

00:00.66

Sasha Long

Hi, Quintara. Thank you so much for joining me on the podcast.

00:03.64

Quintara Tucker

Hi Sasha, thank you so much for having me.

00:06.57

Sasha Long

I'm excited to have you on because I feel like we're going to have a lot to chat about and I'm very excited to cover this topic because this is something we've talked a ton about on the podcast.

00:16.25

Quintara Tucker

I agree, I'm so so excited to get into this today.

00:19.06

Sasha Long

So today we're to talk about cultural responsiveness. And I think this is kind of a buzz phrase, you know, that people maybe in your opinion or not use incorrectly or overuse. So in the context of autism and special education, how would you define providing culturally responsive education and clinical practice?

00:38.20

Quintara Tucker

Yeah, totally. So I think in order to really define cultural responsiveness, we really have to start or stop, excuse me, and think about what culture really is. um As I speak about culture today with you, I'm going to be referring to anything that a group of individuals share. So to your point and to your question in the context of special education, right, those students all share the right to a free and public education regardless of their background or any cultural aspects, right? So when I think of cultural responsiveness in this setting, I think of it being an ongoing practice of kind of understanding and honoring a student's cultural identity, values, and their lived experiences. And then again, using this understanding that we've gathered from that to inform how we then assess, teach, and then go on to support them in the classroom.

01:28.55

Sasha Long

It's such an important piece that I think we don't talk about enough. We like assume it's going to happen, but when it doesn't happen, you notice big time.

01:37.18

Quintara Tucker

Totally.

01:38.52

Sasha Long

And I think for especially our students on the spectrum and families with students with special needs, this can be especially important, but also challenging. What do you see as like the, I mean, obviously this is important for everyone, but ah especially for this group, what distinction do you see here?

01:51.13

Quintara Tucker

Yeah.

01:55.86

Quintara Tucker

I think overall, the the understanding that autism doesn't exist in like a vacuum is is the first thing that I think we have to understand, right? Culture kind of shapes how behaviors are expressed, how we interpret them, and then how we then go on to support them, right? So without any sort of cultural responsiveness in our work or culturally responsive training, we unfortunately risk misunderstanding needs, mislabeling those behaviors, and then creating interventions that really don't align with the families that we serve or their values

02:28.76

Sasha Long

Yes, that's what I was going to, that was kind of leading into my next question. You know, when we create strategies that aren't in line with a family's cultural values, it's just, it's so ineffective because, I mean, even if families want to try, it's just not something that is going to work for them.

02:31.80

Quintara Tucker

yeah yeah

02:43.53

Sasha Long

What are some other ways similar that that you see clinicians or teachers kind of miss the mark or have a misstep in this area that, you know, can overall affect that child?

02:54.65

Quintara Tucker

So I think really the the biggest one is just assuming that there's one way um to you know kind of provide interventions or there's a right way to communicate, to teach, or to really parent.

02:59.90  
Sasha Long  
Yeah.

03:06.93  
Quintara Tucker  
right That's definitely a myth. um I see a lot of clinicians overlooking family input. Relying on standardized norms without any sort of cultural context and prioritizing compliance over meaningful culturally relevant outcomes.

03:23.45  
Quintara Tucker  
Right. So I see that a lot in the classroom, too, right, where it's like, oh, you know, we're in school. We have to comply. We have to sit at our desk, um you know, without considering some sort of culturally relevant outcome or those cultural norms.

03:37.75  
Sasha Long  
to start that conversation with families, like thinking about, you know, a newer teacher, like, okay, yeah, I hear this, but like, how do i begin those conversations with families to know what their, what their values are rooted in?

03:43.32  
Quintara Tucker  
Mm-hmm.

03:52.63  
Quintara Tucker  
So something, i guess I could say I have found the most success in asking the question, how is autism or special needs or special education viewed in your culture?

04:04.22  
Quintara Tucker  
I just come right out and I say it and you know we have an open, honest conversation with families, right?

04:04.63  
Sasha Long  
Yeah. Yeah.

