

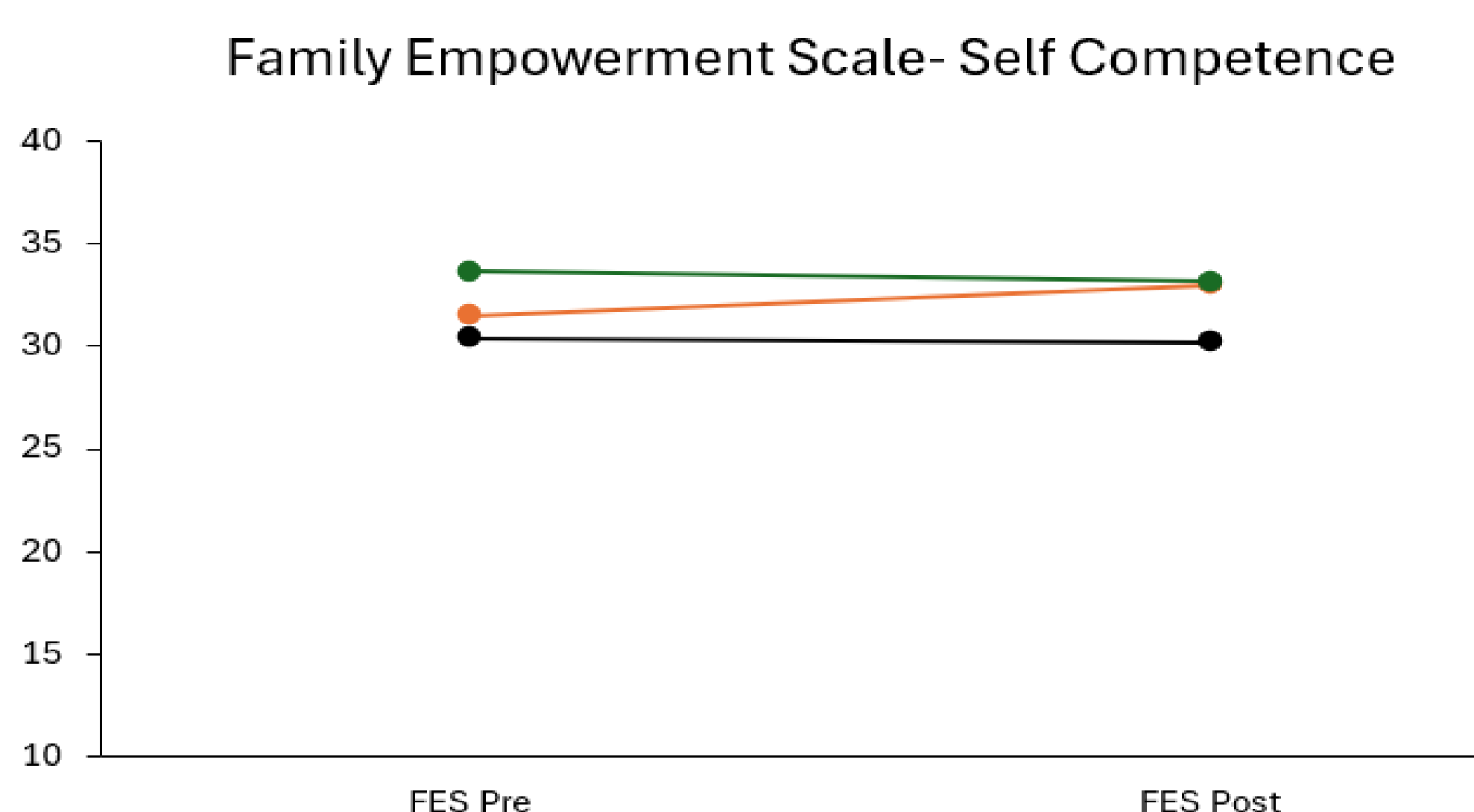
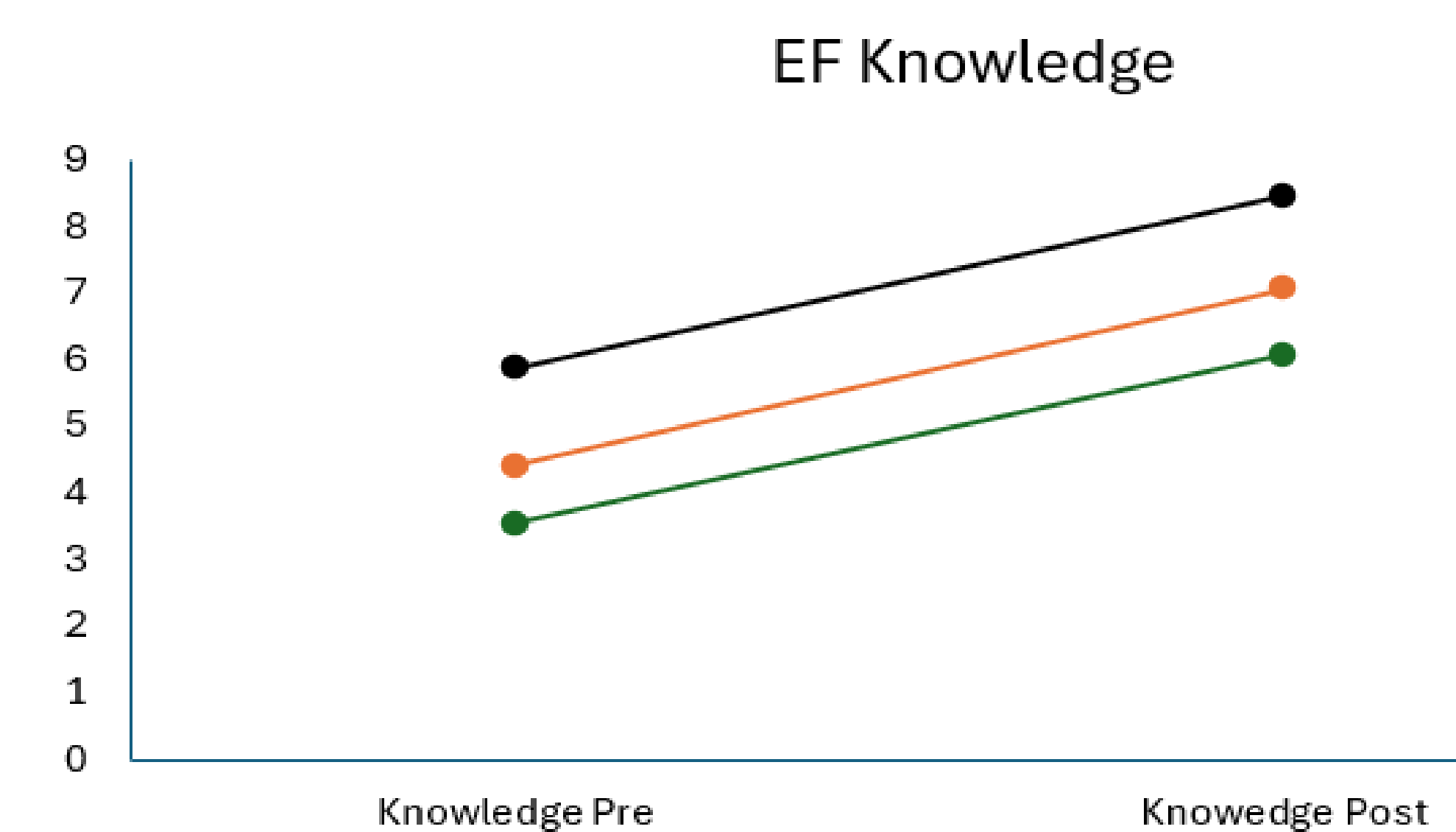
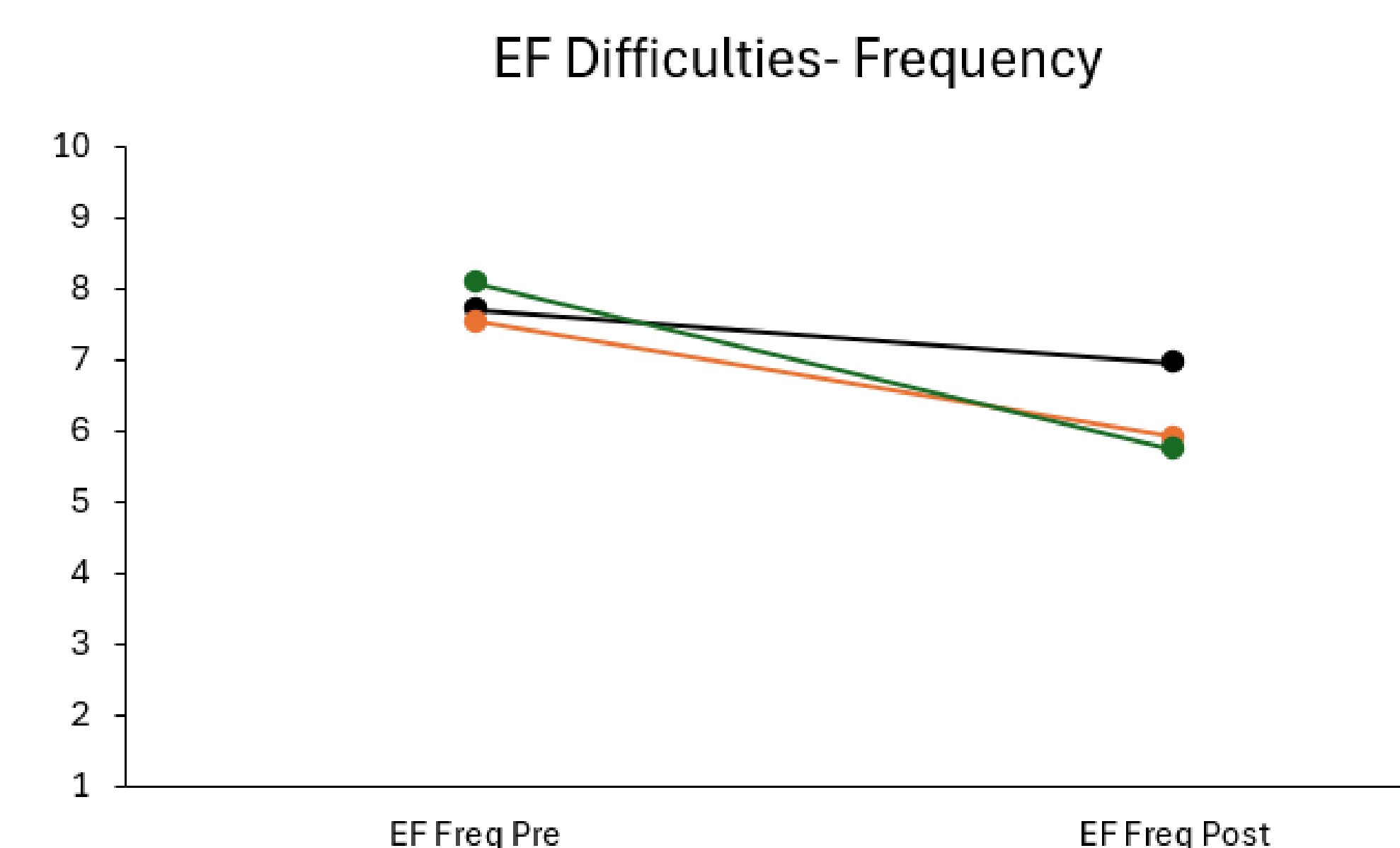
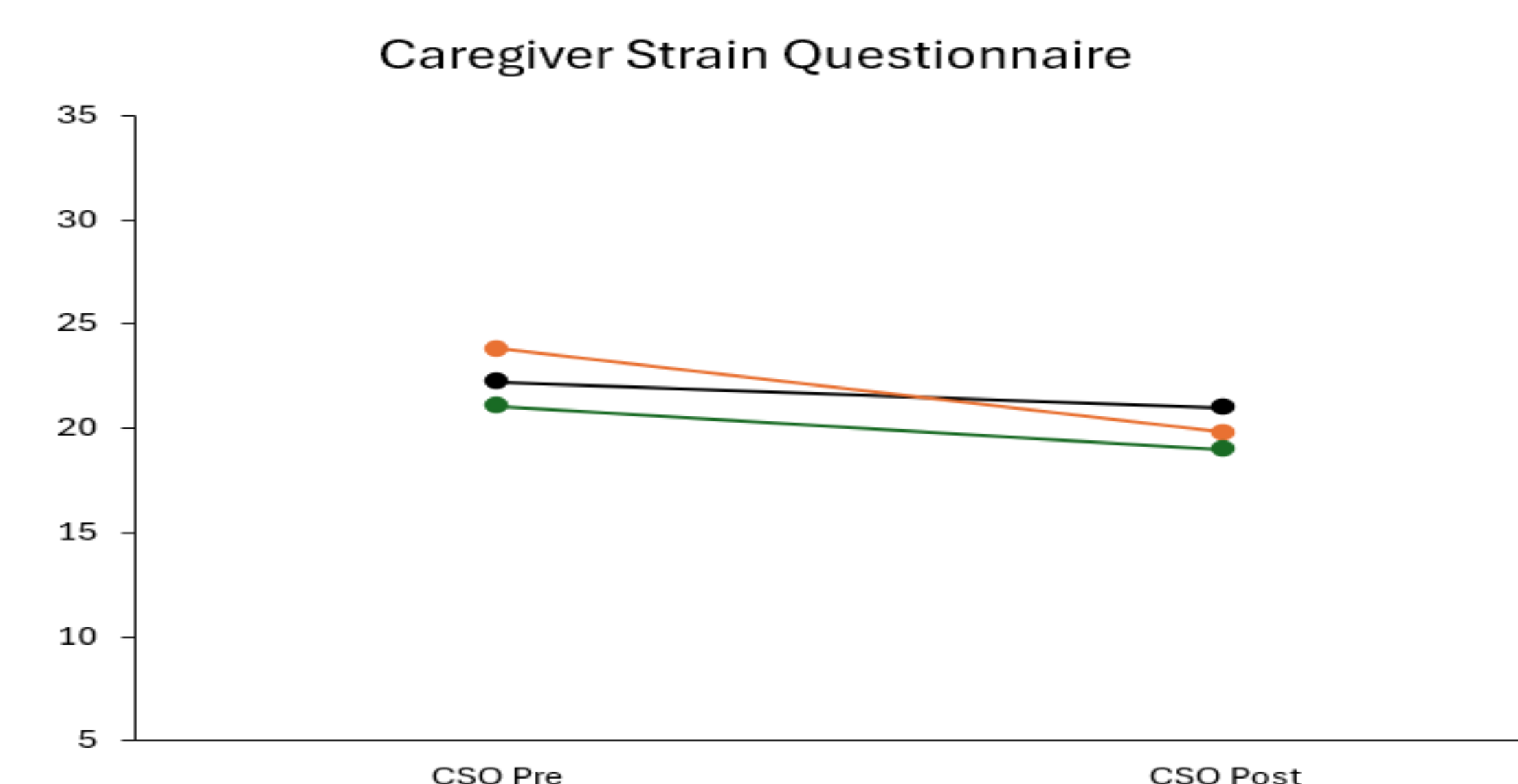
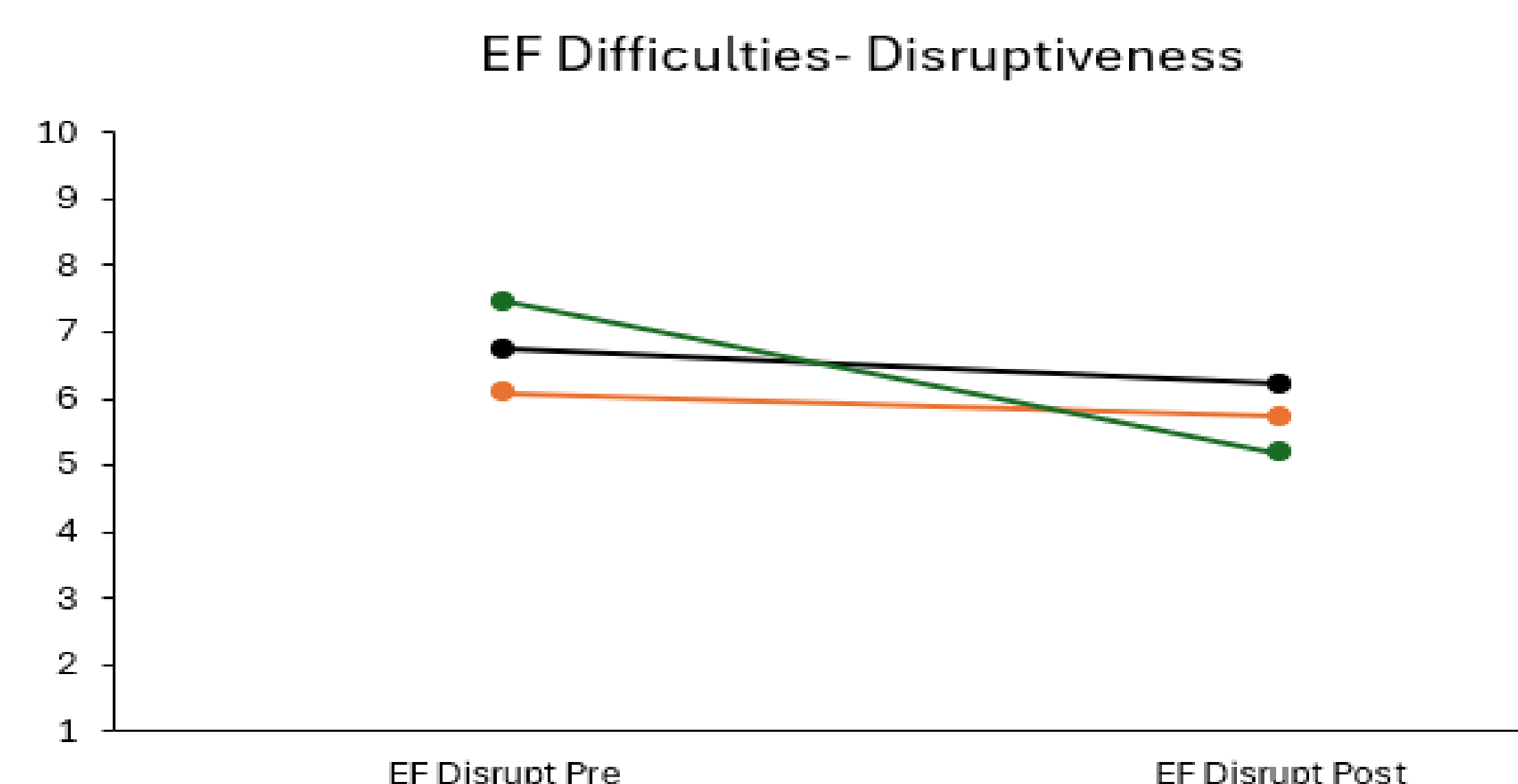
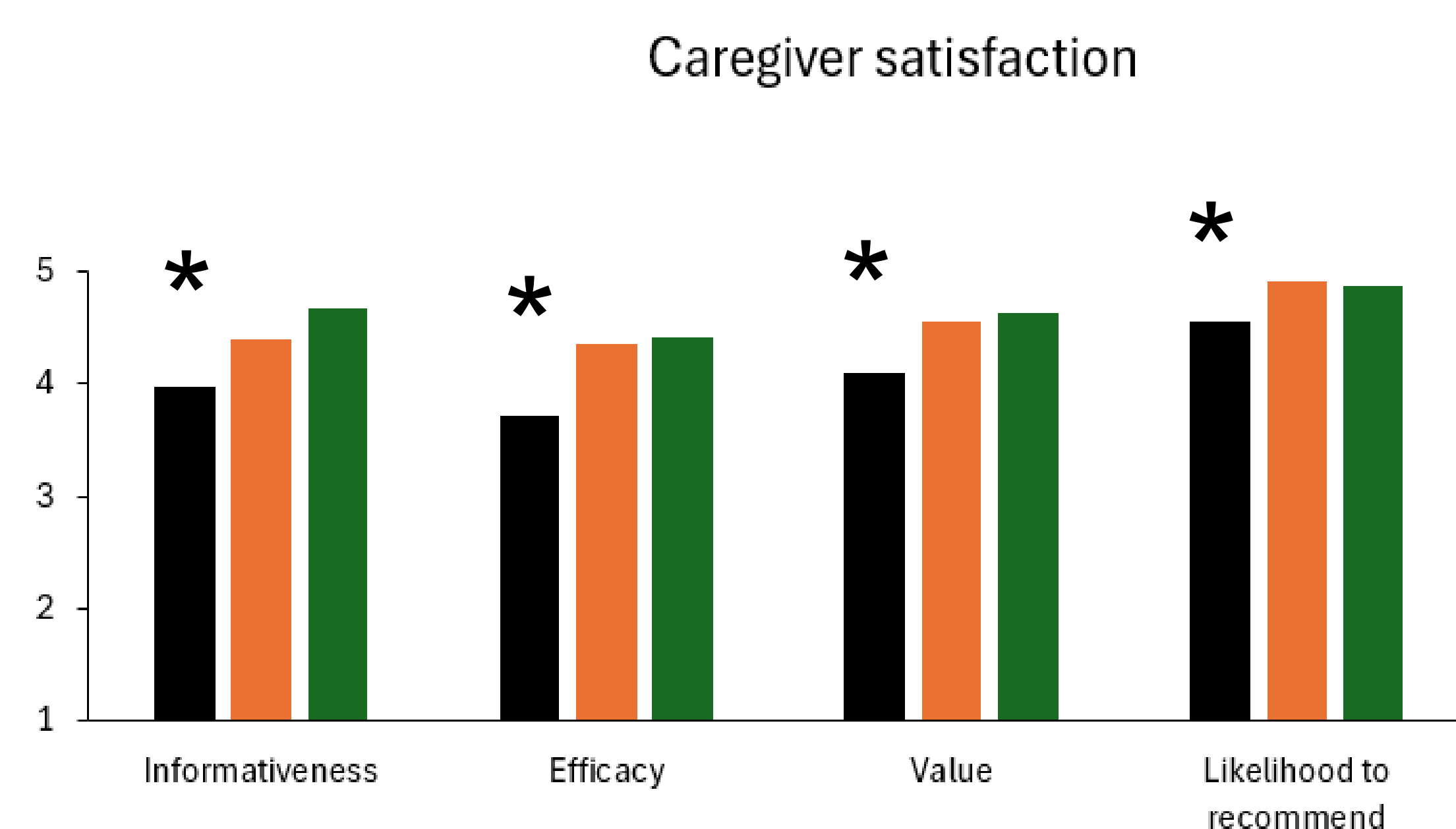
Background

