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THE RELATION BETWEEN PARENTING BELIEFS, BEHAVIORS, AND
ACCULTURATION ON THE SOCIAL SKILLS OF
PREKINDERGARTEN HISPANIC CHILDREN

by

Peter C. Winstead

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Psychology

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2013

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ABSTRACT

The Relation Between Parenting Beliefs, Behaviors, and Acculturation on the Social Skills of Prekindergarten Hispanic Children

by

Peter C. Winstead, Master of Science

Utah State University, 2013

Major Professor: Mark S. Innocenti, Ph.D.
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Research shows that social skills are a critical component of children's development and related to children's academic success. Conversely, problem behaviors are correlated to negative outcomes later in life for children such as lower academic achievement and juvenile and adult criminality. Certain parenting beliefs and behaviors have been found to relate to fewer problem behaviors in children, and an increase in social skills. However, existing research has focused mostly on the parenting behaviors and social outcomes in children using Anglo-American samples. Little is known about the relation of parenting behaviors and beliefs to the development of social skills in Hispanic families. Using the HOME (Home Observation for Measurement of the Environment), the Parental Modernity Scale, and the Bidimensional Acculturation Scale (BAS), measures of the relation and predictive ability of parenting behaviors, beliefs and acculturation to social skills in children as measured by the Social Skills Rating System

(SSRS) are calculated. Findings suggest that the progressive subscale scores from the parental modernity scale and the family companionship subscale from the HOME are predictive of higher scores on the SSRS social skills scale in prekindergarten Hispanic children. Acculturation was not related to higher social skills scores or fewer problem behaviors in children. The results are discussed in light of previous research and existing knowledge on what the results mean for the parenting behaviors and beliefs of Hispanics.

(75 pages)

PUBLIC ABSTRACT

The Relation Between Parenting Beliefs, Behaviors, and Acculturation on the
Social Skills of Prekindergarten Hispanic Children

by

Peter C. Winstead, Master of Science

Utah State University, 2012

Research related to the importance of social skills in children shows that they are important to children's development and performance in school. Research on problem behaviors in children, such as bullying, have been shown to be related to negative outcomes later in life for children such as lower performance in school, and juvenile and adult criminal behavior. What parents believe and how they act on those beliefs have been found to be related to fewer problem behaviors, and to higher social skills in children. However, the research we have has focused on the parenting behaviors and social outcomes in children using only people from the Anglo-American population. Little is known about how the beliefs and behaviors of parents influence the development of social skills in children in Hispanic families.

Using the HOME (Home Observation for Measurement of the Environment), the Parental Modernity Scale, and the Bidimensional Acculturation Scale (BAS), measures of the relation and predictive ability of parenting behaviors, beliefs and acculturation to social skills in children as measured by the Social Skills Rating System (SSRS) are calculated. Findings suggest that the progressive subscale scores from the Parental Modernity scale and the Family Companionship subscale from the HOME are predictive of higher scores on the SSRS socials skills scale in Prekindergarten Hispanic children. Acculturation was not related to higher social skills scores or fewer problem behaviors in children. The results are discussed in light of previous research and existing knowledge on what the results mean for the parenting behaviors and beliefs of Hispanics.

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I also express my thanks for the opportunity to use the data from the Bilingual Early Language and Literacy Support (BELLS) Project, which was jointly funded by the National Institute of Child Health and Human Development and the Institute for Education Science, U.S. Department of Education, as part of the Developing Language in Spanish-Speakers initiative (R01-HD39501) to Utah State University. Though I used these data, no official endorsement is implied.

Peter C. Winstead

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CHAPTER I

INTRODUCTION

Considerable research has been dedicated to the subject of social skills in children, and how these skills relate to other areas of their development. Social skills are defined in the research literature as learned, socially acceptable behaviors that allow one to interact effectively with others (Jurado, Cumba-Aviles, Collazo, & Matos, 2006). Positive social skills include such things as speaking in an appropriate tone, making friends easily, and the ability to control one's emotions. Other studies have focused on how problem behaviors develop in children. These behaviors include fighting with others, bullying, or acting depressed (Pachter, Auinger, Palmer, & Weitzman, 2006).

Much of the research on this subject has focused on the relation between social skills and academic competence, showing that these two components of child development are related. This research shows that positive social skills predict academic success later in life, and the presence of problem behaviors being related to lower academic achievement (Algozzine, 2002; Crews et al., 2007; Greer-Chase, Rhodes, & Kellam, 2002; Kellam, Mayer, Rebok, & Hawkins, 1998; Lassen, Steele, & Sailor, 2006; McIntosh, Horner, Chard, Boland, & Good, 2006; O'Shaughnessy, Lane, Gresham, & Beebe-Frankenberger, 2002; Stewart, Benner, Martella, & Marchand-Martella, 2007; Vanderstaay, 2006; Vaughn et al., 2009; Wehby, Falk, Barton-Arwood, Lane, & Cooley, 2003 as cited in Algozzine, Wang, & Violette, 2011).

This research has also shown other correlates of poor social development in children beyond the findings linking social skills and academic success. These studies

found that lower social skills in children were correlated to juvenile and adult criminality, drug use, alcoholism, depression, and adult psychopathology (Coie, Dodge, & Kupersmidt, 1990; McFadyen-Ketchum & Dodge, 1998; Parker & Asher, 1987; Segrin, 2000), and that children who lack social skills are less able to elicit support from adults to overcome these difficulties (Whiteside-Mansell, Bradley, & McKelvey, 2009).

Other studies have been conducted on the frequency of behavioral problems in children and show that they are common, occurring in 15-25% of children (Pachter et al., 2006). Frankel and Feinberg (2002) illustrated that without intervention for these problem behaviors in children, their social maladjustment was stable and continuous.

Parenting has been shown to play a significant role in the development of social competence and the capacity for adaptive behavior in children (Perez & Fox, 2008). Specifically, homes with a high degree of cognitive stimulation, warmth, and socio-emotional support are correlated with positive social outcomes in children. Parenting that includes corporal punishment, and other harsh methods of control and discipline have been related to negative social outcomes in children (Whiteside-Mansell et al., 2009). When warmth and supportive parenting are used, as opposed to harsh and controlling methods, it allows children to control their behavior, and respond to parents' attempts to focus their attention. Children are also provided with appropriate models of self-control, and are incited to reciprocate their parents' positive approach (Razza, Martin, & Brooks-Gunn, 2011).

Programs have been designed to foster positive parenting practices with parents and to develop social skills in children. However, the research used to guide these

programs is based mostly on research conducted with the dominant culture in the United States, Anglo Americans (Cardona, Nicholson, & Fox, 2000; Whiteside-Mansell et al., 2009). Consequently, the research on the socialization and family processes for ethnic minority families is limited, and the results of those studies that have been conducted have produced inconsistent results (Cardona et al., 2000).

Because of the focus on Anglo Americans in the research, one of the groups that we have limited information on parenting and social skills in children for is Hispanics. Hispanics represent an interesting target population because of several factors related to their population growth in the United States and circumstances as they acculturate to a new environment. Two factors are the growth of the Hispanic population due to a high birth rate, and continued immigration (Suarez-Orozco & Paez, 2002). Hispanics now represent the largest ethnic minority group in the United States according to the latest census data (US Census, 2010). Hispanics have a poverty rate that is three times higher than for Anglo Americans and one fourth of Hispanic children under the age of 18 live in poverty (Proctor & Dalaker, 2002). These are risk factors that suggest a need for increased understanding of correlates of social and academic outcomes. Research shows that parents' ability to provide an environment that is conducive to learning and development is dependent on the availability of economic resources (Schmitz, 2005).

Further research is also needed to understand how the acculturation process for Hispanic immigrants impacts parenting, and social skills in children. Acculturation is defined as the process of giving up traditional forms of behavior and adopting the model behaviors of a host country (Keefe & Padilla, 1987, as cited in Parke et al., 2004). Studies

have shown that acculturation does have an impact on parenting, however those studies have produced inconsistent results, with some illustrating that increases in acculturation lead to an increase in marital problems, harsher parenting methods, and decreases in family cohesion (Barker, Cook, & Borrego, 2010; Miranda & Matheny, 2000). Other studies have showed that acculturation can lead to a decrease in maternal and paternal hostile parenting (Buriel, Mercado, Rodriguez, & Chavez, 1991; Parke et al., 2004). Little is also known about the impacts of acculturation on social skills in children. Further research is needed to understand the relation between parent's level of acculturation and social outcomes in children.

The relevance of the potential benefits of understanding how the development of social skills impacts other areas of development in Hispanics is pronounced when the achievement gap between the Hispanic population and Anglo Americans is taken into account. Data from the National Assessment and Educational Progress report show that Hispanics have considerably lower average scores on the ACT when viewing the results by ethnicity (National Center for Education Statistics, 2009). The high school dropout rate for Hispanics is at 5.3% compared to 2.3% for Anglo Americans. A similar gap is seen when comparing the age 25 and over populations from both ethnicities in regards to attainment of a high school level education or higher. Currently, only 61.9% of Hispanics have achieved this education milestone compared to 91.5% of Anglo Americans within that same demographic. Understanding more about the parenting behaviors and beliefs of this target population, in the context of acculturating to a new country, and how these factors impact children's developmental outcomes, may provide insight into how these

challenges can be addressed.

The extant data from the Bilingual Early Language and Literacy Support project (BELLS) provides a good opportunity to analyze the relation between parenting behaviors, beliefs, acculturation and social outcomes in young Hispanic children. These data were collected using a sample of Hispanic mother-child dyads who lived in Salt Lake City, UT. The BELLS study was conducted in order to develop and implement training programs for teachers to promote language support between adults and children, and to observe changes in children's emerging literacy skills. As part of this process, the variables that are pertinent to the proposed study were measured such as parenting behaviors, parental modernity, acculturation, and social skills in children (Innocenti, Jump Norman, Roggman, Boyce, & Cook, 2007).

In conclusion, research shows that social skills are related to other developmental outcomes in children. Parenting has been shown to have an impact on the development of social skills; a positive impact in homes that provide cognitive stimulation, warmth, and socio-emotional support. Programs have been designed to assist parents to develop positive parenting practices and beliefs, and to help children develop positive social skills. However, most research and programs have focused on the majority culture here in the US, Anglo Americans. There is little information regarding the relation between parenting and social skills in children for Hispanic immigrants, and how their acculturation to a new environment impacts their parenting choices.

More research is needed to fully understand how Hispanic immigrants may differ from the dominant culture in terms of their parenting, especially in the context of

acculturating to a new environment, and how those practices and beliefs impact children's social skills. This study used a Hispanic sample from the extant data from the BELLS project to measure the relation among parenting, acculturation, and social skills in children. Results may be applicable to interventions and programs targeting parenting behaviors, and social skills or problem behaviors in children, and will be helpful for understanding more about their acculturation experience.

As the literature shows there is a relation between parenting beliefs and behaviors and the development of social skills in children, the first objective of this study will be to extend these findings to a group for which we have little information, Hispanics. Using the extant data from the BELLS project, correlations will be calculated to assess the relation between parenting practices, beliefs, and acculturation and social skills, as measured by the Social Skills Rating Scale (SSRS; Gresham & Elliott, 1990), in children using a Hispanic sample.

The second objective of this study was to measure the extent that different categories of independent variables predicted the outcome variables of social skills and problem behaviors in children in a series of regression analyses. The initial predictor variables included demographic variables such as the age of the child, the child's gender, age of the caregiver, household income, and the caregiver's years of education.

The second variable category used in the regressions was acculturation. This variable was collected using the Bidimensional Acculturation Scale (BAS; Marin & Gamba, 1996). This acculturation scale combines measures of electronic media usage, language proficiency, and language use.

The third group of variables that were measured were parenting variables. Data collected from the Home Observation for Measurement of the Environment (HOME; Caldwell & Bradley, 1984) will be used to assess parenting variables that may be related to developmental outcomes in children, such as language stimulation, parental responsiveness, learning stimulation, and modeling of social maturity.

