



Working with each other,
our families and our
communities: Workshop
on relationship-building on
partnered projects



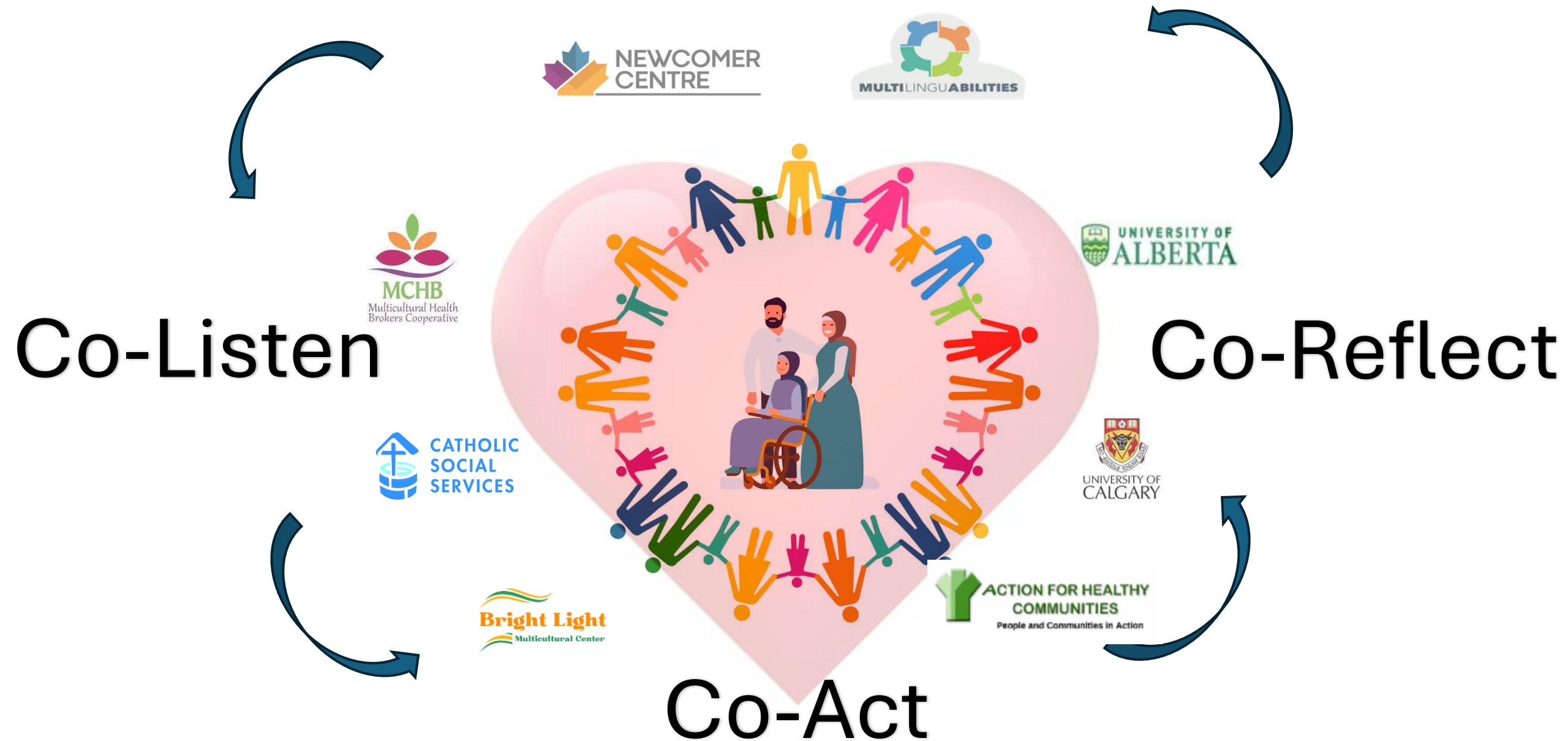
Presenters: Rosslynn Zulla & Andrea MacLeod



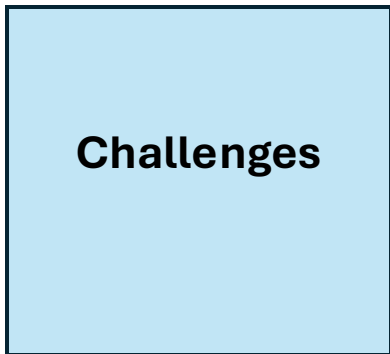
Land Acknowledgement

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- A decorative border consisting of numerous overlapping circles in various colors (red, orange, yellow, green, blue, purple, pink) of different sizes, scattered along the top and bottom edges of the slide.
- Thank you to all the families and community leaders/service providers who spent time sharing their stories and their recommendations for creating inclusive and safe public spaces
 - Thank you to our funder, Child Bright Network, for their financial support and flexibility throughout this project.

