CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

PARENTING WORKSHOP FOR LATINO PARENTS OF AT RISK YOUTH

A graduate project submitted in partial fulfillment of the requirements

For the degree of Master of Science in Counseling

Marriage and Family Therapy

By

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DEDICATIONS

With respect, admiration and love to my husband Robert. Thank you for making my life so wonderful. Your patience, kindness, generosity and unconditional love inspire me. You have allowed me to follow my dreams and to experience what it feels like to be loved unconditionally.

To Michael my son who has been the most wonderful gift from God. Thank you for supporting me during this time. I’m sorry for the time I took away from you to accomplish this goal. I love you more than words can describe.

To my son Kevin who is the sparkling sunshine of my life. Baby you have brought so much joy to our little family.

To my mother for her support at every moment, for babysitting, for always being there. To my sister, Ceci, I couldn’t have done it without you. Really, you always went out of your way to help me. You inspire me, Ceci.

To Ale and Jessie for their unconditional love and support. To Elnaz for always saying yes when I needed help.

With much love to my great friends and MFT companions: Manya Khoddami, Vicky Botnick, and Alejandra Trujillo. This has been the most amazing experience of my life and all of you made it happen.
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ABSTRACT

LATIN PARENTING/ADOLESCENTS

WORKSHOP

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The parenting relationship is one of the most important and influential relationships in the life of a child. This relationship can serve as a protective factor in the development of problems during the critical time of adolescence. Latino youth are over represented in samples of behavioral problems during adolescence. This project serves the purpose of providing a workshop for Latino parents that will assist them in successfully navigating the adolescent years with their youth. The goal of this workshop is to respond to the needs of Latino parents who are unprepared to parent effectively in a new culture.

The workshop will educate on Erikson’s Developmental Stages and focus on the fifth stage of development which comes to the forefront during adolescence, Identity vs. role confusion. The workshop will increase parental understanding of adolescence thereby increasing positive parenting and strengthening the parent-child bond. Moreover, this workshop wills psychoeducate on the importance of acquiring communications skills, positive thinking and stress management.
CHAPTER I

INTRODUCTION

Parenting relationships are among the most significant in life. The parent-child relationship has been noted as the most significant influence on a child (Deater-deckard, 1998; Greenspan & Wieder, 1998; Perry, 2008). Kempner & Alvarado stated that effective parenting is the most powerful way to reduce adolescent’s problem behavior. Dumka & Jackson (1997) noted that supportive parenting and secure attachment has a direct relationship to children’s self-esteem, behavior compliance, and absence of aggression and depression. The National Research Council and Institute of Medicine (2000) reported that children of immigrant families score lower than American born children on measures of healthy parent-child interactions, adding to the risk for the development of more serious problems. In the light of this information it is of great importance to create a culturally sensitive intervention for Latino parents of at risk adolescents tailored to meet the needs of the Latino community.

Statement of the Problem

Latinos are one of the fastest growing minority groups in the Unites States. According to Guzman (2000) the Latino population increased by 57.9 percent, from 22.4 million in 1990 to 35.3 million in 2000, compared with a 13.2 percent increase for the total U.S population. Eddy and Martinez (2005) stated that this growth has taken place in the context of a social service system that are unprepared to address the needs of culturally pluralistic population. Eddy & Mendez (2005) found that Latinos make up 22% of all children under the age of 18 in the United States and researchers for the National Center for Educational Statistics (2003) estimated that, by the years 2020, one in five
school age children will be of Hispanic origin. They noted this as a concern, as minority children are considered at-risk for academic failure and behavioral problems (NCES, 2003).

According to Eddy & Mendez (2005) it is not surprising that Latino adults and children are overrepresented in samples of individuals at risk for poor behavioral health outcome and underrepresented when it comes to receiving mental health services since Latinos have been found less likely to use social services, including mental health service, than members of other groups (Office of Surgeon General, 2001).

Hawkins, Catalana, & Miller (1992) and Kellam, Brown, Rubin, & Ensminger (1993) have noted that youth behavioral outcomes do not occur in isolation, and outcomes such as disruptive behavior, academic difficulties, association with deviant peers, delinquency, early substance use, and early sexual behavior is seen both within the general population and across ethnic groups. Reid & Eddy (1997) reported that research points to a developmental sequence of how problem behaviors unfold across the life course, with less serious problems, such as childhood aggression and other externalizing behaviors, often preceding more serious problems, such as school failure, criminal activity, and substance use. Martinez and Eddy (2005) stated that although the youth problem behavior do not necessarily occur more frequently in Latino subgroups compared with nonminority groups, Latino youth appear to be at greater risk for serious outcomes that are related to such problems, such as school dropout, incarceration, and poor physical and mental health (Kandel, 1995; Martinez, DeGarmo, & Eddy, 2004).

Gonzales, Dumka, Millsap, Gottschall, McClain, Wong, Mauricio, Wheeler, Kim, German, & Carpentier (2012) findings were more specific to the Latino subgroup of Mexican
American adolescents. The research indicates that Mexican-Americans experience more emotional, behavioral, and academic problems than other ethnic groups in the United States (Gonzalez et al., 2012). They are more likely than non-Latinos to use illegal drugs, carry a weapon on school property and engage in other delinquent behaviors. (Bird 2001; Center for Disease Control and Prevention, 2006; Grant, 2004). Robert & Chen (1995) added that Mexican American adolescents also reported more depressive symptoms, compared with other ethnic groups and higher rates of school failure (U.S. Dept. of Education, 2000). Garza, Kinsworthy & Watts (2009) researcher was in agreement stating that Hispanic children are at greater risk for mental health problems, delinquency, and violence.

Interventions that can reduce these disparities are critically needed because as mentioned earlier Latinos are the largest and fastest growing ethnic group in the United States (U.S. Census Bureau, 2009). In spite of these alarming findings there are a few interventions put in place that can focus on preparing parents to help their adolescents to successfully navigate this critical phase of life that can serve as prevention or intervention specifically for the Latino community.

