

The Importance of Ecologies & Cultures in the Design of Naturalistic Developmental Behavioral Interventions (NDBI) with Families

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Why do family culture and ecologies matter?

Education is preparatory



Intervention occurs when there is an identified problem or difficulty in development or the environment

Additional supports and teaching arrangements are made to remedy, accelerate, or in some way change responding so that the child’s life is improved, now and across time

When we intervene three things can happen

- Produce behavior that occurs and is maintained within the intervention contingencies
- Produce behavior that is established, maintained and refined by desired communities of reinforcement outside of intervention, in the natural environment
- Produce behavior that changes in the intervention, in the desired natural communities, AND makes available new contingencies and opportunities

Rosales-Ruiz, 2016











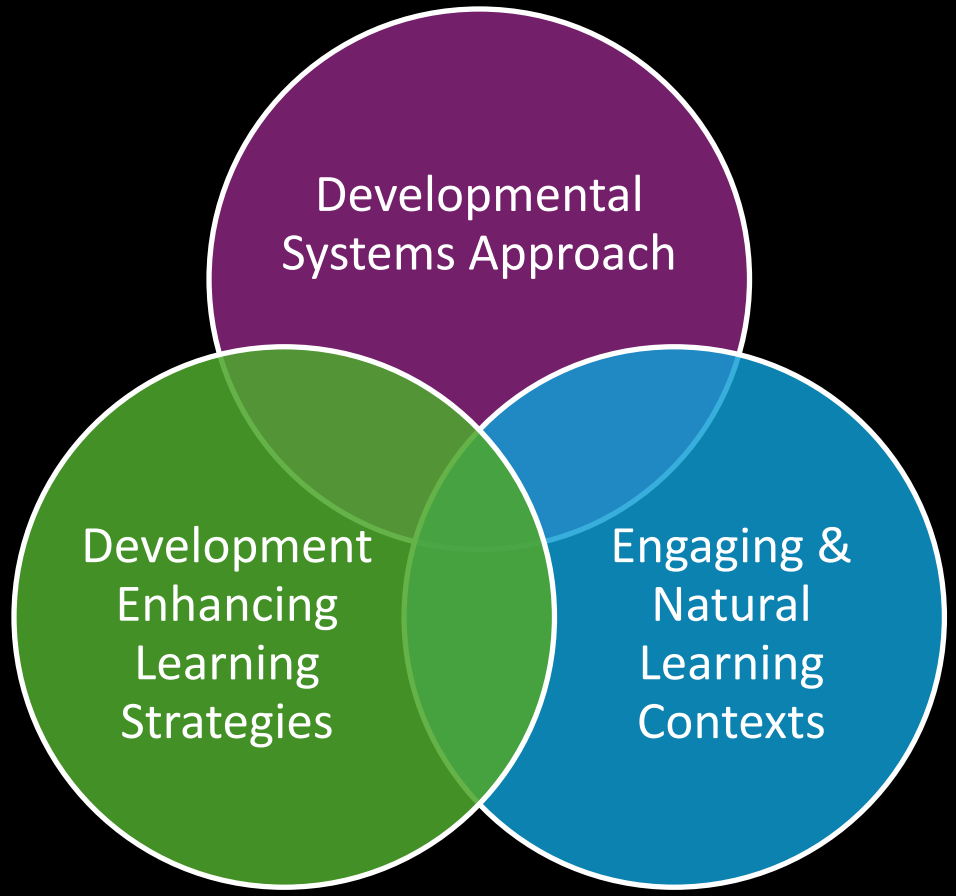
Context Matters





Interventions in Context for Expansive Outcomes: NDBIs

"Naturalistic Developmental Behavioral Interventions (NDBI)" are implemented in natural settings, involve shared control between child and therapist, utilize natural contingencies, and use a variety of behavioral strategies to teach developmentally appropriate and prerequisite skills."



Schreibman L, Dawson G, Stahmer AC, Landa R, Rogers SJ, McGee GG, Kasari C, Ingersoll B, Kaiser AP, Bruinsma Y, McNerney E, Wetherby A, Halladay A. Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder. J Autism Dev Disord. 2015 Aug;45(8):2411-28.

“What is natural?”

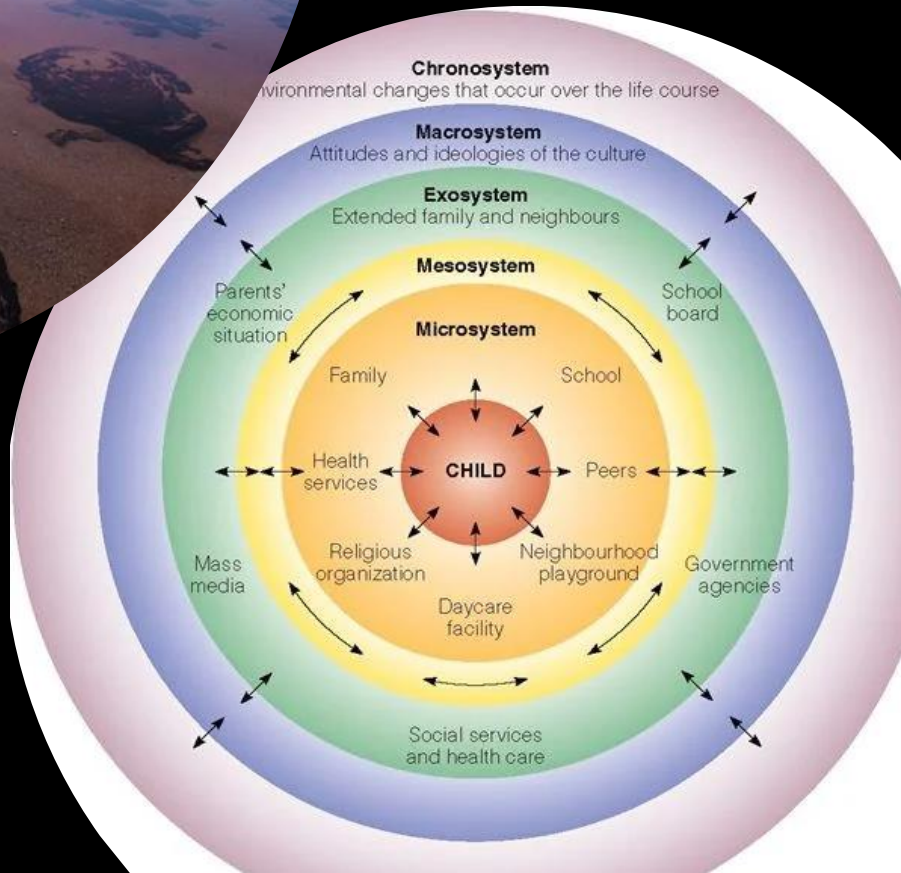
Behavior has a context: People, activities, settings, materials and contingencies in unique social and physical environmental contexts

Childhood has a context: People, activities, settings, materials and contingencies that change over time as the child develops physically, emotionally, intellectually, and socially

Families have a context



Tidepools



Lutzker and Campbell, 1994; Bronfenbrenner, 1981; Paris, J., Ricardo, A., & Rymond, D. (2018). Risk & Protective Factors. Child Growth and Development. College of the Canyons AND https://www.simplypsychology.org/bronfenbrenner.html



Family cultures and ecologies vary

"It is also evident that, although human beings may have a common biologically based behavioral repertoire, specific cultural environments will reinforce or suppress different components"