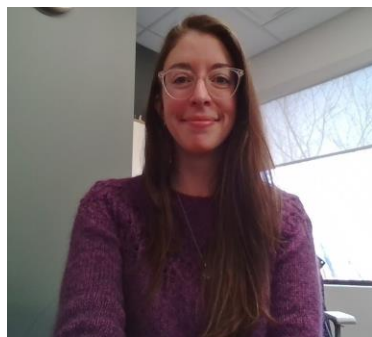
Our Story



Partnerships: An evolving space filled with challenges and benefits



Our Team



Background: A dearth of guidelines to support relationship-building

- Increase interest to do research projects to support families of children with disabilities including immigrant and refugee families with neurodivergent children
- Limited guidance for researchers to work ‘meaningfully’ with immigrant and refugee families with neurodivergent children from diverse backgrounds (e.g., faith and linguistic) particularly in key areas:
 - Engagement protocols throughout the research
 - Study documents



Unpacking Our Experiences



Engage in team reflection meetings on Zoom to unpack and make sense of our past experiences in building relationships and undertaking research

Learning from each other

Workshop:

- Reflect on 'scenarios' to learn from each other
- Present some suggestions



Scenario #1: Understanding our Families

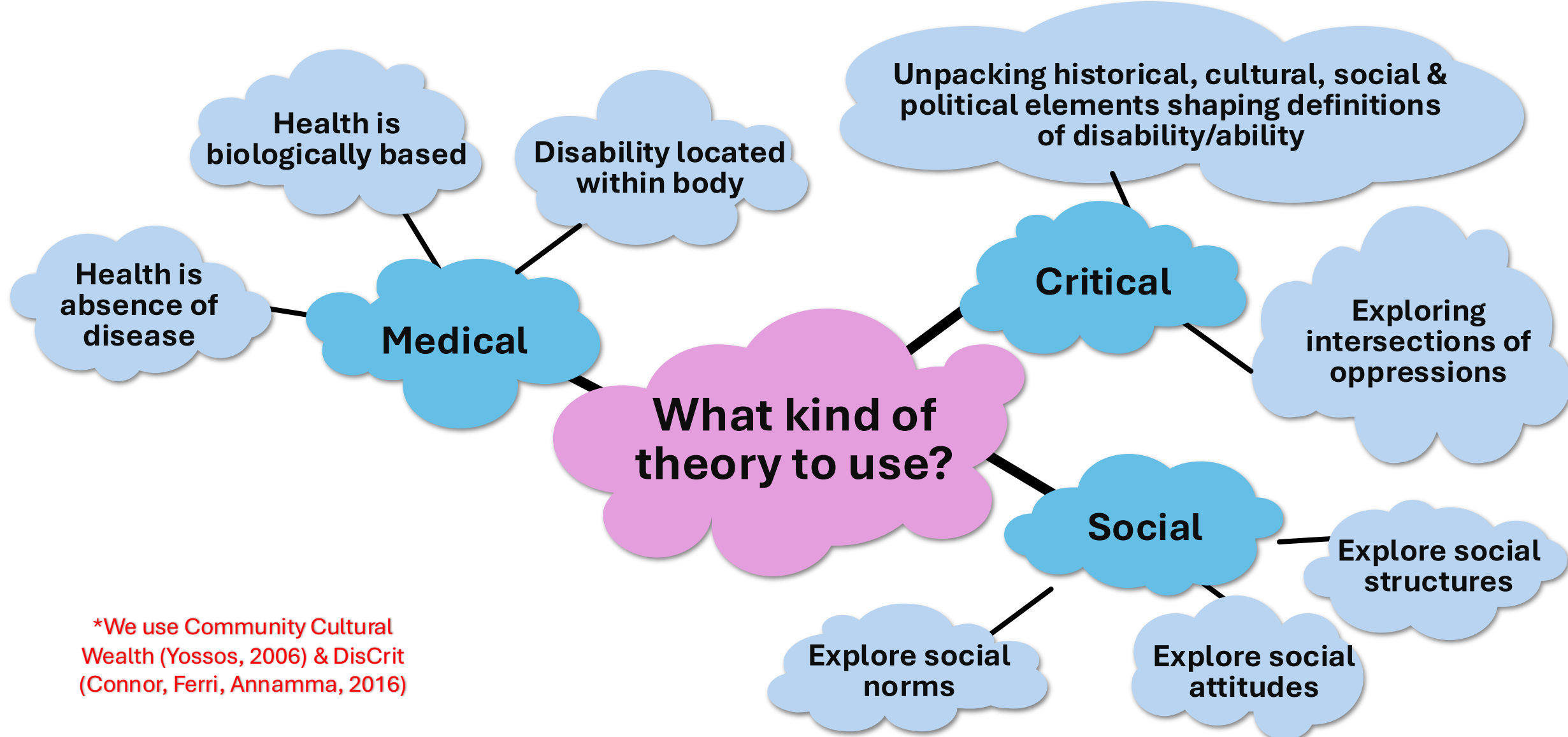
A researcher is interested in doing a project that addresses the health and well-being of immigrant and refugee families. As this is the first time for the researcher to do this kind of project, the researcher has multiple questions, many that focus on how to approach families, what terms to use & what frameworks to explore issues. As a representative of a settlement agency who has extensive knowledge of working with immigrant and refugee families,