**Purpose of the Project**

The purpose of this project is to create a workshop that will strengthen the parent-child bond and increase positive parenting by providing resources for parents to create a positive family environment. Latinos are a diverse group of people with different behaviors, values and beliefs when compared to the white culture. For this reason the parenting curriculum will look at the strengths of the Latino population and incorporate those strengths while using more effective parenting practices. When parents have an
incomplete or faulty knowledge of child development it can create conflict in the parent-child interaction. Our focus for this workshop will to psychoeducating parents on Erickson’s psychosocial developmental stages focusing primarily on the ones that help parents understand their pre-adolescent and adolescent children. The workshop focuses on what normal development looks like during the period of adolescence. We will also incorporate stress management techniques for parents, communication skills, and parenting skills that are essential during the adolescence period, parental consistency, predictability, warm and supportive parenting vs. controlling and demanding.

By providing this workshop parents will be better prepared to deal with the issues that their adolescent children will face during this turbulent period. Not only will this workshop educate Latino parents about the critical time of adolescence but it will also provide practical tools for parents to apply in assisting their adolescent child navigate through this turbulent period with as much success as possible. Thereby Latino parents can be more effective in dealing with adolescent crisis and adolescent issues that come up at this time in development.

**Terminology**

**Acculturation:** is a multidimensional construct that includes factors such as language use and proficiency, nativity, cultural behavioral preferences and ethnic identity.

**Adolescence:** the transition period between puberty and adulthood in human development, extending mainly over the teen years and terminating legally when the age of majority is reached; youth.
Latino: A Latino or Latina is a person considered part of an ethnic background that is traditionally Spanish-speaking, especially a citizen of, or an immigrant from, a Spanish-speaking country. The term Latino is used to refer to males only or a combination of males and females in a group, whereas the term Latina is used to refer to females only.

Hispanic-"The terms "Hispanic" or "Latino" refer to persons who trace their origin or descent to Mexico, Puerto Rico, Cuba, Spanish speaking Central and South America countries, and other Spanish cultures. Origin can be considered as the heritage, nationality group, lineage, or country of the person or the person's parents or ancestors before their arrival in the United States. People who identify their origin as Hispanic or Latino may be of any race."

Respeto (Respect): Level of courtesy and decorum required in a giving situation in relation to other people of a particular age, sex, and social status.

Familismo-Latin cultures who value a close-knit family; family members look out for each other and take active interest in each other’s wellbeing.

Bridge

Chapter two will include a review of the literature on demographics, theories on adolescent stages, parenting styles of the Latino population, acculturation, therapies available to the Latino community and sensitivity of cultural issues. Chapter three, discusses the process for developing the project and identifying the intended population, personal and professional qualifications of those who may deliver the project and the environment and equipment needed to implement the workshop as well as the outline of the workshop. Chapter four includes the description of the curriculum, and chapter five
will be dedicated to reflect on the recommendation and conclusions of the implementation and future of this project. The appendix includes tables and important material to facilitate the workshop.
CHAPTER II:
REVIEW OF THE LITERATURE

This chapter will review literature on the issues relate to adolescence in the Latino community. First, we will look at the demographics, followed by the theories of adolescence, including, Erikson’s fifth stage, Identity vs. Role Confusion, Marcia’s Identity Model followed by The Ecodevelopmental theory. Later in this chapter we will discuss problems adolescents face in the Latino community which include depression, alcohol and other drug use, school dropout rate and delinquency. Following, we will look at acculturation, the parenting styles of Latinos and their emphasis on collectivism vs. individualism. We will then discuss therapies available to the Latino community, and challenges for clinicians working with the Latino population. The last issue covered in the literature review will be sensitivity of cultural issues in the Latino community.

Demographics

Latinos are the fastest growing ethnic group in the US. Researchers for the National Center for Educational Statistics (2003) estimated that, by the years 2020, one in five school age children will be of Hispanic origin. According to Guzman (2000) the Latino population increased by 57.9 percent, from 22.4 million in 1990 to 35.3 million in 2000, compared with a 13.2 percent increase for the total U.S population. Eddy & Mendez (2005) found that Latinos make up 22% of all children under the age of 18 in the United States.
Theories on Adolescents’ Stages

*Erickson*

Erikson adopted a psychosocial approach for understanding identity and describing how the individual biology, psychology, and social recognition and responses within a historical context come together. Psychosocial development relates to the attributes and skills that are necessary in order for an individual to become a productive member of society (Henderson & Thomson, 2011). Erikson’s Psychosocial Theory describes eight stages for understanding human development and it starts from birth and goes through adulthood. According to Henderson & Thomson (2011) these stages are delineated by age and characterized by a struggle or crisis that must be overcome in order to adapt and continue to develop. Understanding Erikson’s theory is imperative as it describes expectations and human needs and developmental task at each given stage. This will assist in developing the necessary intervention for each of the eight stages. For the purpose of this project we will focus on only the fifth stage.

Erikson (1968) described ego identity as a conscious sense of individual uniqueness as well as an unconscious striving for continuity of experience. Erikson added that an optimal identity is experienced as a psychosocial sense of well-being. “Ego identity’s most obvious concomitants are a feeling of being at home in one’s body, a sense of knowing where one is going, and an inner assuredness of anticipated recognition from those who count” (Erikson, 1968, p.165).

Identity vs. role confusion is the fifth of Erikson’s eight – stages on developmental tasks. This stage comes at the forefront during adolescence from the age of twelve – eighteen. According to Henderson and Thomson (2011) during the stage of Identity vs.
Role Confusion the task is for the adolescent to develop a self-image, know who they are and how their roles will fit into their future. It is a phase of exploration in which we endeavor to determine our identity and what we want our lives to look like. Kroger (2000) adolescent seek a resolution between two poles during this time. Kroger noted that the identity formation process is what adolescence will undergo at this time and that it involves the ego’s ability to synthesize and intergrade important earlier identifications into a new form, uniquely one’s own (Kroger, 2000) If the adolescent cannot successfully answer their identity question they are likely to experience role confusion and experience an identity crisis which can lead to negative behavior during adolescence.

