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## Enculturation Readiness of Foreign Educational Therapists Working with Children with Special Educational Needs in China: A Cultural-Responsive Practice Framework

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### ABSTRACT

The increasing role of foreign educational therapists in the service of children with special educational needs (SEN) in international settings highlights the need for cultural sensitivity in educational therapy. Enculturation, which is the process through which people learn, absorb and participate in the cultural system in which they are brought up, provides a framework for understanding culturally appropriate professional practice. In this review, the author considers the relevance of enculturation to foreign educational therapists who are interested in caring for SEN children and their primary caregivers in China. The literature indicates that children's development, behavior, communication, family relationships, educational expectations and responses to intervention are rooted in cultural and ecological contexts. In this way, foreign educators need to be more than just familiarized with disability and interventions. They also need to be aware of Chinese family and educational contexts, culturally responsive communication, assessment sensitivity, adaptation of interventions to situations, ecological understanding and cultural humility. Based on these considerations, the Foreign Educational Therapist Enculturation Readiness Scale (FET-ERS) is proposed as a 50-item self-report instrument consisting of seven domains of enculturation readiness. The scale is for training, pre-deployment screening and research and not diagnostic purposes. Formal psychometric validation, including content validation, factor analysis, reliability assessment and criterion-related validation, should be done prior to its use.

### INTRODUCTION

Educational therapy is the use of educational, developmental, and adaptive learning capabilities (Mosk, 2004; Marshall & Rotter, 2023). Educational therapists work across national and cultural boundaries, but they cannot be considered competent only from technical skills and intervention skills. The therapist should also be cognizant of how the child's development and functioning is influenced by family, school, community, language, social expectations and cultural values.

This is especially important for foreign educational therapists who wish to work with children with special educational needs (SEN) in China (Chia, 2024). Enculturation is the process through which we learn and internalize culturally shared values, beliefs, norms, language, customs, social roles, behavioral expectations, and ways of interpreting the world (Herskovits, 1948; Grusec & Hastings, 2015). Enculturation is not only the passive transmission of cultural information. It is also a result of continuing interaction between children and their social environment, including parents, family members, peers, schools, and communities (Super & Harkness, 1986).

The cultural context in which a child develops can influence how behavior is interpreted, how disability is understood, how educational achievement is valued and how families interact with professionals. Cross-cultural developmental research (e.g., Bornstein, 2012; Greenfield *et al.*, 2003) therefore provides evidence that development should be seen as being culturally organized and not as an

outcome of the environment. For educational therapists, this has been a fundamental professional responsibility: to differentiate between characteristics associated with disability and behaviors or expectations that are culturally learned.

The purpose of this review is to examine the role of enculturation in the preparation of foreign educational therapists working with children with SEN and their primary caregivers in China. A second purpose is to present and critically assess the proposed Foreign Educational Therapist Enculturation Readiness Scale (FET-ERS) as a preliminary framework for assessing educational therapists' perceived readiness for culturally responsive practice (Settlement Services International [SSI], 2022).

### LITERATURE REVIEW

#### Enculturation and child development

Enculturation is about the acquisition and involvement of a culture (Vehrer, 2023). The learner of a cultural system is learning culturally meaningful ways to think, communicate, act and relate to others on an everyday basis in social situations (Herskovits, 1948). Although enculturation is closely related to socialization, the former is about the acquisition and transmission of a cultural system whereas socialization is about the functioning of society (Hang & Zhang, 2023).

From a developmental perspective, culture cannot be divorced from the environments where children grow. Super and Harkness (1986) conceptualized the

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developmental niche as the interface between child development and culture. This view emphasizes the role of physical and social environment, culturally prescribed child care and parental and caregiver psychology in children's development. Bronfenbrenner's (1979) ecosystemic view of development also considers the interaction of individual and environment.

Moreover, these perspectives have direct implications for educational therapy. A child's behavior is not necessarily significant in isolation. Eye contact, assertiveness, emotional expression, obedience, physical proximity, conversational behavior, and interaction with adults may have different meanings across cultural contexts. The assessment and intervention should therefore be sensitive to the cultural context in which these behaviors occur.

### Cultural context and Chinese families

Chinese families are not a homogeneous population. China is rich in regional, socioeconomic, linguistic and educational diversity. Yet research has observed culturally driven patterns in parenting, education, achievement, family responsibility, and relationships with authority figures that are relevant to professional practice (Chao, 1994; Greenfield *et al.*, 2003).

Chao (1994) for example, argued that Chinese parenting practices should not automatically be interpreted through Western conceptualizations of authoritarian parenting. For a cultural perspective, training is another way to understand what parenting expectations and behavior can be. This is another example, for example, that when working cross-culturally, to avoid simplistic notions of family behavior.

