THEORY-BASED CONSTRUCTS OF CULTURE IN RESEARCH WITH LATINOS

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WHY STUDY CULTURE?

“Scholars now recognize that understanding cultural aspects of human development is important for resolving pressing practical problems as well as for progress in understanding the nature of human development in worldwide terms. Cultural research is necessary to move beyond overgeneralizations that assume that human development everywhere functions in the same ways...”

Human development is a cultural process. Rogoff, 2003
WHAT IS CULTURE?

• Culture is a set of structures and institutions, values, traditions and ways of engaging with the social and nonsocial world that are transmitted across generations in a certain time and place.

• Cultures are invisible. They are interpretive lenses that are taken for granted by the wearers. These value frameworks do not rise to conscious awareness. (Greenfield and Suzuki, 1998)
RACE, ETHNICITY AND CULTURE

• Issues of culture become salient when home and societal cultures collide...

• In the majority non-Latino white society of the US, we tend to think of race/ethnicity/culture interchangeably
  • race refers to the physical, biological and genetic make-up of a group
  • ethnicity refers to social grouping based on shared language or country of origin that shares values, beliefs,

• Race/ethnicity is simply a proxy for underlying concepts and as such, a meaningless variable for psychological research (Betancourt & Lopez, 1993; Helms et al., 2005)
## U.S. Hispanic Population
### By Country of Origin, 2010

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican</td>
<td>31,798,000</td>
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<tr>
<td>Puerto Rican</td>
<td>4,624,000</td>
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<tr>
<td>Cuban</td>
<td>1,786,000</td>
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<tr>
<td>Salvadoran</td>
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<tr>
<td>Dominican</td>
<td>1,415,000</td>
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<td>Guatemalan</td>
<td>1,044,000</td>
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<tr>
<td>Colombian</td>
<td>909,000</td>
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<tr>
<td>Honduran</td>
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<td>Ecuadoran</td>
<td>565,000</td>
</tr>
<tr>
<td>Peruvian</td>
<td>531,000</td>
</tr>
</tbody>
</table>

HETEROGENEITY

“There is likely to be important contextual heterogeneity along genetic, historical, social, and cultural dimensions across and within groups. It would not be surprising then that such diversity of contexts gave rise to different developmental trajectories …”

Szapocznik et al 2007, p 81
Population ~113 million
Mexican Racial Diversity

- **Mestizo**
- **Indigenous**
- **White**

<7% speak indigenous languages
Population ~ 10 million
Dominican Racial Diversity

- **Orange**: Mulatto
- **Red**: White
- **Blue**: Black
DA Migration Experience

~ 57% of DA are foreign-born
MA MIGRATION EXPERIENCE

~ 36% of MA are foreign-born

~ 404,000 MA immigrated in 2010, a 60% decline since 2006

114,000 Mexicans were apprehended at the border in 2007, a 52% decrease since 2000
BUILD THE BORDER FENCE
THE OFFICIAL BORDER FENCE DONATION SERVICE FOR THE STATE OF ARIZONA

Does this look like a secure border?

HTTPS://WWW.BUILDTHEBORDERFENCE.COM/AZBORDER/INDEX.XHTML
MIGRATION & DOCUMENTED STATUS

Citizenship status (national):
70% of DA
72% of MA

Citizenship status (NYC):
66% of DA
50% of MA

<15% of Dominicans (~110,000) are undocumented

More than half (6.5 mil) of the undocumented immigrants are Mexican

~428,000 “deportable aliens” from Mexico were identified and ~355,000 (83%) were deported by the Department of Homeland Security in 2010.

46% of undocumented immigrants are parents of minors

POVERTY

• Poverty
  • ~1 in 4 Latinos lives in poverty
  • 6.1 million Latino children live in poverty
  • From 2000 – 2009, median household income dropped by 66%
    • 4x that of non-Latino whites

• Receiving Communities
  • inner-city neighborhoods & barrios
NYC LATINO NEIGHBORHOODS

35% poverty (2x the city average)
RECOMMENDED ASSESSMENT OF DEMOGRAPHIC CHARACTERISTICS

- Socioeconomic status (in COO and US)
- Country of origin across 2-3 generations
- Age of migration/length of residence
- Citizenship status
- Legal residency status
- Language use, preference, competence

www.acf.hhs.gov/opre
CULTURAL CONSTRUCTS: THE ESSENCE OF CULTURE

• Latino culture is collectivistic (vs individualistic)
• Cognitive
  • Values
  • Beliefs