The fourth group of variables used in the regression analyses were scores from the Parental Modernity Scale (Schaefer & Edgerton, 1985). This is a measure of parent's beliefs and practices on two scales—traditional-authoritarian and progressive-democratic.

CHAPTER II

REVIEW OF THE LITERATURE

The following section will review the literature on the importance of social skills in children, the parenting behaviors of Hispanics, and how parenting behaviors impact social skills in children (see the Appendix for notes on the literature reviewed for this study). The role of acculturation on parenting practices and children's social skills will also be discussed. The variables of interest for this study will be introduced and objectives will be developed.

Importance of Social Skills in Children

Research conducted with Hispanic children has produced inconsistent findings regarding their social skills when they enter kindergarten (Galindo & Fuller, 2010). Comparisons of teacher ratings of social skills in Hispanics, however, generally indicate that they are significantly lower than Anglo Americans. On a score of self-control, the unstandardized regression coefficient for Hispanics was .09 points lower than Anglo Americans ($p < .001$), and .12 points lower on a measure of interpersonal skills ($p < .001$) compared to Anglo Americans (Galindo & Fuller, 2010). Mixed results may be due to the economic hardship of many Hispanics, and the resulting ability of parents to impart social competencies to their children under these conditions. Other factors may include sensitivity of cultural values and practices within classroom environments to provide positive social opportunities (Coley, 2002; Kagan, Moore, & Bredekamp, 1995; Love, Aber, & Brooks-Gunn, 1992, as cited in Galindo & Fuller, 2010). Additional research

shows that Hispanic children enter kindergarten with smaller vocabularies, and have weaker understanding of print materials (Kohler & Lazarin, 2007; Reardon & Galindo, 2009; Schneider, Martinez, & Owens, 2006, as cited in Galindo & Fuller, 2010) potentially creating a communication barrier between themselves and their peers, as well as teachers.

Supporting social skills for all children is an important consideration in the classroom environment as children who lack social skills are less accepted by their peers in school and have fewer affiliations (Engels, Dekovic, & Meeus, 2002). Social skills are also strongly related to the later development of academic competence in children (Algozzine, 2002; Crews et al., 2007; Greer-Chase et al., 2002; Jurado et al., 2006; Kellam et al., 1998; Lassen et al., 2006; McIntosh et al., 2006; O'Shaughnessy et al., 2002; Stewart et al., 2007; Vanderstaay, 2006; Vaughn et al., 2009; Wehby, Falk, Barton-Arwood, Lane, & Cooley, 2003 as cited in Algozzine et al., 2011). Poor social skills have also been found to be related to problem behaviors in children, as the social skills subscales from the SSRS were negatively correlated with other measures of problem behaviors in the Child Behavior Checklist (Achenbach, 1992), ranging from $-.48$ to $-.72$ (Gresham & Elliott, 1990). In one study (Algozzine et al., 2011), a significant negative relation between problem behaviors and academic achievement was observed ($r = -.25, p < .05$). and a significant positive relation between social skills and reading achievement ($r = .32, p < .05$). They also found that children with behavior disorders perform 1 to 2 years below their grade level on measures of academic achievement. Problem behaviors also predicted lower math scores with regression estimates of $.56 (p < .001)$ for

internalizing problem behaviors, and .51 ($p < .001$) for externalizing problem behaviors (Galindo & Fuller, 2010). Galindo and Fuller, measuring the association between social skills in Hispanic children and math scores, found a significant relation with regression estimates of .68 ($p < .001$) for self-control and .86 ($p < .001$) for interpersonal skills.

Beyond findings of the relation between social skills and academic achievement, research has also found a significant relation between social difficulties and other negative outcomes. Specifically these studies have found an increase in juvenile and adult criminality, illicit drug use, alcoholism, depression, and adult psychopathology (Jurado et al., 2006). Empirical evidence shows that these behaviors are evident at an early age (Algozzine et al., 2011), and that without intervention they are stable and continuous throughout their education (Baird, Stevenson, & Williams, 2000, as cited in Jurado et al., 2006). Children who lack social skills are less able to elicit support from adults to help them overcome these problems (Whiteside-Mansell et al., 2009).

Parenting Practices of Hispanics

Little is known about the parenting behaviors and beliefs of Hispanics for young children, and how those behaviors and beliefs may impact social skills in children. This knowledge could guide interventions and programs designed to assist parents and children with these challenges.

Parenting practices are defined as the goal directed behaviors through which parents perform their parental duties (Cardona et al., 2000). Through these practices they guide children toward attaining socialization goals. Most research that has been

conducted on parenting practices has been conducted with the dominant white culture in the United States (Cardona et al., 2000). Few studies have been conducted that have examined different cultures beliefs and practices about how they should raise their children (Garcia Coll, & Pachter, 2002, as cited in Suizzo et al., 2008; Harkness & Super, 2006; Levine, 1988). As a result, there is limited information on the parenting practices of non-white ethnic groups (Whiteside-Mansell et al., 2009), particularly Hispanics with young children (Perez & Fox, 2008).

The limited research on parenting practice of Hispanics has produced inconsistent results (Cardona et al., 2000). In general, Hispanic parents are warm, nurturing, egalitarian, and family oriented (Keefe, 1984; Mindel, 1980), with one qualitative study observing that Mexican-American mothers used reasoning in 17% of attempts to guide their children's behavior, compared with the use of threats of punishment in just 3% of attempts (Livas-Dlott et al., 2010). Other findings show that attempts to physically guide children's behavior are often simultaneously characterized by warmth and support (Ispa et al., 2004). Some studies show that Hispanic mothers are highly indulgent and controlling. They provide more physical guidance, and have low expectations for self-help and soothing skills in their children (Carlson & Harwood, 2003; Ispa et al., 2004). Hispanic parents may start with more permissive parenting behaviors with children when they are toddlers, but use more authoritarian parenting practices as they become preschoolers (Whiteside-Mansell et al., 2009). Halgunseth, Ispa, and Rudy (2006) observed that Hispanic mothers are more likely to accept a wide range of behavior from young children under five years of age because they perceive the behaviors as stemming

from cognitive immaturity. During this time, mothers have a less stringent timeline for the achievement of developmental skills. Once the children reach the age of 6, however, they are seen as being above the age of reason and demands on the child increase.

Other research studies describe Hispanic parents as authoritarian and punitive (Fromm & Maccoby, 1970; Martinez, 1988, as cited in Cardona et al., 2000). In a study of the differences between Mexican immigrant mothers and mothers in Mexico, Varela and colleagues (2004) found that Mexican immigrant mothers reported more frequent use of authoritarian practices. In other studies, Mexican immigrant mothers place more emphasis on compliance (Gaskins, 1996; Holloway, Gorman, & Fuller, 1988, as cited in Arcia & Johnson, 1998), rated conformity as more important than autonomy ($F = 46.48$, $p = .0001$), and used parental monitoring of children's activities more frequently than Anglo-American or Asian-American mothers (Okagaki & Sternberg, 1993). Cardona and colleagues also found that Hispanic mothers were significantly higher on use of verbal and physical punishment than Anglo-Americans mothers ($F = 7.89$, $p < .001$), scored lower on the nurturing scale and reported more use of religious values as a form of discipline.

Studies that control for socioeconomic status also show inconsistency. When controlling for the influence of socioeconomic status (SES), Halgunseth and colleagues (2006) found no differences in parenting between Hispanics and Anglo Americans on the use of verbal and physical punishment. Solis-Camara and Fox (1995) found similar results when they measured differences between a sample of parents in Mexico and a sample of Anglo-American parents in the US. Lower SES Mexican mothers showed

more use of punishment and less reinforcement than higher SES mothers, or white mothers (Buriel et al., 1991; Laosa, 1978; Parra & Henderson, 1977, as cited in Arcia & Johnson, 1998). However, several studies that controlled for SES showed that Hispanic mothers valued autonomy less than Anglo-American mothers, reported more use of discipline, and more guidance of their children's activity (Cardona et al., 2000; Carlson & Harwood, 2003; Harwood, Schoelmerich, Schulze, & Gonzalez, 1999, as cited in Ispa et al., 2004).

Familismo, Respeto, and Educacion

Three goals of childrearing that are present in Hispanics of all origins and underlie many parenting decisions are familismo, respeto, and educacion (Halgunseth et al., 2006). Familismo represents feelings of loyalty, reciprocity, and solidarity towards other members of the family (Pachter et al., 2006). This construct emphasizes the family as the primary source of emotional support, and is characterized by a commitment to the family over individual needs and desires (Halgunseth et al., 2006). This differs from western cultures in that it stresses interdependence as opposed to independence within the family (Schmitz, 2005). Familismo is found to be associated with more consistent discipline in parenting, and increased parental monitoring. It is also predictive of acceptability of discipline techniques for Hispanics, but not for Anglo Americans (Barker et al., 2010). The valuation of the ideas that define familismo may help explain the use of increased discipline in Hispanics families, as cited earlier. Studies show that a high degree of parent involvement is part of familismo, and that it may be used with immigrant families to act as a shield against external influences, such as a bad

neighborhood (Pachter et al., 2006). Further research shows that familismo remains high, even among highly acculturated Hispanics (Schmitz, 2005).

The second value, *respeto*, is the maintenance of harmonious relationships through self-respect and respect for others. One study found that by age 4 Hispanic children are taught the verbal and nonverbal rules of respect such as politely greeting elders, and not interrupting others (Halgunseth et al., 2006). It places emphasis on obeying authority figures, and to be well-mannered (Barker et al., 2010; Suizzo et al., 2008). The value of *respeto* depends on acculturation and socioeconomic status, with lower SES mothers more likely to value proper demeanor in children (Harwood, Sholmerich, Ventura-Cook, Schulze, & Wilson, 1996, as cited in Halgunseth et al., 2006).

The third value, *educacion*, refers to not only the training in formal education, but in the development of responsibility, morality, and interpersonal relationships (Halgunseth et al., 2006). This term is used to describe children who possess warmth, honesty, politeness, and respectfulness (Valdes, 1996, as cited in Halgunseth et al., 2006), and know how to act in accordance with their social roles (Reese, Balzano, Gallimore, & Goldenberg, 2000; Valdes, 1996; Valenzuela, 1999, as cited in Halgunseth et al., 2006). Okagaki and Sternberg (1993) found that regardless of socioeconomic status, Hispanic parents indicate that the values of *educacion*, such as social skills and motivation, are as or more important for a child's school readiness as cognitive skills. In this same study, Anglo Americans rated cognitive skills as more important to children's school readiness than social skills and motivation. Okagaki and Frensch (1998, as cited in Halgunseth et

al., 2006) also found that Hispanics gave higher importance ratings to children's socioemotional development than did Anglo Americans, or Asian Americans.

Because Hispanics do not emphasize autonomous behavior as much as Anglo Americans, Halgunseth and colleagues (2006) posited that they have to rely on their family to teach cultural values such as familismo, respeto, and educacion. Hispanics residing in the US may emphasize these values even more as they live in a culture where autonomous behavior is encouraged of children. This may cause the parenting practices of Hispanics to become stricter than if they were residing in their country of origin.

Acculturation

Acculturation is a multidimensional process involving changes in attitudes, behavior, awareness, loyalty, and values (Parke et al., 2004). Minority families in the US face challenges of poverty, leaving family, language barriers, segregation, and racism, and may have to respond to these challenges by adapting their socialization, developmental, and parenting strategies to the dominate white population. How these challenges shape parenting behaviors in particular is not known, and the research on the relationship between acculturation and parenting practices leaves the issue unclear (Buriel, 1993; Buriel et al., 1991; Dumka, Roosa, & Jackson, 1997; Hill, Bush, & Roosa, 2003; Samaniego & Gonzales, 1999, as cited in Varela et al., 2004).