04:09.10  
Quintara Tucker  
As opposed to, well, how do you feel about autism, special needs, or you know so services in in that area?

04:19.03

Sasha Long

Yeah, that's a really good point because it's going to open up those doors to a lot of different conversations. And actually, when you were saying that, I was thinking back to a family I worked with who, when referring to autism, they spoke Spanish, they used the word enfermedad a lot, which is like sickness.

04:30.01

Quintara Tucker

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04:34.95

Sasha Long

And that was – and I had to like – it was hard for me to connect with because that wasn't how I viewed autism, but that was how they at that point too in their like journey –

04:35.46

Quintara Tucker

Sickness, yep.

04:44.95

Quintara Tucker

Yeah.

04:45.53

Sasha Long

you know, the diagnosis process, that was how they viewed it. And like, I had to respect that for them.

04:51.45

Quintara Tucker

Totally. I completely agree.

04:53.30

Sasha Long

What are some other differences that you've seen families from diverse backgrounds, you know, view autism, this diagnosis, or either what interventions would be acceptable in their family and their culture?

05:04.98

Quintara Tucker

So I've noticed that some families, like you just said, may not identify fully with the label or the term autism, right? Some families may prioritize independence differently. They may or may not value community, um respect, interdependence, um You know, there's when we are thinking of providing services to, you know, those individuals with autism, right? We as clinicians and teachers were thinking about individualized goals, right? That is the the purpose of, you know, behavior analysis in that in that sense, right? Um, but if we're

looking at autism and special needs as a whole or as a culture, right?  
Um, some families just view it differently.

05:50.20

Quintara Tucker

Others of course may have stigma concerns. That's a big one, or just overall different expectations around what therapy or behavior analysis should look like and what schools should look like.

06:01.21

Sasha Long

Yeah, that's true. I mean, even thinking about like for younger kids, how like play-based therapy is that that like, it's like, oh, whoa, what are you doing here?

06:07.52

Quintara Tucker

Yep.

06:10.04

Quintara Tucker

Exactly.

06:11.54

Sasha Long

This isn't what my vision was.

06:13.34

Quintara Tucker

Yes. Yes, exactly. Like, how is, you know, insurance companies approving that? You're just playing, right?

06:18.42

Sasha Long

Yeah.

06:18.88

Quintara Tucker

Mm-hmm.

06:19.54

Sasha Long

You know, so as you mentioned independence and actually that's something I'd kind of like to dig into because I have found, and maybe you've seen this too, sometimes a disconnect related to goals with independence, you know, across different types of families with different cultural backgrounds.

06:33.49

Sasha Long

And obviously independence is something I'm always so passionate about and, you know, this is good so so important and pivotal for this child, but it doesn't always have the same value with families, which is okay.

06:33.84  
Quintara Tucker  
Mm-hmm.

06:44.84  
Sasha Long  
But how do you bridge sometimes that disconnect? You kind of see what I'm getting at a little bit?

06:49.24  
Quintara Tucker  
Yes, I do. and And I think when that comes up in in my practice, which it does often, again, we're sitting down with the families and we're having an open and honest conversation, right?

07:00.86  
Quintara Tucker  
If this is the cultural norm in your household, that's great. That's not what I want to change, right? But I still want to work with you to kind of figure out some independence goals or some goals overall that would benefit the kiddo you know out in public.

07:16.05  
Sasha Long  
Yeah.

07:16.86  
Quintara Tucker  
You know what I mean?

07:16.86  
Sasha Long  
Yeah.

07:17.50  
Quintara Tucker  
Or, you know, out in the store, not even just at school, because I feel like as clinicians, you know, we have this home and school conflict all the time, but we forget the community piece.

07:25.66  
Sasha Long  
Yeah.

07:27.86

Quintara Tucker

Right. So independence, I always kind of it is very hard to do, but it's sometimes something where I have to say, well, what if you aren't around? Right. And then we get into an open and raw conversation in in that way.

07:41.35

Quintara Tucker

Of course, your approach and your um you yeah delivery is everything in this sense.