Familismo, respeto, educación (ser bien educado), machismo, personalismo, simpatía, fatalism

• Behavioral
  • Traditions
  • Behavioral repertoires
STRENGTH IN CULTURAL VALUES/VALUE-DRIVEN BEHAVIOR

Protective processes at micro, exo and macrosystems have potential to offset effects of risk processes associated with poverty and discrimination (Kuperminc et al., 2009)

Cultural buffers: aspects of traditional cultures that may be protective
FAMILISMO

To all of us in nuclear families today, the notion of an extended family under one roof seems archaic, complicated. We treasure our private space. I will always marvel at the generosity of my parents, who opened their door to both my grandmother and great aunt. No doubt I am drawn to the elderly because I grew up with two entirely different white-haired women who worried about me, tucked me in at night, made me tomato soup or hot hierbabuena when I was ill. Tia saved her money to take us out to dinner and a movie, to take us to LA in the summer, to buy us shiny black shoes for Christmas. She taught me much about one of our greatest challenges as human beings: loving well. Mora, 1993
FAMILISMO

• Evidence in support of familismo as protective against:
  • Academic underachievement
  • Internalizing and externalizing mental health problems
  • Substance use; risk taking


• Mediators: parental monitoring; family connectedness; family responsibilities; parental involvement; parent-child communication; family ethnic socialization
EVIDENCE FOR MODERATION

• Recent evidence that child, family and neighborhood characteristics moderate the association between *familismo* and child well-being
  (Baumann et al., 2010; Calzada et al., 2014; Delgado, Updegraff, Roosa, & Umaña-Taylor, 2011; Morcillo et al., 2011; Pena et al., 2011)

• *Familismo* may not be protective for all
  • Several studies find no link with externalizing behavior
  • *Familismo* interferes with school attendance and college enrollment
  • Suicide attempts explained as “sacrificing for the family”
    (Desmond & Lopez-Turley, 2009; LaRoche & Shriberg, 2004; Pabon, 1998; Shih, Miles, Tucker, Zhou, & D’Amico, 2010, 2012; Suarez-Orozoco & Suarez-Orozoco, 2001; Velez, 1989; Venegas, Cooper, Naylor, Hanson, & Blow, 2012)
MODERATED EFFECTS OF FAMILISMO

(a) Interaction of Familismo and Poverty on Mexican Adaptive Behavior

```
   55
   50
   45
   40
   35

Low Familismo          High Familismo
- Not Poor          - Poor

(b) Interaction of Familismo and Gender on Mexican Adaptive Behavior

```

(a) Interaction of Familismo and Child Gender on Dominican Adaptive Behavior

```
   65
   60
   55
   50
   45
   40

Low Familismo          High Familismo
- Female            - Male

(b) Interaction of Familismo and US American Identity on Dominican Adaptive Behavior

```

Note. Slope for high American identity (maximal score = 4) was -.51 (SE=3.19), p=.87, and for low ethnic identity (minimal score =1) was 14.53 (SE=4.56), p=.002.
RESPETO

“knowing the level of courtesy and decorum required in a given situation in relation to other people of a particular age, sex and social status”  (Harwood, Miller, & Irizarry, 1995, p.98)

- **Obedience**
  - No matter what, no discussion
    - I teach my child to accept my decisions without questioning them.

- **Decorum**
  - Present well
    - I tell my child to show respect by addressing elders formally (e.g., *usted*, *Don/Doña*)

- **Deference**
  - Adult needs and desires come first
  - Stay out of adult matters
    - I correct my child when he listens in on adult conversations.
    - I tell my child to defer to adult wishes.
Theoretically incompatible with assertiveness, curiosity and autonomy.

“It's always ‘Sit,’ ‘Stay,’ ‘Heel’—never ‘Think,’ ‘Innovate,’ ‘Be yourself.’”
RESPETO & DOMINICAN CHILD FUNCTIONING

Socialization Messages
- Respeto $R^2 = .18$
- Independence $R^2 = .07$

Parenting Practices
- Authoritative $R^2 = .10$

Child Functioning
- Externalizing-P $R^2 = .23$
- Internalizing-P $R^2 = .17$
- Externalizing-T
- Internalizing-T
- DIAL $R^2 = .10$
RESPETO & DOMINICAN CHILD FUNCTIONING