Marcia Identity Status Model

The psychologist Marcia developed a model in an attempt to understand the formation of ego identity as it relates to exploration and commitment during adolescence. Marcia’s (1967) Identity Status Model identifies four different styles by which late adolescents approach identity and defining roles and values. Various personality features, subjective experience and styles of interpersonal interaction have been associated with the four positions (Kroger, 2000). Kroger (2000) noted the areas in which the adolescent has achieved identity, the higher the probability of a certain kind of identity structure being present. Identity-achieved individuals have undertaken exploration of meaningful life direction prior to their commitment, while foreclosed individuals have formed commitments without significant prior exploration. Moratorium identity status individuals are in the process of searching for meaning in adult roles and values but have not yet formed firm commitments. Individuals in diffusion status are not interested in finding personally expressive adult roles and values (Marcia, 1967).
Ecodevelopmental Theory

Ecodevelopmental theory grounded in the work of Bronfenbrenner (1979) expands on the Social Learning Theory and focuses on the interrelationship between four interacting systems and their relationship to youth problem behavior: (a) macrosystem, which is the contexts that reflect the broad social and philosophical ideals that define a particular culture; (b) exosystem, which describes contexts in which the adolescent does not directly participate but that impact important members of the adolescent’s life; (c) mesosystems, which are contexts comprising the interactions between important members of the different contexts in which the adolescent participates directly; and (d) microsystem, which are context in which the adolescent participates directly (Bronfenbrenner, 1979). Martinez & Eddy (2005) suggested that for immigrant families in particular, acculturation is a key contextual factor that can influence youth behavior via several such systems.

Problems in the Latino Community

Depression

A substantial number of youths experience significant problems depression and emotional distress. Kessler, Avenevoli, & Merikangas (2001) have stated that about one out of five teens will have experienced a major depressive episode by the time they are 18 years old. According to research, the transition into adolescence is a time of increased risk, particularly for girls, who are nearly twice as likely as boys to experience clinically significant depressive symptoms following the pubertal transition (Hankin, Abramson, Moffitt, Silva, McGee, Angell, 1998). Studies have found that adolescents who
experience major depressive episodes have serious long- term negative consequences in many areas of adult functioning

(Fombonne, Wostear, cooper, Harrington, & Rutter, 2001; Lewinsohn, Rohde, Seeley, Klein, & Gotlib, 2003).

Depression in youth maybe closely related to the immediate family context than would be the case with adults that suffer from depression (Stark, Swearer, Kurowski, Sommer, & Bowen, 1996). Hammen, Rudolph, Weisz, Ruao, & Burge (1999) supported that by stating that one of the central developmental features of depression in youths is that children’s depressive symptoms are closely embedded within the family context. This is consistent with an interactional model of depression which points to the suggestion that depressive symptoms arise and are maintained in part by problematic relationships processes within both family and peer systems (Joiner & Coyne, 1999). Sheeber, Hops, & Davis (2001) found that high levels of stress and conflict, low levels of warmth and support, family interaction patterns that reinforce depressive behaviors and also parental psychopathology have been linked to depression in youth (Sheeber, Hops, & Davis, 2001).

Mexican- American or Latino adolescents score higher on self-report depressive symptoms compared to other ethnic groups (Roberts & Chen 1995, Robers & Sobhan, 1992; Twenge & Nolen- Hoeksema, 2002). Katragadda & Tidwell (1998) found in a study of Mexican-American adolescents that 33% of all the participants had moderate or severe depressive symptoms. According Guiao & Thomsom (2004) Mexican-American and Latino girls report more depressive symptoms compared to girls from other ethnic groups. Joiner (2001) suggested that the reason for this can be due to the negative
cognitive styles and pessimistic ways of thinking that were more prevalent in Mexican-American adolescent girls.

In light of the above findings it is safe to say that interventions that target parental engagement and that focused on the parent-adolescent relationship can bring about benefits to youth depressive symptoms during the critical transition period of social and emotional development. The workshop we are designing will focus on empowering parents in their parenting role during the very difficult stage of adolescence.

*Alcohol and Other Drug Use*

Family influences have long been associated with alcohol problems in adolescence. Research found that family background of alcohol and other drug abusers are usually prone to marital instability, lack of support, poor discipline, and family conflict (Jacob & Johnson, 1997). Important to note that Fauber, Forehand, Thomas and Wiersen (1990) have suggested that difficulties in the parent-child relationship may be the most important pathway through which various family factors influence the child’s outcomes. In a study done by Jacob and Johnson (1997) they looked at parenting as the aspect of family functioning most significantly associated with alcohol and other drug abuse in children of alcoholic and non–children of alcoholics. Inadequate parenting provides the foundation for the development of aggressive, antisocial behavior pattern (Jacob and Johnson, 1997). Jacob and Johnson (1997) have described inadequate parenting as a lack of affection and or high levels of criticism and hostility, lax or inconsistent discipline and supervision, and a lack of involvement. This study also noted that such a pattern can bring about noncompliance from children as early as the preschool years (Jacob and Johnson, 1997) and most importantly, continuing with poor parenting practices leads to
noncompliance from children and it can evolve into a behavior pattern that can result in early peer rejection, poor academic performance, delinquency, alcohol and other drug abuse and association with deviant peers (Jacob and Johnson, 1997).