Keller, et al., 2004

The Bio-Culture Basis of Parenting: Evidence from Five Cultural Communities

Keller et al, 2004; Keller, 2013; Keller & Otto, 2009; Keller et al., 2009

Family cultures and ecologies vary

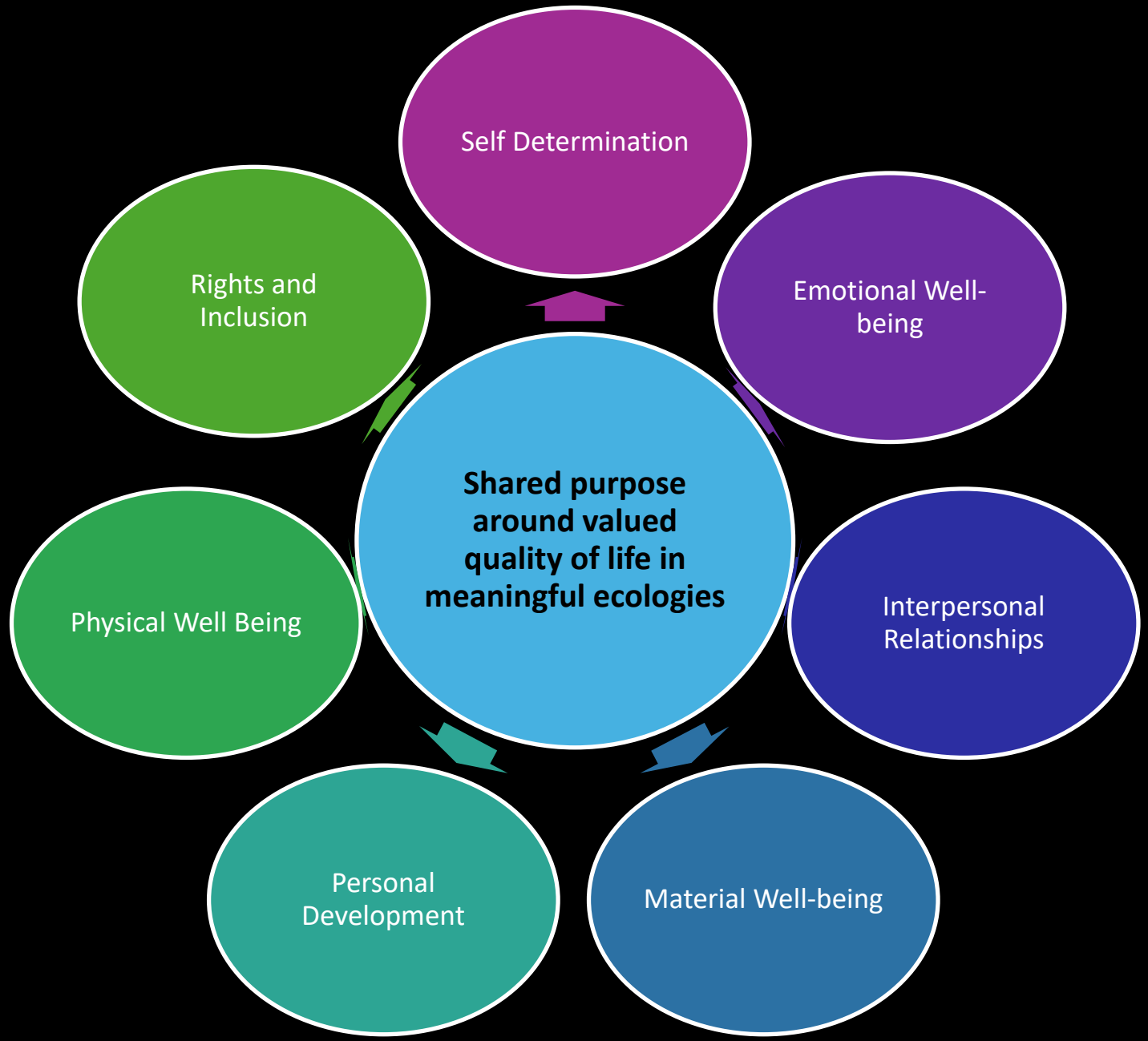
Each of life dimensions involves shared learning histories and contingencies; types of reinforcer controls, stimulus controls, responses, and ecological variables.

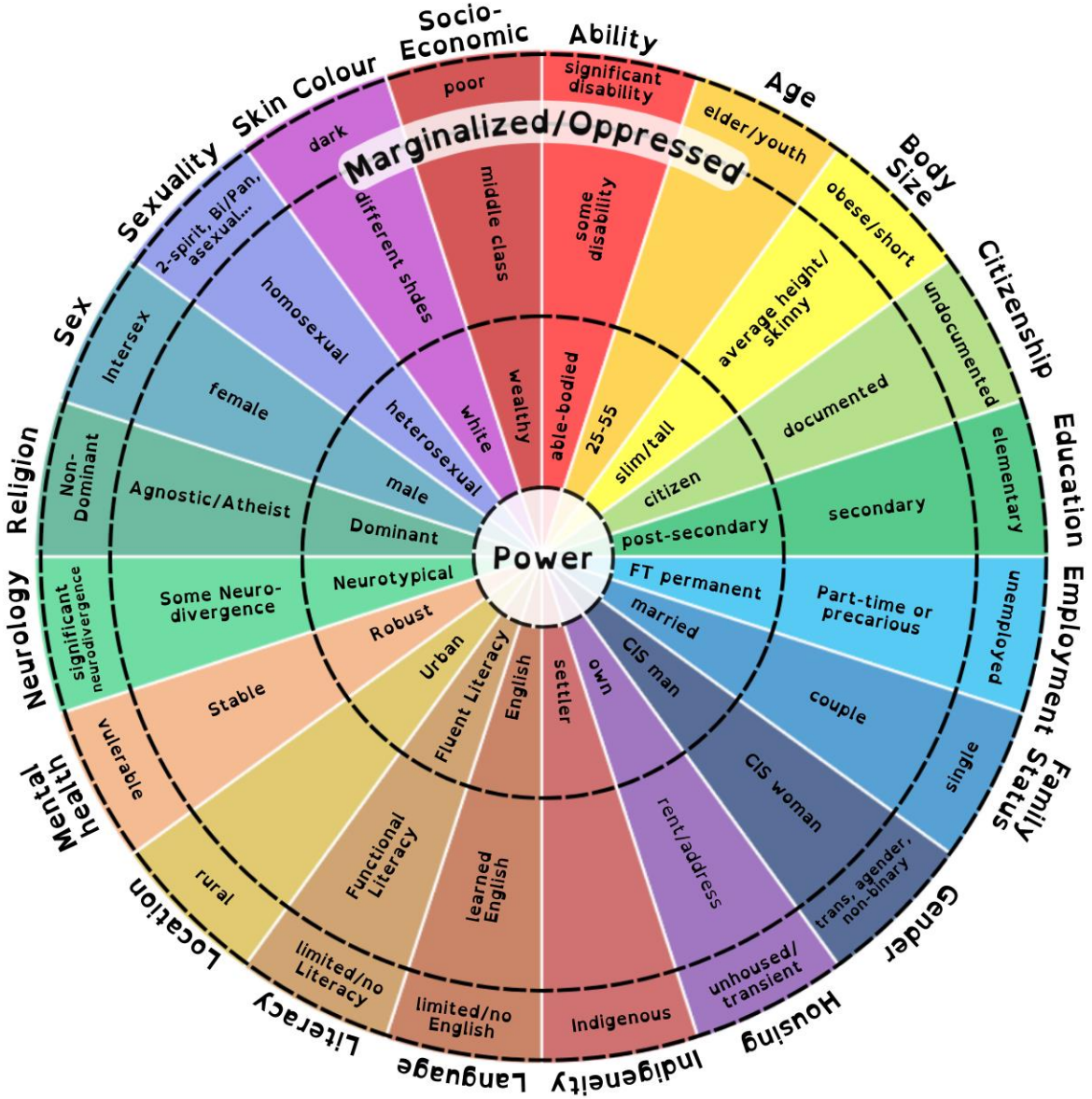


Adapted from Developing Cross-Cultural Competence by Lynch & Hanson (2011)

Quality of Life

Schwartz, I. S., & Kelly, E. M. (2021). Quality of Life for People with Disabilities: Why Applied Behavior Analysts Should Consider This a Primary Dependent Variable. *Research and Practice for Persons with Severe Disabilities*, *46*(3), 159-172. https://doi.org/10.1177/154079692 11033629





Families have many social locations

A way of trying to understand experiences of oppression and privilege in relation to social justice, audience conditionality, degrees of freedom to choose, and the extent of coercion.

See also: Goldiamond, 1976; Penn, 2020; Sharp, 2012; hooks, 2003; Fiorenza, 1992

"…different contingencies of reinforcement because it is composed of different audiences."

