

## Questions for Cultural Integration

### Step 1:

#### Part A – Stress Recovery

- a) What target non-target variables are at play for the family? For the provider? What this mean about what is normative for this family? How is it similar or different from the provider? How does this get accounted for?
- b) Where, when and how does this family approach sleep and waking? What are the cultural factors?
- c) How does this family (or dyad) get to “green” together? How might green appear differently in different cultural groups? How do parents and provider get to green? Consider the Feeling Wheel – Peaceful, Powerful, Joyful – aspects of green? Sad – Blue; Mad – Red; Scared - Combo

#### Part B – Stress responses

- a) How might my cultural background impact my understanding of this dyad’s (families) stress responses? Given my non-target identities in relationship to this family, what modernism behaviors am I at risk for?
- b) What are possible stress responses for this family (dyad) at each of the four levels? (adaptive stress responses: sad – blue; mad –red; scared – combo)?
- c) What are the possible stress responses at the systemic and cultural levels?
- d) What are alternative behaviors I might practice (personal/interpersonal) or advocate for (systemic/cultural)

#### Part C – Toxic Stress Patterns

- a) What are the institutional and cultural barriers that create and/or support these patterns?
- b) What are toxic stress patterns at the personal and interpersonal levels? (i.e. Chronically in blue or combo/oversleeping; Going into stress responses too quickly and too frequently)
- c) What are possible survival behaviors that I notice? How do I assess when these have become internalized oppression?
- d) What alternative behaviors are possible?

### Step 2: Levels of Engagement

- a) How might culture influence levels of engagement? Consider such factors as rate of engagement, speed of serve and return patterns, tone, volume, patterns of non-verbal communication, facial expression, teasing, use of humor
- b) How comfortable am I asking about what cultural messages parents carry with respect to raising their children?
- c) What comes up for me as I experience dissonance between what I have been taught to see as “normal” and what I am experiencing with this dyad? (Discuss in terms of the zones).
- d) What do I do to get back to green as I am in this situation?
- e) What is my relationship with the care giver in terms of engagement? Am I noticing any of my own modernisms or internalized oppression occurring?
- f) What ego states are being stimulated as I work with this family? (How do ways of relating HHH connect with the ego state model?) Where do I feel successful? Where do I feel challenged?

### Step 3 – Brain Systems

#### Regulation Brain System

1. From a cultural view, how does this mother feed, sleep, diaper, clothe her baby?
2. What is this mother's cultural view of prenatal care, birth, labor, delivery?
3. What is this family's cultural view of post-partum depression?
4. What is this family's view of reading infant cues? Responding to infant cues?
5. From a cultural view, in this family, *should* a parent follow/read/respond to infant's cues?

#### Sensory Brain System

1. From a cultural perspective, when does this mother think infants should talk, walk?
2. What is this family's cultural view of infant's fine motor skill, ie: when should infant pick up objects toys independently, feed independently?
3. Does this family "tune in" to processing issues, ie: visual spatial, auditory, olfactory, proprioception, etc.? In other words, is this topic something this mother notices as part of a delay? Or individual difference?
4. In terms of "matching or countering" – from a cultural perspective, can this mother up-regulate/down regulate? Note: Some cultural groups do not feel comfortable "down regulating" and some cultural groups find "upregulating" outside of their comfort zone.

#### Relevance Brain System

1. From a cultural perspective, how does this family feel about/approach "separation"?
2. Immigration history and/or familial separations?
3. From a cultural perspective, how does this family feel about attachment relationships? Note: Some cultural groups do not afford attachment relationships very much "power" as these relationships "come and go".
4. Are there experiences for this mother/family in which they have felt excluded, discriminated against or treated poorly?
5. From a cultural perspective, what makes this mother feel empowered/competent?
6. If there is mental health or substance abuse issues in this family – how is it viewed? Is it viewed as "normal/typical"? Or problematic/challenging?
7. Do you feel "welcomed" in this home?

#### Executive Brain System

1. How does this mother's cultural group view play? Parent role in play? Play as learning experience?
2. How does this family play? What are the play activities that this family values?
3. From a cultural view, does this family "de-value" play as a learning tool?
4. In this family, who do they believe is their child's best teacher?
5. From a cultural view, how does this family believe children learn the best?
6. Does this family value dependence or independence? How does this family support these for their children?
7. From a cultural perspective, what does this mother think her child needs, in terms of skills, to make it in life?
8. From a cultural perspective, how does this family view "intervention"? What is this family's cultural view of seeking intervention? Medical care? Psychological care? Mental health care?