SOCIALIZATION MESSAGES

Respeto
$R^2 = .18$

Independence
$R^2 = .07$

PARENTING PRACTICES

Authoritative
$R^2 = .10$

CHILD FUNCTIONING (One year later)

Internalizing-P

Internalizing-T

Authoritarian
$R^2 = .10$
RESPETO & MEXICAN CHILD FUNCTIONING

SOCIALIZATION MESSAGES

- **Respeto**
  - $R^2 = 0.10$

- **Independence**
  - $R^2 = 0.08$

PARENTING PRACTICES

- **Authoritative**
  - $R^2 = 0.09$

- **Authoritarian**
  - $R^2 = 0.06$

CHILD FUNCTIONING (One year later)

- **Internalizing-P**
- **Internalizing-T**

(One year later)
• Isn’t family/respect important in all cultures?  
  Schwartz (2007)

• Considering moderation

• Dynamic nature of the constructs
  • Values may shift over time or across contexts
CONCEPTUAL MODEL OF FAMILISMO & CHILD FUNCTIONING

UNDERLYING FAMILISTIC ATTITUDES
(e.g., family before individual)

FAMILY CIRCUMSTANCE
(e.g., occupational status)

FAMILISMO as SHARED LIVING
arrangements fluctuate over time

Protection          Benefit          Cost          Risk*
Social Support     Childrearing Support Financial assistance
(e.g., family before individual) (e.g., shared cost of living)
Crowded living conditions
Financial strain (e.g., from co-habitants who do not contribute to rent)
Conflict among household members
Strain of mental health and substance use problems of live-in family members

*consequences specific to home setting

Calzada, Tamis-LeMonda & Yoshikawa, 2013
METHODOLOGICAL CONSIDERATIONS

- Inconsistent terms
  - Familism(o), family obligation, filial piety, communalism, family solidarity, time with family, kin, extended family, family networks

- Inconsistent terms
  - Respect, respeto, affiliative obedience, educación

Cognitive (value, attitude, belief) vs behavior
METHODOLOGICAL CONSIDERATIONS

• *Familismo* particularly useful if interested in
  - Family processes

• *Respeto* particularly useful if interested in
  - Parent-child relations/interactions

**Measures**
• Knight et al., 2009
• Steidel & Contreras, 2003
• Sabogal et al., 1987
• Gil et al., 2000
• Villarreal, Blozis, & Widaman, 2005
• Household composition

**Measures**
• Calzada, 2007
• Knight et al., 2009
• Bridges et al. 2012 (educación)
OTHER CULTURAL VALUES

- *Machismo/marianismo* = gender socialization, gender roles, substance use
- *Personalismo/simpatía* = treatment acceptability, therapeutic alliance, compliance
- *Fatalismo* = coping strategies, health behaviors, health outcomes, service utilization
ETHNIC/RACIAL SOCIALIZATION

• process through which parents transmit cultural values, beliefs, traditions and behavioral norms to their children (Hughes, Rodriguez, Smith, Johnson, Stevenson, & Spicer, 2006)

• socialization of ethnic minority children is central to their development (Harrison, Wilson, Pine, Chan, & Buriel, 1990)

• serves to promote the behavioral competence of children within their own culture of origin
socialization practices related to

• less internalizing (e.g., depression) and externalizing (e.g., conduct problems) behaviors (Caughy, Nettles, O’Campo, & Lohrfink, 2006; Caughy, O’Campo, Randolph, & Nickerson, 2002; Hughes et al., 2006)

• better cognitive functioning and higher academic achievement (Caughy, O’Campo, Randolph, & Nickerson, 2002; Fuligni, 2007; Oyserman, Brickman, & Rhodes, 2007; Umana-Taylor, Bhanot & Shin, 2006)

• higher ethnic identity and more prosocial behaviors (Knight, Bernal, Garza, Cota, & Ocampo, 1993)
METHODOLOGICAL CONSIDERATIONS

• Multiple components
  • Cultural socialization
  • Preparation for bias
  • Promotion of mistrust
  • Egalitarianism

• Developmental process
• Cognitive (parental goals) vs behaviors (strategies)
METHODOLOGICAL CONSIDERATIONS

- Particularly useful if interested in
  - Parent-child relationships/interactions
  - Strategies to promote ethnic identity
  - Protective processes

- Measures
  - Hughes & Chen, 1997
  - Umaña-Taylor, 2001
  - See Hughes et al., 2006 for comprehensive review
ETHNIC IDENTITY