Skinner, Verbal Behavior, page 53, 1957

When all the the speakers and listeners within a group share the same dominant positions, that position is the default "truth" standard. Enunciating positionality and social location

- acknowledges domination and power contingencies
- expands our understanding of truth and objectivity
- invites inclusivity in activism, scientific and clinical efforts

England, 1994; Jafar, 2018; Alai-Rosales & Re Cruz, 2021

https://h5pstudio.ecampusontario.ca/content/60991


Dynamic Assessment in Early Intervention: Implications for Serving American Indian/ Alaska Native Families
Susan Rae Banks and John T. Neisworth
The continued use of standardized norm-referenced assessment instruments with American Indian/Alaska Native infants and young children is of concern to the Nations' leaders, family members, educational leaders, and service providers, as is the lack of research in this area. The use of such instruments is highly suspect with respect to reliability and validity issues. Alternative approaches are suggested in emerging literature that emphasize treatment and social validity. Dynamic assessment is a major alternative approach that seems well suited to assessments for infants and young children with sensory motor, affective, and cultural differences not represented in norms of typical standardized instruments. This paper provides both a brief definition of dynamic assessment and a summary of cultural implications. It also
Ecological Validity and Cultural Sensitivity for Outcome Research: Issues for the Cultural Adaptation and Development of Psychosocial Treatments with Hispanics
Guillermo Bernal,[1,2] Janet Bonilla,[1] and Carmen Bellido[1]
This article has two objectives. The first is to provide a culturally sensitive perspective to treatment outcome research as a resource to augment the ecological validity of treatment research. The relationships between external validity, ecological validity, and culturally sensitive research are reviewed. The second objective is to present a preliminary framework for culturally sensitive interventions that strengthen ecological validity for treatment outcome research. The framework, consisting of eight dimensions of treatment interventions (language, persons, metaphors, content, concepts, goals, methods, and context) can serve as a guide for developing culturally sensitive treatments and adapting existing psychosocial treatments to specific ethnic minority groups. Examples of culturally sensitive elements for each dimension of the intervention are offered. Although the focus of the article is on Hispanic populations, the framework may be valuable to other ethnic and
Toward an explicit technology of ecological validity
Tara A. Fahmie[1] | Nicole M. Rodriguez[2] | Kevin C. Luczynski[3]
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Abstract
Ecological validity refers to how closely an experi
phenomena. In applied behavioral research, ecologi
sions about experimental settings, stimuli, people,
However, inconsistent use of the term ecological val
ture has led to a somewhat disjointed technology. Th
to review current uses of the term "ecological validit
Behavior Analysis, propose ways to make a study
develop a checklist to assist in identifying the type an
ity in any given study.
Educ. Treat. Child.
https://doi.org/10.1007/s43494-025-00149-0
ORIGINAL ARTICLE
Ecobehavioral Assessment and Analysis
Charles R. Greenwood · Judith J. Carta · Jane Atwater · Dwight Irvin
A Contextual Behavioral Framework for Enhancing Cultural Responsiveness in Behavioral Service Delivery for Latino Families
Natalia A. Baires[1] · Luisa F. Cañón[2] · Sebastián García-Zambrano[1] · Patricia Guerrero-Wickham[3] · Mariela Castro-Hostetler[4]
Accepted: 27 March 2023
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Abstract
In recent years, the field of behavior analysis has shifted its attention to issues of diversity, social justice, and cultural responsiveness. With various cultural groups in the United States, behavior analytic practitioners increasingly find themselves serving clients of diverse cultural backgrounds. One of the populations that continue to face underrepresentation is Latinos. In the current article, a cultural understanding of the Latino culture is provided to support cultural responsiveness in behavioral service delivery. This article explores the Latino identity of individuals receiving behavioral services, systemic barriers faced by Latinos, the use of acceptance and commitment training for Latino families and clients, and Latino cultural values and their role in behavioral service delivery. Most important, a shift in perspective to account for the barriers perceived by practitioners within the context of Latino cultural values is offered through a contextual behavioral framework, the literature, and the authors' personal and professional experiences as Latino behavior analysts. Recommendations in the areas of assessment, treatment design, service delivery, and collaboration when working with Latinos are also discussed.
Ecobehavio
Family Interventi
in Developmental
Disabilities
John R. Lutzker
EDUCATION AND TREATMENT OF CHILDREN Vol. 7, No. 4, Winter, 1984
ECOBEHAVIORAL ANALYSIS[1]
Ann K. Rogers-Warren
Peabody College of Vanderbilt University
ABSTRACT
Ecobehavioral analysis is an area of applied behavior analysis that incorporates an ecological perspective into the behavior analysis of environment-behavior relationships. The current paper considers definitional and methodological issues related to an expansion of ecobehavioral analysis. Environment-behavior, behavior-behavior, and environment-environment relationships are defined and examples of research in each area are offered. Guidelines for expanding units of behavior and environment for inclusion in ecobehavioral anslyses are illustrated with examples from the current behavior analysis literature. A format for collecting and integrating ecobehavioral information is presented along with suggestions to applied researchers and practioners for implementing ecobehavioral analysis strategies in interventions.
Ecological Validity
Ensuring that change is meaningful in present and future natural and valued ecologies



Ecological Validity

Multi-dimensional Collaborative Data

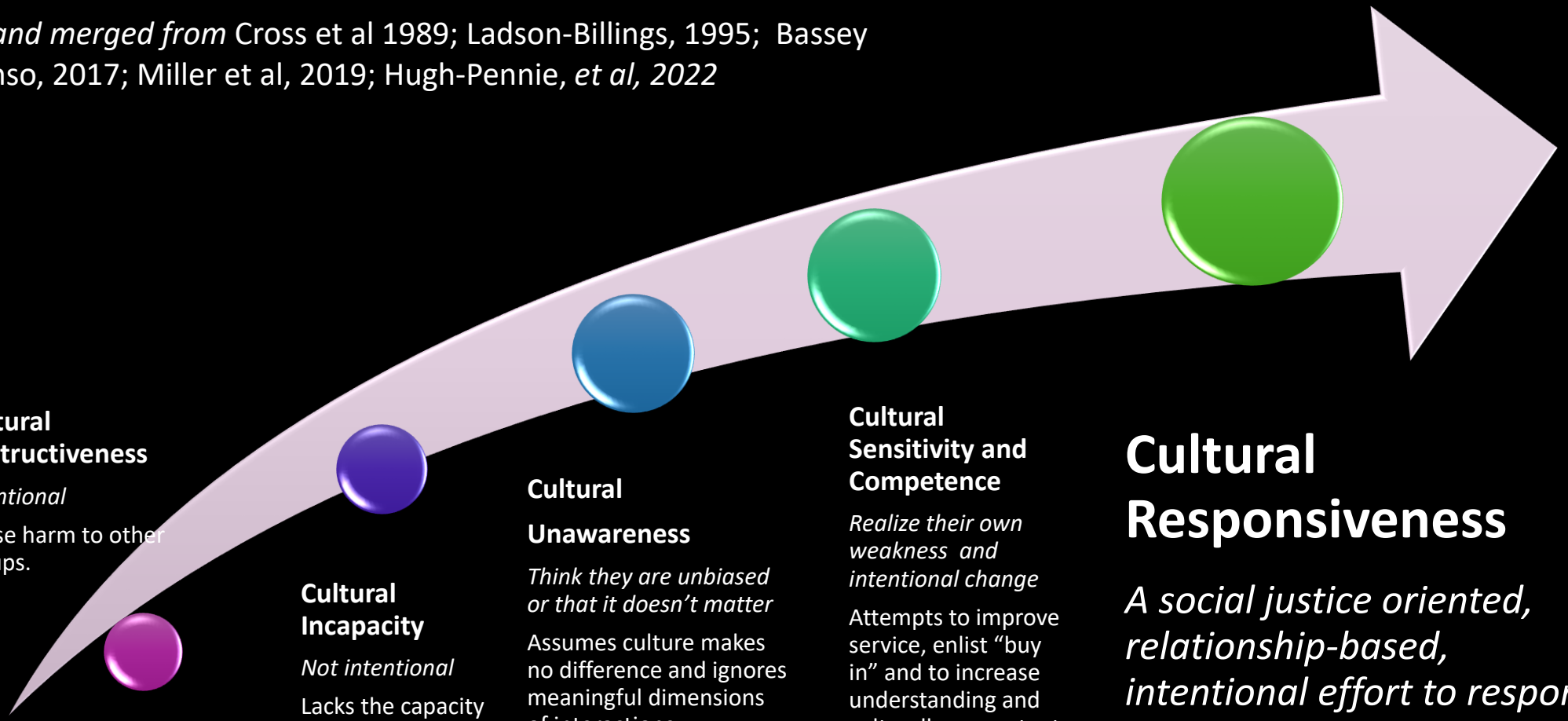
- Conversations about natural ecologies – ***now and in the future***
- Observations in natural ecologies

Tensions

- Assumptions about generalization and social importance
- Social and ecological validity take time
- Limited technologies
- Many perspectives and positionalities

Improving our responses to context, to culture

Adapted and merged from Cross et al 1989; Ladson-Billings, 1995; Bassey 2016; Danso, 2017; Miller et al, 2019; Hugh-Pennie, *et al, 2022*



Cultural Destructiveness

Intentional

Cause harm to other groups.