Acculturative stress has been associated with adjustments to a new culture. In one study, high levels of maternal acculturation stress was associated with an increase in marital problems, but lower levels of hostile parenting from both parents and increased supportiveness. In another study, interpartner conflict was shown to be related to negative

social outcomes for children (Whiteside-Mansell et al., 2009). For girls, they found that interpartner conflict led to increases in externalizing problems ($r = .35, p < .05$), internalizing problems ($r = .28, p < .05$), and was negatively associated with social skills ($r = -.11, p < .05$). Similar results were found for boys for externalizing problems ($r = .36, p < .05$), internalizing problems ($r = .31, p < .05$), and decreases in social skills ($r = -.10, p < .05$). In a study of five different ethnic groups, Ispa and colleagues (2004) also found that less acculturated, stressed Mexican mothers were lowest on a measure of depression, and that highly acculturated, stressed Mexican mothers scored second lowest on the measure of depression. In sum, parents' acculturative stress may be related to their children's' social behaviors.

Impacts of Parenting Beliefs and Behaviors on Social Skills in Children

Social skills refers to learned, socially acceptable behaviors that allows one to interact effectively with others, such as joining ongoing peer groups, making friends, or asking for requests (Jurado et al., 2006). Parents play a significant role in the socialization of young children (Collins, Maccoby, Steinburg, Heatherington, & Bornstein, 2000, as cited in Perez & Fox, 2008). Differing parenting practices have different impacts on children's development (Baumrind, 1991).

Much of the research that has investigated the relation between parenting and social outcomes in children has focused on the impacts of negative parenting behaviors on problem behaviors in children, and has focused on Anglo Americans (Carlson & Harwood, 2003; Isabella & Belsky, 1991, as cited in Ispa et al., 2004; Malatesta, Culver,

Tesman, & Shepard, 1989). The specific practices that are the subject of past research include intrusiveness, modeling, directing the child's behavior, or harsh parenting including the excessive use of spanking, yelling, or scolding (Whiteside-Mansell et al., 2009). One study that included a Hispanic parents sample found that harsh discipline, as reported by parents, was correlated with externalizing problems in girls ($r = .38, p < .05$), internalizing problems ($r = .21, p < .05$), and was negatively correlated with social skills ($r = -.16, p < .05$). Similar results were found for boys with harsh discipline correlating with externalizing problems ($r = .33, p < .05$), internalizing problems ($r = .24, p < .05$), and negatively associated with social skills ($r = -.17, p < .05$). In a study of the relation between parenting and social development with Hispanics toddlers and preschoolers, Perez and Fox (2008) found that parents who reported more verbal and corporal punishment also reported more problem behaviors with their children ($r = .43, p < .01$). Inversely, parents who reported using more nurturing also reported fewer problem behaviors in their children ($r = -.40, p < .01$). Ispa and colleagues found that Mexican-American parents who reported more use of intrusiveness and control also reported more negative behaviors from their children ($p < .05$). Bronstein (1994, as cited in Halgunseth et al., 2006) found that the use of modeling and the redirection of child's behavior by the parent were associated with negative child outcomes in children of Mexican origin, such as child inattentiveness, disobedience, and passive resistance. Martinez (1988, as cited in Halgunseth et al., 2006) also found that maternal modeling was positively related to inattentiveness in kindergartners.

Measures of Parenting Related to Developmental Outcomes in Children

This section will review measures of parenting practices, beliefs, and behaviors that have been found to be related to developmental outcomes in children. These measure aspects of the home environment such as parental warmth, cognitive stimulation, and responsiveness, as well as the level of modernity in parenting practices and beliefs.

HOME: Home Observation for Measurement of the Environment

Certain aspects of parenting such as warmth may be expressed differently in non-White cultures (Whiteside-Mansell et al., 2009). Some research has been conducted with Hispanics to measure parenting practices using the Home Observation for Measurement of the Environment (Caldwell & Bradley, 1984), with the warmth and cognitive stimulation subscales being used most often.

Bradley, McKelvey, and Whiteside-Mansell (2011) conducted a study regarding cognitive and socioemotional outcomes for 5 year old children, 24% of the sample being Hispanic, and found that cognitive stimulation as measured by the HOME significantly predicted emotion regulation ($r = .11, p < .05$), and social skills ($r = .21, p < .05$). Bradley and colleagues concluded that children's competence and adaptive behavioral tendencies are dependent on the quality of stimulation and socioemotional support they experience.

Parental warmth was defined as physical (i.e., hugging) and emotional (talking to the child) responsiveness (Whiteside-Mansell et al., 2009). Steinberg, Lamborn, Darling, Mounts, and Dornbusch (1994) cited warmth along with inductive discipline, nonpunitive punishment practices, and consistency in childrearing as associated with positive

developmental outcomes in children. Bradley and colleagues (2011) found that parental warmth as measured by the HOME was positively related to 5 year old children's emotional regulation ($\beta = .62, p < .01$) with a sample that consisted of 24% Hispanics. McCarty, Zimmerman, Diguseppe, and Christakis (2005) used the HOME to measure parental emotional support using a sample of families that was 17.7% Hispanic and found that parental warmth was negatively associated with internalizing problems in children ($F = 32.71, p < .001$), and accounted for 39.6% of the variance. For Hispanic families, the unstandardized regression coefficient was $-0.19 (p < .05)$. Parental emotional support was also negatively associated with externalizing problems ($F = 54.63, p < .001$), and accounted for 50.9% of the variance. For Hispanic parents, the unstandardized regression coefficient for parental emotional support was -0.12 , but was not significant at the $p < .05$ level. Razza and colleagues (2011) conducted a study regarding the impacts of maternal warmth, as measured by the HOME, on anger, delay of gratification, and problem behaviors of 5 year old children with a sample that was 47% Hispanic. The study found that maternal warmth was negatively related to anger in children ($r = -.13, p < .001$), and externalizing behaviors ($r = -.09, p < .001$). These studies support the idea that parental warmth and emotional support are related to the development of social skills, and are correlated with fewer problem behaviors in children.

Warmth moderates strict control in parents (Brody & Flor, 1998; McLoyd & Smith, 2002, as cited in Ispa et al., 2004), and allows children to respond to caregivers' attempts to focus their attention and behavior. This positive type of parenting also provides self-regulation models for children and induces compliance from children by

promoting feelings of reciprocity from them (Razza et al., 2011).

Parental Modernity

Parental modernity is a measure of the degree to which a parent believes more in progressive-democratic ideas for their children or if they emphasize a traditional-authoritarian styles of parenting. Some of the components of parental modernity are the degree to which parents emphasize their child's autonomy, that is, if they allow them to develop their own ideas and challenge authority, and to include them in decision making (Schaefer & Edgerton, 1985).

Results from studies that examined the correlation between parental modernity and academic outcomes in children, show that parents who score higher on modernity have children who score higher on tests of infant development and intelligence (Bayley, 1993; Lamb, 1997; Schaefer & Edgerton, 1985; Shears & Robinson, 2005). Other studies have shown that parents who score high in modernity show a tendency towards induction, self-direction, an internal locus of control, and they value new experiences. These parents also tend to encourage these things in their children through shared reasoning, and they direct child activities in a rational, issue oriented manner (Inkeles & Smith, 1974, 1983). Delgado and Ford (1998) found similar qualities in Hispanic parents showing that they value independence for their children, and that they encourage their children's autonomy. Okagaki and Sternberg (1993) found that Mexican parents valued autonomy significantly higher than conformity. However, another study showed conflicting findings, with Hispanics valuing conformity and autonomy higher than Anglo Americans (Suizzo et al., 2008). The relevance of these findings for this study is evident in findings from a study

by Engels and colleagues (2002), which found that children of parents who emphasized autonomy, and were less strict, were less anxious in social situations.

Although, these studies show that elements of parental modernity are related to children's academic and cognitive development, there are many opportunities to expand on the existing findings. Additional information about the relation between parental modernity and its impact on social skills in children could be helpful in their adjustment to the challenges of socialization in a new environment.

Summary

In this review of the literature, the importance of social skills, parenting practices and beliefs of Hispanics, and the impact of those beliefs and practices on children's social skills were discussed. Studies that measured parenting practices as measured by the HOME were reviewed, as well as literature on the potential impacts of acculturation on parenting and social skills in children.

The research that has been conducted on the relation between parenting behaviors and beliefs and their relation to social skills in children has primarily focused on Anglo Americans. Few studies have examined the impacts of Hispanics' parenting behaviors and beliefs and how these impact social skills in children. Those studies which have included Hispanics have produced inconsistent results showing them as authoritarian and punitive in some studies, and warm and supportive in others. Further information is needed to establish what the parenting behaviors of Hispanics are with young children, and how those relate to children's social skills.

Acculturation may play a role in the development of parenting behaviors for Hispanics as they adjust to a new environment. Results of studies regarding the impacts of acculturation have shown inconsistent results. An increase in maternal acculturation has been shown to be related to an increase in marital problems, interpartner conflict, and depression. Increases in maternal acculturation have also been associated with a decrease in harsh discipline and an increase in parental warmth. Further information is needed to understand how acculturation is related to the development of social skills in children.

Two measures which will be used in this study to measure parenting beliefs and practices are the HOME and the Parental Modernity Scale. These or similar measures have produced inconsistent findings with Hispanics with some studies showing that they use harsh parenting methods, and others finding that they are warm and supportive in their parenting methods. They have also shown that they emphasize both autonomy and conformity in their children. Additional information is needed to understand more about the parenting practices and beliefs of this group, and how these behaviors predict the development of social skills in children. In this study, our sample consisted primarily of recent immigrants, which allowed us to be more specific in our understanding of these relations for a clearly identified subgroup of Hispanics. This information could provide helpful information for programs and guide interventions for this target group as they adjust to a new environment.

CHAPTER III

METHOD

Participants

The participants of this study are Hispanic parents and their children, most of whom were of Mexican descent. They were recruited from Salt Lake City, Utah, as part of a larger study, the BELLS project (Innocenti et al., 2007). BELLS longitudinally examined the language and literacy development of a sample of children growing up in dual language environments. BELLS provided training opportunities for the home visitors and preschool teachers of some of the children for the purpose of providing increased language and literacy support to children. The data used for analysis are extant data from this study. Data used for this study were collected when the children were approximately 5 years of age, prior to their entrance into Kindergarten. Demographic data for these participants are included in Table 1. One hundred of the 113 children in this study were born in the US, but in all cases they had at least one parent or caregiver who was an immigrant of Hispanic descent. There was similar representation from both genders, with 57 males and 56 females participating.

The primary female caregivers were young ($M = 31.2$, $SD = 6.1$), were of low income ($M = \$464$ per month, $SD = \$526$), and low education ($M = 9.15$, $SD = 2.75$). They were primarily of Hispanic descent, originating mostly from Mexico. All female caregivers were the natural parent of the child, and were living with the child at the time of the BELLS study.

Table 1

BELLS Participants Demographic Information

Variables	Mean or %	SD	Range
Children participants (<i>n</i> = 113)			
Age (years)	5.1	0.3	4.2-5.8
Gender			
Male (%)	50.4		
Female (%)	49.6		
Ethnicity (% Hispanic)	100		
Birth country			
U.S. (%)	88		
Mexico (%)	12		
SSRS CARS ^a	51.0	10.9	20-76
SSRS PB ^b	6.8	3.1	1-16
Primary female caregivers (<i>n</i> = 113)			
Age (years)	31.2	6.1	19.9 - 46.8
Education (years)	9.2	2.75	2.0 - 16.0
Education in US (years)	2.3	4.5	0 - 14
Income (\$ per/mo)	\$464	\$526	\$0 - \$2,000
Relationship to child (% natural parent)	100		
Currently living with child (% yes)	100		
Birth Country			
Mexico	83		
US	14		
Other	3		
Primary male caregivers (<i>n</i> = 113)			
Education (years)	9.1	3.1	0.0-16.0
Education in US (years)	0.69	2.1	0.0-12.0
Income (\$ per/mo)	\$1,343	\$456	\$0-\$3,000
Relationship to child			
Natural parent (%)	98		
Step-parent	2		
Currently living with child			
Yes	85		
No	15		
Birth Country			
Mexico	92		
US	3		
Other	5		

^a Social Skills Rating System (CARS): the group of subscales that measures social skills. Gresham and Elliott (1990) reported average scores for PreK girls as 54, and 49.5 for PreK boys. The scores from this study represent wide variability in response.

