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Amor de Cerca: Positive Involvement in Latino Families

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AMOR DE CERCA: POSITIVE INVOLVEMENT IN LATINO FAMILIES

by

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ABSTRACT

Amor de Cerca: Positive Involvement in Latino Families

by

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There is an abundance of literature examining parent-child relationships, and subsequently, parenting interventions that address these. The purpose of this study was to examine if positive and negative parental behaviors predicted externalizing behaviors in children. The following questions were addressed: (a) What are the types of positive interactions that Latinos parents engage in with their children? (b) Does a ratio of intervals of positive to intervals of negative parent behaviors predict externalizing behaviors in children among Latinos? (c) Do proportions of intervals of positive and/or negative behaviors predict a greater percentage of variance in child outcomes than does a ratio of intervals of behaviors in Latino families? Participants included 49 two-parent families with at least one child between the ages of 6 and 11. All participants were living in Puerto Rico at the time of the study and primarily spoke Spanish. Video recordings of parents interacting with their children in a variety of structured and unstructured tasks were reviewed, and 10 s intervals were coded as either negative (-), negative (+), positive

or neutral. Results revealed (a) Latino parents engage in a variety of behaviors with their children, (b) a ratio of intervals of behaviors did not statistically significantly predict externalizing behaviors in Latino children, and (c) proportion of intervals of behaviors also did not statistically significantly predict externalizing behaviors in Latino children. In order to continue to inform culturally appropriate parenting interventions, it is imperative that more observational research be conducted with various cultures. It is important to look at the types of behaviors that parents from various cultures engage in with their children to inform adaptations of parenting interventions. The current study examined exclusively parents, however, future studied might also address extended family member, and teacher behaviors and interactions as well.

(89 pages)

PUBLIC ABSTRACT

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Behavioral parenting interventions are widely implemented to address externalizing behaviors in children. The majority of these types of interventions address the relationship between the parents and their children in order provide a strong foundation, from which to implement discipline, and subsequently modify problem behaviors.

The objective of this study was to examine the ability of ratios and intervals of parental behaviors, to predict levels of externalizing behaviors in children. Due to the increasing number of Latinos in the U.S. as well as the need to have culturally informed interventions, the current study examined exclusively Latino families. This study provided further information regarding the types of behaviors that Latino parents engage in with their children. This information is beneficial to parenting interventions by helping to inform their further development and use with Latino populations.

The results of the study revealed nonsignificant results in the ability of intervals and or ratios of parental behaviors to predict externalizing behaviors in children. The nonsignificant results may be due to a need to account for other variables in order to accurately predict child externalizing behaviors. Other variables of interest might include: social skills, relationships with other adults, parent-child closeness, and child interpretations of parent behaviors.

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CHAPTER I

INTRODUCTION

Behavioral parenting interventions routinely recommend that parents engage in frequent positive behaviors as a way of improving negative child outcomes. While not directly linked to parenting literature, Gottman's work with couples has similar recommendations for outcomes within marriages. Gottman (1994) claimed that successful marriages were characterized by a ratio of five positive interactions for every negative interaction. These patterns of interactions have been found to be consistent over time and present in long-lasting, stable marriages (Gottman & Levenson, 2000). Building on this knowledge, Gottman proposed a balance theory of marriage, which states that stable marriages have more positivity than negativity. The theory does not prescribe an absence of negativity, but instead focuses on importance of the balance of positive and negative interactions that heavily favors positivity. While the research on relationships appears relevant in extending to parent-child relationships, there is no known research that has replicated the research in a parent-child interaction context.

Marital relationships are similar in meaningful ways to parent-child relationships; they are long-term, include daily interactions, and are often affectionate (Gottman, 1994). However, there are also meaningful ways in which they differ. For example, there is an inherent power differential in parent child relationships, the child must depend on the parent for basic needs, until a certain age, the child is unable to freely leave the relationship, and the parent is an authority figure. These differences in the nature of the relationships, may in fact affect the optimal ratio of positives to negatives in parent-child

interactions. In fact, the ratio may change as developmental demands shift for children and parents over time. Furthermore, there are no known applications of Gottman's research across cultures. It may emerge from further analysis on relationships, that the 5 to 1 ratio only applies to European American families, and it may be, that a different ratio is optimal for other cultural groups.

The possible applicability of Gottman's theory to parent-child relationships is implied in studies that show that positive interactions lead to a reduction in child behavior problems (e.g., Davidov & Grusec, 2006). However, positive parenting behaviors may be different across cultural groups. Research suggests that parenting practices of Latinos may operate differently than those of other ethnic groups (Domenech Rodríguez, Donovick, & Crowley, 2009). Indeed, practices and even parenting styles may differ. Despite efforts to measure parenting styles in Latino samples, studies have yielded mixed findings. Specifically, findings indicate high levels of parental warmth/positive involvement among Latino families with a restricted range of scores, which point out the possibility that the full range of behaviors that are used to express warmth with children are not being captured (e.g., Domenech Rodríguez et al., 2009). Given the professional and ethical mandates to attend to culture in assessment and treatment (American Psychological Association [APA], 2003, 2006), and documented health disparities across ethnic groups in mental health (Mitchell, 2015; Smedley, Stith, & Nelson, 2003), this knowledge gap is concerning.

The present study focuses solely on Latino families. Instead of widely applying the findings of research based on primarily European American populations to other

cultural groups as is often done, scholars recommend that an integrative approach be taken, in which constructs that are relevant only to minority populations are considered, together with the constructs that have been found to be relevant in other populations (Cauce, 2011; Garcia Coll et al., 1996).

The purpose of this study was to examine if positive and negative parental behaviors predict child outcomes. The following questions were addressed: (a) What are the types of positive interactions that Latinos parents engage in with their children? (b) Does a ratio of intervals of positive to intervals of negative parent behaviors predict externalizing behaviors in children among Latinos? (c) Do proportions of intervals of positive and/or negative behaviors predict a greater percentage of variance in child outcomes than does a ratio of intervals of behaviors in Latino families?

CHAPTER II

LITERATURE REVIEW

Latino Families

There has been extensive research on culture and parenting which has found that culture plays a significant role in parenting (Harkness & Super, 1996). This research has been extended to examine not only how culture affects parenting practices, but also how acculturation affects parenting practices and styles (Rauh, Wasserman, & Brunelli, 1990). For example, Contreras, Narang, Ikhlas, and Teichman (2002), proposed a model of parenting in which Latina mother's levels of acculturation affects multiple parenting practices such as levels of seeking family support, and the types of qualities that they value and encourage in their children. Given this research it is important to look at parenting practices within the cultural context. The current study looked at parenting within the Latino cultural context.