Cultural Incapacity

Not intentional

Lacks the capacity to interact with people of diverse backgrounds

Cultural Unawareness

Think they are unbiased or that it doesn't matter

Assumes culture makes no difference and ignores meaningful dimensions of interactions

Cultural Sensitivity and Competence

Realize their own weakness and intentional change

Attempts to improve service, enlist "buy in" and to increase understanding and culturally competent care

Cultural Responsiveness

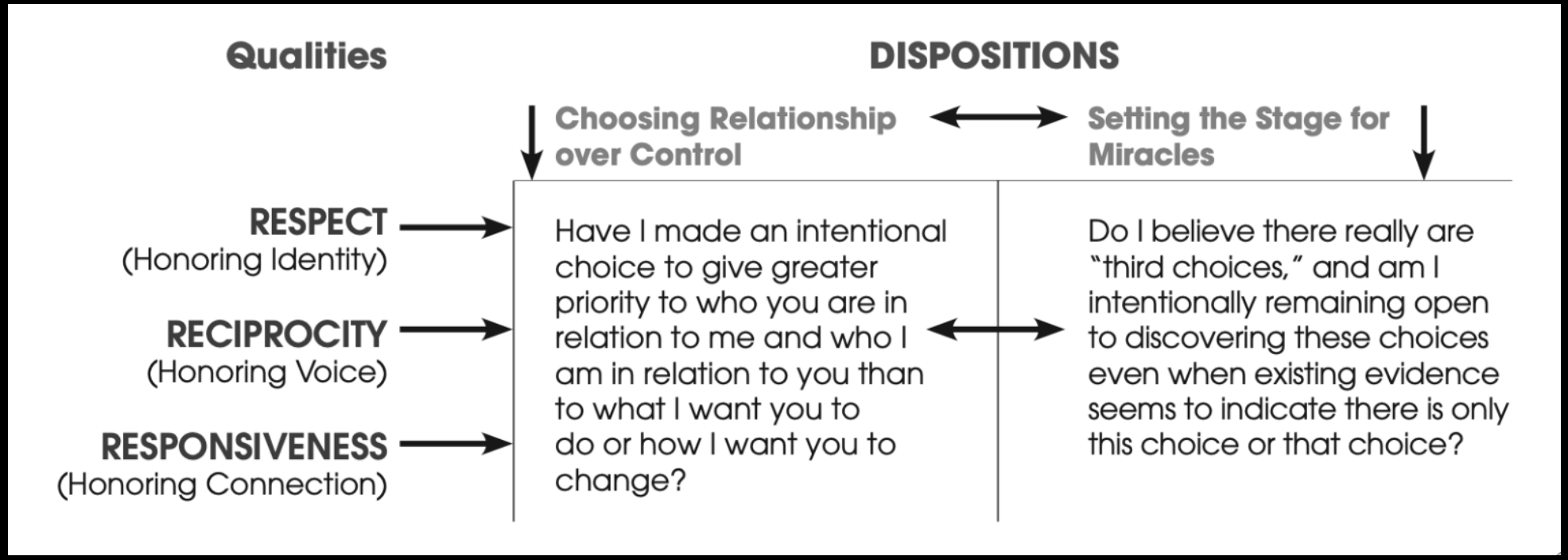
A social justice oriented, relationship-based, intentional effort to respond to context, learn, and transform to increase wellbeing for all.

Collaborative Tidepool Observations: Now and Dreams



e.g., Lutzker & Campbell, 1994; Bernal, 1995; Baires, et al 2023; Lynch & Hansen,2011; McGoldrick & Harding, 2021

Conversations



Barrera, I., R.M. Corso & D. Macpherson. 2003. *Skilled Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood.* Baltimore, MD: Brookes.
Barrera, I., & L. Kramer. 2009. *Using Skilled Dialogue to Transform Challenging Interactions: Honoring Identity, Voice, and Connection.* Baltimore, MD: Brookes.



Sunny Starts

one program example

Ala'i-Rosales. S., Cermak, S. & Guðmundsdóttir, K. (2013) ***Sunny Starts: DANCE Instruction for Parents and Toddlers with ASD***. In Weiss, M.J. & Bondy, A. (Eds.) Teaching Social Skills to People with Autism. Woodbine House, Bethesda, MD; Guðmundsdóttir, K., Sigurdardottir , Z.G., & Alai-Rosales, S. (2017) ***Evaluation of caregiver training via telecommunication for rural Icelandic children with autism***, Behavior Development Bulletin; Guðmundsdóttir¨, K., Alai-Rosales, S., & Sigurðardóttir, Z. (2018) ***Extending caregiver training via telecommunication for rural children with autism***. Rural Special Education Quarterly.

Sunny Starts Mission



1. To strengthen family relationships and nurture change that is effective, joyful, meaningful & generative
2. To train students as caring clinicians skilled in experimental method
3. To conduct and disseminate useful research

Sunny Starts Hopes

1. Collaborative
2. Increasing capacity
3. Contingencies of joy
4. Improvement in natural ecologies
5. A beautiful dance





sunny starts

A Family Coaching Program to Promote Growth and Harmony











D Decide

A Arrange

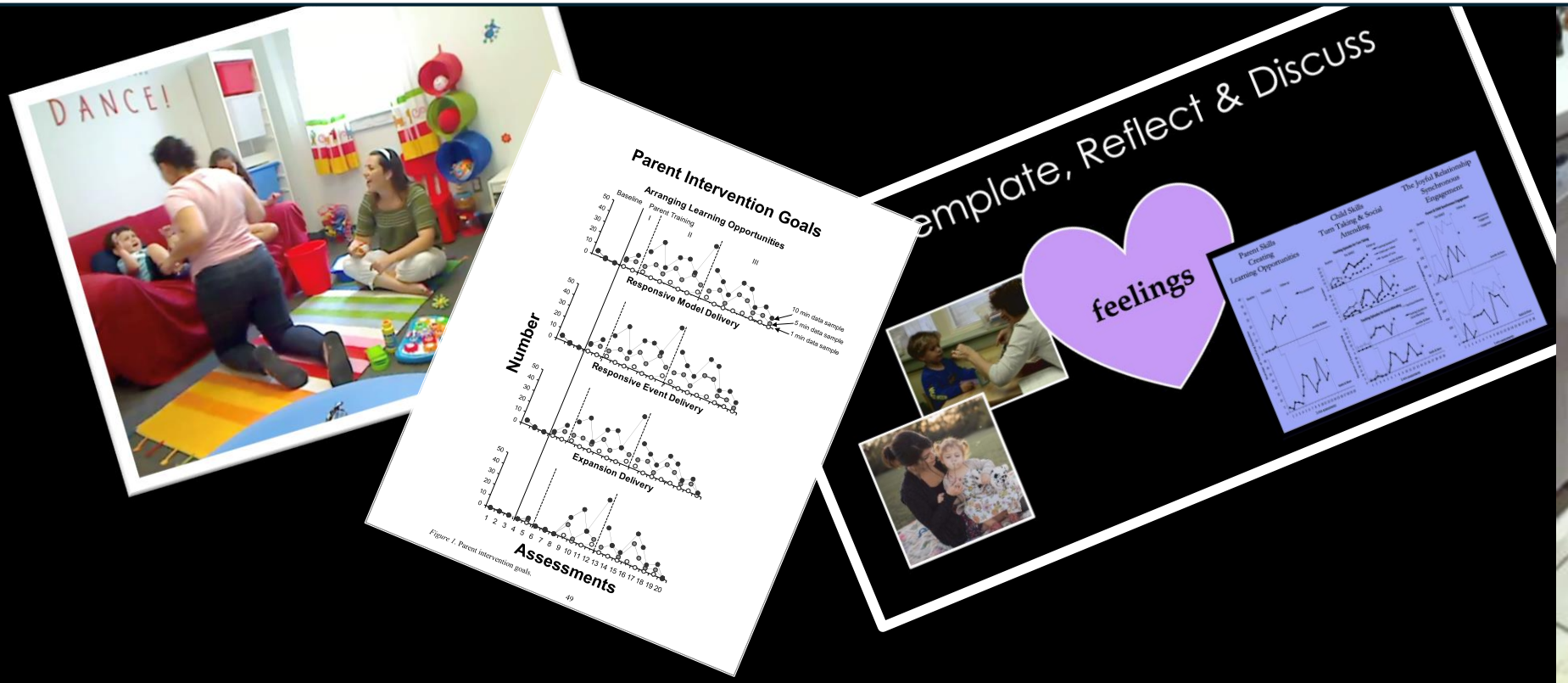
N Now!