07:43.00

Sasha Long

yeah

07:46.01

Sasha Long

Yeah.

07:48.50

Quintara Tucker

But that's why it's so important to kind of build that rapport and open those um open the floor for those open ended questions.

07:55.99

Sasha Long

Yeah. I mean, you're really like part teacher or BCBA and part like counselor therapist, you know, like, I, I mean, that's such a, i remember asking that question to families that had never thought of that.

07:59.77

Quintara Tucker

Yeah. Yeah. Yep.

08:06.04

Sasha Long

Like what, what's what's goingnna happen when you're not here anymore?

08:06.67

Quintara Tucker

Mm hmm.

08:08.47

Sasha Long

And they're like no, I'm always going to be with him and I'm like, well, I mean, let's think you're, you're not like, I mean, so what's that look like?

08:08.50

Quintara Tucker  
Yeah.

08:11.61  
Quintara Tucker  
Yeah. Yeah.

08:15.70  
Quintara Tucker  
Exactly.

08:16.50  
Sasha Long  
and that's And that's a hard, obviously, process for any parent, but I think it's, a yeah in relation especially to independence goals can be, can lead to meaningful outcomes too.

08:27.54  
Quintara Tucker  
Totally.

08:28.60  
Sasha Long  
So thinking about families that have a different background than your own, every teacher, every behavior analyst is going to work with families that have a different background than your own. It would be very unusual to not, you know.

08:36.82  
Quintara Tucker  
Yeah. Mm-hmm.

08:38.60  
Sasha Long  
ah So I like that idea of like, okay, how does autism, you know, that question that you you pose, what does autism look like in your culture and in your background?

08:45.43  
Quintara Tucker  
who

08:47.57  
Sasha Long  
What are some other practical ways that educators can build trust with families, learn about those cultural differences in order to provide practice and strategies that are really meaningful to everyone.

09:00.09  
Quintara Tucker

So when we're working with, you know, a new client or, you know, we're making, say, just in our everyday life, we're making new friends or building new relationships. The first thing that we do is we we kind of build a rapport, right? And that rapport looks very similar to how we would build a rapport with our parents and ah and and our families, right? So a few strategies that I tend to ensure that have I'm doing or behaviors that I'm engaging in um listening.

09:29.29

Quintara Tucker

I'm always listening first. Right. I'm hearing what it is you have to say before I kind of overbear you with the facts or the data or our science. Right. Another big one is opening asking open ended questions.

09:42.04

Quintara Tucker

So instead of saying something like, is your morning routine difficult? Right. I would ask, you know, the the family or the caregivers, what does your morning routine look like here at home?

09:53.69

Quintara Tucker

Right. Kind of opening the floor up for and allowing the families to share. kind of, you know, what they feel is important at that, you know, for that specific topic at that time. I also avoid assumptions.

10:08.28

Quintara Tucker

So I'd always like to assume. I just come out and I ask questions. And even if I, you know, have to ask a difficult question, I always start it with, I don't mean to offend, please excuse me. That's not my intention, but I do have a question. And then, you know, I ask the question and I honor Family priorities in the moment. So if we're building goals together, I'm honoring what it is that they feel as though is socially significant to their culture, to their home, to their values, etc.

10:37.21

Quintara Tucker

um I always leave the open line for communication of any sort, of course, with boundaries and and clinical boundaries in place. But, you know, having kind of that open door or open phone policy is what I like to call it, um you know, kind of builds builds that trust over time.

10:51.06

Sasha Long

Yes.

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Quintara Tucker

But I think most importantly, just kind of showing genuine respect. um

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Sasha Long

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11:01.08

Quintara Tucker

I have expertise. Yes, I went to school for this. I love this. Right. But their expertise is in their child.

11:09.18

Sasha Long

Yes, I love that.

11:09.45

Quintara Tucker

It's solely about their child. So I'm never going to step on toes in that way or or kind of bring in, you know, my degrees in this situation, because regardless of how many I have or how long I've been in school, when it comes to someone else's child, they know best.

11:25.93

Sasha Long

Oh, I love that. And I feel like even like literally saying that, like you are the expert in your child and like I'm here to learn from you.