Latinos are the largest and fastest growing ethnic minority group in the U.S. (Humes, Jones, & Ramirez, 2011). There are currently 73.6 million children in the U.S. and 24.4% of those children are Latino (Federal Interagency Forum on Child and Family Statistics, 2015). Given the current prevalence of Latino families in the U.S., research on Latino families is imperative. Latino families tend to be relatively large and have more children than other families. Latino families are also more likely to include extended family members (Livingston, 2015). Despite the large population of Latinos currently in the U.S., the numbers are continuously growing. It is projected that by the year 2050,

Hispanics will constitute 29% of the U.S. population, and 39% of children will be Latino (Passel & Cohn, 2008; Federal Interagency Forum on Child and Family Statistics, 2015). If this projection is accurate, by the year 2050, nearly half of all children in the U.S. will be Latino. This would mean that working with Latino children will become even more common for clinicians than it is at present. Given the significant and ever growing presence of Latinos in the U.S., it is vital that psychologists look at appropriate ways in which to provide mental health services to Latinos. Looking more specifically at Latino families and parenting practices is a logical step since there are numerous parenting interventions that are widely applied to help parents manage their children's behavior and improve their relationships.

The Latino population in the U.S. is comprised of multiple subgroups. Latinos from different subgroups are often grouped together and thus seen as a homogenous group. According to Trimble (1991), this is problematic because the term "Latino" is an *ethnic gloss*, which is an overgeneralization that disregards the differences present within ethnic subgroups. Considering Latinos as a homogenous group overlooks important differences among Latinos. In addition to differences within the group of Latinos due to various influences including geographical differences (e.g., Cuban, Guatemalan, Argentinian), there are also substantial social and cultural differences within Latino groups. Given these problems, it is imperative to examine individual subgroups, while still considering that there will be variability within these subgroups as well.

The current study will focus on island Puerto Ricans. Puerto Rico is an archipelago located between the Caribbean Sea and the North Atlantic Ocean. It is

composed of multiple islands including the main island of Puerto Rico and several smaller islands. Puerto Rico has a long history of colonization, which has in turn influenced many aspects of the Puerto Rican culture. For example, in Puerto Rico, Puerto Rican Nationalism is very strong, and subsequently so is the importance and appreciation of the Spanish language (Martinez-Avilés, 2011).

While there is limited research specific to Puerto Rican parents, there are several studies that provide information regarding parenting practices among Puerto Rican families. For example, Puerto Rican children have been found to have lower rates of antisocial behaviors than non-island Latinos. Puerto Rican families also tend to have strong parent-child relationships and high levels of supervision and monitoring (Bird et al., 2001).

At the time of the 2010 U.S. census, there were approximately 3,725,789 individuals living in Puerto Rico, including 1,263,694 households. Of these households, approximately 71% (n = 884,985) had at least one child under the age of 18 living in the home. Puerto Rico's population is primarily Spanish speaking with 89% speaking exclusively Spanish in the home. The majority of individuals living in Puerto Rico were born on the island. The average household in Puerto Rico had 2.68 individuals. In terms of family structure, Puerto Rico had the third highest percentage of multigenerational households, behind Hawaii and California. Given the large number of children living in Puerto Rico, providing appropriate services to Puerto Rican parents is especially relevant (U.S. Census, 2012a, 2012b, 2012c).

Positive Involvement

The concept of positive involvement has been widely studied. As early as 1969, John Bowlby published work that emphasized the importance of the relationship between a child and his/her caregiver, which he referred to as *attachment*. Interestingly, there is substantial variation in the manner in which researchers and clinicians label, describe and define positive involvement. In the parenting literature, positive involvement has been labeled as *warmth*, *acceptance*, *support*, *involvement* and *responsiveness*, to name a few. The broad label *positive involvement* is used in the present research to capture all of these labels.

Definitions of positive involvement are somewhat elusive. Current definitions include bonding, positive parenting (Incredible Years [IY]; Webster-Stratton, 2000; Brief Strategic Family Therapy [BSFT]; Szapocznik, Heervis, & Schwartz, 2003), nurturance (Parent Child Interaction Therapy [PCIT]; McNeil et al., 2010), love, interest (Parent Management Training- Oregon Model [PMTO]; Forgatch & Patterson, 2010), affection, approval, positive affect, admiration, fondness (Davidov & Grusec, 2006), positive regard, encouragement (Raudino, Woodward, Fergusson, & Horwood, 2012), and positive attention and praise (Harvey & Metcalf, 2012). It appears that there are various ways in which researchers and clinicians, define the concept of positive involvement. Without exception, parenting interventions target positive involvement as a key factor for improvement in the parent-child relationship.

Evidence-based parenting interventions provide theories from which the interventions were developed (e.g., theory outlining that parenting practices predict

changes in child behavior), but typically do not describe the theories from which the specific constructs originate (e.g., positive involvement as a critical parenting practice). For example, from within social interaction learning theory, five positive parenting practices are outlined—positive involvement, problem solving, skills building, effective discipline—as critical to parenting intervention (Patterson, Forgatch, & DeGarmo, 2010), but the theory behind each of those constructs is not specifically addressed. One theory describing the significance of positive involvement is the parental acceptance-rejection (PAR) theory (Rohner, 1986). This theory posits that there is a warmth dimension in all parenting styles, which can be expressed physically and/or verbally. According to PAR theory warmth is on a continuum on which one end is parental rejection, characterized by the absence of warmth, affection, and love, and on the other end is parental acceptance, characterized by the presence of warmth, affection, and love.

Parental acceptance and rejection, as defined by Rohner (1986), have been related to important child outcomes, including psychological adjustment. More specifically, parental acceptance and rejection have been found to predict behavioral, emotional, cognitive, and personality consequences (Khaleque & Rohner, 2012). These findings have emerged in studies assessing children's current perceptions of parental acceptance rejection, as well as in studies asking adults about the parental acceptance/rejection that they remember experiencing as children (e.g., Khaleque & Rohner, 2012). Similar results have been found in studies conducted with participants form 22 countries, including Bangladesh, Barbados, Colombia, Czechoslovakia, Egypt, Estonia, India, Iran, Jamaica, Korea, Kuwait, Mexico, Nigeria, Pakistan, Peru, Puerto Rico, Romania, Spain, Sweden,

St. Kitts, Turkey, and the U.S. The literature shows that the links between parental acceptance/rejection and child outcomes, holds true across cultures (Khaleque & Rohner, 2012).

According to Rohner (1986), examining the perceptions of parental acceptance/rejection in children is preferred over looking at actual parental behaviors, because parental behavior is symbolic. The way that parents express acceptance/rejection to their children can vary dramatically, yet still have the same meaning to children. Examining the perceptions that children have of being accepted or rejected is preferred, since children's interpretations of parental behavior is informed by their culture and worldviews (Rohner, & Khaleque, 2005).

While Rohner's (1986) argument makes sense from a theoretical standpoint, parenting interventions seek to help parents engage in adaptive interactional patterns with their children. As such, specific behaviors need to be identified. It is important not to be dogmatic about which behaviors are characteristic of positive involvement (e.g., positive involvement necessitates physical affection) but rather to present a universe of possible behaviors that parents can select from (e.g., hugs, praise, and asking questions are all characteristics of positive involvement; which of these make sense for you?).

Furthermore, while the end result of children feeling accepted or rejected by their parents is significant, there is a body of literature that demonstrates that the ratio of positive to negative interactions has a significant effect on relationships as well. According to Gottman (1994, 1999), the optimal ratio to have a strong relationship is five positive interactions for every one negative interaction. It is reasonable to extend this

principle of a 5:1 ratio to parenting interactions. In order to do so, it would be necessary to understand and define what behaviors are positive. By providing a list of positive behaviors that parents can select from, we can simplify the task of having parents work toward the 5:1 ratio with their children. In an attempt to better understand the universe of definitions and find behavioral indicators of positive involvement, a systematic review of the literature was conducted.