C Contemplate

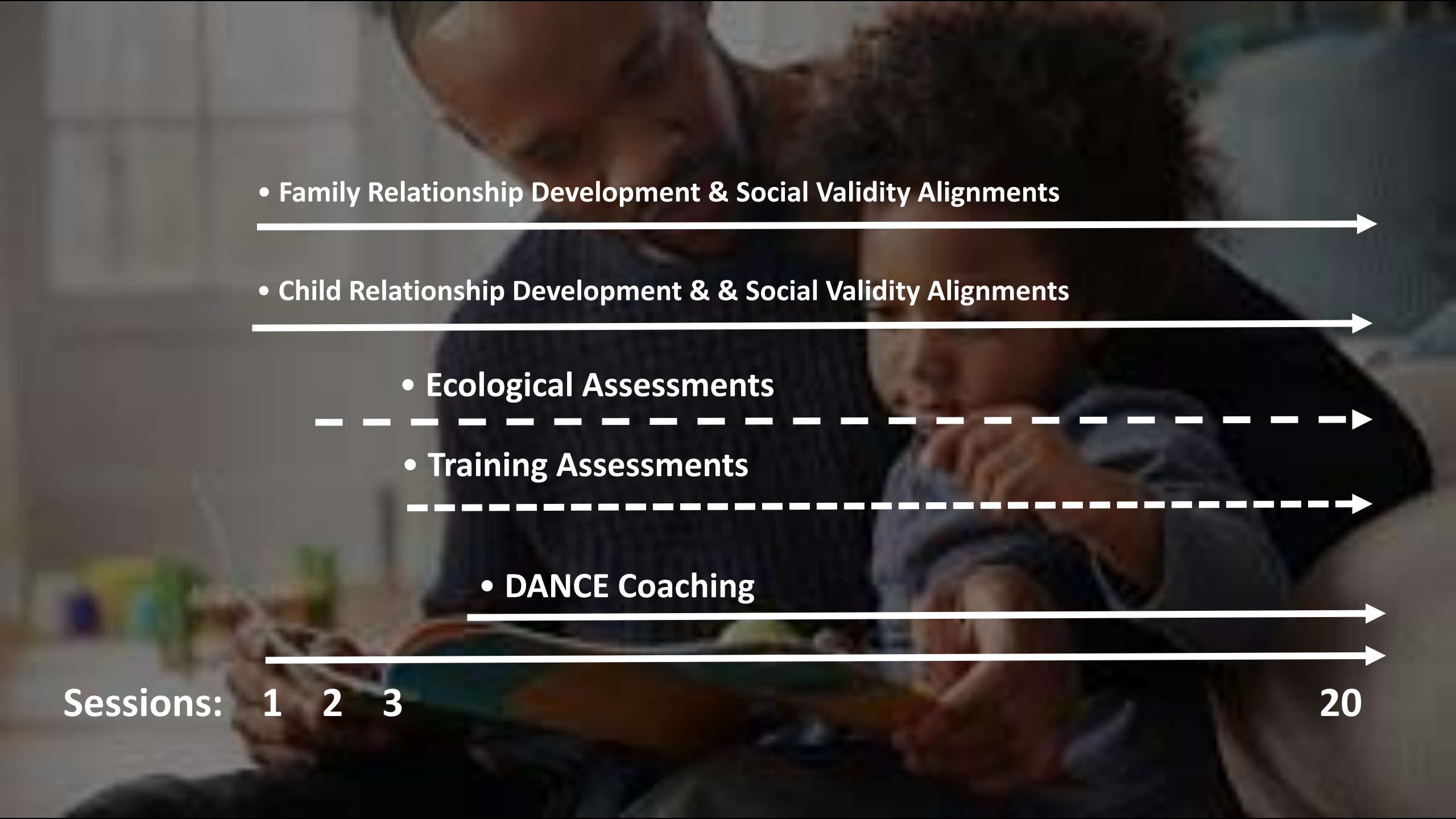
E Enjoy



Contemplate, Reflect & Discuss






• Family Relationship Development & Social Validity Alignments
• Child Relationship Development & & Social Validity Alignments
• Ecological Assessments
• Training Assessments
• DANCE Coaching
Sessions: 1 2 3 20