Studies have found that inadequate parenting that is characterized by parent-child interaction that promote aggressive, antisocial behavior play a significant role in the alcoholism etiology of both children of alcoholics and non-children of alcoholics (Jacob and Johnson, 1997). In their study Jacob and Johnson (1997) stated that the most powerful indicators of the development of alcohol use and alcoholism are family variables that predict the development of a generalized deviant behavior syndrome. Furthermore, Patterson, Reid, & Dishion (1992) describe in their model that disturbances in the control dimensions are most relevant to the development of under control behavior. This model highlights the impact of a coercive interactional style between the parent and child (Patterson, Reid, Dishion, 1992) Patterson, Reid, Dishion (1992) described a coercive interactional style as one that is marked by inconsistent reinforcement for good behavior and unclear behavioral expectations form the parents and lack of compliance from the children. Jacob and Johnson (1997) stated that when the coercive relational style continues the results are parental rejection and less contact with the child throughout the preadolescence years. They also noted that inadequate parental monitoring; discipline, supervision, and communication skills were evident during the child’s adolescent years (Jacob& Johnson, 1997). These family patterns can lead to antisocial behavior during late childhood and adolescents which can increase the likelihood of the adolescent using alcohol and other drugs (Jacob& Johnson, 1997).
The study of Jacob & Johnson (1997) described in more detail the association between parenting style and adolescents’ alcohol and other drug use. The level of mutual warmth, support, and control within the parent child relationship significantly predicted the risk of adolescent drug use (Jacob & Johnson, 1997). Jacob & Johnson (1997) also noted that adolescent personality characteristics such as sensation seekers, rebelliousness, and tolerance for deviance were predictors of alcohol and other drug use. What was promises about this study was that studies also found that parental warmth and monitoring are critical components in predicting the child’s risk of alcohol and other drug use (Jacob & Johnson, 1997).

The review of the literature will be an important to consider when implementing intervention that will focus on helping parents in preventing alcohol and other drug use in their children.

*Dropout Rate*

In the article Losing Our Future the authors have reported that the graduation rates are low for all students across the nation with only an estimated 68% of the students who enter into the 9th grade actually graduating a regular high school (Orfield, Losen, Wald, & Swanson, 2004). The graduation rates are substantially lower for most minority groups and particularly for male students and what this study revealed that was most disturbing was that only 53% of all Hispanic students graduate from high school (Orfield, Losen ,Wald & Swanson,2004). A review of the literature highlights a number of trends in districts with low graduation rates that are evident in these districts across the nation (Orfield, Losen, Wald, Swanson, 2004). This trends show that districts with high poverty, located in central cities, with high percentages of students with disability or with high
percentage of English learners are more likely to have low graduation rates (Orfield, Losen, Wald, Swanson (2004). Poverty is a strong predictor of failing to graduate but what Orfield, Losen, & Wald, Swanson (2004) found was that that independent of poverty the level segregation and the proportion of nonwhite students is also related to higher drop of rates. Results findings indicated that school districts with high concentration of minority students where there is little exposure to white students in schools is also a strong predictors of failing to graduate (Orfield, Losen, & Wald & Swanson, 2004). Furthermore, Orfield, Losen, & Wald, & Swanson (2004) found that in schools where 90% or more of the enrollment were students of color, only 42% of all the freshmen advanced to grade 12. Another important finding of this study was that in 9 out of 10 intensively segregated minority schools there is also high poverty and these schools were characterized by many problems, for example, lower levels of competition from peers, less qualified and less experienced teachers, less advanced course selection, more student turnover, and students with many health and emotional problems related to poverty and from living in ghetto or barrio conditions (Orfield, Losen, & Wald & Swanson, 2004).

**Delinquency**

The behavior of adolescents has become increasingly problematic and threatening to the well-being of the nation (Judy, & Nelson, 2000). Mirel (1991) reported that between 1960 and 1980 delinquency in adolescents became more serious and much more pronounced. For preadolescents and adolescents between ten to seventeen year olds, there was a 131% increase in delinquency (Mirel, 1991). Judy and Nelson (1991) noted that delinquency in adolescents has continued into this decade. According to the Statistical
Abstract of the United States (1993), 29.3% of all arrest for serious crimes was made by individuals under the age of 18. The number of adolescents involved in the justice system in the United States increased, between 1994 and 2001, by 73%, driven by an 89% increase in arrest of 18 year-olds (Snyder & Sickmund, 2006).

The federal government has recognized that a problem exist do to the disproportional confinement of minorities (McCord, Windon, & Crowell 2001). Granville(2007) explained that Disproportional Minority Confinement exist when the proportion of youth detained or confined in secure detention facilities, secure correctional facilities, and jails who are members of minority groups exceed their groups’ proportion in the general population.

Granville (2007) found that Latinos are significantly over-represented in the U.S justice system and receive harsher treatment than white youth, even when charged with the same type of offenses. The Coalition For Juvenile Justice Annual Report (2001) found that in 1993, Latino youth were three times more likely to be incarcerated than white youth and added that Latino youth offenders were confined, on average, 112 days longer than white youth who committed the same offenses and who had comparable histories of delinquency.
The findings of Latino youth and delinquency, point to the need for effective interventions to be implemented that are sensitive to the needs of the Latin culture. These interventions can be in the form of Psychoeducation for the parents and can provide tools for the parents to more effectively engage with their preadolescent and adolescent youth.

**Acculturation**

Cultural stress happens in many forms and affects many Latino families. It is difficult to bridge the gap between two cultural. Szapocznik, Kurtines, & Fernandez (1980) have pointed that this is a challenge that is evident in especially Hispanic families. Dishion, Kavanagh (2003) have discussed that the level of the parent acculturation can disrupt the effectiveness of their parenting practices. Ramirez, Manongdo, & Cruz (2010) stated that the quality of family relations may decrease when youth readily adapt to the new culture that tends to place high value on youth’s individual rights and independence while parents adhere to the culture of origin which places high values on parental authority. Santisteban and colleagues (2002) noted that recently immigrated Latino families in social contexts where parents’ sense of influence over their children’s lives has diminished during their adaptation to life in the United States. Amaro, et. al (1990) reported that further risk for certain youth problem behavior grows substantially as Latino youth becomes more acculturated to U.S. society. Szapocznik & Kurtines (1993) argued that family relations may deteriorate when gaps arise in acculturation between parents and youth.

Acculturation has been shown to account for considerable Latino youth problems and greater acculturation has been shown to predict increased risk for a host of negative
outcomes (Ortega et al., 2000; Amaro et al., 1990). Santisteban, Muir-Malcome, Mitrani, & Szapocznik (2002) have noted that differences between parents and youth in their levels of acculturation and their rates of acculturation can create acculturation gaps that increase stress in the family and can then disrupt effective parenting and healthy youth adjustment. According to Martinez & Eddy (2005) when this acculturation occurs normative parent-child problem solving interaction that depend on traditional value systems can become strained by cultural value incompatibilities which then become points for further disagreement in the family. Gil, Vega, Dimis (1994) found evidence supporting that the more stressful the process of acculturation is for the parent and adolescent, the more likely and frequency acculturation related conflicts occur between parents and adolescence.