For foreign educational therapists, those differences could shape how parents understand disability, respond to professional recommendations, conceptualize educational success, and engage in intervention. Expected academic achievement, respect for teachers and parents, family responsibility, and social conduct may inform therapeutic relationships and intervention planning. These cultural factors should inform professional enquiry and not be stereotypes about families.

### Cultural competence and cultural humility

Culturally responsive practice (SSI, 2022) requires professionals to examine their own cultural assumptions. Sue *et al.* (1992) identified cultural competence as an important aspect of effective professional intervention, such as the awareness of cultural assumptions, knowledge of other cultural contexts and the capability to adapt professional practice.

For foreign educational therapists, this means that professional experience in another country does not necessarily translate into knowledge of Chinese cultural contexts. The therapist needs to be open to learning from parents, caregivers, teachers and Chinese professionals. This orientation can be translated as cultural humility: the professional acknowledges the limits of their own knowledge and is prepared to adapt when context and evidence suggest that change is needed.

The proposed FET-ERS adheres to this principle as it has Professional Adaptability and Cultural Humility as the seven domains. The domain assesses willingness to change professional approaches, learn from Chinese educators and caregivers, seek clarification, get supervision, and recognize the influence of personal cultural preferences on professional judgement.

### Cultural responsiveness in assessment

Assessment is an important area of cross-cultural practice. Standardized assessments may have been developed in specific linguistic, educational and cultural contexts. Performance should not be based on the child's culture or school background without considering them.

A culturally responsive assessment approach (SSI, 2022; Taylor & Evans, 2025) requires the educational therapist to consider whether behavior appears to reflect developmental difficulties, language differences, educational experience, or culturally appropriate behavior. The proposed FET-ERS therefore includes items concerning the role of cultural and linguistic factors on assessment performance, limitations of instruments developed in other cultural contexts, parental and teacher information, and distinguishing disability-related behavior from culturally influenced behavior.

This approach is consistent with ecological and culturally sensitive perspectives that children's functioning should be interpreted within the environments in which development occurs (Bronfenbrenner, 1979; Super & Harkness, 1986).

### Cultural adaptation of educational therapy

Evidence-based intervention does not necessarily require culturally identical implementation (Heidelberg *et al.*, 2025). Bernal *et al.* (1995) stressed that cultural sensitivity and ecological validity was important in the adaptation of psychosocial interventions. The main idea is that intervention can be adjusted to the cultural context while still achieving the central therapeutic objectives.

For educational therapists this may mean changing communication styles, materials, examples, routines, parent training procedures, classroom strategies, and intervention activities. For example, promoting functional communication is a broad therapeutic goal, but the manner in which communication is promoted and the social contexts in which it is done may require cultural adaptation.

Thus, the FET-ERS includes Cultural Adaptation of Educational Therapy, including adaptation of evidence-based interventions, consideration of family routines, cooperation with Chinese teachers and professionals, culturally meaningful materials, practicality in home and school settings and assessment of whether intervention is acceptable and meaningful to the child and caregivers.

## MATERIALS AND METHODS

### Research Design

This study employed a narrative literature review combined with conceptual instrument development (Baumeister &

Leary, 1997). The methodological approach was selected because the primary purpose of the paper was not to establish the psychometric properties of an existing instrument, but to synthesize relevant theoretical and applied literature and, on that basis, develop a preliminary framework for conceptualizing enculturation readiness among foreign educational therapists working with children with special educational needs (SEN) in China. The literature considered in the review addressed five interrelated areas: (a) enculturation and cultural development; (b) ecological and culturally situated approaches to child development; (c) Chinese parenting and family contexts; (d) cultural competence, cultural responsiveness, and cultural humility; and (e) cultural adaptation of assessment and educational or psychosocial interventions. These areas were selected because they collectively provide a conceptual basis for understanding the knowledge, attitudes, interpersonal skills, and professional adaptability required for culturally responsive educational therapy. Moreover, they also provide the cognitive tools that support enculturation, e.g., cultural awareness, cultural knowledge, cultural perspective-shifting, comparative cultural reasoning, cultural empathy, and cultural decision-making, to list some examples (Menary & Gillett, 2022).

The findings from the literature were subsequently used to identify domains of enculturation readiness and to develop the Foreign Educational Therapist Enculturation Readiness Scale (FET-ERS). The FET-ERS was therefore developed as a researcher-generated preliminary instrument rather than as a validated psychometric measure.

### Literature Search Strategy

A focused literature search was undertaken to identify theoretical and empirical literature relevant to enculturation, culturally responsive professional practice, child development, Chinese family and educational contexts, cultural competence, cultural humility, and cultural adaptation of interventions. The search was guided by combinations of key concepts relating to enculturation, cultural competence, cultural responsiveness, cultural humility, child development, Chinese families, special educational needs, educational therapy, assessment, and cultural adaptation.