- Disparities in treatment access exist for Spanish-speaking families of neurodivergent children (e.g., those with autism or ADHD) in the U.S.
- Neurodivergent children often have challenges with executive functioning (EF)
 - E.g., emotion regulation, organization, planning, flexibility, transitioning
- Unstuck and On Target* intervention has been shown to be effective in improving EF

Methods

- 12 videos on EF and *Unstuck* support strategies
 - Initially only 5 in Spanish
- Videos rated pre- and post- by English-speaking (n=101) and bilingual (n=15) parents of neurodivergent children
- Last spring professional direct translations of remaining videos to Spanish
- Reviewed by new cohort of monolingual Spanish-speaking parents (n=37)

Spanish-speaking caregivers of neurodivergent children rated *Unstuck and On Target* videos as even MORE acceptable and effective than their English-speaking peers.



Results

- Significant between-group differences on all ratings of satisfaction ($p < .05$)
- Significant group x time interactions on EF difficulties
- Significant pre to post improvement on EF knowledge and caregiver strain (with no group diff's)
- No improvement on ratings of self-competence

Discussion

- Overall:** higher satisfaction and equal or greater child/parent improvements among Spanish speakers
- Implications:** providing intervention materials in languages beyond English can increase accessibility for individuals who may appreciate and benefit greatly from such resources
- Limitation:** no control group for pre-post improvements