Kurtines & Szapocznik (1996) argued that Latino parents experience increasing frustration in their unsuccessful efforts to reestablish authority with their acculturated youth they may begin to reduce their attempts to support, communicate with or monitor their teens, thereby increasing the youth’s susceptibility to peer influences and problem behavior. Martinez & Eddy (2005) have suggested that even small improvements in parenting effectiveness and youth behavior problems could be critical in preventing more serious outcomes for Latino youth who may already be at risk due to the stress that comes with experiencing the demands of a culturally dystonic social environment.

Collectivist/Individualistic Cultures

Grusec, Rudy & Martini (1997) have found that cultures that emphasize interdependence commonly use higher levels of control over children, and emphasize obedience. Furthermore, studies have noted that in collectivist groups, individuals must
learn to inhibit the expression of their own wants and needs and to attend to the needs of others in the in-group, an outcome achieved through the use of more authoritarian parenting practices (Rudy & Grusec, 2006). Hofstede (1993) adds that deference to authority is also valued by more collectivistic cultures. Rudy & Grusec (2006) imply that authoritarian parenting, which requires obedience from children without expression of their own point of view, may promote the development of these qualities, and continue by noting that in collectivist groups, authoritarian parenting may be appropriate for the outcomes valued by that particular cultural group (Rudy & Grusec, 2006). Research has shown that in addition to promoting cultural values parents from collectivist groups may use authoritarian parenting because they see it as normative and necessary for the promotion of optimal development in children (Rudy & Grusec, 2006). In these settings authoritarian parenting would have a different motivation than the instilling of values of respect for the group (Rudy & Grusec, 2006). Studies have found that cultural values among Latinos value obedience and respect more than European values such as independence, autonomy, and being assertive (Calzada, Fernandez & Cortez, 2010). Furthermore, scholars have argued that such cultural values and their associated behavioral norms characterize the psychological experience of ethnic group membership (Phinney, 1996).

Individualistic settings on the other hand emphasize autonomy, self-reliance, and self-interests which are often the focus of socialization, in a context of positive relationship with others (Rudy & Grusec, 2006). Rudy and Grusec (2006) continue by noting that in individualistic contexts, authoritative parenting, with its emphasis on negotiating and responsiveness to children’s input, may be appropriate. Baumrind (1991)
reported that authoritative parenting produces optimal child mental health outcomes. In several studies, an authoritative parenting style has been linked to fewer child behavior problems (Linver, Brooks-Gunn, & Koheen, 2002), including studies of ethnic minority children (Querido, Warner & Eyberg, 2002).

**Respeto/Familismo**

The cultural value of “respeto” emphasizes obedience and dictates that children are highly considerate of adults and should not interrupt or argue with them (Delgado-Gaitan, 1994). Respeto relates to “knowing the level of courtesy and decorum required in a given situation in relation to other people of particular age, sex, and social status” (Harwood, Miller, & Irizarry, 1995) and Marin and Marin (1991) pointed that this ultimately serves as means of maintaining harmony within the extended family. Harwood & colleagues (1999) found that Puerto Rican mothers of infants attended more to dimensions of respect than personal development, discouraged their children’s autonomous and exploratory behaviors, asserted their parental authority and used more direct interventions like physical restraint more than European American mothers, who used more modeling, praise, and suggestion (Harwood, 1992; Harwood, Schoelmerich, Schulze, & Gonzalez, 1999).

Children also interpret the meaning of authoritarian parenting on the basis of what is normative (Rudy & Grusec, 2006). Kagicibasi (1996) argued that in more interdependence cultures, children see strong parental control as normal and not necessary as a reflection of parental rejection whereas in individualistic cultures it is perceived as not normal and therefore reflecting hostility or rejection on the part of the parents. It is no surprise that research that has examined the emotional correlates of
authoritarian parenting supports that authoritarianism may have different meaning in different cultural contexts (Rudy & Grusec, 2006). In addition, according to Rudy & Grusec (2006) when considering authoritarianism and children’s outcome, the main effects of culture are also important to consider.

**Therapies Available to the Latino Community**

A variety of interventions have been developed that target the antecedents problems that occur commonly in adolescence; however few interventions have been developed that focus on the culturally specific risk and protective factors that are related to Latino youth problem behaviors. For instance, “Nuestras Familias: Andando Entre Culturas” (Our Families moving Between Cultures) is a version of Parent Managing Training designed for monolingual Spanish-speaking immigrant families. Martinez and Eddy (2005) noted that this intervention was intended with the purpose of decreasing the likelihood of youth negative outcomes and promote healthy adjustment. Garza, Kinsworthy and Watts (2009) discussed another intervention which was designed to meet the needs of the Latino Population. Child-Parent-Relationship training is involving parents in treatment within a cultural context. CPRT focused on parents as the primary therapeutic agent for their children.

**Challenges for Clinicians Working with The Latino Population**

According to recent research, the Hispanic population generally does not seek counseling services (Garza, Kinsworthy, & Watts, 2009). The National Center for Education Statistics (2003) and Sue & Sue (2003) have suggested some reasons for the underutilization of mental health services including then following: differing perceptions of mental illness, fear of agency setting, language and cultural barriers. Hispanics are
more apt to seek out, adhere to, and receive services if they trust the counselor (Kossak, 2005; Rogler, Malgady, Constantino, & Blumenthal, 1987). The counselor can gain the clients’ trust by building relationships through a more personal approach that can be fostered by providing culturally responsive mental health services. Research has pointed out that it involves taking cues from the culture and adapting counseling practices to ones that resonate with the values of the culture (Chavkin & Gonzalez, 1996; Holcomb, Tumlin, Koralek, Capps, & Zuberi, 2003).