The identified literature was reviewed thematically to determine concepts and professional competencies that were potentially relevant to foreign educational therapists working with children with SEN and their primary caregivers in China. Particular attention was given to literature addressing the interaction between culture and child development, family and educational environments, culturally responsive assessment, professional-caregiver communication, adaptation of intervention strategies, and professionals' awareness of their own cultural assumptions.

As this paper was a narrative rather than a systematic review, the purpose of the literature search was

conceptual synthesis rather than exhaustive identification and quantitative aggregation of all available evidence. The literature identified through this process was therefore used to inform the conceptual framework and the generation of the FET-ERS domains and items. The resulting instrument should consequently be regarded as a preliminary, theory-informed researcher-developed measure requiring empirical validation.

### Literature Review and Conceptual Framework

The literature was reviewed thematically rather than through a systematic-review protocol (Grant & Booth, 2009; Page *et al.*, 2021; Snyder, 2019). Only relevant theoretical and empirical databases (e.g., Academia.edu, ERIC, Google Scholar, PsychINFO, PubMed, ResearchGate, and Scopus) were searched and examined for concepts that could inform culturally responsive practice (SSI, 2022) by foreign educational therapists. Particular attention was given to the relationship between culture and child development, the influence of family and educational environments, culturally responsive assessment, adaptation of intervention strategies, and professionals' capacity for cultural self-reflection and humility.

The conceptualization of the FET-ERS was informed principally by the developmental niche perspective, ecosystemic approaches to human development, cultural competence, and cultural adaptation. The developmental niche conceptualizes child development as occurring at the interface between the child and the cultural environment, while an ecosystemic perspective emphasizes the interaction between the child and multiple environmental systems (Bronfenbrenner, 1979; Super & Harkness, 1986). Cultural competence and cultural responsiveness further emphasize awareness of one's own cultural assumptions, knowledge of other cultural contexts, and the ability to adapt professional practice appropriately (Sue *et al.*, 1992; Bernal *et al.*, 1995).

The literature synthesis resulted in seven preliminary dimensions considered relevant to enculturation readiness: Section A-Cultural Self-Awareness; Section B-Knowledge of Chinese Cultural and Family Contexts; Section C-Communication with Primary Caregivers; Section D-Cultural Responsiveness in Assessment; Section E-Cultural Adaptation of Educational Therapy; Section F-Understanding the Child's Ecological Context; and Section G-Professional Adaptability and Cultural Humility.

### Development of the FET-ERS

#### Purpose and Construct Definition

The FET-ERS (see Appendix) was developed to assess the extent to which foreign educational therapists perceive themselves as prepared to adapt their professional knowledge, attitudes, communication, assessment practices, and intervention strategies to the cultural, familial, educational, and social contexts of children with SEN in China.

The construct of enculturation readiness was operationalized as a multidimensional professional readiness construct involving self-awareness, cultural knowledge, culturally responsive communication, assessment sensitivity, intervention adaptation, ecological understanding, professional flexibility, and cultural humility; these are also cognitive tools that buttress enculturation (Menary & Gillett, 2022). The scale is intended to assess perceived readiness for culturally responsive practice (SSI, 2022), rather than factual knowledge of Chinese culture or established cultural competence.

Accordingly, the FET-ERS is intended for potential use in professional preparation, reflective practice, pre-deployment training, supervision, and research. It is not intended to function as a diagnostic instrument or as a stand-alone basis for determining professional competence.

### Item Generation and Domain Structure

A total of 50 self-report items were generated from the concepts identified through the literature review. Items were formulated as first-person statements describing attitudes, knowledge, intentions, and perceived capabilities relevant to culturally responsive educational therapy.

The 50 items were organized into seven preliminary domains:

#### 1. Cultural Self-Awareness:

Items 1-6

#### 2. Knowledge of Chinese Cultural and Family Contexts: Items 7-12

#### 3. Communication with Primary Caregivers:

Items 13-20

#### 4. Cultural Responsiveness in Assessment:

Items 21-27

#### 5. Cultural Adaptation of Educational Therapy:

Items 28-35

#### 6. Understanding the Child's Ecological Context:

Items 36-41

#### 7. Professional Adaptability and Cultural Humility:

Items 42-50

The unequal number of items across domains reflects the conceptual breadth of the domains rather than an assumption that all domains are of equal psychometric weight.