^b Social Skills Rating System (PB): the group of subscales that measure problem behaviors. Gresham and Elliott (1990) reported average scores for PreK girls as 7.5, and 8.5 for PreK boys. The scores from this study represent wide variability in response.

Primary male caregivers were also of low education ($M = 9.1$, $SD = 3.1$), and had low monthly income ($M = \$1,343$, $SD = \$456$). In 98% of cases, the male caregivers were the natural parent of the child, and 85% were living with the child at the time.

In terms of the home language, the frequency of Spanish and English usage with the child is reported in Table 2. These results show a frequent use of Spanish with children by the parents. However, in regards to language use of the child with other people, it was reported that children speak to their friends only in English, or more English than Spanish in 56.6% of cases. They also speak to siblings in English, or more English than Spanish in 40.2% of cases.

Measures

Data from the BELLS project were collected using families from two different neighborhoods in Salt Lake City, Utah. These children were assessed as part of a longitudinal study at 18, 24, 36, and 48 months of age. They were also assessed on all

Table 2

Language Use of BELLS Participants

Variable	Only Spanish or more Spanish than English (%)	Both equally	Only English or more English than Spanish (%)
Parents language use with child			
Mother	75.2	11.5	13.3
Father/primary male caregiver	74.8	13.1	12.1
Child's language use			
With friends	20.4	23.0	56.6
With siblings	35.7	24.1	40.2

measures the spring before they entered kindergarten, and in some cases they were assessed again at the end of kindergarten and first grade. Mothers were assessed after they had agreed to participate in the project on the same timeline as their children and were also assessed during the spring before the start of kindergarten for their children. For the prekindergarten assessment, assessments were conducted in a separate location besides the home with some being assessed at the school that their child attended. Trained assessors conducted child assessments and interviews with mothers to collect demographic and acculturation information, and parenting information. The interview was conducted in the mother's language of choice.

Dependent Variable

The dependent variables for this study are represented by two subscales on the SSRS (Gresham & Elliott, 1990) completed by the mother. The first outcome is the social skills scale, which combines scores from the cooperation, assertion, responsibility, and self-control subscales from the SSRS. The second outcome is the Problem Behaviors subscale from the SSRS, with parents reporting the frequency of problem behaviors of their children. Eight sets of factor analyses conducted by Gresham and Elliott confirmed these subscales across all forms of the measure.

This instrument was developed in 1990 and measures children's social skills, with parents filling out the measure as proxy for the child. Normative data was obtained for this instrument from 1,023 parents. Eighty-one percent of these parents were mothers, 15% by fathers, and the rest by guardians or unidentified caregivers. Six percent of the sample consisted of Hispanics. Normalized reliability for the scale ranges between .83

and .94. Validity tests show measurement of similar constructs between the SSRS and the social behavior assessment (Gresham & Elliott, 1990; $r = -.68$) for the total scale.

Another test of validity showed similar results when compared with the CBCL (Achenbach, 1992) social skills subscale ($r = -.67$), and the problem behaviors scale ($r = .81$).

One review (Humphrey et al., 2011) of the instruments available for measuring social skills identified the SSRS as one of two measures that is used with great frequency. It is one of two measures to not only achieve acceptable psychometric properties using standard techniques, such as internal consistency, test-retest reliability, and validity, but also using advanced techniques such as item response theory. It is also the only measure to be used in a study that has tested for its applicability to different groups of children (Van Horn, Atkins-Burnett, Karlin, & Snyder, 2007).

In a study of the applicability of the SSRS across different ethnicities, Van Horn and colleagues (2007) included Hispanics in their sample taken from the National Head Start-Public School Early Childhood Transition Demonstration Project. The conclusion of this study was that the factor structure of the SSRS Parent Form for Hispanics was noninvariant when the original measure was reduced from 55 to 40 items. The Social Skills model in particular was impacted, going from 38 to 24 items. They concluded that this illustrates potential problems when used with Hispanics, and the stated norms of the measure may not be valid. The authors recommended using a 40 item alternative scoring inventory when using the SSRS with Hispanics.

One research study conducted with Puerto Rican children using the parent and

teacher form of the SSRS (Jurado et al., 2008) found similar reliability coefficients to those reported by Gresham and Elliott (1990). Alpha coefficients were .89 for the total SSRS parent scale, and ranged from .64 to .81 for the subscales. Studies such as this one show that the standard measure of the SSRS has been used with comparable results across different ethnic groups. For the current study, the measure as developed by Gresham and Elliott and the established normative data were used to allow comparability with other published research.

Independent Variables

A list of the independent variables that were used for analyses are presented in Table 3. Independent variables of interest are organized in four categories: demographics, acculturation, parenting as represented by scores on the HOME and parental modernity.

Demographic variables that will be included as part of this study are the child's age and gender as well as the mother's age, household income, and years of education. The data for demographic variables was collected as part of the BELLS study through interviews with parents.

Bidirectional Acculturation Scale for Latinos (BAS; Marin & Gamba, 1996).

The BAS is a measure of acculturation and enculturation. For the purpose of this study, only the acculturation scale was used. This scale consists of 12 items, scored on a 4-point Likert scale, in three subscales based on behaviors in the following areas: electronic media usage, language proficiency, and language use. Higher scores on these scales indicate the respondent uses more English and indicates greater acculturation. The instrument is available in both Spanish and English and has been validated for use with

Table 3

Independent Variables Used in Correlational and Regression Analyses, and Descriptive Statistics for Each

Category	Variable	Mean	SD	Range
Demographics	Child age (years)	5.1	0.3	4.2-5.8
	Child gender			
	Male (%)	50.4		
	Female	49.6		
	Household income	\$1,807	\$491	\$0-\$3,000
	Age of mother	31.2	6.1	19.9-46.8
Acculturation	Caregiver years of education	9.15	2.93	0.0-16.0
		26.5	10.6	12.0-48.0
HOME	Responsivity	0.83	0.19	0.0-1.0
	Encouragement of maturity	0.83	0.19	0.2-1.0
	Emotional climate	0.64	0.19	0.2-1.0
	Learning materials and opportunities	0.50	0.18	0.0-0.88
	Enrichment	0.52	0.19	0.0-1.0
	Family companionship	0.64	0.20	0.17-1.0
	Family integration	0.85	0.23	0.25-1.0
Parental Modernity Scale	Progressive score	32.06	4.53	13-40
	Traditional score	85.21	13.09	48-106

both Mexican and Central American populations. Marin and Gamba reported alpha coefficients above .90, and validity was established using demographic characteristics and other similar measures (Marin & Gamba, 1996). For the BELLS project, Cronbach's alphas ranged from .75 to .95.

Home Observation for Measurement of the Environment (HOME, Caldwell & Bradley, 1984). This instrument assesses the type of support available to children in the home. Data is collected through unstructured interviews regarding parent-child interactions. There are eight subscales in the middle childhood version of the HOME: learning materials, language stimulation, physical environment, parental responsivity,

learning stimulation, modeling of social maturity, variety in experience, and acceptance of child. Each of these subscales will be used as an independent variable.

Internal consistency reliability for the Middle Childhood Inventory, as reported by the developers of this instrument, is between .52 and .80 for the subscales, and .90 for the total inventory. Inter-observer agreement for 40 cases was 93% (Bradley et al., 1994). These estimates were taken with an ethnically and socioeconomically diverse sample of 124 children and their families from Little Rock, AK. Validity was reported for this measure by calculating correlations to demographic indices, life events, child achievement measures, and classroom behavior. Correlations between the subscales and these measures ranged between .20 and .50. For the total HOME scores, the correlations ranged between .32 and .53. One study (Bradley, Mundrom, Whiteside, Casey, & Barrett, 1994) that attempted to confirm the factor structure of the HOME inventory for different ethnic groups has concluded that the measure is less suited for Hispanics, than with Anglo Americans and African Americans.

A separate study (Bradley, Corwyn, McAdoo, & Coll, 2001) using a sample of Anglo Americans, African Americans, and Hispanics, found that the quality of the home environment was significantly associated with social development regardless of ethnicity. A factor analysis calculated as part of this study supported the retention of all the scales. The HOME Inventory has also been used in several other studies which incorporate a Hispanic sample (Bradley et al., 2011; McCarty et al., 2005; Pachter et al., 2006; Whiteside-Mansell et al., 2009).

The National Research Council (2008), in its review of measures of the quality of

the home environment, cited a study by Zaslow and colleagues (2006) that found that the HOME scores collected from parents when their children were of preschool age, predicted child outcomes when they were in middle childhood. The focus of this measure on the child in their own environment, interacting with objects, events and transactions occurring in the home and with family members, makes this instrument a widely used assessment in determining the quality of the home environment (National Research Council, 2008).

Parental Modernity Scale (Schaefer & Edgerton, 1985). The Parental Modernity Scale is a 30-item scale that measures parent's beliefs and practices on two scales, traditional-authoritarian and progressive-democratic. Internal reliability as reported by Schaefer and Edgerton (1981) is .88 for this measure. Test-retest reliability for this scale was .84 for the BELLS Project. Other studies have measured the internal consistency reliability for this measure such as the Administration for Children and Families (2002) with alpha coefficients of .68 and .73 on the Progressive and Traditional beliefs subscales, respectively. Concurrent validity was assessed by Schaefer and Edgerton (1985), correlating parental modernity scores with teacher ratings of child verbal intelligence ($r = .55$).

In studies that look at the correlation between parental modernity and academic outcomes in children, they find that parents who score higher on modernity have children who score higher on tests of infant development and intelligence (Bayley, 1993; Lamb, 1997; Schaefer & Edgerton, 1985; Shears & Robinson, 2005). In a study of the relation between modernity and acculturation for an Indian immigrant population (Patel, Power,

Bhavnagri, 1996), there was a significant relation between modernity and acculturation for mothers ($r = .41, p < .001$) and for fathers ($r = .56, p < .001$). Other studies have shown that parents who score high in modernity show a tendency towards induction, self-direction, an internal locus of control, and they value new experiences. They also tend to encourage these things in their children through shared reasoning, and the direction of their activities in a rational, issue oriented manner (Inkeles & Smith, 1974, 1983).

CHAPTER IV

RESULTS

Analysis Plan

The purpose of these analyses was to provide information about the relation of parental beliefs, practices, and acculturation to the development of social skills in Hispanic children. Past research has not explored the ability of parental modernity to predict social skills in children, relative to other potentially important variables. Because of this approach, correlations and regression analyses were used to illustrate which of the independent variables best explain the relation to the outcome.

Results by Research Questions

RQ1. What is the relation between parents' beliefs, behaviors, level of acculturation and demographic profile to social skills in children?

The first step in preparing for the regression analyses was to calculate correlations between the predictor variables and the outcome variables of social skills and problem behaviors in children. Each block of variables was measured against each outcome separately. Results of the correlations are presented in Table 4.

Three of the demographic variables were significantly related to the social skills subscale: age of caregiver, household income, and the child's gender. All of the subscales on the HOME were significantly related to social skills, with the exception of emotional climate and family integration. Lastly, the progressive score from the Parental Modernity

Table 4

Correlations Between Independent Variables and the SSRS Parent Form

Category	Variable	SSRS-P social skills subscale	SSRS-P problem behaviors subscale
Demographics	Child's age	-0.015	-0.071
	Age of caregiver	0.277*	-0.251*
	Household income	0.295*	-0.155
	Child's gender	0.202*	-0.137
	Caregiver's years of education	0.158	-0.042
Acculturation		0.096	0.086
HOME	Responsivity	0.206*	0.004
	Encouragement of maturity	0.252*	-0.097
	Emotional climate	0.063	0.083
	Learning materials and opportunities	0.270*	-0.125
	Enrichment	0.193*	-0.200*
	Family companionship	0.287*	-0.115
	Family integration	0.006	-0.126
Parental Modernity	Parental modernity: Progressive score	0.275*	-0.097
	Parental modernity: Traditional score	-0.002	-0.121

* $p < .05$.

scale was significantly related to the social skills subscale. All significant correlations were positive in direction.