- Sense of belonging and commitment to one’s ethnic group
- Considered a developmental task of adolescence (drawing on ego identity theory; Erikson)
- Predicted by socialization in and out of the home → exploration and commitment
- EI has been consistently linked to:
  - higher self-esteem in adolescents (Bracey, Bamaca, & Umaña-Taylor, 2004; Umaña-Taylor & Updegraff, 2007).
  - less substance use (Kulis, Marsiglia, Kopak, Olmsted, & Crossman, 2012)
  - better mental health (Umaña-Taylor & Updegraff, 2007; Umaña-Taylor, 2004)
  - better academic functioning (Fuligni, Witkow, & García Coll, 2005; Umaña-Taylor & Updegraff, 2007)
METHODOLOGICAL CONSIDERATIONS

• Because ethnic identity is a **multidimensional** construct, no single measure can assess it in all its **complexity**. We have emphasized that at the core of ethnic identity is a sense of self as a group member that develops **over time** through an active process of investigation, learning, and commitment. Phinney & Ong, 2006

• Relevance during other developmental stages
  • Adulthood
    • Exploration can continue in adulthood (Phinney, 2006)
    • Sometimes conceptualized as part of adult acculturation (Zea et al., 2003)
  • Early (i.e., pre-adolescent) ethnic identity
    • Ethnic self-identification; constancy; ethnic-specific knowledge; ethnic behaviors; ethnic feelings/prefereces (Bernal et al., 1990; Knight, Bernal, Garza, Cota, & Ocampo, 1993; Ocampo et al., 1993; Ocampo, Knight, & Bernal, 1997)
    • Work of Diane Ruble
    • Serrano-Villar & Calzada, 2015
METHODOLOGICAL CONSIDERATIONS

• Particularly useful if interested in
  • Adolescent development
  • Protective factors in children/adolescents/young adults

• Measures
  • Phinney, 1992; Phinney & Ong, 2007 (MEIM)
CULTURAL CONSTRUCTS: EXPERIENCE AS AN IMMIGRANT/MINORITY

- Acculturation
- Differential acculturation/acculturation gap
- Acculturative stress
- Discrimination
Can be understood within a framework of stress-coping (Berry, 1997)
ACCULTURATION/ENCULTURATION

US Culture (Acculturation)
• English Language
• Cultural knowledge
• Identity

Latino Culture (Enculturation)
• Spanish Language
• Cultural knowledge
• Identity

Time

Acculturative status

Situation
ACCULTURATION & WELL-BEING

• “The [paradox] has been the source of much intrigue for researchers. Low SES Latino immigrants appear largely immune to many of the injurious health effects of migration, poverty, racism, discrimination, and other factors that typically affect racial and ethnic minorities in the United States. Latinos have lower overall mortality rates than Whites on most major health indicators (Morales, Lara, Kingston, Valdez, & Escarce, 2002).”

• Higher acculturation has been linked with various physical and mental health disorders,
  • including substance and alcohol use, depression and anxiety (e.g., Borges, Breslau, Orozco, Tancredi, Anderson, Aguilar-Gaxiola, & Medina Mora, 2011; Resor & Cooper, 2010; Schwartz et al., 2010; Shrout, Canino, Bird, et al., 1992; Vega Kolody, Aguilar-Gaxiola, Alderete, Catalano, & Caraveo-Anduaga, 1998).
  • lower self-esteem among Latino adolescents (Smokowski, 2010); higher rates of conduct disorder (Breslau, 2011); declining academic achievement and aspirations for immigrant youth (Suárez-Orozco et al., 2009); humiliation and aggression (Smokowski, 2009)
ACCULTURATION

**Society of origin factors:** sociopolitical/economic environment

**Individual factors prior to immigration:** demographics, reasons for migration, knowledge of the host society, and disruption of social support networks

**Factors related to the process of migration:** route, duration and safety of the migration journey

**Host society factors:** sociopolitical/economic environment, immigration policies, societal attitudes towards immigrants

**Individual factors after immigration:** demographics, legal/residency status, cultural distance, length of residence and expectations

Berry, 2001; Cabassa, 2003; Chapman & Perreira, 2005
METHODOLOGICAL CONSIDERATIONS

• Inconsistent terms
  • Acculturation, acculturation/enculturation, acculturative status, cultural adaptation, cultural orientation

• Reliance on proxy measures
  • Nativity/generation status, yrs of residence, language preference/use

• Unidimensional → Bidimensional
  • Interest in biculturalism as protective factor (Birman, 1998)

• Lack of consensus on model
  • What are the components?