11:29.08

Quintara Tucker

Yeah. Yes.

11:32.06

Sasha Long

Like that can just immediately kind of level the playing field.

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Quintara Tucker

Yep.

11:35.53

Sasha Long

Because I, you know, parents come in to, especially like think of an IEP meeting. Sometimes, unfortunately, that's their second conversation with a teacher.

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Quintara Tucker

Yeah.

11:43.45

Sasha Long

You know, if you've got an IEP in September, you met that teacher at open house day and then you're meeting them again.

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Quintara Tucker

Yes.

11:48.33

Quintara Tucker

Yep.

11:48.77

Sasha Long

And you've got six professionals sitting at a table telling you what's wrong with your kid.

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Quintara Tucker

Yep. Yep.

11:54.49

Sasha Long

So I think giving that some of that power back can open that door for trust. I love that.

12:00.18

Quintara Tucker

I agree.

12:00.70

Sasha Long

And listening, like everyone's ready. I mean, like this is like BCBA is bad rap that we're like, we're just ready to tell you all the answers, but like, you know, holding on a minute and being like, all right, let's pause.

12:04.95

Quintara Tucker

Yeah. Yes. Yep.

12:12.35

Sasha Long

Let's listen. And I also loved the open-ended questions.

12:13.78

Quintara Tucker

Yeah.

12:15.30

Sasha Long

And actually the example you said reminded me of something when you're like, you know, is your morning routine difficult? I thought of this family.

12:20.78

Quintara Tucker

Yeah.

12:21.27

Sasha Long

I like this. You know how families live like rent-free in your head. Like I don't know where they are even anymore.

12:24.31

Quintara Tucker

Yes.

12:26.48

Sasha Long

But she had single mom with four kids, three on the spectrum. And i had two in my classroom. And I said, you know, if I would have asked her, are your mornings difficult? She would have been like, no not at all. But when I asked,

12:37.85

Sasha Long

How are your morning? What are your morning routines look like? She was like, well, before any of the kids wake up, I get them all dressed and brush their teeth while they're sleeping, which I actually don't know how that even happens.

12:40.09

Quintara Tucker

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12:46.23

Quintara Tucker

Yeah.

12:46.45

Sasha Long

And I was like, I'm sorry, what?

12:47.83

Quintara Tucker

but but

12:47.93

Sasha Long

like You get them dressed while they're sleeping? And I mean, I no judgment. I don't know how else she would do it.

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Quintara Tucker

Yes. Yeah.

12:53.85

Sasha Long

But I was like, okay, cool. Let's work on these things then. You know, like I can help you like your one daughter's 12 and fully capable of helping.

12:56.66

Quintara Tucker

Yep.

13:01.05

Sasha Long

And this is great. This is a goal we can do. But if I hadn't asked it in that way, I would have had no idea she was doing that. Like, um and that's not a sustainable thing.

13:07.99

Quintara Tucker

Correct.

13:11.12

Sasha Long

So you can learn so much.

13:11.67

Quintara Tucker

Yeah.

13:14.26

Quintara Tucker

Yep. Just by asking and just again, after you ask, then you have to then listen for what it is you're being told and then go on to make those informed database decisions.

13:24.63

Sasha Long

And like, I mean, you could write up a whole IP of goals from some of those conversations.

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Quintara Tucker

Yeah, totally.

13:29.40

Sasha Long

Yeah. um Let's talk about cultural bias in assessment and evaluation. There's like a lot to unpack there.

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Quintara Tucker

Oh, yeah.

13:35.58

Sasha Long

Obviously, in schools, you don't have control of what state tests you have to do. And that's like a whole maybe different conversation for another day.

13:40.82

Quintara Tucker

Yep.

13:43.30

Sasha Long

But thinking about assessments we have control over or don't, like what can we do to alleviate or reduce that?

13:47.80

Quintara Tucker

Yeah.

