can engage in positive compassionate social behaviors through active and empathic listening, attending to and asking about the stories surrounding the family, expressing one's feelings and concerns, and accepting others without judgment. In an attempt to exhibit these things, a behavior analyst could speak less and listen more as well as use non-verbal behaviors such as facial expressions that come across as reassuring (i.e., head nod as acknowledgement). A behavior analyst can monitor observable behaviors after a data-driven objective approach that is used to drive the decisions that are made while at the same time providing guidance and direction to families that require support. Through these efforts, this will further increase opportunities for the family that is receiving services to contact positive outcomes and celebrate successful outcomes, further encouraging families to advocate for their child to receive the best interventions and treatment options available. Throughout this process, the relationship that exists between the behavior analyst and family can be strengthened through the display of cultural humility in an effort to better understand the conditions that may contribute to the differences in accessing evidence-based practices, health, and outcomes across various communities. Additionally, this relationship can be strengthened through use of an open mind that allows for learning different family approaches to seeking information that is relevant. Lastly, the relationship can be further enhanced by demonstrating respect for the family as they are the expert of their child and acknowledging the family's part within this therapeutic relationship.

### **Section 3 Personal Reflection**

What are some ways that you can further strengthen the relationship you have with the individuals that you provide services to?

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