The framework for the current study is based on Gottman's (1994, 1999) research on marital relationships. Gottman proposed a balance theory of interactions in marital relationships. According to the balance theory of interactions, there should be an optimal combination of positive and negative interactions that leans heavily toward the positive side. This theory will be applied to parent child interactions along the same vein, that interactions between parents and children should be mostly positive with fewer negative interactions. As balance theory proposes that there should not be an absence of negative interactions in marital relationships, conceptually it is appropriate for parent child relationships, since healthy interactions between parents and children will include discipline.

Child Outcomes and Positive Involvement

Positive aspects of parenting including positive involvement, have been found to be associated with multiple child outcomes, including expression of negative affect (Fabes, Leonard, Kupanoff, & Martin, 2001), peer group acceptance (Davidoff & Grusec, 2006), and behavior regulation (Eisenberg et al., 1999). In addition to the literature that reflects the relationship between positive involvement and child outcomes, there is

substantial literature that examines the coercive process in parenting which leads to significant externalizing behaviors, as well as conduct behaviors in children, proposed by Patterson (1975). According to this line of research, coercive parenting strategies are directly related to conduct behaviors in children. Specifically, Patterson posits that coercive behaviors from parents in order to achieve compliance from their children often lead to children engaging in externalizing behaviors to avoid complying with their parents. When children are able to avoid complying with their parents by way of coercive behavior, they are negatively reinforced and externalizing behaviors increase.

Despite expanding research in the area of parenting practices, as well as Latino families, there is still much that remains uncertain regarding parenting practices in Latino families as related to child outcomes (Calzada, Huang, Anicama, Fernandez, & Brotman, 2012). Given the link between coercive parenting and externalizing behavior problems, it is imperative to further examine other parenting practices that may also be associated with externalizing behaviors, including positive involvement. Other parenting variables of interest that are related to externalizing behaviors include parent-child communication, and parent-child attachment. More specifically, increasing parent-child communication has been found to be associated with lower levers of child externalizing problems (Davidson & Cardemil, 2009), and higher levels of parent-child attachment have been found to be associated with lower levels of antisocial behaviors (Eamon & Mulder, 2005). Given the link between parenting behaviors and child behavior problems, for the current study, child externalizing behaviors will be examined as an outcome related to positive involvement.

Systematic Review of Positive Involvement Literature

A systematic literature review was conducted to: (a) describe the current definitions of positive involvement in the literature, (b) determine the various measures/ scales that are used to measure positive involvement, (c) describe and discuss limitations, strengths and weaknesses in the current literature, and (d) draw conclusions about the type of positive interactions that parents are engaging in with their children. In order to meet these objectives, articles were identified that provided descriptions of, and methods used to assess positive involvement.

A search of PsychINFO, Psychological and Behavioral Sciences Collection PsychARTICLES and Web of Science was completed. The search was limited to books, book chapters, and articles published between 2003 - 2016. After an examination of these articles, a total of 29 primary research articles were selected for the current review (see Table 1). The following search terms were included: (a) parental warmth and Latino or Hispanic, (b) warmth and Latino or Hispanic, (c) positive involvement and Latino or Hispanic, (d) parental involvement and Latino or Hispanic, (e) love and Latino or Hispanic, and (f) positive parenting and Latino or Hispanic. Identified articles were only included in the review if they met the following criteria: at least one-third of the sample was Latino and the study directly assessed positive involvement in the parent-child relationship.

Study characteristics. Two major categories of characteristics of interest were identified from reading the sources and were thus used for the review. The characteristics were related to the main goals of the literature review: (a) methodological characteristics:

Table 1

Study Characteristics

Author and year	Terms used	Participants	Assessment method	Assessment
Allen et al. (2013)	Parent/youth attachment Parental acceptance	mother fathers children	self report	Children's report of parental behavior inventory 9 items
Bámaca-Colbert, Gayles & Lara (2011)	supportive parenting	female children	self report	Inventory of Parent and Peer Attachment
Broman, Reckase, & Freedman-Doan (2006)	warmth	children	self report	unspecified
Castillo, Welch, & Sarver (2011)	father involvement	fathers	self report	authors developed own
Ceballo & Hurd (2008)	warmth	mother children	self report interview	Block Child rearing practices report (4 items)
Chao & Kanatsu (2008)	warmth	children	self report	Parent Behavior Inventory
Chung, Chen, Greenberger, & Heckhausen (2009)	parental warmth	children	self report	Parental Warmth and Acceptance Scale (8 items)
Davidson & Cardemil (2009)	personal parental involvement	parents children	self report	Parent Involvement Scale
De Von Figueroa-Mosely, Ramey, Keltner, & Lanzi (2006)	nurturance	parents children	interview	Family Background Interview Parenting Dimensions Inventory
Domenech Rodriguez, Davis, Rodriguez & Bates, 2006	positive involvement	mothers fathers	self report observation	Alabama parenting scale Behavioral observation coding
Hagan et al. (2012)	effective parenting	parents children	self report	Child Report of Parenting Behavior Inventory
Hofferth (2003)	parental warmth	children	self report	Parental Warmth Scale from Child Trends
Holtrop, McNeil Smith, & Scott (2015)	positive involvement	children parents	Self report	Alabama Parenting Scale
Johnson, Giordano, Manning, & Longmore (2011)	parental support	children	self report	7 items

(*table continues*)

Author and year	Terms used	Participants	Assessment method	Assessment
Julian, McKenry, & McKelvey (1994)	parenting involvement	parents	interview	7 items
Leidy et al. (2011)	acceptance involvement	children mothers fathers	self report	Child's Report of Parental Behavior Inventory
Leidy, Guerra, & Toro (2010)	positive parenting	parents	self report	7 item scale
Love & Buriel (2007)	parent child bonding	children	self report	Parent Child Bonding Scale
Mogro-Wilson (2008)	warmth	mother children	self report	1 item "most of the time my mother/father is warm and loving toward me"
Nadeem, Romo, Sigman, Lefkowitz, & Au (2007)	positive responsiveness	mothers children	self report observation	Parent Adolescent Communication Scale Behavioral observation coding
Padilla-Walker, Bean, & Hsieh (2011)	parental acceptance	children	self report	Child Report of Parent Behavior Inventory
Plunkett, Williams, Schock, & Sands (2007)	parental behaviors parental support	children	self report	Parent Behavior Measure
Rodrıguez, Perez-Brena, Updegraff, & Umaña-Taylor (2013)	parent adolescent warmth	children	self report	Children's Report of Parental Behavior Inventory
Sotomayor-Peterson, Figueredo, Christensen, & Taylor (2012)	positive expressiveness family climate	parents	self report	Self -Expressiveness in the Family Questionnaire (12 items)
Stacks, Oshio, Gerard, & Roe (2009)	maternal warmth	parents children	interview observation	Home Observation for Measurement of the Environment
Tresch Owen et al. (2013)	positive regard	mothers fathers	observation	Study of Early Child Care and Youth Development (SECCYD) procedure
Vélez-Pastrana, González-Rodríguez, & Borges- Hernández (2005)	parental support	children	self-report	Parent-Child Involvement Scale
Weis & Toolis (2010)	warmth	mothers children	self report	Parent Behavior Inventory
Yildirim & Roopnarine (2015)	Maternal warmth	mothers children	observation	Home Observation for Measurement of the Environment

Variables of interest (e.g., positive involvement, warmth, positive parenting), corresponding operational definitions, and methodological procedures used (e.g., observation, self-report measures, interviews), and (b) participant characteristics: ethnicity, socioeconomic status.