### Response Format and Scoring

Each FET-ERS item is rated using a five-point Likert-type response scale (see Table 1 below):

**Table 1:** FET-ERS Rating Scheme

| Rating Score | Response                   | Interpretation             |
|--------------|----------------------------|----------------------------|
| 1            | Strongly disagree          | Not ready                  |
| 2            | Disagree                   | Slightly ready             |
| 3            | Neither agree nor disagree | Moderately ready/uncertain |
| 4            | Agree                      | Ready                      |
| 5            | Strongly agree             | Highly ready               |

The response format is designed to capture perceived readiness rather than objective knowledge or demonstrated professional competence.

For each domain, the mean item score is calculated. A higher mean score indicates greater self-perceived readiness within that domain. The use of domain means allows domains containing different numbers of items to

be compared without giving greater numerical weight to domains simply because they contain more items.

An overall score may also be calculated by summing the responses to all 50 items, producing a possible range of 50-250. The proposed preliminary interpretation is as follows (see Table 2 below):

**Table 2:** Overall FET-ERS Scoring Scheme

| Total score | Level of enculturation readiness | Suggested interpretation                                                           |
|-------------|----------------------------------|------------------------------------------------------------------------------------|
| 50-99       | Very low                         | Substantial preparation required before independent culturally responsive practice |
| 100-149     | Low                              | Significant cultural preparation and supervised experience recommended             |
| 150-199     | Moderate                         | Basic readiness, but further cultural development recommended                      |
| 200-224     | High                             | Good readiness for culturally responsive practice                                  |
| 225-250     | Very high                        | Strong self-perceived readiness for culturally responsive practice                 |

These score bands are provisional and non-validated. They should not be interpreted as empirically established cut-off scores or as evidence that an individual therapist has achieved cultural competence.

### Interpretation of the Instrument

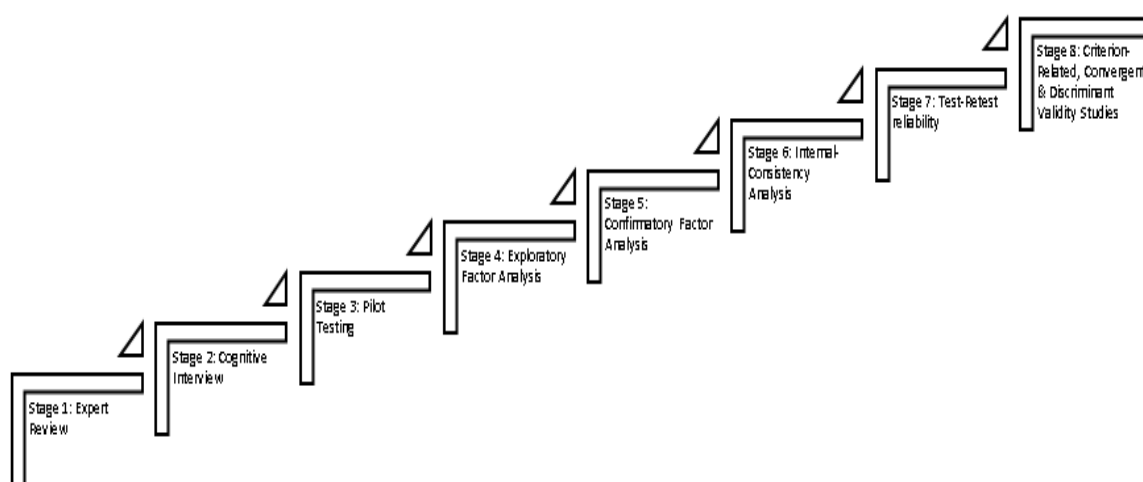
The FET-ERS is explicitly conceptualized as a measure of perceived readiness, rather than actual cultural competence. Consequently, a high score may reflect

confidence, familiarity, or socially desirable responding rather than demonstrated ability to function effectively in culturally diverse professional situations. Interpretation should therefore be multidimensional. Domain-level scores may be more informative than an overall score because an educational therapist may demonstrate strong cultural self-awareness while having limited knowledge of Chinese family contexts, or may possess considerable cultural knowledge while showing limited willingness to adapt professional practice. For this reason, the FET-ERS should ideally be used alongside other sources of evidence, including

cultural-knowledge assessment, case-based scenarios, observed role-play, supervisor evaluation, and feedback from Chinese caregivers, educators, and professional colleagues.

### Proposed Psychometric Development and Validation

Because the FET-ERS is currently a researcher-developed instrument, its psychometric properties have not yet been established. Before the instrument is used for research conclusions, professional selection, credentialing, or other high-stakes decisions, a structured validation program should be undertaken.