13:51.61

Quintara Tucker

So i I think bias often shows up in this area, unfortunately. And as I continue to educate myself on this topic, I'm seeing a lot of of it. um Bias definitely shows up in how we as clinicians and teachers interpret behavior, how we select different assessment tools or what we define as appropriate, right?

14:13.69

Sasha Long

Yeah.

14:14.18

Quintara Tucker

So in the classroom setting, for example, what is appropriate classroom behavior? You know what I mean? That's so subjective.

14:20.44

Sasha Long

Yeah.

14:21.62

Quintara Tucker

And that's where our biases are going to to come into play.

14:21.70

Sasha Long

Yeah.

14:25.98

Quintara Tucker

But more on the clinical side, I often, like you said, certain situations and memories just live rent-free in my

14:33.53

Sasha Long

yeah

14:34.17

Quintara Tucker

and And years ago when I was a para, almost RBT, um I experienced a situation where we were working on specific assessment goals um that were not culturally relevant.

14:49.73

Quintara Tucker

And I often tell this story about um when one of the goals was to teach a Black child how to comb her hair. um

14:59.83

Sasha Long

um

15:01.11

Quintara Tucker

Now, at This particular child always had braids or some sort of what we call in the culture protective style.

15:09.41

Sasha Long

Yeah.

15:09.72

Quintara Tucker

um So there's no brushing, right?

15:11.87

Sasha Long

You're trying to comb braids.

15:12.00

Quintara Tucker

because it's yeah Because it's braided up or it's in some sort of style that probably took hours, hours to do, right?

15:13.66

Sasha Long

Yeah.

15:18.20

Sasha Long

Yeah. And was maybe expensive too.

15:21.40

Quintara Tucker

Yes, totally. Right. So me, you know, identifying with that culture, I was able to kind of educate the team and be like, hey, I don't really think this ah particular goal is appropriate.

15:33.20

Quintara Tucker

But do you know what could be appropriate instead of teaching her how to brush her hair? How about we teach her how to wrap her hair? That way at night, she's able to preserve this protective style for longer because it is expensive.

15:45.80

Quintara Tucker

It does take a lot of time to do. And I can only imagine having, you know, special needs and and sitting in a, you know, a salon chair for for all that all that time, right?

15:54.10

Sasha Long

Yeah. Yeah.

15:56.55

Quintara Tucker

So I often think of that experience when I go to do assessments or select assessment tools because it's, again, it's not cookie cutter.

15:56.57

Sasha Long

yeah

16:06.74

Quintara Tucker

It's not one size fits all, right? um So that's why I do all the work that I do, right? I i try to reduce this. um I try to inform people. others and you know teach how to kind of interpret this in a

culturally informed way collaborate with families and of course that ongoing self-reflection piece to really identify our own biases because we cannot identify bias in assessment tools or in goals or in interventions if we cannot self-reflect and identify our own biases or our our own cultural biases

16:44.73

Sasha Long

Yes, that's so true. And I think in some ways, ah sometimes the longer you're in a field to the more disconnected you get from your own cultural biases, because you just, I don't know, like you get in a routine or in a mode or this or you get burnt out or bitter.

16:52.60

Quintara Tucker

Yeah.

16:58.68

Quintara Tucker

Yep.

17:00.43

Sasha Long

i don't know what the right word is there.

17:01.62

Quintara Tucker

Yeah.

17:02.03

Sasha Long

But I found I mean, even with myself, but even with people that have just maybe been in that same role for a while, it's like, you need a check for a minute, like a self check to be like, no, no, no, that's not right.

17:09.96

Quintara Tucker

Yep.

17:13.37

Quintara Tucker

Yeah, totally.

17:15.29

Sasha Long

And it's effortful. It's not something that like, if you're like, oh, I just hope I'll naturally do this. some You have to purposefully do this. And and i even think about

17:22.73  
Quintara Tucker  
Yep.

17:25.24  
Sasha Long  
like thinking culturally about developmental norms, like relating those two. Like if you're in special ed for so long, I always tell special ed teachers, like go sit in a second grade gen ed class for 10 minutes.

17:36.15  
Quintara Tucker  
Yes.