Findings. Thirty-four percent of the studies (*n* = 10) investigated "warmth." Fourteen percent of the studies (*n* = 4) investigated "support." Twenty-one percent of the studies (*n* = 6) investigated "involvement." Ten percent of the studies (*n* = 3) investigated "acceptance." The remaining studies (*n* = 7) investigated one of the following: nurturance, effective parenting, positive parenting, parent-child bonding, positive responsiveness, positive expressiveness, family climate, positive regard, and parent youth attachment. The percentages of variables investigated do not add up to 100% as a result of a few studies investigating more than one variable. The use of different terms for the variables being investigated is important to note because all the studies appeared to be investigating similar constructs but used different terms. Furthermore, it is only possible to say that the studies appeared to be measuring the same construct because rather than providing an operational definition most of the studies defined the construct by providing the items used to measure the construct. The conclusion that can be drawn from these findings is that there appear to be numerous terms that are very similar, if not synonymous, with positive involvement.

Studies. Forty-one percent of the studies (*n* = 12) included only children/ adolescents as the research participants. Forty-one percent of the studies (*n* = 12) included both parents and children as their research participants. Seventeen percent of the

studies (n = 5) included only parents as the research participants. One study included only fathers as the research participants. The difference in research participants is important to note because researchers are measuring a similar construct in different ways because they are using different types of participants.

A potential explanation for the observed differences in participants, measurement instruments, and methods, could be that researchers are conceptualizing positive involvement in different ways and from different developmental perspectives. According to attachment theory, the parental behavioral indicators of secure attachment change as children grow (Bowlby, 1969). For example, behavioral indicators for infants could include parents responding when children are crying, and physical proximity seeking. However, in older children, proximity seeking becomes a task for the child, instead of the parent (Bowlby, 1969). Considering the developmental differences of attachment behaviors, it is logical for behavioral indicators of positive involvement to change across the lifespan. Following this conclusion that behavioral indicators of positive involvement are topographically different at different stages of development, it would be useful to develop a broad conceptualization of the term that encompasses the differences at different stages of development. Furthermore, it would be beneficial to have measurement instruments that are specific to certain developmental stages. A broader conceptualization could remedy variation in definitions, and measurements of positive involvement.

Conclusions. There is nearly no guidance on behavioral indicators of such positive involvement in the constructs or their definitions. Guidance can instead be found

in the measures used to observe positive involvement. The lack of agreement on labels and definitions of positive involvement begs the question of whether the same concept is actually being examined or whether all these concepts are related but distinct. This is an important distinction to make, if the implication of these studies is that parents should be working on increasing their levels of positive involvement, and if clinicians are supposed to be teaching parents how to be positively involved with their children.

Positive Involvement Assessments

Eighty-three percent of the studies (n = 24) included at least one self-report measure to assess the variables of interest. One study used an interview method in addition to the self-report measure, and 13% of the studies (n = 4) used behavioral observation methods in addition to the self-report measure. Furthermore, although all the studies used at least one self-report measure, they all used different self-report measures. See Table 2 for a list of the measures used.

Based on the review of literature, there seems to be little agreement on how researchers label, and measure positive involvement. This is evidenced by the fact that researchers use different terms to define positive involvement, while there are multiple measures that all appear to be measuring similar constructs. Another important finding from the literature review is that there are numerous behavioral expressions that all need to be explored, since it would be difficult, if not impossible to generate a definitive and exhaustive list without extensive exploration. The necessary exploration to create an exhaustive and definitive list of all behavioral expressions of positive involvement is beyond the scope of this study. The same pattern of variability that is seen in the

Table 2

Summary Data of Literature Review

Results	Frequency	Percentage
1.Term used (*n* = 29)		
a. warmth	10	34
b. support	4	14
c. involvement	6	21
d. acceptance	3	10
e. other terms	7	24
2. Assessment type (*n* = 29)		
a. self-report	24	83
b. interview	3	10
c. behavioral observation	4	14
3. Assessment (*n* = 29)		
a. Unspecified / not standardized	6	21
b. Parent Adolescent Communication Scale	1	3
c. Parent Child Involvement Scale	1	3
d. Alabama Parenting Scale	2	7
e. Block Child Rearing Practices Report	1	3
f. Parent Behavior Inventory	1	3
g. Inventory of Parent and Peer Attachment	1	3
h. Parental Warmth and Acceptance Scale	1	3
i. Family Background Scale	1	3
j. Parenting Dimensions Inventory	1	3
k. Parent Involvement Scale	1	3
l. Child Report of Parenting Inventory	5	17
m. Parental Warmth Scale	1	3
n. Parent Child Bonding Scale	1	3
o. Home Observation for Measurement of the Environment	2	7
p. Self expressiveness in the family Questionnaire	1	3
q. Parent Behavior Measure	1	3
4. Participants (*n* = 29)		
a. parents only	5	17
b. children only	12	41
c. parents and children	12	41

literature exploring positive involvement is evident in the ways that parenting interventions address positive involvement. It is however, important to note that positive in include in most, if not all, parenting interventions, which highlights the importance of positive involvement in parenting interventions.

Parenting Interventions

Numerous parenting interventions exist in the literature. These interventions address a variety of behavioral problems, with multiple parenting strategies. The following is a summary of the ways in which the well-known parenting interventions, address positive involvement.

The current parenting interventions include interventions to address positive involvement. For example, Parent-Child Interaction Therapy (McNeil & Hembree-Kigin, 2010), uses child directed interactions to promote positive involvement and strengthen parent child relationships. Child directed interactions are those in which parents spend a predetermined amount of time playing with their children. During this time, parents are instructed to let their children choose the type of activity, and to avoid all questions, commands, critical statements, and sarcasm. Instead, parents are instructed to provide a lot of praise statements, reflect verbalizations of their children, imitate children's play, and describe their child's play, all with a lot of enthusiasm. The Incredible Years parenting intervention promotes positive involvement through positive support during play, praise, rewards, and physical warmth (Webster-Stratton, 2000).

Parent Management Training Oregon Model (PMTO) promotes positive

involvement between parents and children throughout all the phases of treatment (Forgatch & Patterson, 2010). In contrast to other parenting interventions, PMTO does not include techniques that specifically increase positive involvement independently but instead has elements that encourage positive involvement, strategically placed in various components. Specifically, PMTO, works to help parents recognize the strengths that their children have, teaches parents how to communicate effectively with their children, and to provide ample encouragement to their children. For example, when giving directions, parents are instructed to do so in in a calm amiable manner, and use words such as please to convey respect, and the expectation of cooperation. When engaging in teaching children, PMTO strategies are to use positive reinforcement as is possible, in the way of tangible reinforcements as well as verbal reinforcements. PMTO specifically suggests the use of compliments, positive phrases, and physical affection as possible reinforcers (Domenech Rodríguez, 2008).