• Moderation
  • COO (lack of generalization of immigrant paradox to Cuban and Puerto Rican origin Latinos)
METHODOLOGICAL CONSIDERATIONS

• Particularly useful if interested in
  • Majority-minority relations/interactions
  • Societal level influences on individual

• Measures
  • Cuellar et al., 1995 (ARSMAM-II)
  • Marin et al., 1996 (BAS)
  • Soriano & Hough, 2000 (PAN)
  • Szapocznik et al., 1980 (BIQ-R)
  • Zea et al., 2003 (AMAS)
Differential Acculturation

- Children in immigrant families have been observed to acculturate more quickly than their parents
  - Compared with their parents, children of immigrants tend to acquire English as their primary language, adopt new values and lifestyle preferences, and form cross-racial relationships more readily
- The clash of values and preferences arising from these intergenerational acculturation gaps leads to family conflict, which in turn results in youth maladjustment
  - Inconsistent findings (Birman, 2006; Lau et al., 2005)
METHODOLOGICAL CONSIDERATIONS

• Inconsistent terms
  • Differential acculturation, acculturation gap, dissonant acculturation

• Categorical vs dimensional variables

• Particularly useful if interested in
  • Parent-child relations/interactions
  • Cultural/language brokering

• Measures
  • Parent and child report of acculturation
ACCULTURATIVE STRESS

- acculturative stress refers to physiological and psychological changes brought about by acculturation-related demands (Berry et al., 1987; Hovey et al., 1996)

- ...confusion and anxiety, loss of identity, feelings of alienation, and striking out against larger society. Behaviors and experiences generated during acculturation that are pathological and disruptive to the individual and ethnic group (e.g., deviant behavior, psychosomatic symptoms, and feelings of marginality).

- exacerbated when the two groups are behaviorally distinct and when there is low tolerance for diversity

- higher among new immigrants who lack the language and behavioral skills of the new culture
30% of Latinos report experiences of discrimination

- By immigrant status: 50% of US-born relative to 25% of foreign-born
- Rates also higher among men, and Latinos who are younger, single, better educated and wealthier
- Cubans less likely to report discrimination than PR, Mex or other

Discrimination based on skin color, language use or immigrant status

- Darker-skinned Latinos face more discrimination than lighter-skinned Latinos
- Latinos view language as the greatest source of discrimination

(Montalvo & Codina, 2001; Pérez, Fortuna, & Alegria, 2008; Williams & Mohammed, 2008)
DID DISCRIMINATION & WELL-BEING

• Real and perceived discrimination are directly linked to health problems (Torres et al., 2011; Torres et al., 2012; Williams, Neighbors & Jackson, 2003)
  • In youth, to poor academic achievement and aggression
• Real and perceived discrimination help to explain the relation between acculturation/time in the US and health problems (Montalvo & Codina, 2001)
METHODOLOGICAL CONSIDERATIONS

- Racial diversity
- Political climate (across time, across regions/states)
- Acute vs chronic
- Major vs minor
- Systemic vs individualized
METHODOLOGICAL CONSIDERATIONS

• Particularly useful if interested in:
  • Stress/coping models
  • Majority-minority relations/interactions
  • Societal influences on individual

• Measures
  • Acculturative stress:
    • Cervantes et al., 1991 (HSI)
    • Mena, Padilla & Maldonado, 1987 (SAFE)
    • Rodriguez et al., 2002 (MASI)
  • Discrimination:
    • Collado-Proctor, 1999 (PRSL)
    • Williams, Neighbors & Jackson, 2003
CULTURAL MODELS OF DEVELOPMENT; WELL-BEING

• Few comprehensive models to guide research
  • Garcia Coll et al., 1996
  • Chase-Landsdale et al., 2007
    • Social injustice & Segregation, oppression
    • Adaptive, protective processes
HOW DO WE CONDUCT THEORY-BASED CULTURALLY-INFORMED RESEARCH?