17:36.25  
Sasha Long  
And like just to see that like none of those kids are sitting perfectly quiet and never getting up and whatever.

17:39.96  
Quintara Tucker  
Yes.

17:40.73  
Sasha Long  
Like that's not developmentally typical to have expectations sometimes for certain children.

17:45.18  
Quintara Tucker  
Yeah.

17:47.95  
Sasha Long  
And that could easily equate for like cultural norms too if you're not getting that self-check.

17:55.03  
Quintara Tucker  
Correct.

17:56.28  
Sasha Long  
And yeah, I think being aware of it within assessments and evaluations is so critical because that's where our goals start, our strategies start. And if we can start there, hopefully that process snowballs.

18:06.33  
Quintara Tucker

I agree into everything that we are then doing. And then like the the example you shared, right? Okay, cool.

18:10.78

Sasha Long  
Yeah.

18:11.61

Quintara Tucker  
If, you know, I'm able to identify my own bias, I'm able to now see bias within the classroom setting. Why am I expecting, you know, this child to sit for six and a half hours when in reality, no child in this building is doing that?

18:25.21

Sasha Long  
Yeah, I know. it's I mean, I've seen – I see waiting goals way too often.

18:28.66

Quintara Tucker  
Yeah, yeah.

18:29.05

Sasha Long  
I'm like, just waiting? Like, I don't even wait. like

18:31.83

Quintara Tucker  
Yeah, exactly. Yeah.

18:33.72

Sasha Long  
What are some other kind of concrete doable things? You know, because a lot of it can be more, I think, philosophical. But what are, like, the action steps that you recommend that if someone's listening to this, they're like, okay, you're right. I got to get better at this, level up.

18:48.92

Sasha Long  
What's something they can start doing tomorrow?

18:51.67

Quintara Tucker  
The first thing I think is taking the time to learn and understand your, your, your students background, right? Um, learn one specific meaningful thing about each student's background, incorporate what you've learned, um,

19:08.82

Quintara Tucker

Into lessons, incorporate those cultural references during those special holidays throughout the school year. Adjusting communication style is huge, right? Sometimes we may have to translate. Sometimes we may um have to call as opposed to email.

19:27.51

Sasha Long

Mm-hmm.

19:28.01

Quintara Tucker

Right. Little things like that. And then then just checking in with families about what matters most to them. Something that I do, i actually call it a cultural check in and I put this on all of my intake forms. So I ask families what holidays are celebrated in the home, what languages are spoken, what's important to you, et cetera. Like just to kind of get an idea of, you know, what's important to the family, because sometimes Back to our point that we made a little early on, if we leave it in an open-ended fashion, sometimes they're more willing to share as opposed to, you know, just checking off a box like yes or no, or, you know, check off all the holidays that, you know, you celebrate when in reality, there may not be the holidays that they celebrate in that specific checklist.

20:02.87

Sasha Long

Yeah.

20:18.44

Sasha Long

That's such an easy thing to do. Like a teacher could add that on their start of the year paperwork. I mean, you could do that mid-year too.

20:22.49

Quintara Tucker

Yep, yep.

20:23.76

Sasha Long

I mean, it's not, you could do whenever, but it's it's low effort, but could be a big result on like starting those conversations.

20:31.19

Quintara Tucker

Totally. And getting that family input throughout the the school year. Right. So Ramadan is a big one that I see a lot with with my families.

20:38.74  
Sasha Long  
Yeah. Yeah, true.

20:41.07  
Quintara Tucker  
Right. If I know a student of mine and their family celebrates Ramadan, I now understand why the student may be coming in lethargic.

20:50.78  
Sasha Long  
yeah true

20:51.06  
Quintara Tucker  
or off routine, right? Little things like that, right? Now I have a better understanding because I asked you early on, you know, what holidays do you celebrate and what values are important to you and your family?

21:03.42  
Sasha Long  
And maybe you're not doing like an assessment or new behavior strategy that day.

21:05.50  
Quintara Tucker  
Yes.

21:06.46  
Sasha Long  
Yeah, yeah exactly.