Brief Strategic Family Therapy promotes positive involvement with multiple strategies. One of the strategies is reframing of negative feelings that the parents or children are having to positive feelings, reconnection, in which the therapist work to help parents and children overcome situations where there is an impasse and neither the parent or child wants to give in. BFST also uses affective strategies in which the therapist uses situations that provoke strong feelings as opportunities to learn new ways to engage in positive interactions. The strategy of reversal is also used in BFST. A reversal is a technique in which the therapist coaches family members to behave in the opposite way of how they would typically (maladaptively) behave (Szapocznik et al., 2003).

The Positive Parenting Program (Triple P) is a parenting intervention that includes five core principles. These include: ensuring a safe and engaging environment, creating a positive learning environment, using assertive discipline, having realistic expectations, and taking care of oneself. The parenting skills taught based on these principles all target positive involvement indirectly. While they are not specifically described as targeting positive involvement it is evident that positive involvement is a global theme that the program addresses. For example, there are specific skills that are taught to enhance the quality of the parent child relationship, including affection, spending quality time together, and communication (Sanders, 1999).

While all the aforementioned interventions are all targeting positive involvement, they do so in different ways, and are targeting different age groups. The review of these parenting interventions provides a guideline of the various ways that are currently being used to address positive involvement.

Conclusions

The findings from this review indicate that there is substantial variability in the ways that researchers label and measure positive involvement. For example, the studies used a variety of terms to describe positive involvement, as well as a variety of different assessment instruments. Furthermore, there was also variation of having parents, children or a combination of both as research participants. Another important finding from this review is that the majority of the studies provided no definition or description of what construct was being measured. Instead, most studies provided only a sample of the items

on the scales that were used to measure the construct.

Due to the inconsistencies in measurement, labels and descriptions of positive involvement, it is not possible to draw conclusions about how Latino parents conceptualize and express positive involvement in a general way based on the review of literature. Therefore, more research is needed to develop a comprehensive description of positive involvement among Latino families. The development of a comprehensive description of positive involvement is beyond the scope of the current study. The lack of a comprehensive description of positive involvement instead revealed the need for the development of a codebook based on the current literature that brought together all of the different components into one observational codebook. The methodology to do so is described below.

For the current study, the review of literature was used in order to develop the codebook used in the analysis of data. All the items included on the positive involvement assessments were examined and a list of these items was created. This list was further condensed to include all the items that described observable behaviors, for future use in the codebook. Items that described warm positive interactions as well as negative, rejecting interactions were included. The list of items was then classified into various categories based on the type of behavior (e.g., statements, body language, physical contact, responsiveness). The final list with corresponding categories, comprised the initial version of the codebook used in the data analysis (see Appendix A).

CHAPTER III

METHOD

Participants

Participants in the study included 55 two-parent families with at least one child between the ages of 6 and 11. Families lived in Puerto Rico at the time of the study. Children in the sample were 6 to 11 years of age (M_{age} = 7.78, SD_{age} = 1.71). Mothers were 23 to 50 years old (M_{age} = 36.78, SD_{age} = 7.49) and fathers were 22 to 56 years old (M_{age} = 39.43, SD_{age} = 8.11). The majority of both mothers and fathers had completed an undergraduate degree (n = 38, 69.0%; n = 29, 52.7%; respectively). Children, mothers, and fathers were mostly born in Puerto Rico (n = 52, 94.5%; n = 44, 80.0%; n = 47, 85.5%; respectively, see Table 3). Further demographic information is reported in Domenech Rodríguez, Franceschi Rivera, Sella Nieves, & Félix Fermín (2013).

A total of 100 families were screened for appropriateness for participation in the parent study. Seventy families met all criteria for inclusion in the study and ultimately 55 families participated. For inclusion in the parent study, families had to have two parental figures in the home (see Appendix D for Inclusion Criteria Form). All couples were opposite sex pairs although this was not a criterion for inclusion in the study (i.e., same sex couples were welcome to participate). The parent study aimed at gathering pilot data from normative interactions between parents and children, therefore a nonclinical sample was recruited. For example, the exclusionary criteria for the study were any children that demonstrated developmental delays or severe conduct problems as assessed in a formal

Table 3

Participant Characteristics

	Mother (*N* = 49)		Father (*N* = 49)		Child (*N* = 49)	
Characteristic	*n*	%	*n*	%	*n*	%
Education						
Junior high	4	8.2	7	14.3		
High school	6	12.2	10	20.4		
University	28	57.1	22	44.9		
Post-graduate	8	16.3	6	12.2		
Other	2	4.1	3	6.1		
Participant sex						
Male					32	65.3
Female					17	34.7
Place of birth						
Puerto Rico					47	95.9
Dominican Republic					1	2.00
Participant age						
6-7					24	49
8-9					16	32.7
10-11					9	18.4
22-32	17	34.6	8	16		
33-43	19	38.6	25	51		
44-54	13	26.5	11	22.3		
55-65	0	0	2	4.1		

screening questionnaire, as well as parents that had addictions to substances that interfered with their ability to parent the children, extremely neglectful to the children, classified as a sexual predator due to crime against one of the children in the home, and active state of psychosis. Families who were excluded from participation were excluded largely due to family structure that did not include two parental figures. Each family who participated in the study received $25 and each child received a small gift of their choosing from a gift box. Families were also offered free participation in a parenting

workshop as further incentive, following their participation in the study. All recruitment, screening, study, and follow-up was conducted in Spanish (see Appendix C for Informed Consent Form).

The parent study was approved by the University of Puerto Rico Institutional Review Board, and the current study was reviewed and approved by the Utah State University Institutional Review Board, Protocol #1275 (see Appendix B).

Sample Size

All families for whom videos were available were viewed. There were a total of 55 families that participated. Of those 55 families, 54 videos were available. Of the 54 available videos, there was a recording error in which one video was unable to be viewed, two videos were too dark to accurately code the behaviors and two videos had too much noise to hear the audio content accurately. Therefore, five videos were not included in the coding procedure. Post-hoc analyses were conducted to determine power (see limitations section). The tasks that were included in this study were a puzzle activity and a guessing game as the "skills building" activities, and discipline/recess time. The current study was a cross-sectional, quantitative study to examine the ratio of intervals of positive and negative parent behaviors that predict externalizing behaviors in children.

Procedure

The participants in the parent study completed demographics questionnaires as well as the Child Behavior Checklist (CBCL; Achenbach & Rescorla, 2001). All

measures were administered in Spanish. The families then engaged in multiple family interaction tasks that were video recorded. These tasks included a family fun task, a couple problem-solving activity, a family problem-solving activity, two skills building activities, and a monitoring activity. All families engaged in the tasks in the same order. The order that the tasks were presented was: family fun task, guessing game, supervision task, discipline/recess task, problem selection task, problem solving task, and puzzle task.