sunny starts

A Family Coaching Program to Promote Growth and Harmony

Bridging Ecologies

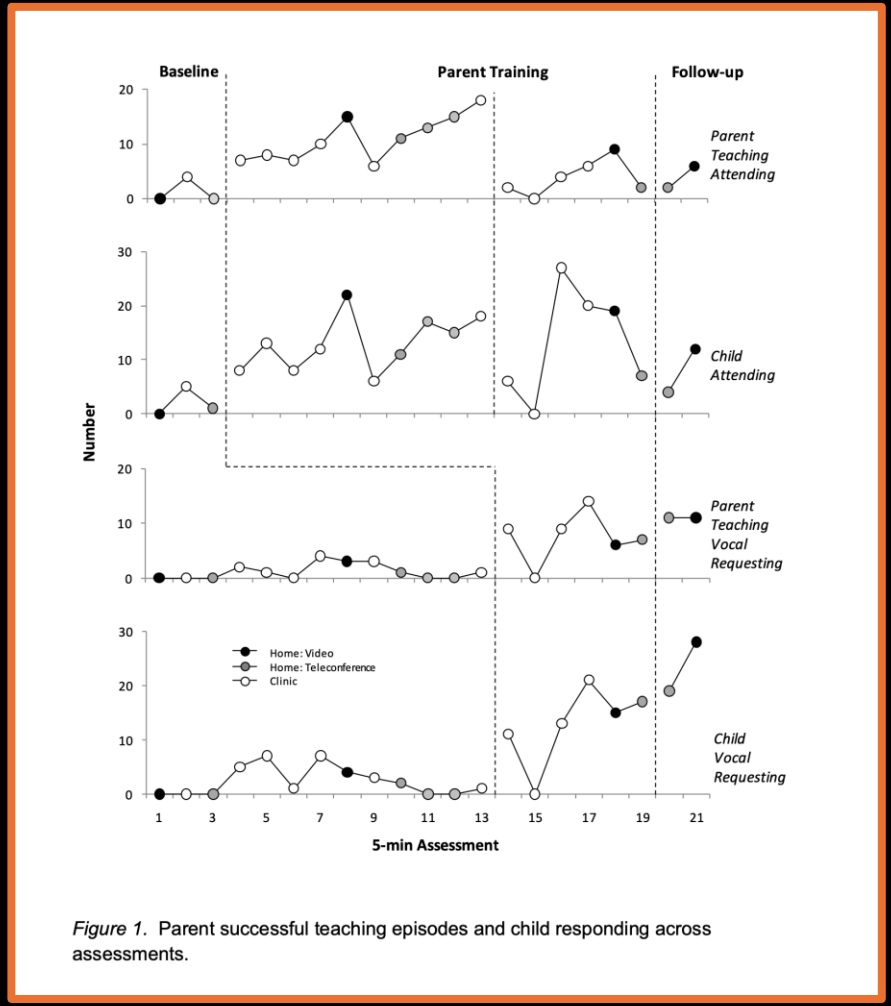


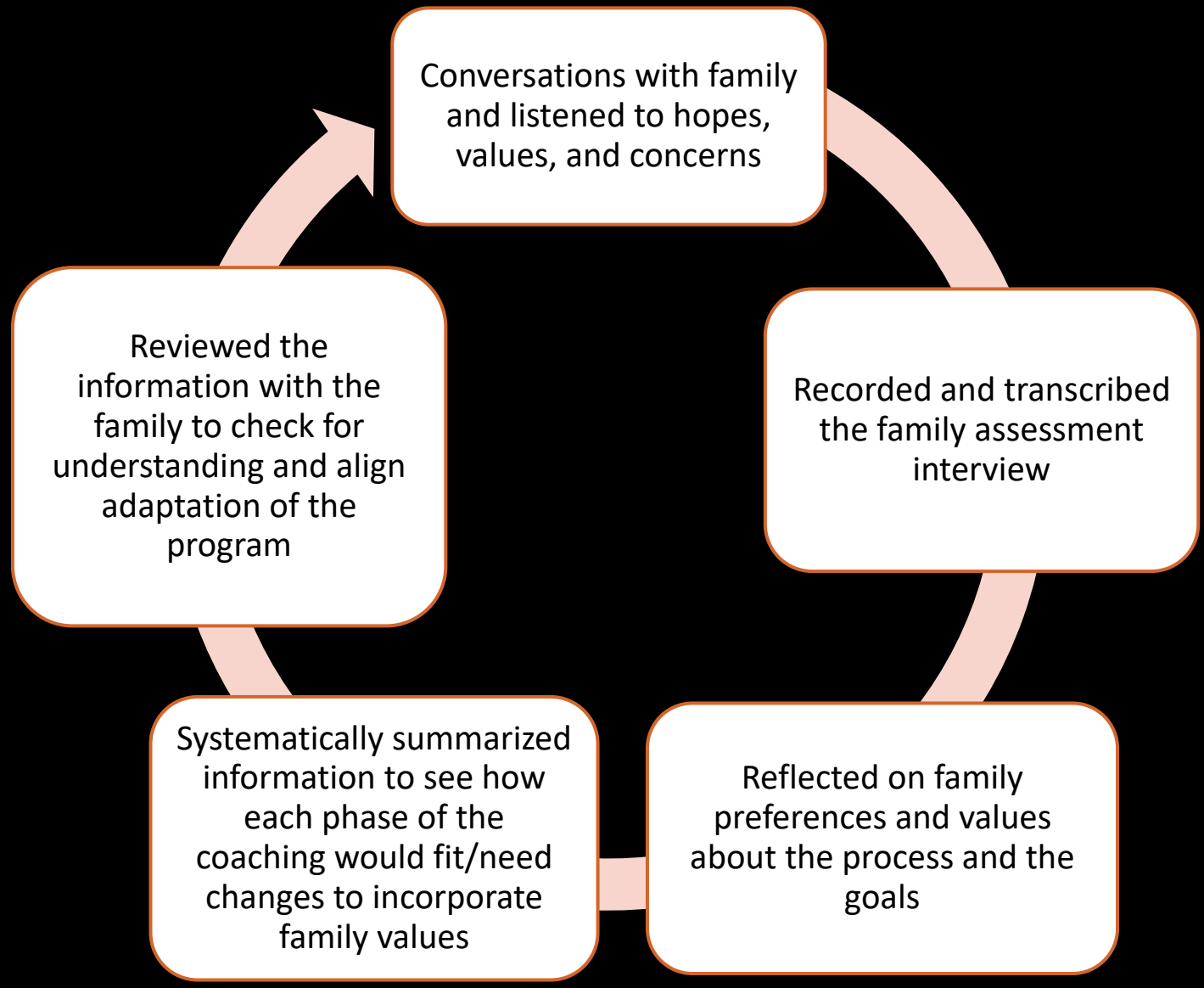
Figure 1. Parent successful teaching episodes and child responding across assessments.



Cermak, S., Johnson, K., Greer, J., Kowalchuk, H., Yauger, A., Rosales-Ruiz, J., Ala'i-Rosales, S. *"The Addition of Telemedicine to a Parent Training Program for Parents of Young Children with Autism"* Association for Behavior Analysis Annual Convention. Denver, CO, May 2011.

See also: Guðmundsdóttir¨, K., Alai-Rosales, S., & Sigurðardóttir, Z. (2018) Extending caregiver training via telecommunication for rural children with autism. *Rural Special Education Quarterly*

Family Value Alignment Process: General Sequence



Cunningham, I.L., Alai-Rosales, S., Siller, M., Re Cruz, A., Parra de Young, A., Rosales-Ruiz, J., & Louise-Fowler, A. (2025, March 27). Crianza en armonía: An evaluation of a culturally responsive family coaching program to increase harmony within Latino families and their toddlers at risk of autism [Poster presentation]. APBA Shine Conference, Dallas, TX