21:06.72  
Quintara Tucker  
Yeah. Yeah, correct. I'm like, okay, I'm not observing today.

21:09.52  
Sasha Long  
Yeah. Yeah. We'll chill. We'll chill.

21:11.95  
Quintara Tucker  
Yeah.

21:13.08  
Sasha Long  
You mentioned communication styles, like texting versus email. I think that's a really good point. Within this idea of like concrete things, what, how do you consider language, like literally language

differences, but also communication styles when working with families?

21:17.78

Quintara Tucker

Yeah.

21:27.80

Quintara Tucker

So language itself, I think, goes beyond translation. and And you kind of touched on that. I think when I think of language and when I think of communication, I think of tone.

21:39.77

Quintara Tucker

I think of communication style.

21:39.80

Sasha Long

Yeah.

21:41.89

Quintara Tucker

Right. Are we face to face? Is a phone call? Is an email? um But more importantly, I think of the meaning behind the communication. Right. My sister tells me all the time that I listen to respond and I don't listen to hear.

21:57.06

Quintara Tucker

Right. So that's something that I've been working on for for, you know, years now.

21:59.67

Sasha Long

Yeah.

22:01.90

Quintara Tucker

Right. Especially when I'm having meaningful conversations with families. So I always i often ask myself, well, what does this conversation mean to me and what is this conversation going to mean for the family long term?

22:13.95

Quintara Tucker

Because we have to understand sometimes we're communicating with others and there may not be immediate reinforcement. There may not be an immediate outcome.

22:21.94

Sasha Long  
Yeah.

22:22.04

Quintara Tucker

Sometimes we're having conversations early on to prevent a situation that may occur six months from now.

22:22.24

Sasha Long

Yes. Oh

22:28.28

Quintara Tucker

So I think a bigger thing for me is just interpreting that meaning of the conversation. um I'm also being mindful of any jargon. That's a big one because again, as a behavior analysts we go through all of this schooling and all of this coursework to learn these big words to never use them again yeah yes

22:37.02

Sasha Long

yes oh my god

22:45.34

Sasha Long

I know. um The more removed I get from my degree, I'm like, could I even pass the exam anymore? I don't know. um

22:53.30

Quintara Tucker

but

22:53.75

Sasha Long

Like, don't use the word extinction to your families. Oh, my God.

22:57.24

Quintara Tucker

yes

22:58.14

Sasha Long

Extinction is my, like, trigger word. Like, I don't know why. It just sounds so bad.

23:03.22

Quintara Tucker

Yes, yes. i I immediately think of like something horrible and I i i don't know.

23:07.19

Sasha Long

yeah like, i something's on fire. Like, or, like, dinosaurs. I don't know. Like, it's just...

23:10.62

Quintara Tucker

Yes, yes, exactly. But I mean, aside from that, you kind of mentioned this, I'm always respecting their preferred language. So if I need a translator, I need a translator. If I need to translate documents, I'm doing that. um If I need to use an interpreter, I'm going to do that also.

23:30.49

Quintara Tucker

But um I also recognize that communication norms, they vary across cultures. And i think going into any form of communication or any conversation, knowing that I'm going to learn something from it is what honestly makes the conversation more worthwhile.

23:48.19

Sasha Long

Oh, I love that too. That's like a good mindset to have.

23:51.06

Quintara Tucker

Mm-hmm. Yep.

23:52.33

Sasha Long

Oh, awesome. i feel like i could chat with you forever. um

23:54.84

Quintara Tucker

okay

23:55.18

Sasha Long

Let's wrap up there before we go too long. Where can people go to learn more from you?

23:57.40

Quintara Tucker

Okay. um So you could find me on Instagram at The Mystical Analyst. You could also visit my website, [www.qbconsulting111.com](http://www.qbconsulting111.com).

24:09.27

Quintara Tucker

dot com Awesome.

24:10.49

Sasha Long

Awesome. We will share those in the show notes. Thank you so much for joining us today.

24:14.74

Quintara Tucker

Thank you again so much for having me. it was a pleasure.