Family Fun

For the fun family task, both parents along with their child were instructed plan a family activity that they could participate in during the next week. They were instructed to plan something simple that they could engage in that didn't necessarily require spending any money. The families had 3 min to engage in this activity.

Guessing Game

The Guessing game is a skills building task. This task included two parts. For the first part, the parents received 11 cards with images on them and the parents were instructed to give their children clues so that they could guess the images on the cards without seeing them. The families were given 2 min to try to go through as many cards as possible. The second part of this task was the same as the first part, but instead the child had to help the parents guess the images on 10 cards by giving them clues. The families were given 2 min to complete the second part of the activity. This task lasted a total of 4 min.

Supervision

For this task the child was instructed to think of a time when they spent time with individuals (children and/or adults) other than their parents. The child was then instructed to discuss this situation with his/her parents. This task lasted for 5 min.

Discipline/Recess

The next task was discipline/recess. For this task the families were instructed to play freely with the toys present in the room, as well as eat the snacks provided in the room. After 5 min, the families were told that they had 2 min to put away all the toys. The discipline portion of this task, consisted of a candy basket which was placed in the room while the families were playing together. Children and parents were instructed to refrain from eating the candy in the basket during this time. The discipline task therefore consisted of the parents making sure that the children ate only from snacks they were provided, and not from the candy basket.

Problem Selection

For this task, the child stepped out of the room, and the parents were instructed to select a family problem from a list that they had previously completed, to discuss with the child. The parents were given 5 min to select one task to discuss with their child.

Problem Solving

For the problem solving task, the child re-entered the room after stepping out for the problem selection task, and the families were instructed to discuss the problem they previously selected, and try to find a solution to the problem. The families engaged in this

task for 5 min.

Puzzle

The puzzle activity is a skills building activity. For this activity, parents helped their child complete tangram puzzles. Families received six cards with tangrams on them, and parents were instructed to help their child complete as many of the tangrams as possible in 4 min.

For all the tasks, families were first given instructions on how to carry out the task, and then later engaged in the tasks with their children. For further description of tasks included in the larger study, see TIF Manual, *Protocolo para la Aplicación de las Técnicas de Recolección de Datos en la Evaluación del PMTO (*Amador Buenabad et al., 2013).

For the purpose of this study, the guessing game, puzzle activity, and discipline/ recess tasks were coded. These tasks were selected in order to sample parent-child interactions across a variety of activities. For example, the Guessing Game is a structured activity that has specific rules and expectations for how the activity should be completed and requires the participation of both parents and children. The discipline/recess task is not structured and has only one expectation (i.e., that the parents prevent the child from eating candy out of a candy basket). This task does not require that the children and parents interact in any way unless they choose, and thus allowed the families to interact as much or as little as they preferred. Furthermore, this task was also of interest because the parents would be able to interact more freely, rather than interact only in the context of the task being completed. The puzzle task was chosen because it is structured, but

rather than requiring the parents to interact with the children in a specific way, the parents are instructed to help the child as they see fit. Overall, the three tasks represent varying levels of task structure, and expected parent-child interactions.

Both skills building activities (i.e., the guessing game and puzzle activity) and discipline/recess tasks were included in the behavioral coding for this study. These activities were selected because they provided data with differing levels of task demand for both the parents and children (i.e., there is typically very little task demand during free play). Furthermore, they were the longest activities, which increased our ability to capture the behaviors of interest.

Coding Procedure

Parent-child interactions were coded using partial interval coding. Coding took place every 10 s of video. Each 10 s interval of behavior received one code, either as positive, negative +, negative- or neutral. The behavior of both parents was observed in each interval, and one code that was representative of the dominant nature of the interval was recorded. The rationale for a single code for each interval rather than for independent codes for mother and father were to avoid collinearity problems or an over-fit of the regression model due to too many predictor variables, as well as the complexity of identifying two separate codes for each interval of behavior. For example, the behavior of one parent would likely influence the behavior of the other parent, which would not provide an accurate representation of the overall tone of the interaction during the interval of behavior. Furthermore a general tone of the interval of parent behavior was the goal of the data coding, which was satisfied with one overall code. Parent behaviors were

coded every 10 s to see the ratio of positive to negative intervals of behaviors that predicted child outcomes. Overall, there was a total of approximately 15 min of observation for each family. There was variability in the amount of observation available for each family due to variability in the implementation of the observation protocol. The number of intervals available to be coded for each family ranged from 60 to 76 intervals.

In addition to coding each segment as one of the four target behaviors, a detailed log was kept of the actual behaviors that the parents were engaging in during the segments coded as positive. This log was kept in order to generate a catalog of positive behaviors that Latino parents engage in with their children to contribute to the literature on positive involvement as well as for possible use in parenting interventions seeking to promote positive involvement.

Behavioral coding. The videos were reviewed by three independent bilingual coders. Interrater reliability was calculated using Cohen's Kappa a measure of absolute agreement. Behaviors were coded according to the guidelines in the codebook (Appendix A).

Three coders reviewed the videos for the study. Because families in the sample currently lived in Puerto Rico, native Spanish speaking coders were used. Because of cultural variations in dialect of the Spanish language, it was determined that native Spanish speakers with a geographically Caribbean background were preferable. Coders for the study included coders of Puerto Rican and Cuban backgrounds that were native Spanish speakers.

Thorough discussion of codes and training of the raters was completed prior to

beginning the review and coding of the data. Both coders simultaneously coded the videos and discussed their subsequent results in order to calibrate the ratings. This procedure was completed until a Cohen's Kappa of at least .67 was achieved. The value of .67 was chosen since it is considered to represent a substantial amount of interrater agreement (Cohen, 1960, 1968; Landis, & Koch, 1977). Once the coders obtained a Cohen's Kappa of .67, the coders independently coded two videos. Subsequent calibration checks were completed in which the two coders simultaneously coded one video and Cohen's Kappa was calculated. Since the Cohen's Kappa remained at or above .67, at each calibration check, the coders continued independently coding five videos at a time followed by coding one video simultaneously for a calibration check, and so on. During each calibration check, .67 Cohen's Kappa was obtained, and thus coding was able to continue, without having to recalibrate. As the videos were coded, raters made notes of unique behaviors that were not captured in the codebook, and the behaviors were incorporated into the codebook after thorough discussion.