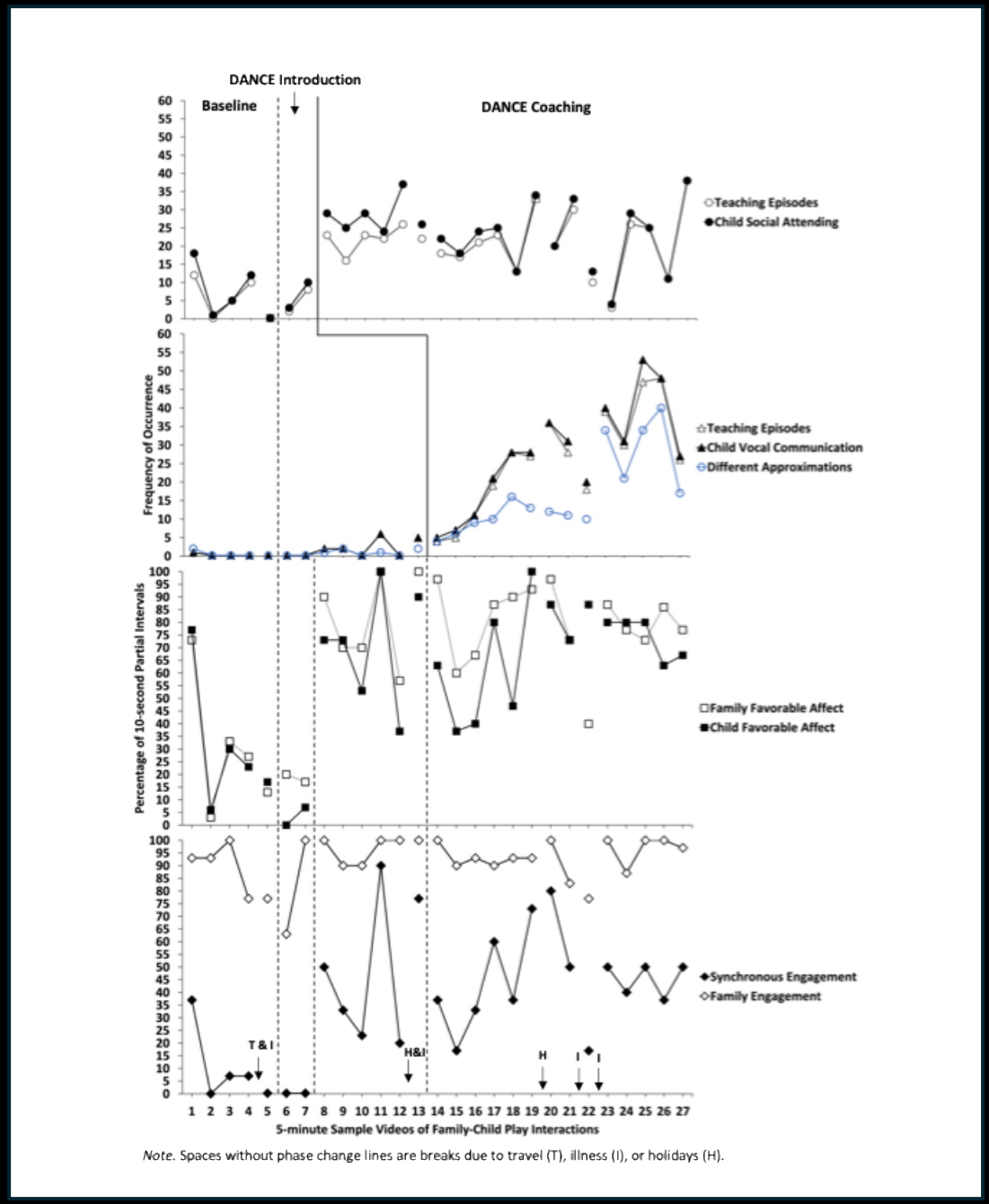
Aligning Ecologies

Isabel Cunningham, 2025

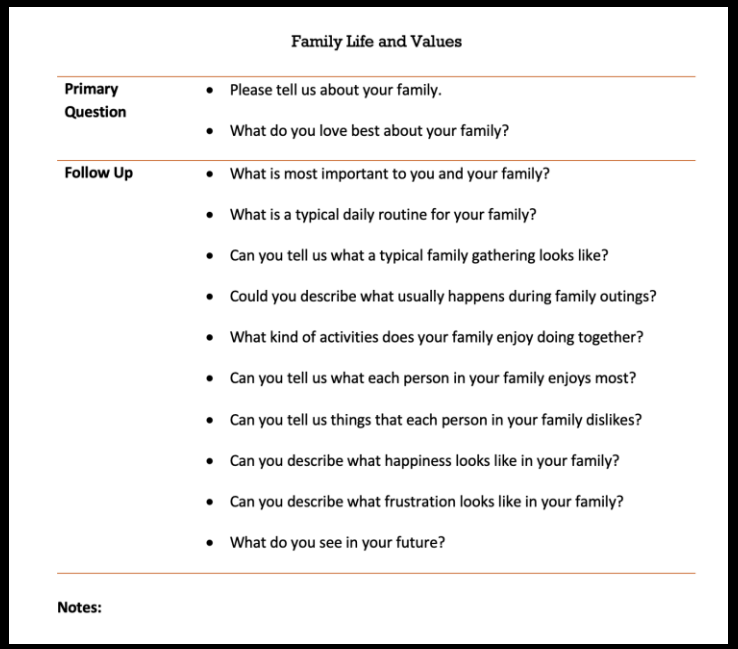
Cunningham, I.L., Alai-Rosales, S., Siller, M., Re Cruz, A., Parra de Young, A., Rosales-Ruiz, J., & Louise-Fowler, A. (2025, March 27). Crianza en armonía: An evaluation of a culturally responsive family coaching program to increase harmony within Latino families and their toddlers at risk of autism [Poster presentation]. APBA Shine Conference, Dallas, TX

Observations in Natural Ecology

Cunningham, I.L., Alai-Rosales, S., Siller, M., Re Cruz, A., Parra de Young, A., Rosales-Ruiz, J., & Louise-Fowler, A. (2025, March 27). Crianza en armonía: An evaluation of a culturally responsive family coaching program to increase harmony within Latino families and their toddlers at risk of autism [Poster presentation]. APBA Shine Conference, Dallas, TX



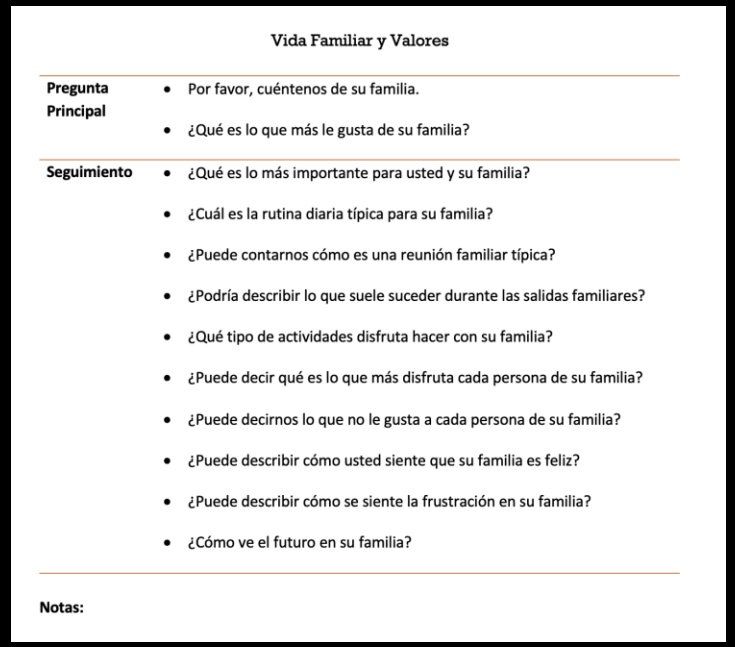
Note. Spaces without phase change lines are breaks due to travel (T), illness (I), or holidays (H).



Family Life and Values

Primary Question	• Please tell us about your family. • What do you love best about your family?
Follow Up	• What is most important to you and your family? • What is a typical daily routine for your family? • Can you tell us what a typical family gathering looks like? • Could you describe what usually happens during family outings? • What kind of activities does your family enjoy doing together? • Can you tell us what each person in your family enjoys most? • Can you tell us things that each person in your family dislikes? • Can you describe what happiness looks like in your family? • Can you describe what frustration looks like in your family? • What do you see in your future?

Notes:



Vida Familiar y Valores

Pregunta Principal	• Por favor, cuéntenos de su familia. • ¿Qué es lo que más le gusta de su familia?
Seguimiento	• ¿Qué es lo más importante para usted y su familia? • ¿Cuál es la rutina diaria típica para su familia? • ¿Puede contarnos cómo es una reunión familiar típica? • ¿Podría describir lo que suele suceder durante las salidas familiares? • ¿Qué tipo de actividades disfruta hacer con su familia? • ¿Puede decir qué es lo que más disfruta cada persona de su familia? • ¿Puede decirnos lo que no le gusta a cada persona de su familia? • ¿Puede describir cómo usted siente que su familia es feliz? • ¿Puede describir cómo se siente la frustración en su familia? • ¿Cómo ve el futuro en su familia?

Notas:

Alignment process: Beginning the Conversation

- Conversations in Spanish and English discussing:
  - family life and values
  - family supports and challenges
  - child strengths and needs
- Began with broader questions and asked follow up questions when necessary

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Alignment process: Theme Identification

Temas de Importancia para su Familia	Important themes for your family
• **Mantenerse cariñosamente unidos**	• Staying affectionately bonded
• **Apoyarse entre los tres miembros de la familia para seguir adelante juntos**	• Providing support to one another across all three family members to move forward together
• **Mantener contacto con los abuelos**	• Maintain contact with grandparents
• **Mantener el bienestar colectivo**	• Maintain collective well-being
• **Lograr más estabilidad en la situación de vida y vivir en una casa**	• Achieve more stability in living situation and live in a house
• **Reconocer fortalezas del niño tales como su ternura, inteligencia, buena memoria, independencia con el juego, y buen apetito**	• Recognize the child's strengths such as his tenderness, intelligence, great memory, independence with play, and good appetite
• **Aumentar la independencia y el bienestar del niño en sus rutinas diarias y de higiene**	• Increase the child's independence and well-being in their daily and hygiene routines
• **Optimizar la comunicación del niño**	• Optimize the child’s communication
• **Aumentar las habilidades sociales del niño para que juegue con otros niños**	• Increase the child's social skills so he can play with other children
• **Aprender sobre la constancia y progresar en el rol parental**	• Learn about consistency and progressing in the parental role

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Family Values Alignment Process: Theme implications for coaching process

Goal selection	• Selected child goals that would facilitate well-being and affectionate social interactions across family and friends (child social attending and communication, family harmony and engagement)
DANCE overview	• Broke down functions of behavior and three term contingency as an approach to plan for and evaluate consistency of parental role because the mother wanted to learn about the process
Video assessments and in session scoring	• Scored indicators of family affection along with family and child goal progress
Graph review, individualized video feedback, and discussion	• Emphasized changes in affectionate bond over time, checked in about individual and family well-being, provided resources as necessary
Rationales, modeling, and practice	• Discussed how and when practiced techniques could be included during family time and the child's time with partner, and practiced these
Summary and self-reflection	• Discussions how to share and form with summarized feedback in Spanish was provided that could be easily shared with other family members
Transition planning	• Reviewed how the dance could be applied to self-help skills and mealtimes and helped family contact future service provider