**Sensitivity of Cultural Issues**

Given the complexity of issues surrounding the provision of mental health interventions for ethnic minority population, scholars have recommended to focus on “the articulation and documentation of how ethnicity and culture play a role in the treatment process and how intervention may need to be adapted or tailored to meet the needs of diverse families” (Bernal, 2006, p.144). Cross-cultural researchers have argued that we step away from Westernized models of parenting that may mask critical Latino parenting practices (Baumrind, 1995; Bornstein & Cote, 2003; Levine, 1997; Moreno, 2002) and adopt an Emic framework that allows important concepts to emerge directly from the population of interest (Calzada, Fernandez & Cortez, 2010). Calzada, Fernandez, and Cortez (2010) added that Emic studies may yield a more complete understanding of Latino parenting and provide information relevant to the adaptation of Latino families to a new social reality.
CHAPTER III:
PROJECT AUDIENCE AND IMPLEMENTATION FACTORS

Introduction

This project serves the purpose of offering a four hour workshop divided into two sessions of two hours each on Erikson’s developmental stages to effectively respond to the need of Latino parents to increase positive parenting by strengthening the parent-child bond. Moreover, this curriculum will psychoeducate on the importance of acquiring communications skills, positive thinking and stress management. This chapter outlines the process of the development of the workshop, the intended audience, the qualifications of the professionals who will facilitate the workshop, description of the environment that facilitates the implementation of workshop and the necessary equipment. The project outline is offered at the end of this chapter.

Development of Project

After reviewing literature and other interventions specifically for the Latino community we decided to start this workshop by psychoeducating parents on Erickson’s psychosocial developmental stages. Thus, in the first session of the workshop, parents will learn about Erikson developmental stages to help their children successfully navigate the stages related to pre-adolescence and adolescence. In the second session of the workshop, we will teach parents how to effectively apply “I” statements, and stress management skills that will allow parents to stay in a healthier state of mind to implement the knowledge acquired in the first session of the workshop.
**Intended Audience**

The workshop is targeted for Latino parents of preadolescent and adolescent children who are considered at risk and who are referred by the adolescent’s school dean, school counselors, or teacher. We will also take referrals from the Police Department who referred parents with problems with their adolescent. We will focus on parents of adolescent children who are facing crises or issues of adolescence.

**Personal Qualifications**

This workshop can be implemented by a marriage and family therapist. To successfully apply this workshop it will be necessary for the therapist to have a deep understanding of adolescence and of the issues that adolescents face during this period of development. The therapist will also need to have an understanding of the parenting style of Latino parents. In addition, a reasonable understanding of Erikson’s developmental stages will be needed by the therapist.

**Environment and Equipment**

The workshop was designed to be implemented in mental health agencies that can provide the necessary physical space to implement it. The physical space would be an empty room with the number of tables and chairs depending on the size of the group. An ideal group size would be of eight to ten parents. The basic equipment consists of a white board, pens, copies of workshop rules, and copies with slides of the power point presentation. Ideally, a laptop and projector will enhance the workshop by making material more visible.
The duration of the session was designed to be of three hours, with a ten minute break after the first part of the presentation. The workshop is flexible in the sense that the duration can be modified upon availability of spaces. That is, it could be implemented in two sessions of three hours.

Working with groups versus single clients, clinicians are able to reach more individuals in the same amount of time decreasing cost and increasing benefit for all the parties involved. However, individual implementation is viable if the clinician determines appropriate.

Project Outline

“PARENTING WORKSHOP FOR LATINO PARENTS OF AT RISK YOUTH”

First Session: Psychoeducation

- Welcome
- Workshop rules and expectations.
- Introduction of participants
- Objectives
- Erickson’s Psychosocial Developmental Stages (table 1, see appendix).
- Adolescence (4th and 5th stages) (Marcia’s table, see appendix).
- Unsuccessful resolution
- Successful resolution

Second Session: Communication

- Communication: “I” Statements
What is stress?

- Teenage Stress factors/overload signs
- Stress Management techniques / Easy tips
- Closing
CHAPTER IV:

SUMMARY AND RECOMMENDATIONS

This graduate project was designed to provide parents of pre-adolescents and adolescents with the appropriate information regarding developmental stages according to Erikson with the purpose of strengthened the parent child-bond which has been proven by research to serve as a protective factor for at risk adolescence. Parenting that ignores developmental stages according to Erikson may have serious consequences. Ineffective parenting has a large impact not only with adolescents but on society as well. Therefore, psychoeducating parents on the pros and cons of understanding Erikson’s developmental stages as a preventative or remedial tool is a duty of the marriage and family therapist.

To successfully apply this workshop, the facilitator must have a very good understanding of Erikson’s developmental stages. Facilitator and co-facilitator (if there is one) must understand the rationale of the organization of this workshop.

Unquestionably, this workshop needs to be piloted in an agency wanting to further shape the curriculum to the expectations that real participants may have.

I welcome marriage and family therapists to go through the workshop and start using it in favor of all those Latino parents and adolescents who deserve to be understood and helped during the critical phase of becoming healthy adults.
REFERENCES


Perry, B. (2008). *What neurosequential development and trauma have to say about play therapy?* Symposium Conducted at the 25th Annual International Play Therapy Conference, Dallas, TX.


Table 1. http://zanl13.wordpress.com/about/

Table 2. http://withfriendship.com/user/svaruna/psychosocial-development.php
APPENDIX

PARENTING WORKSHOP FOR LATINO PARENTS OF AT RISK YOUTH

First Session: Psychoeducation for parents

1. **Check-in:** Ask parents to sign in at the door. Check-in lists can be built at the therapist and/or agencies’ convenience. Make sure to include: name, signature, date, in and out time, and space therapist initials.

2. **Welcome:** Facilitator welcomes participants by saying: “Hi! Welcome and thank you for joining us today. My name is_______ and I am a Marriage and Family therapist. Today we are going to learn things to help you improve your relationship with your teenagers.”

3. **Confidentiality: Workshop Rules and Expectations.** Facilitator will review the rules with participants and will make sure that everyone understands them.