Observational coding. The Parental Warmth and Hostility Codebook was developed prior to beginning the review of the videos. The development of the codebook was completed with information gathered from the review of the current literature and scales used to assess positive involvement. From the scales 101 descriptors of positive involvement were culled. An additional 13 were added by the research team members, especially to populate descriptors of neutral behaviors. A thorough review of the items that comprised each scale was completed. These items were then sorted into six general categories of statements, physical contact, tone, responsiveness, body language, and

behavioral strategies to help support the coding process. Items were further sorted into one of three categories (positive, negative, neutral) the coding categories. Items within the negative category were then further sorted into either negative plus (+) or negative minu (-). Behaviors were sorted into the negative (+) category if they represented appropriate correction strategies, such as warm verbal instructions. These types of behaviors were considered negative (+) rather than positive because they are not behaviors that are intended to strengthen the parent child relationship. These behaviors were coded negative (+) rather than negative (-) because they were considered to be necessary and appropriate behaviors in parent child interactions. Behaviors were sorted in the negative (-) category if they represented behaviors that were intrusive, and/or hostile, such as insisting on helping the child despite the child refusing the help. Behaviors that were physically or verbally aggressive were also sorted into this category. For example, demeaning and derogatory comments, and slapping, hitting, and pushing were sorted into this category. There was also a code for neutral behavior. This code was used for behaviors that did not fit into either the positive or negative category. An example of behaviors that were coded as neutral were moments when parents were not interacting with their children in any meaningful way. The inclusion of this category prevented neutral behaviors from being coded as positive or negative by default, thus inflating another category and rendering analyses inaccurate. Once the behaviors were all sorted into one of four coding categories, a consultation was completed with another researcher that were part of the committee to further validate the appropriateness of each behavioral category. See Appendix A for full codebook.

Self-Report Measures

Self-report measures for the original study included demographics, parental stress, parental depression, marital satisfaction, united parenting front, parenting practices, as well as child outcomes (Domenech Rodríguez et al., 2013). The demographics measures assessed variables including child and parental age, parental level of education, national origin, and subjective economic status. The measure that assessed parenting practices examined five core parenting practices: positive involvement, problem solving, effective discipline, monitoring, and skills building. Parents filled out the demographic questionnaire together but reported separately on all other measures. All measures were administered in Spanish. For the purposes of the present investigation, only the demographic measures and the CBCL, were used.

The CBCL (Achenbach & Rescorla, 2001) was administered to get a measure of child behavior problems. The CBCL is a self-report measure that consists of 118 items. The version that was used for the larger study is used to assess behavior problems in children between the ages of 6 and 18. Administration of the CBCL takes approximately 15 min and is available in English and Spanish. The CBCL has been found to have high reliability with intraclass correlations of inter-interviewer and test-retest reliabilities in the range of .93 to 1.00. There is a large research base that supports the validity of the scores on the CBCL (Achenbach & Rescorla, 2001)**.**

CHAPTER IV

RESULTS

The first research question was: What are the types of positive interactions that Latino parents engage in with their children? Overall, the results are consistent with Latino parents engaging in a variety of positive interactions with their children, across different types of tasks. Latino parents used terms of endearment, and used various phrases to encourage and reinforce their children. Latino parents engaged in various cooperative behaviors with their children including working together to clean up, and to select toys/games to play with. Sharing was also a behavior that was seen in multiple observations, specifically during the snack portion of the tasks. Physical touch, including hugging, touching arm or shoulders of the child was seen in multiple videos as well.

Positive interactions were seen for each family that was reviewed, although the frequency of positive interactions varied among the families. The interactions of parents with their children were overwhelmingly positive. Overall, results of the coding were a mean proportion of 34.65 positive interactions, 16.82 negative (+) interactions and 10.92 negative interactions (-) between the parents and their children. Analyses of the data yielded a nonsignificant relationship between the types of interactions and the results on the CBCL. The results are presented in Table 4. Pearson correlations of study variables can be found in Table 5.

A review of the catalog of behaviors that was developed while coding, revealed that the Latino parents in the current sample engaged in a variety of positive interactions with their children. Specifically, positive statements that meant to encourage as well as

Table 4

Characteristics of Study Variables

Variable	*M*	*SD*
CBCL: Externalizing		
Mother	57.63	10.49
Father	55.77	9.15
Overall percentages		
Positive behaviors	49.73	
Negative (+) behaviors	24.20	
Negative (-) behaviors	15.83	
Neutral behaviors	10.26	

Table 5

Pearson Correlations for Study Variables Calculated as Percentages

	Ratings		Intervals			Ratios	
Variable	1. Mother	2. Father	3. Positive (%)	4. Negative (+) (%)	5. Negative (-) (%)	6. Positive/ negative (total)	7. Positive/ negative (-)
1. Mother		.700**	.002	.067	.061	-.028	-.203
2. Father			-.098	.101	.077	-.088	-.187
3. Positive				-.500**	-.519**	-.828**	.356*
4. Negative (+)					-.300*	-.541**	.121
5. Negative (-)						-.469**	-.646**
6. Positive/negative							.354*

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

provide positive reinforcement when the children did something correctly were notable in that they were prevalent across the sample. These statements included “muy bien” (very good), “perfecto” (perfect), “salud” (cheers), “eso mismo” or “eso” or “eso es” (that’s it),

"brutal," "así" (that's right), "mhm," "excelente" (excellent), "wow," "que rápido" (that was fast), "lo hiciste súper" (that was super), "que inteligente" (very smart), "chévere" (awesome), "sí, aha" (yes, u huh), "aha, exactamente" (yes, exactly), "vas bien" (you're doing well), "dale, que tu puedes" (keep at it, you can do it), "correcto" (correct), "bravo," "fabuloso" (fabulous), and "más o menos" (more or less).

The parents also displayed other verbal behaviors that were coded as positive although they were not for the purpose encouraging or providing positive reinforcement. These statements included questions that demonstrated interest in the child, or offered the child something, including variations offering food and toys during the discipline tasks. Some examples include "¿quieres algo?" (would you like something), "¿quieres jugito?" (do you want juice?) and "¿qué queres jugar?" (what do you want to play). Parents also offered help with the tasks with statements including "¿mami te ayuda?" (should mom help you?), and "me avisas si necesitas ayuda" (let me know if you need help). Statements that demonstrated interest in the child included reflecting statements made by children, commenting on things they said such as "¿no te gusta? ¿por qué?" (you don't like it? why?) in reference to the snacks, and responding to child questions/statements/ reactions such as "¿te asustaste?" (that scared you?), "¿que pasó?" (what happened?) in response to the child making an unusual facial expression and ¿te gustan las galletitas?" (you like the cookies?) in response to the child eating the cookies. Lastly, parents often used appropriate manners toward their children saying "porfavorcito" (please), and "gracias" (thank you).

Another important component of verbal behavior worth mentioning is the types of

statements and feedback that parents engaged in during the Guessing Game task. For the Guessing Game task, parents and children took turns giving each other hints in order to help the other guess the target word. Observations during this task revealed distinctive ways of responding or encouraging the child in order to help him/her guess the target word. Parents often responded positively by continuing to provide hints as the child guessed, and further encouraging them with statements such as “Se parece” (it’s similar), “Sí, pero otro nombre” (Yes, but another name). “Sí, pero otra palabra” (Yes, but another word), and “Se llama por otro nombre” (It goes by another name). This type of statement is significant due to its distinctive difference from the statements that parents made during this task, seemingly with the same intention to encourage, that began with the word, “No,” or another. Other positive behaviors that parents engaged in included laughing, joking together with the children, smiling at children, giving high fives, hugging and caressing children, and providing eye contact.

During the Discipline task when children had the option of having a snack and playing a game, positive parent behaviors that were salient were sharing of food, and playing with the children. In multiple video observations, parents offered children the food that they were eating and accepted food that the children offered them. Parents also played games that the children chose as well as participated together in activities such as coloring together.