**Figure 1:** Proposed FET-ERS Validation Process

The proposed validation process (see Figure 1) should include the following stages:

1. Expert review for content validity to evaluate the relevance, clarity, representativeness, and cultural appropriateness of each item.
2. Cognitive interviewing with representative respondents to examine how foreign educational therapists understand and interpret the items.
3. Pilot testing to identify ambiguous, redundant, or poorly functioning items and to examine preliminary response patterns.
4. Exploratory factor analysis (EFA) to investigate the underlying dimensional structure of the proposed seven-domain model.
5. Confirmatory factor analysis (CFA) using an independent sample to examine whether the hypothesized factor structure is supported.
6. Internal-consistency analysis, including Cronbach's alpha and, preferably, McDonald's omega, to evaluate the consistency of items within each domain.
7. Test-retest reliability to examine the stability of scores over an appropriate interval.
8. Criterion-related, convergent, and discriminant validity studies to determine whether FET-ERS scores demonstrate meaningful relationships with relevant indicators of cultural competence and culturally responsive professional behavior (SSI, 2022).

Future development should also consider the inclusion of reverse-scored items to reduce acquiescence bias (Clifford & Engelhardt, 2026; Sabolić & Beran Samuelson, 2025) and the addition of approximately 10-15 case-based situational-judgement items. Such items could assess whether respondents can apply cultural understanding to realistic professional situations involving Chinese caregivers, teachers, assessment interpretation, family expectations, communication, and intervention planning.

### Ethical and Interpretive Considerations

As this paper is based on literature synthesis and conceptual instrument development and does not report on the collection of participant-level empirical data, no human-participant recruitment or participant-level data analysis was done in this study. The FET-ERS is presented as a preliminary conceptual instrument and should not be used to make diagnostic, employment, licensing, or other high-stakes decisions until appropriate validation has been conducted. Particular care should also be taken to avoid assuming that Chinese culture is homogeneous (Hui, 2020). China has a large number of different regional, linguistic, socioeconomic, educational, and family groups. Therefore, the FET-ERS should be viewed as a model for culturally responsive practice (SSI, 2022) rather than a measure of whether a therapist is an ideal or a generic representative of Chinese culture.

## RESULTS AND DISCUSSION

The main argument emerging from the literature is that technical competence alone may be insufficient for foreign educational therapists working with children with SEN in China. Educational therapy operates in an ecological environment that includes the child, family, school, peers, professionals, and wider community (Bronfenbrenner, 1979). Cultural beliefs and practices influence how these systems function, and how children's behaviors and developmental needs are understood.

Enculturation provides a useful conceptual lens because it goes beyond merely learning about another culture and rather guides educational therapists in how to integrate and contribute to that culture (Karaiskaki & Anastassiou-Hadjicharalambous, 2021; Vehrer, 2023). For foreign educational therapists, this requires self-reflection, cultural learning, communication, adaptability, and humility.

The proposed FET-ERS is intended to address these needs across seven domains as described below. Its first domain, Cultural Self-Awareness, is necessary as professionally responsive practice (SSI, 2022) is built from a sense that professional judgment is culturally conditioned. The educational therapist must know that professional practice is based on evidence and culturally

relevant practices have been learned from the past. The second domain, Knowledge of Chinese Cultural and Family Contexts, is the context for practice. However, knowledge should not be seen as permission to make assumptions about Chinese families. The questionnaire acknowledges that China is culturally diverse and that family members have different social status, economic status, language, and education experiences. The third domain, Communication with Primary Caregivers, recognizes that therapeutic relationships are the key to intervention and that educational therapists need to trust, engage in respectful communication, provide listening, feedback, and negotiation of professional roles if the expectations of educational therapists and caregivers are different. The fourth and fifth domains, Cultural Responsiveness in Assessment and Cultural Adaptation of Educational Therapy, are particularly sensitive to the professional decision-making process. The educational therapist should not assume that an assessment result or behavioral observation is the same in all cultures. Similarly, evidence-based interventions may need to be contextualized to be feasible and meaningful in a child's home and school environment. The sixth domain, Understanding the Child's Ecological Context, avoids an