<p>| PARENTING WORKSHOP FOR LATINO PARENTS FOR AT RISK YOUTH |</p>
<table>
<thead>
<tr>
<th>WORKSHOP RULES AND EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Information disclosed by participants during the workshop is personal and must be kept confidential.</td>
</tr>
<tr>
<td>✗ Participants must be respectful to one another at all times.</td>
</tr>
<tr>
<td>✗ Participants are expected to be on time and stay through the entire workshop in order to acquire attendance certificate.</td>
</tr>
<tr>
<td>✗ Participants who are disruptive or rude of other’s opinions will be asked to leave.</td>
</tr>
</tbody>
</table>

I understand and agree to adhere to all of the above: Please put your initials in each box above:

Participant’s name: ________________________________
Participant’s signature: ____________________________
Date: ___________________________________________

Facilitator’s name: ________________________________
Facilitator’s Signature: ____________________________
Date: ___________________________________________
4. Introduction of participants

<table>
<thead>
<tr>
<th>INTRODUCTION OF PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) <strong>Facilitator introduces him/herself:</strong> name, credentials and qualifications.</td>
</tr>
<tr>
<td>Facilitator shares his/her hopes for the group.</td>
</tr>
<tr>
<td>b) <strong>Participants share:</strong></td>
</tr>
<tr>
<td>- Name</td>
</tr>
<tr>
<td>- How many children they have and their ages.</td>
</tr>
<tr>
<td>- The best advice you could give to another parent.</td>
</tr>
<tr>
<td>- Sharing: participants may share (if they want to) a current problem that they are experiencing with their adolescent children. Remind them not to be critical, but compassionate and understanding. Help them to place themselves in others shoes.</td>
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</table>

5. Objectives

<table>
<thead>
<tr>
<th>WORKSHOP OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>- Participants will acquire a general idea of Erikson's psychosocial developmental stages and its importance on their children wellbeing.</td>
</tr>
<tr>
<td>- Participants will learn about how to successfully assist their children at each developmental stage.</td>
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<tr>
<td>- Increase parent-child bond.</td>
</tr>
<tr>
<td>- Increase positive parenting.</td>
</tr>
<tr>
<td>- Participants will gain skills to lessen family conflict.</td>
</tr>
<tr>
<td>- Acquire at least one coping skill.</td>
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</tbody>
</table>
6. Erickson’s Psychosocial Developmental Stages (table 1, see appendix).

a) **Introduction to Erickson’s Psychosocial Developmental Stages**: “Eric Erickson was a psychologist who…. develop 8 stages of development. Developmental crises that must be negotiated at eight significant points in life. If these crises are not mastered, difficulties are encountered in subsequent stages” (DElia please DEVELOP). Therapist will explain the stages by using the tables below.
b) **Stage 4: Industry vs. Inferiority. School Age.** In the early years in school, children learn new skills, developing a sense of competence from which they build their sense of self-worth; thus, the task at this stage is to engage in industrious activities to build confidence in their abilities.

- Major Question: How can I be good?
- Basic Virtue: Competence
- Important Events: School

c) **Stage 5: Identity vs. Role Confusion. Adolescence.** Time of identity development when a person first begins to answer questions, such as who am I and how do I fit in?
Developmentally, this is a time of exploring possible identities and social roles, which often takes the form of wild outfits, colorful hair, rebellious music, rotating social groups, and other ways to magnificently annoy one’s parents.

- Major question: “Who am I?”
- Basic Virtue: Fidelity
- Important Events: Social Relationships

7. **Unsuccessful resolution**

<table>
<thead>
<tr>
<th>Unsuccessful resolution</th>
<th>Successful resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Drugs</td>
<td>➢ Close bond with parents</td>
</tr>
<tr>
<td>➢ Delinquency</td>
<td>➢ Better communication</td>
</tr>
<tr>
<td>➢ Anger</td>
<td>➢ School achievement</td>
</tr>
<tr>
<td>➢ Depression</td>
<td>➢ Healthy relationships</td>
</tr>
<tr>
<td>➢ Violence</td>
<td>➢ Engagement in sports</td>
</tr>
<tr>
<td>➢ Low academic achievement</td>
<td>➢ Secure individuals</td>
</tr>
<tr>
<td>➢ Poor mental health</td>
<td>➢ Healthier self-esteem</td>
</tr>
<tr>
<td>➢ Teen pregnancy</td>
<td>➢ Healthier coping skills</td>
</tr>
<tr>
<td>➢ Risk factors associated with gang involvement</td>
<td></td>
</tr>
</tbody>
</table>
1. Communication: “I” Statements

**“I” Statements:** Using “I” statements helps to avoid criticizing or placing blame on others. Taking responsibility for what we understand, even if we are wrong, reduces defensiveness in those we are interacting with.

**FORMULA:** Learning to talk about how an experience affects us can be a challenge. Using the following “I” statement formula might help you to communicate clearly what is going on:

\[
\text{I feel } \underline{\text{__________________________}} \text{ when you } \underline{\text{____________________}}, \\
\text{and I need you to } \underline{\text{____________________}}.
\]

Example: Juan makes a racist or sexist joke.
Option 1: “What an idiot, go get a life!”
Option 2: “I feel offended when I hear sexist jokes and I do not want to hear them any more.

**Discuss:** Which response is constructive?

**Practice More!**
If you look at the first example, you can notice that the first statement is blaming statement whereas the second one will not put the person on the defensive. From the list below, please identify the “I” statement.

Examples:

1. You don’t let me talk!
   I would like to talk more. (“I” statement)

2. You come in here late all the time.
   I am bothered by you being late.

3. You drink too much!
   I am concerned about your drinking habits.

4. You could care less how I feel when you stay out late!
   I worry that something may happen to you when you stay late.

5. You don’t care about me.
   I am angry when I fell that you don’t care.

6. No one will ever be able to please you!
   I am afraid that I won’t be able to please you.

Adapted from “El Centro de Amistad” Resources Handbook.
2. Understanding Anger.

a) Sharing the Definition of Anger: “Anger is a natural emotion and it is not good or bad, but what you do with it can make the difference between a minor disagreement and a major conflict. Different people get angry about different things. It is important to know what triggers your anger and you teenager’s anger.”