This analysis also showed significant correlations between age of caregiver and the enrichment subscale from the HOME with the problem behaviors subscale from the SSRS. These results indicate that the older the caregiver and the higher level of enrichment in the home, leads to fewer problem behaviors in children.

The second step in preparing for the regression analyses was to calculate correlations between the independent variables to determine if any of the independent variables were measuring the same construct. If any of the variables showed a correlation of .7 or higher to each other, and were significantly correlated with the outcome variable,

the variable with the lower correlation to the outcome would be eliminated. Results from this analysis are shown in Table 5. The results of these correlations showed that none of the variables were correlated to each other at a level of .7 or higher.

RQ2: What variables or combination of variables best explain the development of positive social outcomes in children?

Using the variables that were retained from the previous step, a regression analysis was conducted. A regression analysis supports the previously outlined questions and objectives of this study as a predictive model and for the measurement of the relation between the different categories of predictor variables and the outcome variable.

Overall, 30 regression models were measured. The independent variables were organized into four blocks (demographics, acculturation, HOME subscales, and the parental modernity scales). The outcome variable was represented by scores on the two subscales from the SSRS, the social skills subscale which combines the cooperation, assertion, responsibility, and self-control subscales, and the second which measures problem behaviors.

First, each of the four categories of independent variables was measured against each dependent variable. Second, the categories of independent variables were entered into a regression analysis in blocks of two and measured against social skills in children. The total number of analyses created for this step was twelve. Next, the categories were entered in blocks of three. Eight analyses were computed for this step. Last, all four categories of independent variables were entered together in separate blocks in the same regression analysis and measured against each of the outcome measures separately. SPSS

Table 5
Correlations Between All Independent Variables

Variable	Demographics					Home Observation for the Measurement of the Environment										Parental Modernity	
	Child's age	Age of CG	Household income	Child's gender	Caregiver's years of education	Acculturation	Responsivity subscale	Encouragement of maturity subscale	Emotional climate subscale	Learning materials and opportunities subscale	Enrichment subscale	Family companionship	Family integration	Progressive score	Traditional score		
child's age	0.169		-0.031	-0.111	-0.005	-0.109	-0.067	0.244**	0.057	0.012	0.066	0.016	-0.148	-0.279*	-0.263*		
age of mother	0.169	0.133	0.133	0.068	-0.092	-0.183	0.157	0.212*	0.065	0.060	0.028	0.002	-0.070	-0.074	0.072		
household income	-0.031	0.133	0.133	0.104	0.239*	0.229*	0.272**	0.075	-0.016	0.207*	0.278**	0.225*	-0.055	0.009	-0.160		
child's gender	-0.111	0.068	0.104	0.058	0.058	0.069	0.129	0.095	-0.028	-0.053	-0.005	0.038	0.028	0.205	0.054		
mother's years of education	-0.005	-0.092	0.239*	0.058	0.550***	0.550***	0.112	0.080	0.070	0.359***	0.157	0.287**	-0.046	0.000	-0.395***		
acculturation	-0.109	-0.183	0.229*	0.069	0.550***	0.550***	0.190*	-0.109	0.111	0.230*	0.137	0.307***	-0.073	0.121	-0.341**		
HOME: Responsivity subscale	-0.067	0.157	0.272**	0.129	0.190*	0.190*	0.261**	0.261**	0.048	0.070	0.095	0.311***	0.118	0.168	0.028		
HOME: Encouragement of maturity subscale	0.244**	0.212*	0.075	0.095	0.080	-0.109	0.261**	0.261**	0.006	0.109	0.131	0.179	-0.089	0.088	0.054		
HOME: Emotional climate subscale	0.057	0.065	-0.016	-0.028	0.070	0.111	0.048	0.006	0.061	0.061	0.007	-0.083	-0.031	0.064	-0.039		
HOME: Learning materials and opportunities subscale	0.012	0.060	0.207*	-0.053	0.359***	0.230*	0.070	0.109	0.061	0.523***	0.523***	0.352***	0.069	0.025	-0.277*		
HOME: Enrichment subscale	0.066	0.028	0.278**	-0.005	0.157	0.137	0.095	0.131	0.007	0.523***	0.523***	0.493***	0.104	0.103	-0.086		
HOME: Family companionship	0.016	0.002	0.225*	0.038	0.287**	0.307***	0.311***	0.179	-0.083	0.352***	0.493***	0.095	0.095	-0.036	-0.221		
HOME: Family integration	-0.148	-0.070	-0.055	0.028	-0.046	-0.073	0.118	-0.089	-0.031	0.069	0.104	0.095	0.095	-0.030	0.151		
Parental Modernity: Progressive score	-0.279*	-0.074	0.009	0.205	0.000	0.121	0.168	0.088	0.064	0.025	0.103	-0.036	-0.030	0.509***			
Parental Modernity: Traditional score	-0.263*	0.072	-0.160	0.054	-0.395***	-0.341**	0.028	0.054	-0.039	-0.277*	-0.086	-0.221	0.151	0.509***			

* $p < .05$ ** $p < .01$ *** $p < .001$

was used to calculate the regressions, with a stepwise entry order. This ensured that only those variables which contribute to the significance of the model were retained. A similar approach was used in a study of the impacts of children with disabilities on the stress level of parents (Boyce, 1991). Results of the regressions measuring each set of independent variables' predictive properties separately are displayed in Table 6 for the outcome of social skills. Results from the regression analysis using problem behaviors as the outcome variable are displayed in Table 7. Because a stepwise order was used, not all variables were included in the models that emerged as statistically significant. Those variables that were entered into the statistically significant model are identified with the asterisks.

Consistent with the correlation analysis, results from these regression analyses show that at least one variable from each group of independent variables predicts the development of social skills in children when measured independently of the other blocks, except for acculturation. Of the demographic variables, household income, and the age of the caregiver predicts social skills in children. From the HOME, the family companionship subscale, and the progressive score from the Parental Modernity scale predict social skills in children.

All models which entered independent variables in blocks of two show statistical significance, using one or more of these four variables: the age of the caregiver, household income, the family companionship subscale from the HOME, and the progressive score from the Parental Modernity scale. The model that combines the demographic variables age of caregiver, and household income, with the family

Table 6

Social Skills (SSRS-P CARS Subscale) of Latino PreK Children Regressed on Parent's Demographic Profile, Acculturation, HOME, and Parental Modernity Scores (Betas)

Variable name	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
<i>n</i>	111	113	109	68	111	108	65	110	67	68	108	65	65	67	65
<i>R</i> ² of model	0.146***	0.009	0.067***	0.076*	0.146***	0.171***	0.146**	0.067***	0.075*	0.076*	0.171***	0.146**	0.07*	0.075*	0.07*
Child's age	-0.039				-0.039	-0.059	0.133				-0.059	0.133	0.092		0.092
Age of caregiver	0.246***				0.246***	0.244***	0.187				0.244***	0.187	0.153		0.153
Household income	0.262***				0.262***	0.185***	0.272**				0.185***	0.272**	0.227		0.227
Child's gender	0.159				0.159	0.140	-0.075				0.140	-0.075	-0.042		-0.042
Caregiver's years of education	0.134				0.134	0.050	0.167				0.050	0.167	0.151		0.151
Acculturation		0.097			0.102			-0.012		0.178	0.024	0.120		0.140	0.155
HOME: Responsivity			0.095			0.036		0.095	0.083		0.036		0.092	0.083	0.092
HOME: Encouragement of maturity			0.140			0.096		0.140	0.105		0.096		0.102	0.105	0.102
HOME: Emotional climate			0.080			0.074		0.080	0.102		0.074		0.108	0.102	0.108
HOME: Learning materials & opportunities			0.172			0.140		0.172	0.077		0.140		0.087	0.077	0.087
HOME: Enrichment			0.054			-0.013		0.054	0.060		-0.013		0.056	0.060	0.056
HOME: Family companionship			0.260***			0.230***		0.260***	0.196		0.230***		0.209	0.196	0.209
HOME: Family Integration			-0.018			-0.003		-0.018	0.008		-0.003		-0.001	0.008	-0.001
Parental Modernity: Progressive score				0.275*			0.265**		0.273*	0.275*		0.265**	0.264*	0.273*	0.264*
Parental Modernity: Traditional score				-0.202			-0.150		-0.174	-0.202		-0.150	-0.179	-0.174	-0.179

Model legend:

- A = Model 1: Demographics
- B = Model 2: Acculturation
- C = Model 3: HOME scores
- D = Model 4: Parental Modernity scores
- E = Model 5 (1 & 2)
- F = Model 6 (1 & 3)
- G = Model 7 (1 & 4)
- H = Model 8 (2 & 3)
- I = Model 9 (3 & 4)
- J = Model 10 (2 & 4)
- K = Model 11 (1, 2 & 3)
- L = Model 12 (1, 2, & 4)
- M = Model 13 (1, 3 & 4)
- N = Model 14 (2, 3 & 4)
- O = Model 15 (1, 2, 3 & 4)

* $p < .05$.** $p < .01$.*** $p < .001$.

Table 7

SSRS-P Problem Behaviors Subscale Scores of Latino PreK Children Regressed on Parent's Demographic Profile, Acculturation, HOME, and Parental Modernity Scores (Betas)

Variable names	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
n	111	113	109	68	111	108	65	110	67	68	108	65	65	67	65
R ² of model	0.058*	N/A	N/A	N/A	0.058*	0.047*	N/A	N/A	N/A	N/A	0.047*	N/A	0.075*	N/A	0.075*
Child's age	-0.049				-0.049	-0.045					-0.045	-0.070	-0.039		-0.039
Age of caregiver	-0.241*				-0.241*	-0.218*	-0.160				-0.218*	-0.169	-0.159		-0.159
Household income	-0.125				-0.125	-0.107	-0.146				-0.107	-0.135	-0.022		-0.022
Child's gender	-0.106				-0.106	-0.101	0.099				-0.101	0.101	0.045		0.045
Caregiver's years of education	-0.083				-0.083	-0.050	-0.104				-0.050	-0.074	0.066		0.066
Acculturation		0.087			0.026			0.118	-0.061		0.047	-0.076		-0.056	0.054
HOME: Responsibility			0.075		0.069			0.057		0.125	0.069		0.111	0.137	0.111
HOME: Encouragement of maturity			-0.052		0.006			-0.023		-0.101	0.006		-0.075	-0.104	-0.075
HOME: Emotional climate			0.076		0.093			0.064		-0.032	0.093		-0.027	-0.032	-0.027
HOME: Learning materials & opportunities			-0.017		-0.111			-0.037		0.077	-0.111		0.026	0.083	0.026
HOME: Enrichment			-0.161		-0.177			-0.153		-0.120	-0.177		-0.086	-0.119	-0.086
HOME: Family companionship			-0.007		-0.117			-0.041		-0.231	-0.117		-0.274*	-0.222	-0.274*
HOME: Family integration			-0.119		-0.131			-0.102		-0.226	-0.131		-0.212	-0.237	-0.212
Parental Modernity: Progressive score				-0.047			-0.052		-0.022	-0.047		-0.032	-0.084	-0.029	-0.084
Parental Modernity: Traditional score				-0.096			-0.150		-0.131	-0.114		-0.172	-0.186	-0.137	-0.186

Model legend:
 A = Model 1: Demographics
 B = Model 2: Acculturation
 C = Model 3: HOME Scores
 D = Model 4: Parental Modernity scores
 E = Model 5 (1 & 2)
 F = Model 6 (1 & 3)
 G = Model 7 (1 & 4)
 H = Model 8 (2 & 3)
 I = Model 9 (3 & 4)
 J = Model 10 (2 & 4)
 K = Model 11 (1, 2 & 3)
 L = Model 12 (1, 2 & 4)
 M = Model 13 (1, 3 & 4)
 N = Model 14 (2, 3 & 4)
 O = Model 15 (1, 2, 3 & 4)

* p < .05.

companionship subscale produced the model with the highest predictive ability for social skills. That model explains 17.1% of the variance in social skills scores in children, and was significant at the $p < .001$ level.