• Few comprehensive models to guide research
  • Draw on multiple theoretical frameworks
• Not possible to measure/study all factors
  • Selection based on outcomes of interest
• Not possible to generalize to all Latinos
  • Purposive and stratified sampling
• Not possible to fully capture dynamic nature of cultural constructs
  • Longitudinal (even if short term) design
A Multi-Generational Model of Mexican American Parenting & Early Childhood Mental Health

- Immigrant status
- Acculturative status
- Perceived Discrimination
- Acculturative stress
- Maternal mental health: depression
- Parenting: Cultural socialization messages and practices
- Cultural buffers: ethnic identity, familismo
- Early childhood adaptive behavior, ethnic identity
- Early childhood mental health: depression, anxiety, aggression
# Family and School Predictors of Early Latino Child Development

## The Family Context

<table>
<thead>
<tr>
<th>Family Demographics</th>
<th>Culture</th>
<th>Parenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomic status</td>
<td>Acculturation</td>
<td>Ethnic socialization</td>
</tr>
<tr>
<td>Race</td>
<td>Enculturation</td>
<td>Practices</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Familismo</td>
<td></td>
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<tr>
<td>Immigrant status</td>
<td>Family networks</td>
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<td></td>
<td>Support</td>
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## Families in School

<table>
<thead>
<tr>
<th>Social Networks</th>
<th>Parent Involvement</th>
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<tr>
<td>Parent networks</td>
<td>School-based</td>
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<tr>
<td>Support</td>
<td>Home-based</td>
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## The School Context

<table>
<thead>
<tr>
<th>Student Demographics</th>
<th>Culture</th>
<th>Teaching</th>
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<tbody>
<tr>
<td>Socioeconomic status</td>
<td>Teacher-student racial consonance</td>
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<tr>
<td>Race</td>
<td>Teacher cultural competence</td>
<td>Practices</td>
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<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immigrant status</td>
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## Developmental Competencies

- Academic achievement
- Behavioral functioning
- Ethnic identity
STRATIFIED SAMPLING

• Segregation => School composition
  • % ethnically matched children in student population
  • % minority children

• Immigrant paradox => Generational status
  • Foreign-born
  • 1.5 generation
  • 2nd generation

• Unique experiences of trauma => Citizenship status
  • Parents undocumented, no involvement with immigration services
  • Parents undocumented, involved with immigration services
  • Parents undocumented, deported
    • Child also goes to Mexico
    • Child stays in US

Zayas and colleagues
ADAPTED CONSTRUCTS

- Parent involvement (Garcia Coll)
  - Broader conceptualization of home-based activities that support children’s learning
  - Emphasize evening routines; monitoring children’s time; emphasizing good behavior (ser buen educado/a)

- Social support (Updegraff)
  - Consider nuclear and extended family network

- Home literacy (Farver)
  - Consider language use of all members of family
  - Consider oral literacy activities (storytelling)

- Teaching practices (Reese)
  - Consider cultural socialization/culturally sensitive strategies
    - Drawing on routines and traditions of Latino students
MEASUREMENT ISSUES

- **Measure equivalence** = the comparability of **reliability** (internal structure/internal consistency/factorial invariance) and **construct validity** of measures across diverse populations

- **Translation**
  - Literal (focus on the word-level)
  - Conceptual (focus on the ideas-level)

Knight et al., 2009
IMMIGRATION AND WELL-BEING

• Latinos across generations are tasked with successfully adapting to mainstream culture while retaining the important aspects of their cultures of origin
  • What aspects, for what outcomes, for what individuals, living in what circumstances, at which point in their developmental trajectory?

Culture is a matrix of infinite possibilities and choices.

Wole Sovinka, Nigerian Nobel Laureate
# ParentCorps with Latinos

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<th>Study 1</th>
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<th>Study 2</th>
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<td>Control (n =16)</td>
<td>Intervention (n =61)</td>
<td>Control (n =46)</td>
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<td>48.0</td>
<td>55.6</td>
<td>40.0</td>
<td>53.3</td>
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<td>Language status (bilingual home)</td>
<td>95.7</td>
<td>100</td>
<td>76.5</td>
<td>81.2</td>
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<tr>
<td>Single parent</td>
<td>25.8</td>
<td>40.0</td>
<td>26.7</td>
<td>37.0</td>
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<td>Parent education ≤ high school</td>
<td>71.0</td>
<td>60.0</td>
<td>37.0</td>
<td>40.7</td>
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<tr>
<td>Unemployed parent</td>
<td>64.5</td>
<td>80.0</td>
<td>39.1</td>
<td>44.4</td>
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<tr>
<td>Low-income</td>
<td>46.7</td>
<td>60.0</td>
<td>58.3</td>
<td>66.7</td>
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</tbody>
</table>