<table>
<thead>
<tr>
<th>Understanding Your Anger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check the below:</td>
</tr>
<tr>
<td>I feel angry when I:</td>
</tr>
<tr>
<td>__ Feel ignored</td>
</tr>
<tr>
<td>__ I am nagged</td>
</tr>
<tr>
<td>__ I am embarrassed or teased</td>
</tr>
<tr>
<td>__ I make mistakes</td>
</tr>
<tr>
<td>__ I am criticized</td>
</tr>
<tr>
<td>__ I have to wait for people who are late</td>
</tr>
<tr>
<td>__ I feel others aren’t doing their share.</td>
</tr>
</tbody>
</table>

________________________________________
________________________________________
________________________________________
________________________________________

What makes your teen angry:

________________________________________
________________________________________
________________________________________
________________________________________

Please, confirm your accuracy with your child and discuss your answers. You will be surprised.

Adapted from FSC. Resources Handbook.
### Managing Your Teen Negative Behavior

Try to follow these techniques:

- Try to focus on the facts and figure out what the other person actually said or did. Confirm and do not assume what the other person is trying to say or doing.

- Do not talk before you are prepared to respond in a reasonable way. You may need to go outside for a minute to take a break or use one of the coping skills that you will learn next.

- Demonstrate continued good will by saying that you want to work things out.

- Make sure that you have given your side of the story and opinion accurately.

- If necessary ask a mutually respected person to be in the middle.

- Stay flexible; be open to change your mind after you hear more from the other side.

- Do not fight the small stuff; figure out if the issue is important enough to pursue a resolution. Choose your battles!

- Set another time to continue the talk if you feel you are not being understood.

- Do not involve others who have nothing to do with the conflict.

- Try not to over rehearse your anger before addressing the issue.

Adapted from “El Centro de Amistad” Resources Handbook.
4. What is stress?

a) **Share definition of Stress**: “Stress is created by the body and mind specially when people are feeling tired, worried or pressure. Consequently, conflicts are more likely to occur when stressed than when feeling rested, confident and in control. When experiencing stress you”:

- It is important to identify what is bothering you so you can identify the problem and/or effectively cope with the stress.
- Not all stressors can be fixed, some cannot even be reduce. Example: If one’s parents getting a divorce, one has little or no control over the situation.

b) **Teenage Stress factors/overload signs:**

- Academic pressure and/or career decisions.
- Pressure to wear certain type of clothing.
- Pressure to try drugs, alcohol or sex.
- Pressure to fit in with peer groups and measure up to others.
- Adaptation of bodily changes, especially during puberty.
- Conflicts with family and peers.
- Taking on too many activities at one time.

c) **Understanding Stress Overloads Signs:**

- Increased physical illness: headaches, stomachaches, muscle pains, chronic fatigue.
- “Shutting down” and withdraw from people and activities.
- Increase anger or irritable lashing out at others.
- Increase tearfulness and feelings of hopelessness.
- Difficulty sleeping, over eating or under eating.
- Difficulty concentrating, making decisions and memorizing.

*Adapted from “El Centro de Amistad” Resources Handbook

5. **Stress Management techniques / Easy tips.** Therapist will teach one or all of the techniques and practice with the group. Therapist will use his/her judgment to identify the technique that better suits the group.

<table>
<thead>
<tr>
<th>COPING WITH STRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Relaxation</strong></td>
</tr>
<tr>
<td>▪ CLOSE YOUR EYES</td>
</tr>
<tr>
<td>▪ BREATH DEEPLY AND SLOWLY</td>
</tr>
<tr>
<td>▪ THINK OF A PLEASANT PEACEFUL PLACE</td>
</tr>
<tr>
<td>▪ PUT YOURSELF IN THAT PLACE</td>
</tr>
<tr>
<td>▪ USE ALL YOUR SENSES, ONE AT A TIME (sight, smell, taste, touch)</td>
</tr>
<tr>
<td>▪ HOLD THAT IMAGE AS LONG AS POSSIBLE</td>
</tr>
<tr>
<td><strong>Physical Relaxation</strong></td>
</tr>
<tr>
<td>▪ Take 15 minutes:</td>
</tr>
<tr>
<td>▪ Find a peaceful, quiet place</td>
</tr>
<tr>
<td>▪ Breathe deeply and slowly</td>
</tr>
<tr>
<td>▪ Begin “tensing up” different muscles</td>
</tr>
<tr>
<td>▪ (right hand, left hand, right arm, left arm)</td>
</tr>
<tr>
<td>▪ Hold to the count of 8.</td>
</tr>
<tr>
<td>▪ Slowly release the tension – to the count of 8.</td>
</tr>
<tr>
<td>▪ Relax each muscle in your body</td>
</tr>
<tr>
<td>▪ (face, neck, shoulders, back, stomach, legs, feet).</td>
</tr>
<tr>
<td><strong>Meditation</strong></td>
</tr>
<tr>
<td>▪ Take a few minutes: find a peaceful, quiet place</td>
</tr>
<tr>
<td>▪ Breathe deeply and slowly</td>
</tr>
<tr>
<td>▪ Begin to focus your concentration in one direction</td>
</tr>
<tr>
<td>▪ 1. You can use word, sound or object</td>
</tr>
<tr>
<td>▪ 2. You can clear your mind of all thoughts (imagine a thought is floating away when it comes)</td>
</tr>
<tr>
<td>▪ Hold your concentration as long as possible.</td>
</tr>
</tbody>
</table>

Adapted from FSC. Resources Handbook.
6. Closing.

- Therapist will conclude the workshop by summarizing important topics.
- Therapist will encourage participant to ask questions and give comments.
- Ask participants to share of anonymously write what was the most important thing they learned.
- Ask participants what has been the most helpful technique for them.
- Thank parents for participating on the workshop.
- Remind participants to sign out and distribute certificates of competition.
- Give time to celebrate and networking.