A similar pattern emerged when the independent variable categories were entered in blocks of three. Models that used one or more of those same four variables created a statistically significant predictive model of social skills in children, with the combination of the age of the caregiver, household income, and the family companionship HOME subscale producing the most predictive model of social skills in children. When all four categories of variables were entered into the regression model, the progressive score from Parental Modernity scale emerged as the only variable that entered into the model.

The second subscale used from the SSRS as an outcome was the problem behaviors subscale. This scale is a measure of observed negative child behaviors by parents. The same procedure was used to calculate significant predictors of fewer problem behaviors in children. Results from these analyses are presented in Table 5. R^2 values are included for those models which included a variable that was significantly related to the outcome variable. Models that did not include a variable that was significantly related to the outcome still include the beta values, but no R^2 value.

Results from this analysis show that 6 of the 15 models were significantly related to problem behaviors in children. The age of the caregiver, and the family companionship scale of the HOME were the only variables to be included in a predictive model of problem behaviors. The model producing the highest predictive value of problem behaviors included all four categories of independent variables, with the family

companionship scale emerging as the significant predictor variable. This model explains 7.5% of the variance in problem behaviors scores in children, and is significant at the $p < .05$ level.

CHAPTER V

DISCUSSION

To explore the relation between parenting behaviors, beliefs, and acculturation to social skills in Hispanic children, correlations and regression models were used to analyze the predictive qualities of combinations of parenting and demographic variables to social skills. The results of this study provide additional information for Hispanics, a target group for which we have little information, showing the different parenting behaviors and beliefs that are significantly related to social skills in children. The discussion that follows includes a review and interpretation of the findings from this study.

Findings Overview

The aim of this study was to determine the relation between parenting behaviors, beliefs, and acculturation on the social skills of children. The regression analyses indicate that there is a relation between social skills and two of the demographic variables, one of the subscales from the HOME, and the progressive score from the Parental Modernity scale. The models with the highest predictive value included the demographic variables and the HOME subscales. The demographic variables from this study that were predictive of social skills in children were the mother's age and the household income. The family companionship scale from the HOME was the only subscale from that measure found to be predictive of social skills in children. This scale assesses the level of activity and frequency of interaction between parents and children. The progressive score

from the Parental Modernity measure was also found to be predictive of social skills.

The only subscale from the HOME that was found to be predictive of social skills in children was the family companionship subscale. The models that provided the highest predictive ability for social skills included the family companionship subscale and the demographic variables, two of which were significant predictors of social skills as well. These models explained 17% of the variance in social skills scores. None of the studies reviewed for this study included social skills as an outcome when using the HOME as a predictor variable. Previous research had focused on the relation between measures of the HOME and their relation to the level of problem behaviors in children. Previous research has shown that Hispanics have a belief that emphasizes loyalty, reciprocity, and family closeness, termed familismo (Barker et al., 2010). This finding that family companionship is predictive of social skills in children may be explained by the emphasis of their views on the role of the family in the development of children. The teaching of these principles with children may help them learn positive social behaviors and attitudes that may be applicable in settings outside the home. Interestingly, the correlation between the scores on the family companionship and progressive parenting beliefs from the Parental Modernity scale was not significant.

The family companionship subscale was also the only subscale from the HOME to be predictive of fewer problem behaviors in children as well. Previous research had illustrated that other items from the HOME that measured parental warmth and cognitive stimulation were correlated to fewer problem behaviors in children (Bradley et al., 2011; McCarty et al., 2005; Pachter et al., 2006; Razza et al., 2011; Steinberg et al., 1994). This

study did not replicate these previous findings, as the learning materials and opportunities subscale from the HOME did not predict social skills or problem behaviors in children. The responsivity subscale also did not predict social skills or problem behaviors in children, failing to replicate findings from previous research that parental warmth and socio-emotional support are related to positive social outcomes in children. Being a low-income sample, it is possible that these results may represent similar findings found in another study (Schmitz, 2003) that showed that economic hardship was found to limit parent's abilities to provide consistent warmth to their children. Limited access to economic resources may also limit the parents' ability to provide materials to create an environment in the home that is cognitively stimulating for children. Previous research (Halgunseth et al., 2006) also shows that Hispanic parents may not be as strict or emphasize developmental maturity as much for children at this age. Given this finding, there is the possibility that Hispanic mothers may not report potential problem behaviors as problems. Few of the variables showed correlation to the problem behavior outcomes, and were not predictive of its development.

Age of the mother and household income were also predictive of social skills in children. Although these are variables that are not amenable to intervention, the results of this study may provide additional information for schools and programs as they identify those who may be at risk for social and academic deficiencies, and how to apply interventions to help parents and children overcome difficulties in these areas. As previously mentioned, income is positively correlated with the ability of parents to provide consistent warmth for their children. This may also allow parents to provide

those resources which will help create an environment that is cognitively stimulating for children. The ability of parents to provide both warmth and cognitive stimulation to their children is correlated with social skills and fewer problem behaviors in children. Overall, the regression model using only demographic data had a high R^2 indicating that these variables alone described significant model variance. From an ease of measurement perspective obtaining information about the two variables that are predictive of social skills, age of mother and household income, could be done relatively easy and provides equivalent information to what is provided from the HOME or modernity measures.

In all models that the progressive score from the Parental Modernity measure was used, it was retained as a significant predictor of social skills in children, including the model which utilized all categories of independent variables. In this particular model it was the only variable that was retained, but explained only 7% of the variance in the social skills scores. Some models with fewer variables explained more variance.

This study provides information on how the parental modernity scale predicts social skills for Hispanics, a group that has not been used in previous modernity research. Previous research has shown that parental modernity is related to academic outcomes in children. This study extends the findings of previous research by showing that parental modernity is predictive of social skills in children, and confirms previous research which states that children of parents who adopt more progressive beliefs such as the promotion of their children's autonomy show more competence in social situations (Engels et al., 2002). Results from a study by Schaefer (1987) found that parental modernity scores were correlated with receptive vocabulary of parents. Immigrant parents who are able and

willing to pick up the new country's language faster may be able to facilitate learning for their children by imparting language skills, and assisting them in adapting to social situations in a new country. Interestingly, although not correlated to progressive scores on the parental modernity measure, acculturation was negatively related to scores on the traditional-authoritarian scores on the Parental Modernity scale. This suggests that an increase in use of English is related to the use of fewer traditional parenting practices, and beliefs.

Acculturation was not related to either of the outcomes in any of the models. The data for acculturation was analyzed post hoc for bimodality to determine if this was a factor in the results, and lack of findings. The acculturation scale has a minimum score of 12, and a maximum score of 48. The data from this study showed that 65% of responses were grouped on the lower end of the scale between 14 and 29 but that the distribution was not bimodal.

Effect sizes, using the *f* square calculation, were computed for the R^2 values from this study. The results indicated an effect size of .21 based off of the R^2 of .171, and an effect size of .17 based off the R^2 of .146. According to Cohen (1988) these would be considered medium effect sizes.

Study Limitations

Most respondents from this study were of Mexican descent. Because of this, results from this study may not accurately reflect the Hispanic ethnicity in general. More research would be needed to evaluate the applicability of these results to other Hispanic

groups, such as Puerto Ricans or Cubans. This group also represents immigrants to the US and may not apply to those from other countries of origin. Previous research illustrates that Mexican immigrant and Mexican-American mothers reported more use of authoritarian parenting behaviors than Mexican mothers (Varela et al., 2004). This limited sample provides the opportunity to more fully understand this specific sub-sample of the Hispanic population, a group which represents the largest ethnic minority in the United States. Additional information would be needed to establish the applicability of these results to other groups of Hispanics residing in different countries.

The BAS is based on language proficiency, language use, and media usage. Basing the measure of acculturation on language and media use factors alone may not capture all facets of the acculturation process or the level at which someone has acculturated. Participation in other culture related activities may be overlooked by this scale that would need further exploration to determine their relation to the outcomes.

Another factor that may have had an impact on the results which was not measured is the level of acculturative stress for the mothers in this study. Previous research (Bradley et al., 2011; Ispa et al., 2004; Whiteside-Mansell et al., 2009) has illustrated that acculturative stress is related to harsher parenting methods, which has been found to be related to negative outcomes in children's development. Understanding more about the relation between acculturative stress and social skills may help in identifying and addressing risk factors for immigrant families.

Suggestions for Further Research

Social skills average scores from the normative sample for the SSRS were 54 for prekindergarten girls and 49.5 for prekindergarten boys (Gresham & Elliott, 1990). The respondents from this study scored similarly to this with an average score of 51, and showed a wide range in the overall scores. Average problem behavior scores for prekindergarten girls in the normative sample for the SSRS were 7.5 and 8.5 for prekindergarten boys. The respondents from this study had an average score of 6.8, and showed wide variability in their scores on this subscale as well. Interestingly, previous research (Galindo & Fuller, 2010) had found that comparisons of teacher ratings of social skills in Hispanics indicated that they are significantly lower than Anglo Americans. Based on these observations this group would not be considered unique from the normative sample, and does not represent a limitation of this study.

The identification of parenting practices as influences on the behaviors of children led to the development of interventions that focus on parent training. A meta-analysis of parent training programs for social skills and problem behaviors in children (Reyno & McGrath, 2006) identified three different types of intervention: reflective, Adlerian, and behavioral-philosophical. Each of these types of interventions exhibit common characteristics in their implementation. The therapist works mainly with the parents, teaching them alternative ways to identify and address problem behaviors in their children (Kazdin, 1997, as cited by Reyno & McGrath, 2006). They also encouraged positive parenting practices and provide opportunities for the parents to observe techniques, and how they are implemented. Each method also utilizes homework

exercises, and a system of role-playing and feedback to provide additional opportunities for training. Overall, these approaches have proven successful in promoting positive changes in parenting, and subsequently impacting social skills and reducing problem behaviors in children (Barlow & Stewart-Brown, 2000; Graziano & Diament, 1992; Kazdin, 1997; Sampers, Anderson, Hartung, & Scambler, 2001; Serketich & Dumas, 1996, as cited by Reyno & McGrath, 2006). It has also been reported that the positive impacts of these interventions and programs are stable over time (Dadds & McHugh, 1992; Long, Forehand, Wierson, & Morgan, 1994; Routh, Hill, Steele, Elliot, & Deweys, 1995; Webster-Stratton, 1985, 1990, 1992; Webster-Stratton & Hammond, 1990, as cited by Reyno & McGrath, 2006). The information from this study could provide further direction on the specific behaviors and beliefs that should be used to guide these programs and interventions on the development of positive parenting behaviors. Family interaction and activity as measured by the HOME in the Family Companionship subscale could provide some direction on what those specific behaviors are. The results of the Parental Modernity scale provide some guidelines on how parents can implement these activities and guide their children's behavior.

The development of parental modernity for immigrants represents an interesting question for further research. Schaefer (1984) found that the measure of someone's individual modernity was correlated to their home nation, suggesting influence from social or cultural factors. Rodriguez and Olswang (2003) also found that parents who hold more progressive beliefs are more likely to solicit ideas and support from professionals to facilitate their children's developmental progress. More information on

what might be influencing the development or parental modernity in immigrants could provide useful information to understand more about how it can be developed. Additional information on the level of modernity of those that choose to immigrate to new countries, and how that compares to those who are still in their country of origin could provide useful information on those who immigrate and how programs and interventions can be designed to meet their needs.

Additional research could also investigate the relation between parental modernity and positive social skills in children, not just problem behaviors. Much of the research reviewed for this study measured only problem behaviors in children, and how parenting practices and beliefs are related to those behaviors in children. The results of this study also showed that there are several factors, demographic or parenting, that are related to social skills in children. If these areas of parenting are investigated further schools and programs would be able to address not only the avoidance of problem behaviors, but also the promotion of social skills in children.

