ZERO TO THREE | LEARN
DC:0-5

Cultural Formulation Tables

Diagnostic Classification DC:0–5™ of Mental Health and Developmental Disorders of Infancy and Early Childhood

TABLE 1. Cultural Identity of the Individual

Cultural Identify of Child and Caregivers

- ✓ Race, ethnicity, national origin, acculturation, gender, gender identity, sexual orientation, religion, socio-economic status

- ✓ How do the parents/caregivers intend to raise the child with respect to these ethnic or cultural reference groups? Will there be potential issues of multiculturality for the child?

- ✓ What degree of involvement is there between the culture of origin and the host culture? Do they anticipate generational issues?

- ✓ Language abilities/use/preference – What do they intend to teach the child?

TABLE 2. Cultural Conceptualizations of Distress

- ✓ Who first noticed the problem?

- ✓ Extent to which the parents/caregivers see a problem?

- ✓ Is there a conflict between the parent's awareness? Extended family's awareness within the context of cultural norms?

- ✓ What do parents observe as signals of distress? The meaning and severity of distress as it relates to their expectations for behavior and development?

- ✓ Are there local illness categories that describe the presenting problem?

- ✓ What is the parents'/caregivers':
    - perceptions about the cause of the presenting problem?
    - belief about treatment of the presenting problem?
    - belief about who should be involved in the treatment?

TABLE 3. Psychosocial Stressors and Cultural Features of Vulnerability/Resilience

Cultural Factors Related to the Child's Psychosocial and Caregiving Environment

- ✓ Infant's Life Space and Environment:
  - o Community factors (e.g., ethnic/racial composition, urbanicity, crime, cohesion)
  - o Home factors (people living in the home, relationship to one another and the child, presence of extended family or others)
  - o Infant's sleeping arrangements
  - o Parents' culturally relevant interpretations of social supports and stressors (e.g., role of religion, community, and kin networks)

- ✓ Infant's Caregiving Network
  - o Role and extent of involvement of primary (mother, father) and secondary caregivers (grandparents, siblings, child care providers)
  - o Continuities and disruptions in the child's caregiving network (predictability and consistency vs unpredictable, inconsistent, disruptions) and the extent to which these are normative within the culture.

- ✓ Parents' beliefs about parenting and child development
  - o Ceremonial practices (naming, religious such as baptism)
  - o Beliefs about gender roles
  - o Disciplinary practices
  - o Goals and aspirations for child
  - o What are the sources parents turn to for advice?
  - o Beliefs about caregivers' role

TABLE 4. Cultural Features of the Relationships Between the Individual and Clinician

Cultural Elements of the Relationships Between Parental Caregivers and Clinician

- ✓ Are there differences in culture? Social status? What difficulties may be anticipated?
- ✓ Differences in understanding the child's distress, language difficulties, communication styles, involvement of others in the diagnosis and treatment process
- ✓ Parents' level of comfort with seeking help
- ✓ Parents' past experiences with clinicians or treatment/service systems
- ✓ Reflect on the Irving Irving Harris Foundation Diversity-Informed Tenets https://diversityinformedtenets.org

TABLE 5. Overall Cultural Assessment

- ✓ Summarize the implications of these components to the care of the child and support of the parent/caregiver-child relationship