- What are some suggestions that you would offer to the researcher?
- What role would you play in realizing any of these suggestions?

Learning about our Communities

- Gain a deeper understanding of the families we work with'
 - Learn the terms that families use
 - Learn from families and people who support them (e.g., youth worker, settlement counselor, cultural health broker, pastor, speech language pathologist, doctor, community leader)
 - Learn about pre-migration & post-migration experiences
 - Focus on assets & challenges





Identify 'fit' of theory with all stakeholders

- What are key areas to address?
- What is familiar to everyone and/or has benefitted others?

Scenario #2: Designing study forms

Having finished the study design, your research team must create study documents. This includes creating any recruitment materials (e.g., posters and emails), study information and consent forms. Given the diversity (e.g., ability, language/dialect, literacy skills, cultural customs in engagement) among immigrant and refugee families with neurodivergent children,

- What are some factors that are integral in designing 'meaningful' study documents?
- What would your study forms look like?

Accessibility and usability of city of Edmonton resources for
immigrant and refugee families with neurodiverse children
Information and Parent Consent Form

ABOUT OUR PROJECT



We are a research team who is interested in learning from immigrant and refugee families with neurodiverse children about their experiences in public spaces and/or using public resources



We wish to learn about their experience in public spaces and/or using public resources. We hope that stories shared will help create safe public spaces for immigrant and refugee families with neurodiverse children as well as help them safely access public resources.



Creating our Study Forms

- Paper Presentation
 - Focus on incorporating pictures
 - Be sensitive to space/color/font considerations
 - If possible, consider translating forms into family's language
- In-person Delivery
 - Offer to deliver information in person and through a translator

Scenario #3: Sharing learnings

- Your team completed the study, generating rich learnings that can be shared with a variety of groups which may include the following groups: immigrant and refugee neurodivergent children/youth, their families, service providers who support them and policymakers/decision-makers
 - Who would your team consider sharing the findings?
 - How would you share these learnings?