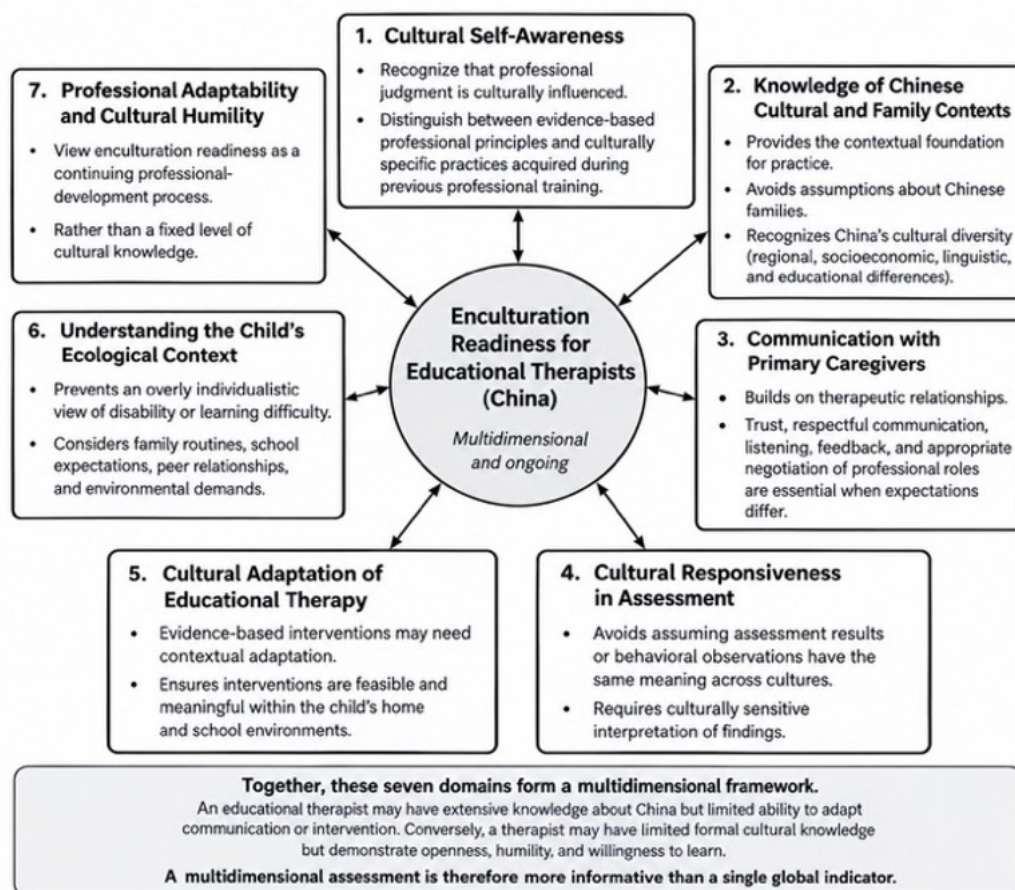


Figure 2: Seven-Domain Framework of Enculturation Readiness in China

excessively individualistic idea of disability or learning difficulty. A child's functioning may be influenced by family life, school expectations, peer relationships, and

environmental conditions. The seventh domain of Professional Adaptability and Cultural Humility places enculturation readiness as a lifelong learning process, not

a fixed level of cultural knowledge.

Collectively, the framework (see Figure 2) presents enculturation readiness as an evolving and interrelated process encompassing seven different aspects: (i) cultural self-awareness, (ii) knowledge of Chinese cultural and family contexts, (iii) caregiver communication, (iv) cultural responsiveness in assessment, (v) cultural adaptation of educational therapy, (vi) understanding of the child's ecosystemic context, and (vii) professional adaptability with cultural humility. Together, these areas are central to preparing foreign educational therapists to work effectively with children and families in China.

There are more implications to be thought about. These are as follows:

- Implications for professional preparation: Foreign educational therapists should do cultural analysis in a structured manner before they go to China to practice independently. This should be more than just understanding Chinese culture and should also include self-awareness, communication, family involvement, culturally responsive assessment, intervention adaptation and ecological formulation.

- Implications for educational therapy organizations: Organizations that employ foreign therapists might use the FET-ERS as a preliminary training and reflective tool. It can help to see where therapists are less prepared and may be able to guide them to the right interventions, guidance and continued professional development.

- Implications for assessment practice: Assessment protocols should take cultural and linguistic considerations into account (Leany, 2020; Taylor & Evans, 2025). Educational therapists should also take into account the child's educational history and cultural context before assessing outcomes.

- Implications for intervention planning: While interventions should be evidence-based and culturally appropriate, they should be implemented at an appropriate level (Stumpp & Sauer-Zavala, 2022). Family routines, expectations, communication preferences, school practices and resources should be incorporated into intervention planning.

- Implications for research: The FET-ERS is a starting point to investigate the readiness of foreign educational therapists to study enculturation. Future research could evaluate whether the seven domains proposed are empirically supported and whether readiness scores predict observable culturally responsive professional behavior (SSI, 2022).

Moreover, there are limitations, too. The FET-ERS is currently a researcher-developed, unverified self-report instrument and should not be regarded as a diagnostic or definitive measure of cultural competence. This author has listed the limitations as follows:

- Self-report measures are susceptible to social desirability, response bias, and overestimation of competence (Durmaz *et al.*, 2020; Paulhus, 2017). An educational therapist can report cultural readiness but not demonstrate equivalent competence in real

life. Additional criteria such as case-based situational judgement, supervisor ratings, role play, and feedback from Chinese caregivers and educators would alleviate this issue.