This study included only the social skills of children as measured by parents. Although it has been argued that parents may provide more reliable evaluation of their children social skills given that they can offer insight on the multiple contexts and environments that a child engages in socially (Van Horn et al., 2007), a teachers' form has been developed for the SSRS as well. One study (Jurado et al., 2006) found that the parent and teacher forms of the SSRS when measured with Hispanics were correlated ($r = .25, p < .01$). Further information collected from using both forms could provide additive value to the overall assessment of children's social skills.

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APPENDIX

Table A-1

Notes Grid on Research Articles Used for This Study

Reference	Purpose	Definition of social skills/parental modernity	Sample characteristics	Measures	Results
Pachter, L. M., Auinger, P., Palmer, R., & Weitzman, M. (2006). PEDIATRICS, Do Parenting and the Home Environment, Maternal Depression, Neighborhood, and Chronic Poverty Affect Child Behavioral Problems Differently in Different Racial-Ethnic Groups?	To determine whether the processes through which parenting practices, maternal depression, neighborhood, and chronic poverty affect child behavioral problems are similar or different in minority and nonminority children in the US		Families: 884 white, 538 black, 404 latino. Children were 6 to 9 years	1. Behavior Problems index: externalizing and internalizing subscales 2. HOME	1. HOME: stimulation was significantly related to each of the child outcomes 2. However, relation between these was weaker for those children in EHS than it was for the comparison group 3. HOME: Warmth was positively related to children's emotional regulation, sustained attention, and quality of play
Bradley R., McKelvey, L., & Whiteside-Mansell, L. (2011). Does the Quality of Stimulation and Support in the Home Environment Moderate the Effect of Early Education Programs? <i>Child Development</i> , 82(6), 2110-2122.	PURPOSE: determine how the quality of stimulation and support available to children at may interact with participation in early education programs to determine the course of cognitive, language, and behavioral development.		24% hispanic, caregivers were mostly low education, low income. Children were measured at 3 and 5 years for outcomes	HOME: Stimulation and Warmth subscales SSPAL (uses SSRS items)	1. Hispanics: Parenting has direct effect on ext and int child prob behaviors 2. The model predicts 9% of the variance for externalizing and internalizing behaviors
Perez, M., & Fox, R. (2008). Parenting Latino Toddlers and Preschoolers: Clinical and Non-Clinical Samples. <i>Hispanic Journal of Behavioral Sciences</i> , 30(4), 481-499.	PURPOSE: examine parenting practices in a sample of latino mothers who were experiencing problem behaviors with their children. These mothers were compared to others who were not experiencing problem behaviors from children		Sample was 60 latino toddlers 2 to 4 years old. Parents were not well acculturated	Bidimensional Acculturation Scale Parent Behavior Checklist ECBI: measure of children's problem behaviors	1. Clinical mothers reported using verbal and corporal punishment more often 2. Less frequent use of nurturing strategies 3. Those who reported more verbal and corporal punishment also reported more problem behaviors with their children 4. Less nurturing was also related to frequency and intensity of problem behaviors in children 5. Mothers/Families with psychological factors (anxiety, depression) were correlated to externalizing problem behaviors
McCarthy, C., Zimmerman, F., Dignussepe, D., & Christakis, D. (2005). Parental Emotional Support and Subsequent Internalizing and Externalizing Problems Among Children. <i>Developmental and Behavioral Pediatrics</i> , 26(4), 267-275.					
Whiteside-Mansell, L., Bradley R., & McKelvey, L. (2009). Parenting and Preschool Child Development: Examination of Three Low-Income U.S. Cultural Groups	Extend research of what we know about parenting practices with ethnically diverse low income groups	None	164 of these families were Hispanic 46% of Hispanics were from Central america, 13% from South american, 20% from Mexico, 1% from Puerto Rico, 20% unknown	1. Preschool & Kindergarten Behavior Scales: reported by mothers and teachers, 76 item, norm referenced with 3 subscales; social skills, internalizing, and externalizing problem behaviors 2. Three latent constructs were created from the HOME (Learning Materials/ Stimulation, Responsivity, & Acceptance) 3. PDMI: Parent Discipline Methods Interview: used to ask about parents' use of spanking	Little observed relation between parenting and social development

(table continues)

Reference	Purpose	Definition of social skills/parental modernity	Sample characteristics	Measures	Results
Van Horn, M., Atkins-Burnett, S., Karlin E., & Snyder, S. (2007). Parent Ratings of Children's Social Skills: Longitudinal Psychometric Analyses of the Social Skills Rating System. <i>School Psychology Quarterly</i> , 22(2), 162-199.	Evaluate the psychometric properties of the SSRS with an ethnically diverse longitudinal study	None	10% Hispanic of 4345 children	SSRS Parent Form	1. The ultimate measurement model was found to be invariant by the criteria set for this study across ethnicity or sex. 2. To do this though, the original measure was reduced from 55 items to 40. 3. Social Skills went from 38 items to 24. 4. Noninvariance across ethnicity illustrates potential problems, especially when used with Hispanics, stated norms may not be valid across ethnic groups. Alternative scoring is suggested
Jurado, M., Cumba-Aviles, E., Collazo, L. C., & Matoes, M. (2006). Reliability and Validity of a Spanish Version of the Social Skills Rating System - Teacher Form. <i>Journal of Psychoeducational Assessment</i> , 24(3), 195-209.	Test the psychometric properties of the SSRS with Puerto Rican sample	Social skills refers to the behaviors that are used to manage daily social tasks, such as joining ongoing peer groups, making friends, or asking for requests (McFall, 1982)	357 children attending first, third and fifth grade in Puerto Rico Recruited from seven public schools, 2 private schools 93% Puerto Rican, 7% Other Latino	SSRS-P & SSRS-T	Alpha coefficients for the parent scale were .89 for the total scale, and ranged from .64 to .81 for the subscales, replacing Martinez (1999). SSRS-T alpha coefficient for total scale was .95, with subscales ranging from .89 to .92 (p<.001) Correlations between the SSRS-T Social Skills scale and the Teacher Report Form Problem Behaviors (r=-.69) were all significant at the p<.001 level
Schmitz, M. (2005). Cultural and Acculturation Differences in Trajectories of Home Environment Inventory Scores for Latino Children and Families. <i>Journal of Family Issues</i> , 26(5), 568-583.	Purpose: extend research by evaluating within-group differences with Latinos	None	1. 47 Cubans 2. 240 Mexicans 3. 415 Mexican Americans 4. 162 Puerto Ricans from the NLSY data age 14 to 21 years	HOME Acculturation	
Mistry, R., Vandewater, E., Huston, A., & McLoyd, V. (2002). Economic Well-Being and Children's Social Adjustment: The Role of Family Process in an Ethnically Diverse Low-Income Sample. <i>Child Development</i> , 73(3), 935-951.					
U.S. Department of Health and Human Services. (2003). <i>The Home Observation for Measurement of the Environment Inventory for Infants/Toddlers (IT-HOME) and Early Childhood (EC-HOME)</i> , 2003. Retrieved from http://www.aef.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measur ng/res_meas_phio.html					
Humphrey, N., Kalamboika, A., Wigelsworth, M., Lendrum, A., Deighton, J., & Wolpert, M. (2011). Measures of Social and Emotional Skills for Children and Young People: A Systematic Review. <i>Educational and Psychological Measurement</i> , 71(4), 617-637.	Review the instruments available in measuring social skills in children				SSRS is one the best measures of social skills in children

(table continues)

Reference	Purpose	Definition of social skills/parental modernity	Sample characteristics	Measures	Results
Haignuseth, L., Ispa, J., & Rudy, D. (2006). Parental Control in Latino Families: An Integrated Review of the Literature	Review the literature as of 2006 of literature on parenting practices in Latinos, focusing on parental control	None			
Livas-Dlott, A., Fuller, B., Stein, G., Bridges, M., Mangual-Figueroa, A., & Mreles, L. (2010). Command, Competence, and Carriño: Maternal Socialization Practices in Mexican American Families	Expand on research to illustrate parenting practices in Latino mothers	None	24 families of Mexican heritage who were either first or second generation US residents and had 4 year old child	Qualitative	1. 1/6th of attempts involved reasoning. 2. 3% of all attempts involved threatening the child with punishment
Cardona, P., Nicholson, B., & Fox, R. (2000). Parenting Among Hispanic and Anglo-American Mothers with Young Children. <i>The Journal of Social Psychology, 140</i> (3), 357-365.	Describe differences in parenting between Mexican and Euro American mothers	None	38 Hispanic mothers 38 White mothers	Parent Behavior Checklist	1. Hispanic mothers scored higher on the discipline scale, and lower on the nurturing scale 2. No differences on expectations scale 3. Significant multivariate effects for ethnicity ($F = 7.89, p < .001$) 4. Significant multivariate effects for SES ($F = 3.31, p < .05$) 5. Hispanic mothers scored significantly higher items reflecting use of corporal punishment and religious values as a form of discipline 6. AA mothers scored higher on items with activities that included reading, messy play, and routines 7. Despite higher discipline scores, a description of hispanic parents as authoritarian is unwarranted since their scores fell within a SD of the mean. They also nurtured their children, and maintained reasonable expectations for their children
Varela, R., Vermeberg, E., Sanchez-Sosa, J.J., Riveros, A., Mitchell, M., & Mashunkashley, J. (2004). Parenting Style of Mexican, Mexican American, and Caucasian-Non-Hispanic Families: Social Context and Cultural Influences. <i>Journal of Family Psychology, 18</i> (4), 651-657.	PURPOSE: unravel the effects of the Mexican culture on parenting style from immigration status and living in an ethnic minority context	None	2 parent families, with 150 children, and their parents (n=300) Children between 10 and 14 were selected for the study	1. Parental Authority Questionnaire; based on Baumrind's parenting prototypes 2. Cultural Lifestyles Inventory, self-reported measure of assimilation to Caucasian non hispanic culture	1. Mexican immigrant and Mexican American mothers reported more authoritarian parenting practices than Mexican mothers 2. Mexican american mothers reported more authoritarian practices than CNH mothers
Schmitz, M. (2003). Influences of Race and Family Environment on Child Hyperactivity and Antisocial Behavior. <i>Journal of Marriage and Family, 65</i> (4), 835-849.	Impacts of race, hyperactivity on other problem behaviors in children.	None	NLSY data, included Hispanics	Behaviors Problem Index HOME	1. Persistent poverty was a significant predictor of hyperactivity for Latinos 2. With hyperactivity as a mediator between home environment and antisocial behavior, changes in hyperactivity significantly predicted changes in antisocial behavior 3. HOME Cognitive stimulation did not significantly predict hyperactivity for Hispanics, but did for AA and EA

(table continues)