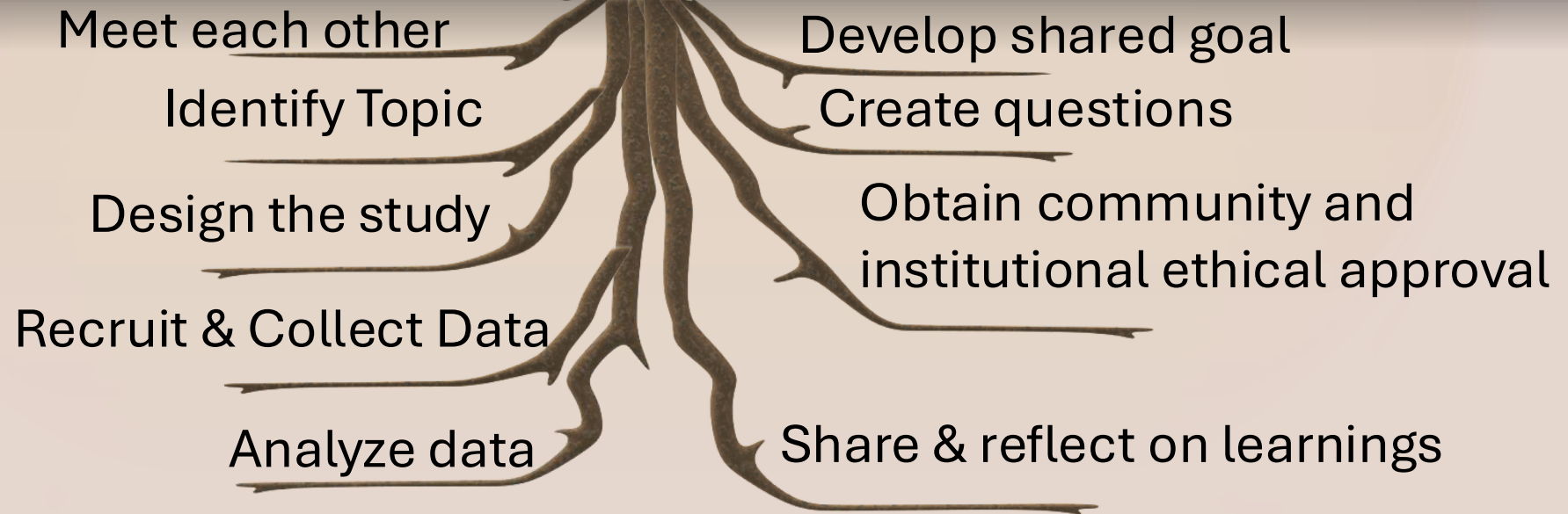
Stimulating ongoing discussion/education

- When sharing with communities, we considered the following:
 - Prioritization of team's needs
 - Peer-oriented platforms, as we are both learners and teachers
 - Promotes/Stimulates ongoing conversation
 - Different platforms

We developed this poster to share findings with the families at the picnic



Development of relationships parallels the progression of a project





Questions & Feedback, please connect with us:

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Additional Slides

Scenario #4: Relating to each other on an ongoing basis

Team dynamics is an integral component for successful collaboration. Your current research team is a diverse group including individuals from different ethnocultural backgrounds, different disciplines, different sectors and possibly having different worldviews. When focusing on nourishing team dynamics, exploring how we relate to each other is a key step,

- What strategies would you suggest to help members relate?
- How would these strategies change/stay the same throughout a project?

How can we grow together?



Engaging in ongoing reflection



Helping us to Connect

- Team Dynamics were nourished through ongoing reflections of the following:
 - What and why we come together
 - Considering our past positive and negative experiences when coming together
 - Considering how our identities/worldviews may dis/connect with each other and participants (e.g., family and service providers)

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Scenario #2: Navigating Terms

Your group comprising many key stakeholders (e.g., front-line workers and administrators, community leaders and researchers) have come together on a project to help immigrant and refugee families with neurodivergent children. When framing the research topic, question and design, we use multiple terms to ‘define’ participants including ‘neurodivergent’, ‘autism’ or ‘disability’.

- What do these terms mean to you?
 - Consider positive and negative implications
- How will you consider using these terms in a research project?
 - Explore the relevancy to families you worked/are working with

Considering our Terms We Use

- Unpacked terms by considering the following:
 - How we come to know it through our education, work, discipline, society
 - How families from different cultural/faith perceive the term
 - Identify ‘ways’ to center families’ voices when applying specific terms

Using the right terms reduces stigma and improves work or team environment

Also, using the right term is important for accessing services

In some instance it may be difficult to get the vulnerability of a family or individual with neurodiversity to express about their situation boldly due to sociocultural barriers.

Maybe it will be good to educate families or individuals with neurodiversity to identify themselves as "neurodiverse" and discuss about the issue.

Fear in the community of what the term means (how it associated back home) but also can limit access to services

Working with terms is navigating cultural interpretations of terms.

Risk of gaslighting

Parents (e.g., father) themselves may be neurodiverse and may consider their child normal in relation to themselves

Normalcy vs. "different"

System gatekeepers

Societal Stigma