- 'Chinese culture' should not be seen as homogeneous (Hui, 2020). China's regional, linguistic, socioeconomic and educational diversity means that enculturation readiness should be viewed with respect to specific populations and contexts. The review is theoretical and does not include empirical data from foreign educational therapists working in China. As a result, this author as well as educational therapists cannot at present make any claims about the reliability, validity and predictive power of the FET-ERS.

- Finally, the scoring bands are only preliminary. They should not be considered as empirically established cut-off points until validation studies establish the reliability and meaning of these results.

## CONCLUSION

Enculturation is an important consideration for foreign educational therapists working with children with SEN in China because these children's development, behavior, communication, learning, family relationships, and participation are embedded in cultural and ecological contexts. Hence, cross-cultural educational therapy is much more than technical skill. It requires cultural self-awareness, knowledge of family and educational context, respectful communication, culturally responsive assessment, adaptation of intervention, ecological understanding, professional flexibility, and cultural humility.

The proposed Foreign Educational Therapist Enculturation Readiness Scale (FET-ERS) provides a well-structured framework for understanding and assessing these competencies. Its seven domains could be useful for therapist preparation, reflective practice, prior to deployment training and supervision, and future work. However, the FET-ERS should be considered as a researcher-designed preliminary tool rather than a final professional assessment. Before the scale can be applied to high-stakes professional decisions, a practical psychometric evaluation along with behavioral and situational measures of cultural competence is necessary. Ultimately, enculturation readiness ought not to mean that educational therapists have a fixed knowledge about Chinese culture, but that they are committed to culturally sensitive, ecologically informed, collaborative and flexible educational therapy practices.

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## APPENDIX

### Foreign Educational Therapist Enculturation Readiness Scale (FET-ERS)

• Purpose of FET-ERS: The Foreign Educational Therapist Enculturation Readiness Scale (FET-ERS) measures the extent to which foreign educational therapists are prepared to adapt their professional knowledge, attitudes, communication, assessment practices and intervention strategies to the cultural, familial, educational, and social contexts of children with special educational needs (SEN) in China. Rather than

measuring the extent to which an educational therapist is prepared to adapt to Chinese culture, it is designed to assess readiness for cultural adaptation and is based on the basic idea that culturally responsive practice requires self-awareness, cultural knowledge, openness, communication competence, ecological awareness and willingness to change professional practice (Bernal *et al.*, 1995; Sue *et al.*, 1992).

• Instruction: Respondents are requested to read carefully before rating each item on the following scale: Rate each statement on a scale of 1 to 5, with 1 = Strongly disagree/not ready, 2 = Disagree/Slightly ready, 3 = Neither agree nor disagree/Moderately ready/uncertain, 4 = Agree/Ready, and 5 = Strongly agree/Highly ready, in order to assess a respondent's enculturation readiness.

• Sections with Items in the Enculturation Readiness Scale: There are seven domains in the FET-ERS and they are as follows:

1. Cultural Self-Awareness: Items 1-6
2. Knowledge of Chinese Cultural and Family Contexts: Items 7-12
3. Communication With Primary Caregivers: Items 13-20
4. Cultural Responsiveness in Assessment: Items 21-27
5. Cultural Adaptation of Educational Therapy: Items 28-35
6. Understanding the Child's Ecological Context: Items 36-41
7. Professional Adaptability and Cultural Humility: Items 42-50

Below are the seven sections with their respective items in the scale for respondent's scoring.

#### Section A: Cultural Self-Awareness

| No. | Statement                                                                                                                 | Rating Score |
|-----|---------------------------------------------------------------------------------------------------------------------------|--------------|
| 1   | I am aware of how my own cultural background influences my professional beliefs and practices.                            |              |
| 2   | I can identify assumptions about parenting and child development that I have acquired from my own culture.                |              |
| 3   | I recognize that my understanding of appropriate child behavior may differ from that of Chinese families.                 |              |
| 4   | I am willing to examine my own cultural biases before interpreting a child's behavior.                                    |              |
| 5   | I can distinguish between professional evidence and culturally specific practices that I have learned in my home country. |              |
| 6   | I am comfortable acknowledging when I do not understand a culturally influenced behavior or practice.                     |              |

#### Section B: Knowledge of Chinese Cultural and Family Contexts

| No. | Statement                                                                                                                                              | Rating Score |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 7   | I have acquired basic knowledge about Chinese family values and child-rearing practices.                                                               |              |
| 8   | I understand that Chinese families may have culturally influenced expectations concerning children's education and achievement.                        |              |
| 9   | I understand that respect for parents, teachers, and other authority figures may influence family-professional interactions.                           |              |
| 10  | I recognize that Chinese families are culturally diverse and should not be treated as a homogeneous group.                                             |              |
| 11  | I understand that regional, socioeconomic, linguistic, and educational differences may influence families' experiences of disability and intervention. |              |
| 12  | I have made an effort to understand how disability and special educational needs may be perceived within Chinese communities.                          |              |