Reference	Purpose	Definition of social skills/parental modernity	Sample characteristics	Measures	Results
Parke, R., Coltrane, S., Duffy, S., Buriel, R., Dennis, J., Powers, J., French, S., & Widaman, K. (2004). Economic Stress, Parenting, and Child Adjustment in Mexican American and European American Families. <i>Child Development</i> , 75(6), 1632-1656.	What are the effects of poverty on Latino families, parenting?	None	167 Mexican American families 5th grade children	Parental Practices Questionnaire CBCL	1. Significant link between marital problems and child outcomes 2. Hostile parenting was also linked to child adjustment problems, but only on part of fathers 3. Maternal acculturation was associated with marital problems, but lower levels of hostile parenting from both parents 4. As maternal acculturation increased, maternal and paternal hostile parenting decreased
Barker, C., Cook, K., & Borrego, J. (2010). Addressing Cultural Variables in Parent Training Programs with Latino Families. <i>Cognitive and Behavioral Practice</i> , 17, 157-166.	Review of parenting and acculturation variables in Latinos for use in clinical settings	None	N/A	N/A	N/A
Ispa, J., Fine, M., Halgunseth, L., Harper, S., Robinson, J., Boyce, L., Brooks-Gunn, J., & Brady-Smith, C. (2004). Maternal Intrusiveness, Maternal Warmth, and Mother-Toddler Relationship Outcomes: Variations across Low-Income Ethnic and Acculturation Groups. <i>Child Development</i> , 75(6), 1613-1631.	1. How maternal intrusiveness during play when children are 15 months old is linked to 3 dimensions of mother the mother-child relationship when children are 25 months old 2. Extent to which maternal warmth moderates the potential link between maternal intrusiveness and later mother-child relationship quality 3. Extent to which these relationships generalize across four groups (African Americans, less acculturated MA, more acculturated MA, & European Americans)	None	Head Start families, 241 Hispanic	HOME CBCL	1. Less acculturated Mexican-American (MA) parents were highest on maternal intrusiveness 2. Less acculturated MA parents were lowest on depression. More acculturated MA parents were 2nd lowest 3. More acculturated MA mothers showed significantly more warmth than less acculturated MA mothers 4. Intrusiveness predicted child negativity for MMA mothers, but not for LMA 5. Both MA groups showed significantly more intrusiveness than EA parents
Razza, R., Martin, A., & Brooks-Gunn, J. (2011). Anger and Children's Socioemotional Development: Can Parenting Elicit a Positive Side to a Negative Emotion? <i>Journal of Child and Family Studies</i> , 3, 1-12.	PURPOSE: Classify the role of anger in infancy by exploring its association with socioemotional development in preschool, with a particular interest in its interaction with maternal warmth in the prediction of both positive and negative outcomes	None	316 children, 47% Hispanic	HOME CBCL	Maternal warmth significantly associated with anger and externalizing behaviors
Algozzine, B., Wang, C., & Violette, A. (2011). Reexamining the Relationship Between Academic Achievement and Social Behavior. <i>Journal of Positive Behavior Interventions</i> , 13(1), 3-16.					
White-Mansell, Bradley, R., McKelvey, L., & Fussell, J. (2009). Impacts of Interpartner Conflict to Preschool Children's Social Behavior. <i>Journal of Pediatric Nursing</i> , 24(5), 389-401.					
Suizzo, M., Chen, W., Cheng, C., Liang, A., Contreras, H., Zanger, D., & Robinson, C. (2008). Parental beliefs about young children's socialization across US ethnic groups: coexistence of independence and interdependence. <i>Early Child Development & Care</i> , 178(5), 467-486.					

(table continues)

Reference	Purpose	Definition of social skills/parental modernity	Sample characteristics	Measures	Results
Galindo, C., & Fuller, B. (2010). The Social Competence of Latino Kindergartners and Growth in Mathematical Understanding. <i>Developmental Psychology</i> , 46(3), 579-592.					
Vargas, M., Busch-Rossnagel, N. (2003). Teaching Behaviors and Styles of Low-Income Puerto Rican Mothers. <i>Applied Developmental Science</i> , 7(4).	The first was to provide a preliminary description of the teaching behaviors and styles of low-income Puerto Rican mothers involved in Head Start. The second objective was to examine the influence of maternal childrearing beliefs, social support, parenting stress, and child temperament on those teaching behaviors and styles.	Martinez (1988): Two types of teaching style: 1. Authoritarian: use of directives and visual cues 2. Authoritative: more independent, less intrusive learning environment	80 Puerto Rican mother child pairs	4 different measures: parental modernity (Schaefer & Edgerton, 1985), child temperament, stress, social support	No significant difference btw american mothers and puerto rican mothers on 4 measures. Education negatively correlated with visual cues and directives. education, modernity and social support predicted praise
Schaefer, E. (1991). Goals for Parent and Future-Parent Education: Research on Parental Beliefs and Behavior. <i>The Elementary School Journal</i> , 91(3).	Goal of research review is to contribute to the development of explicit goals for parent education	Progressive democratic: encouraging verbalization of ideas; imagination, playfulness, children learn actively, education is for teaching how to learn. The research on individual modernity suggested the concept of parental modernity. It is based on the set of values, beliefs and behaviors that are correlated to the competence of parents and the development of competence in children (Schaefer & Edgerton, 1985). Both include respect for others (especially minorities, women and children), a sense of efficacy, an active orientation, and relevant knowledge.	Not applicable - Review of current literature	Not applicable - Review of current literature	Parental beliefs and values are related to parental education, parent behavior, and child competence are similar to the finding that beliefs and values are components of adult modern competence in developing nations.
Rodriguez, B. L., Olswang, L. B. (2003). Mexican-American and Anglo-American Mothers' Beliefs and Values About Child Rearing, Education, and Language Impairment. <i>American Journal of Speech-Language Pathology</i> , 12.	1. Are there significant differences between low SES MexAm and low SES AngAm mothers beliefs and values about child-rearing and education? 2. Are there significant differences in the beliefs and values concerning child rearing and education among low SES MAs mothers with varying levels of acculturation? 3. Are there differences in low SES Mas and low SES AAs mothers beliefs regarding causes of language impairment?		30 MexAm and 30 AA mothers participated 30 boys and 30 girls between 7 and 8 years of age	Used the Parental Modernity Scale as developed by Schaefer and Edgerton, 1985	MA and AA scored significantly different on the Traditional, Authoritarian scale, but similar on the Progressive, Democratic scale. Families who hold more progressive beliefs will be more likely to engage their children in academic learning activities, participate in activities outside the home, and exchange ideas with professionals to facilitate their children's progress

(table continues)

Reference	Purpose	Definition of social skills/parental modernity	Sample characteristics	Measures	Results
Hammer, C.S., Rodriguez, B. L., Lawrence, F. R., Micoico, A.W. (2007). Puerto Rican Mothers' Beliefs and Home Literacy Practices. <i>Language, Speech, and Hearing Services in Schools</i> , 38.	1. Determine if the beliefs and practices of mothers who exposed their children to Spanish and English from birth differed from those whose children were not expected to communicate in English until they entered Head Start 2. Investigate whether relationships exist between mothers' beliefs and practices	Definition of social skills/parental modernity	801 latino mothers with children who went to Head Start	Schaefer and Edgerton's Parental Modernity Scale revealed no significant differences btw SEC and HEC group	HEC mothers taught children literacy skills 2-4 times per week, SEC 1 time a week. HEC read to their children more often. no significant differences between mothers beliefs and home literacy practices
Patel, N., Power, T. G., Bhavnagri, N. P. (1996). Socialization Values and Practices of Indian Immigrant Parents: Correlates of Modernity and Acculturation. <i>Child Development</i> , 67, 302-313.	Purpose of this study was to provide data dealing with the immigration process, particularly socialization practices. 1. Characteristics that parents like to encourage in their children 2. Methods used in encouraging these behaviors	Modernity is the degree to which an individual's attitudes are similar to those found in western industrialized nations (Abraham, 1976) Modernity reflects attitudes in sex roles, preferences for urban vs rural lifestyles, religious beliefs, and attitudes towards authority (Inkeles, 1969)	100 families with a child age 12-19 living in Houston	Modernity scale developed by Ramirez (1991) was used Acculturation questionnaire Values Questionnaire Socialization practices interview	Modernity was related to acculturation but not length of residence. Mothers of girls: in every case except competence and eff, length of residence in the US was positively associated with mother's values. Mothers of boys positively associated with reasoning/persuasion, and modernity negatively associated with psychological control. Mothers were trying to get their kids to adapt more, whereas fathers were more likely to try and preserve the traditions of their culture
Arcia, E., Johnson, A. (1998). What Respect Means to Obey: Immigrant Mexican Mothers' Values for their Children. <i>Journal of Child and Family Studies</i> , 7(1), 79-95.			15 mothers with a child under 8	Interviewed twice	Direct verbal instruction was preferred parenting technique
Schaefer, E. (1987). Parental modernity and child academic competence: Toward a theory of individual and societal development. <i>Early Child Development and Care</i> , 27, 373-389.	Objective: study maternal characteristics during pregnancy and infancy to determine correlates with child's academic competence Objective #2: Contribute to knowledge of maternal characteristics that impact child development		321 mothers participated at birth, 269 for the 4 and 12 month evaluations, and 237 were interviewed during the kindergarten year of the child	Kohn's Rank order was used to identify beliefs concerning politeness, obedience, and manners to go with self-direction, independent thinking, creativity, and imagination Parental modernity was measured using Schaefer and Edgerton's measure	Parental modernity is correlated with individual modernity, and both are correlated with receptive vocabulary and with information scores*****IMMIGRANTS WHO ARE MORE MODERN LEARN LANGUAGE FASTER***** Mother-infant interaction was significantly correlated with first grade promotion, and with self-directing behaviors instead of conforming
Campbell, F. A. Goldstem, S., Schaefer, E., Ramey, C. T. (1991). Parental Beliefs and Values Related to Family Risk, Educational Intervention, and Child Academic Competence. <i>Early Childhood Research Quarterly</i> , 6, 167-182.	1. Determine whether a child-centered educational preschool program and/or a more parent-centered early elementary grade educational intervention program for socioeconomically disadvantaged children had effects on the child rearing beliefs and value system of the parents of treated children 2. To see if parents child-rearing beliefs and educational values were related to the children's academic achievements in early elementary school		83 low-income parents (82 mothers, 1 father) whose children were judged to be at risk for academic problems b/c of mild mental retardation	Used the Schaefer & Edgerton scale of modernity (1985) Used Kohn's rank order to assess parental values (1977). This was adapted into a measure by Schaefer & Edgerton (1985) Child Scholastic achievement: measured Reading and Math scores from the Woodcock-Johnson Psychoeducational battery	Interrelationships between parental beliefs and value scores: traditional and conformity positively correlated. Progressive beliefs positively correlated with self-direction. Parents scores on the traditional scale were negatively related to children's scores on the reading achievement scale 3 years later. Progressive scores showed no relation to achievement scores in kindergarten

(table continues)

Reference	Purpose	Definition of social skills/parental modernity	Sample characteristics	Measures	Results
Okagaki, L., & Sternberg, R. J. (1993). Parental Beliefs and Children's School Performance. <i>Child Development, 64</i> (1), 36-56.	Part 1: Theoretical framework Part 2: Compare beliefs about childrearing and intelligence between parents of different cultural backgrounds who are American Part 3: Examine the relationship between parents' beliefs and children's school performance	Definition of social skills/parental modernity	359 parents were used from 498 responses to represent the 6 largest ethnic groups	Developed a questionnaire called the Parental Beliefs Questionnaire with sections about childrearing, intelligence, education, and demographics Childrearing belief scales	For Mexican autonomy was higher than conformity, but only marginally significant for Mexican-American parents. Immigrant parents expressed a broader view of intelligence than did American born parents. Parental beliefs about conformity were significantly and negatively correlated with test scores (CTBS), all significant at $p < .05$ level
Schaefer, E. (1984, April). <i>Prediction of Child Academic Competence from Maternal Modernity During Infancy</i> . Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, LA.					Politics and geography had highest load factor for overall modernity (Inkeles & Smith, 1974)
Engels, R., Dekovic, M., Meeus, W. (2002). Parenting Practices, Social Skills and Peer Relationships in Adolescence. <i>Social Behavior and Personality, 30</i> (1), 3-18.	PURPOSE: the current study examines whether social skills serve as a mediator between parental factors and adolescent peer relations		508 respondents, parents were of Dutch origin mean age of 14.7 years equal boys and girls	Parenting Practices: Affection, Autonomy, Responsiveness, and Discipline Parental Strictness Scale Parental monitoring Inventory of Parent and Peer Attachment Social Skills Peer Relations	Children of parents who promoted autonomy, were less strict, and had a strong attachment to their parents, were less anxious in social situations
Steinberg, L., Lamborn, S.D., Darling, N., Mounts, N., Dornbusch, S.M. (1994). Over-Time Changes in Adjustment and Competence among Adolescents from Authoritative, Authoritarian, Indulgent, and Neglectful Families. <i>Child Development, 65</i> , 754-770.	This article is a 1 year follow up to a study that was done that measured psychosocial development, school achievement, internalized distress, and problem behavior in children according to their classification as belonging to families of certain parenting styles		Students drawn from 9 high schools in Wisconsin These students represented many ethnicities, family structures and communities 11248 students participated		Authoritative parenting precedes adjustment and development (indirect evidence) Internalized distress increases for those in authoritarian homes