Alignment Process: Moving Forward

Issues of Importance to Your Family	Considerations for Our Orientation
☐ Staying affectionately bonded	☐ In all sessions we will collect data related to the favorable affection, harmony between you and your child to ensure that you maintain and strengthen your loving relationship
☐ Providing support to one another across all three family members to move forward together	☐ Your partner is always welcome if he is available and wants to participate in our orientation sessions. As it is not possible now because of his work, we will explore strategies to share the information from our sessions with him
☐ Maintaining contact with grandparents	☐ We are going to develop skills that can facilitate the experience of video calls with grandparents
☐ Maintaining collective well-being	☐ We will incorporate the interests of all participants into our activities
☐ Achieve more stability in the living situation and live in a house	☐ As part of the transition plan, a resource packet will be prepared for your family
☐ Recognize the child's strengths such as his tenderness, intelligence, good memory, independence with play, and good appetite	☐ All of your strengths will help create successful learning opportunities
☐ Increase the child's independence and well-being in their daily and hygiene routines	☐ We are going to develop strategies to increase requirements that can then be applied to teach different routines such as toileting, brushing teeth, getting dressed, collaborating with the haircut, etc.
☐ Optimize the child's communication	☐ I will model different strategies to increase and shape different child communicative responses
☐ Increase the child's social skills so he can play with other children	☐ I will model strategies to increase the child's playrepertoire so that he can participate in activities with other children
☐ Learn about consistency and progressing in the parental role	☐ We will review the functions of human behavior, the three-term contingency, and how to practice those principles in your parenting role

Temas de Importancia para su Familia	Consideraciones para Nuestra Orientación
☐ Mantenerse cariñosamente unidos	☐ En todas las sesiones vamos a recopilar datos relacionados al afecto favorable, a la armonía entre usted y su niño para asegurar que ustedes mantengan y fortalezcan su relación afectuosa
☐ Apoyarse entre los tres miembros de la familia para seguir adelante juntos	☐ Su pareja siempre será bienvenido si el está disponible y quiere participar en nuestras sesiones de orientación. Como ahora no es posible por su trabajo, vamos a explorar estrategias para compartir la información de nuestras sesiones con él
☐ Mantener contacto con los abuelos	☐ Vamos a desarrollar habilidades que puedan facilitar la experiencia de las videollamadas con los abuelos
☐ Mantener el bienestar colectivo	☐ Vamos a incorporar los intereses de todos los participantes en nuestras actividades
☐ Lograr más estabilidad en la situación de vida y vivir en una casa	☐ Como parte del plan de transición, se preparará un paquete con recursos para su familia
☐ Reconocer fortalezas del niño tales como su ternura, inteligencia, buena memoria, independencia con el juego, y buen apetito	☐ Todas sus fortalezas van a ayudar a crear oportunidades de aprendizaje exitosas
☐ Aumentar la independencia y el bienestar del niño en sus rutinas diarias y de higiene	☐ Vamos a desarrollar estrategias para aumentar requisitos que después se puedan aplicar a enseñar diferentes rutinas tales como dejar el pañal, cepillarse los dientes, vestirse, colaborar con el corte de pelo, etc.
☐ Optimizar la comunicación del niño	☐ Voy a modelar diferentes estrategias para aumentar y moldear diferentes respuestas comunicativas del niño
☐ Aumentar las habilidades sociales del niño para que juegue con otros niños	☐ Voy a modelar estrategias para aumentar el repertorio de juego del niño para que él pueda participar en actividades con otros niños
☐ Aprender sobre la constancia y progresar en el rol parental	☐ Vamos a revisar las funciones de la conducta humana, la contingencia de tres términos, y cómo practicar esos principios a la crianza del niño

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Results: Social Validity Reflection and Alignment Process

Goal selection	• *"Que nos ayudó bastante, más que todo para él, porque al comienzo, como usted lo vio, él no hablaba. Y tampoco teníamos mucho contacto visual ni tantas cosas. Y nos ayudó bastante de verdad. La experiencia fue buena, para mí y para mi familia."* • *"That it helped us a lot, especially for him, because at first, as you saw, he didn't talk. And we didn't have much eye contact or many other things. And it really helped us a lot. The experience was good, for me and my family."*
DANCE overview	• *"Todo bien. Bien detallado. Todo se puede entender. Está bien. Sí, a mí sí me gustó."* • *"Everything was good. Very detailed. Everything was understandable. It is good. Yes, I liked it."*
Video assessments and in session scoring	• *"O sea, él siempre es cariñoso conmigo, incluso hasta más se volvió. Se comenzó a expresar de a poco. ¿No? Pero antes no lo hacía."* • *"I mean, he's always affectionate with me, actually he became even more so. He started expressing himself little by little. Right? But he didn't do that before."*
Graph review, individualized video feedback, and discussion	• *"Eso me pareció bien porque ahí vimos el avance de Amorito, de cada semana que venía, cada vez avanzaba más. Eso es bueno, porque ahí se puede ver todo, ¿no?"* • *"I thought that was good because we saw Amorito's progress there; each week that came, he progressed more and more. That's good, because you see it all there, right?"*
Rationales, modeling, and practice	• *"Aprendí a tener más paciencia con él. Aprendí a también cómo conocerlo un poco más para que él pueda demostrar lo que él quiere hacer. ¿No? Y a enseñarles a lo que buscaba hablar, que me preste atención y todo eso."* • *"I learned to be more patient with him. I also learned how to get to know him a little better so he could demonstrate what he wanted to do. Right? And to show him what I was trying to talk about, to get his attention and all that."*
Summary and self-reflection	• *"¡A sí! Mejoró más. Mejoró más. Ahora entendíamos como que ahora interactuamos más, jugábamos más y pronunciábamos más las palabras, las cosas, él me entendía un poco más."* • *"Yeah! He got better. He got better. Now we understood, like we interacted more, we played more, and we pronounced words and things more. He understood me a little more."*
Transition planning	• *"Sí, que nos ha ayudado más que todo sin costo, sin nada, porque aquí es un poco difícil eso, mas para nosotros como somos inmigrantes. Pero sí, agradecerle, ¿no? Por todo el avance que ha tenido mi hijo. Y que siga avanzando más."* • *"Yes, you helped us, especially at no cost, or anything, because that's a bit difficult here, especially for us as immigrants. But yes, thank you, Right? For all the progress my son has made. And may he continue to make more progress."*
Program Length	• *"Bien. Hubiese querido que dure más. Sí, porque a él también le gusta. Le gusta que venga y que juegue con él, interactuar con él de alguna manera."* • *"Good. I wish it would last longer. Yes, because he likes it too. He likes that you come and play with him, interact with him in some way."*

Cunningham, I.L., Alai-Rosales, S., Siller, M., Re Cruz, A., Parra de Young, A., Rosales-Ruiz, J., & Louise-Fowler, A. (2025, March 27). Crianza en armonía: An evaluation of a culturally responsive family coaching program to increase harmony within Latino families and their toddlers at risk of autism [Poster presentation]. APBA Shine Conference, Dallas, TX



Centering values related to social justice, cultural responsiveness, and collaboration can orient us towards perspective making, shared purpose and collective action.

An ecobehavioral approach encourages us to increase alignment of our practice with a clients current and future ecologies and expressed values and priorities in those ecologies.

Observations in natural ecologies and skillful conversations are one important step towards ecologically valid and culturally responsive practice.

This talk is based, in part, on the following works:

- Alai-Rosales, S, Heinkel-Wolfe, P, Cunningham, I, Louise-Fowler, Dracobly, J, Morrison, K, and Edwards, C. (2024) *A Context for Responsive and Responsible Family Collaboration with Young Autism Families, In (Eds)* Weiss, Tereshko, Linnehan, & Dyer. *Fostering Community, Social Connection and Belonging: The Behavior Analyst's Guide to Neurodiversity.* Sloane Publishing
- Alai-Rosales, Pritchett, Linden, Cunningham & Syed. (2022) *Be Humble, Learn and Care: Culturally Responsive Evidence-based Practice*. In Leaf, J. (Ed) Handbook of Applied Behavior Analysis Intervention for Autism.
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- Guðmundsdóttir ¨ , K., Alai-Rosales, S., & Sigurðardóttir, Z. (2018) Extending caregiver training via telecommunication for rural children with autism. *Rural Special Education Quarterly.*
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- Ala'i-Rosales. S & Zueg, N. (2010) Important Things to Consider when Starting Intervention for a Child Newly Diagnosed with Autism. *Behavior Analysis in Practice, 3, 54-55*

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