### Section C: Communication with Primary Caregivers

| No. | Statement                                                                                                               | Rating Score |
|-----|-------------------------------------------------------------------------------------------------------------------------|--------------|
| 13  | I can communicate respectfully with Chinese parents and primary caregivers even when our expectations differ.           |              |
| 14  | I am prepared to modify my communication style when working with different Chinese families.                            |              |
| 15  | I can discuss a child's difficulties without making the family feel blamed or judged.                                   |              |
| 16  | I am prepared to listen carefully to caregivers' explanations of their child's behavior and development.                |              |
| 17  | I can explain professional recommendations in ways that are understandable and culturally appropriate for caregivers.   |              |
| 18  | I am comfortable receiving feedback from Chinese parents about the suitability of my intervention approach.             |              |
| 19  | I understand the importance of establishing trust before expecting caregivers to fully participate in intervention.     |              |
| 20  | I can manage cultural differences in expectations concerning the roles of therapists, parents, and other professionals. |              |

### Section D: Cultural Responsiveness in Assessment

| No. | Statement                                                                                                                     | Rating Score |
|-----|-------------------------------------------------------------------------------------------------------------------------------|--------------|
| 21  | I understand that cultural and linguistic factors can influence a child's performance during assessment.                      |              |
| 22  | I am prepared to consider whether a behavior reflects a developmental difficulty or a culturally appropriate behavior.        |              |
| 23  | I will avoid interpreting assessment results without considering the child's cultural and educational background.             |              |
| 24  | I understand the limitations of applying assessment instruments developed in another cultural context.                        |              |
| 25  | I am prepared to obtain relevant information from parents and teachers before making conclusions about a child's functioning. |              |
| 26  | I can distinguish between a child's disability-related characteristics and culturally influenced patterns of behavior.        |              |
| 27  | I am willing to adapt my assessment procedures when appropriate while maintaining professional standards.                     |              |

### Section E: Cultural Adaptation of Educational Therapy

| No. | Statement                                                                                                 | Rating Score |
|-----|-----------------------------------------------------------------------------------------------------------|--------------|
| 28  | I am prepared to adapt evidence-based intervention strategies to the child's cultural and family context. |              |
| 29  | I will consider the family's routines and expectations when developing intervention goals.                |              |
| 30  | I can modify intervention activities without unnecessarily imposing practices from my own culture.        |              |
| 31  | I am prepared to work collaboratively with Chinese teachers and other professionals.                      |              |
| 32  | I can incorporate culturally meaningful materials, activities, and examples into educational therapy.     |              |
| 33  | I will consider whether an intervention is practical within the child's home and school environment.      |              |
| 34  | I am prepared to balance evidence-based practice with culturally appropriate implementation.              |              |
| 35  | I will evaluate whether my intervention is acceptable and meaningful to the child and primary caregivers. |              |

### Section F: Understanding the Child's Ecological Context

| No. | Statement                                                                                                      | Rating Score |
|-----|----------------------------------------------------------------------------------------------------------------|--------------|
| 36  | I understand that a child's development is influenced by family, school, peers, and wider social environments. |              |
| 37  | I will consider the child's home environment when planning educational therapy.                                |              |
| 38  | I will consider the child's school environment when interpreting educational and behavioral difficulties.      |              |
| 39  | I am prepared to consider how family expectations may influence the child's participation in intervention.     |              |
| 40  | I recognize that the same behavior may have different meanings in different cultural contexts.                 |              |
| 41  | I will consider environmental factors before attributing difficulties solely to the child.                     |              |

**Section G: Professional Adaptability and Cultural Humility**

| No. | Statement                                                                                                               | Rating Score |
|-----|-------------------------------------------------------------------------------------------------------------------------|--------------|
| 42  | I am willing to change my professional approach when evidence indicates that cultural adaptation is necessary.          |              |
| 43  | I regard Chinese caregivers as important sources of knowledge about their child's functioning.                          |              |
| 44  | I am willing to learn from Chinese educators and professionals.                                                         |              |
| 45  | I can accept that my professional training does not automatically make me an expert in Chinese cultural contexts.       |              |
| 46  | I am comfortable asking culturally sensitive questions when I need clarification.                                       |              |
| 47  | I am willing to seek supervision or consultation when cultural differences affect my clinical or educational decisions. |              |
| 48  | I can recognize when my own cultural preferences are influencing my professional judgment.                              |              |
| 49  | I am committed to continuing to learn about Chinese culture throughout my professional practice.                        |              |
| 50  | I am prepared to practice educational therapy in China with cultural humility, respect, and openness.                   |              |