## Effect sizes on achievement test scores and parent involvement for Latino subgroups

<table>
<thead>
<tr>
<th></th>
<th>US-born</th>
<th>Immigrant</th>
<th>English-only</th>
<th>Bilingual</th>
<th>All Latino</th>
</tr>
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<tbody>
<tr>
<td>KTEA Reading</td>
<td>.65</td>
<td>1.13</td>
<td>.13</td>
<td>1.45</td>
<td>.81</td>
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<tr>
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</table>

**Figure 3a.** Academic Performance: Bilingual Home  
**Figure 3b.** Parent Involvement: Bilingual Home  
**Figure 3c.** Academic Performance: English-only Home  
**Figure 3d.** Parent Involvement: English-only Home
INTERVENTIONS WITH LATINOS: METHODOLOGICAL CONSIDERATIONS

Need to assess

- **engagement**
  - **feasibility**: is the intervention realistic, possible?
    - Attendance, participation
  - **relevance/acceptability**: does the intervention have social validity?
    - Satisfaction

- **efficacy**
  - are processes unique/especially salient to Latinos actively targeted?
    - Targeted outcomes
    - Mediators
CULTURAL ADAPTATION FRAMEWORKS

- Iterative process of information gathering and intervention testing
  - Surface structure
    - Language, ethnicity of service providers, cultural materials
  - Deep structure
    - Unique risk and protective factors
  - Core components + added elements
CULTURALLY ADAPTED PROGRAM

*Criando con Amor: Promoviendo Armonía y Superación (CAPAS)* for Latino parents (Domenech-Rodriguez, Baumann, & Schwartz, 2011)

- Adaptations focused on
  - careful language translation, with simplified terminology and greater reliance on visual aids,
  - inclusion of Latino-specific dichos to provide familiar metaphors for concepts,
  - incorporating Latino values (e.g., *respeto*, *buena educacion*, *valerse por si mismo*) to frame treatment goals, discussion of parent versus child values reflecting emphasis on Latino versus American orientations,
  - framing intervention as promoting family harmony and success,
  - inviting extended family members,
  - attending to contextual challenges in parenting (e.g., fear of children calling child protective services, deportation).
CULTURALLY CENTERED PROGRAM

Bicultural effectiveness Training (Szapocznik et al., 1986, 1989)

• corrects pre-mature Americanism and its correlates in a whole-family context

• Promoting biculturalism in both Hispanic immigrant adolescents and their parents has been shown to be efficacious in improving family functioning and in reducing adolescent behavior problems
  • helping parents and adolescents to understand each other’s cultural orientations, and each other, by reframing intergenerational difficulties as culturally based disagreements. Such reframes help to uncouple intergenerational conflicts from intercultural conflicts and therefore to reduce discord between Hispanic immigrant parents and adolescents. The reframes also may create opportunities to shift the blame for parent–adolescent discord from the parties involved to an external entity (i.e., the culture), thereby opening the opportunity for more open discussion between parents and their adolescents.
CULTURAL COMPETENCE

• “an ongoing, contextual, dynamic, experiential and developmental process that impacts one’s ability to understand, communicate with, serve, and meet the needs of individuals who look, think, and/or behave differently from oneself.”

• Linked to service use, treatment acceptability, retention, compliance, and outcomes (Calzada & Suarez-Balcazar, 2014)
METHODOLOGICAL CONSIDERATIONS

• Inconsistent terms
  • cultural sensitivity, cultural awareness, cultural knowledge, culturally responsive care, cultural brokering, cultural proficiency, and cultural encounters.

• Multiple components
  • A cognitive component that emphasizes critical awareness (i.e., awareness of one’s biases) and knowledge (i.e., understanding of a specific cultural group’s history, religion, historical context and beliefs) relevant to the health and well-being of diverse children and families.
  • A behavioral component that emphasizes the ability to put skills into practice to build trust and effectively communicate with and serve diverse children and families.
  • An organizational component that emphasizes contextual issues and support for culturally competent practices from an organization that is committed to diversity and innovation to meet the needs of diverse children and families.
METHODOLOGICAL CONSIDERATIONS

• Particularly useful if interested in:
  • Organizational characteristics
  • Service provider characteristics
  • Barriers to service utilization

• Measures
  • A summary of assessments available at the New York State Psychiatric Institute’s Center of Excellence for Cultural Competence website.
TO KEEP THE CONVERSATION GOING...

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