Overall, parents engaged in a variety of types of positive interactions with their children. These include positive statements, positive body language, responsiveness, and physical contact. For example, in the current study parents provided positive statements,

including “muy bien” (very good), used terms of endearment when speaking to their children such as “mi amor” (my love), and provided verbal encouragement. In the area of positive body language, parents sat oriented towards their child as the child engaged with the puzzle tasks or as they ate their snack. Parents provided eye contact when their child spoke to them and smiled appropriately. In the area of responsiveness, parents answered questions posed by the children, provided verbal help when the children asked for it and said “thank you” appropriately to the children, particularly during the task where they eat snacks. Parents also shared/offered food to their children, and received food welcomingly from children when they offered food to the parents. In the area of physical contact, parents hugged their children, patted them as acknowledgment for doing well. The survey observations of parent-child interactions did not reveal any obvious missing areas for addition of items to the observational rating scale.

The second research question for the current study was: Does a ratio of positive to negative intervals of parent behavior predict externalizing behaviors in children among Latinos? To address this question, two separate regression analyses were conducted, using ratios of intervals of positive to intervals of negative behaviors. Two different ratios were calculated; negative (-), and grand total negative. Grand total negative included negative (-), and negative (+). Each proportion was calculated by dividing the grand total of the intervals of positive behavior, by the behavior type of interest (i.e. negative [-], or, negative [-] combined with negative [+]).

The first regression model addressed mother ratings of externalizing behaviors and ratios of intervals of positive to intervals of negative (-) behavior, and ratios of

intervals of positive to intervals of negative behavior (both [+] and [-]). There was linearity as assessed by partial regression plots and a plot of studentized residuals against the predicted values. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.825. There was homoscedasticity, as assessed by visual inspection of a plot of studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. There were no studentized deleted residuals greater than ±3 standard deviations, no leverage values less than 0.2, and values for Cook's distance above 1. The assumption of normality was met, as assessed by P-P Plot. The multiple regression model did not statistically significantly predict mother externalizing behaviors, $F(2, 45) = 1.017$, $p = .370$, adj. $R^2 = .001$. Regression coefficients and standard errors can be found in Table 6 (below). Overall, the ratios of intervals of positive behavior to intervals of negative (-) behavior, and ratios of intervals of positive to intervals of total negative behavior, did not predict the value of externalizing behaviors as rated by mothers. Regression coefficients and standard errors can be found in Table 6.

The second regression model addressed father ratings of externalizing behaviors

Table 6

Ratios of Intervals and Mother CBCL Ratings

Variable	*B*	SE_B	β
Intercept	58.382	2.696	
Proportion of negative (-)	-0.288	0.204	.220
Proportion of total negative	0.475	1.572	.047

Note. *B* = unstandardized regression coefficient; SE_B = Standard error of the coefficient; β = standardized coefficient.

and ratios of intervals of positive to intervals of negative (-) behavior, and ratios of intervals of positive to intervals to negative behavior (both [+] and [-]). There was linearity as assessed by partial regression plots and a plot of studentized residuals against the predicted values. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.998. There was homoscedasticity, as assessed by visual inspection of a plot of studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. There were no studentized deleted residuals greater than ±3 standard deviations, no leverage values less than 0.2, and values for Cook's distance above 1. There assumption of normality was met, as assessed by P-P Plot. The multiple regression model did not statistically significantly predict father externalizing behaviors, $F(2, 44) = 0.810$, $p = .451$, adj. $R^2 = .036$. Regression coefficients and standard errors can be found in Table 7. Overall, the ratios of intervals of positive to intervals of negative (-) behavior, and ratios of intervals of positive to intervals of total negative, negative (-) and negative (+) behavior did not predict the value of externalizing behaviors as rated by fathers.

Table 7

Ratios of Intervals and Father CBCL Ratings

Variable	*B*	SE_B	β
Intercept	57.463	2.389	
Proportion of negative (-)	-2.04	0.180	-.179
Proportion of total negative	-2.01	1.386	-.023

Note. *B* = unstandardized regression coefficient; SE_B = Standard error of the coefficient; β = standardized coefficient.

The third research question was: Do proportions of intervals of positive and/or negative behaviors predict a greater percentage of variance in child outcomes than does a ratio of intervals of behaviors in Latino families?

Three different proportions were calculated; positive, negative (+), and negative (-). Each proportion was calculated by dividing the grand total of the interval of the behavior type of interest (i.e. positive negative [+], negative [-]), divided by the grand total of all the intervals, which yielded a percentage for each interval of behavior, for each category.

The first regression model addressed mother ratings of externalizing behaviors and proportions of intervals of positive, negative (-), and negative (+) behavior. There was linearity as assessed by partial regression plots and a plot of studentized residuals against the predicted values. There was independence of residuals, as assessed by a Durbin-Watson statistic of 2.036. There was homoscedasticity, as assessed by visual inspection of a plot of studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. There were no studentized deleted residuals greater than ±3 standard deviations, no leverage values less than 0.2, and values for Cook's distance above 1. The assumption of normality was met, as assessed by P-P Plot. The multiple regression model did not statistically significantly predict mother externalizing behaviors, $F(3, 45) = 0.731$, $p = .539$, adj. $R^2 = .046$. Overall, the proportions of intervals of positive, negative (+), and negative (-) interactions did not predict the value of externalizing behaviors as rated by mothers. Regression coefficients and standard errors can be found in Table 8.

Table 8

Proportions of Intervals and Mother CBCL Ratings

Variable	*B*	SE_B	β
Intercept	29.016	19.961	
Proportion of positive	26.273	20.508	.367
Proportion of negative (-)	37.594	27.258	.359
Proportion of negative (+)	39.276	28.128	.359

Note. *B* = unstandardized regression coefficient; SE_B = Standard error of the coefficient; β = standardized coefficient.

The second regression model addressed father ratings of externalizing behaviors and proportions of intervals of positive, negative (-), and negative (+) behaviors. There was linearity as assessed by partial regression plots and a plot of studentized residuals against the predicted values. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.929. There was homoscedasticity, as assessed by visual inspection of a plot of studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. There were no studentized deleted residuals greater than ±3 standard deviations, no leverage values less than 0.2, and values for Cook's distance above 1. There assumption of normality was met, as assessed by P-P Plot. The multiple regression model did not statistically significantly predict mother externalizing behaviors, $F(3, 44) = 0.404$, $p = .751$, adj. $R^2 = .027$. Regression coefficients and standard errors can be found in Table 9. Overall, the proportions of intervals of positive, negative (+), and negative (-) behaviors did not predict the value of externalizing behaviors as rated by fathers.

The sample for the present study was pre-determined by existing data. Post hoc analyses of the data were conducted using G*Power (version 3.1; Faul, Erdfelder,

Table 9

Proportions of Intervals and Father CBCL Ratings

Variable	*B*	SE_B	β
Intercept	43.867	17.591	
Proportion of positive	7.594	18.079	.123
Proportion of negative (-)	18.835	24.023	.225
Proportion of negative (+)	21.270	24.787	.208

Note. *B* = unstandardized regression coefficient; SE_B = Standard error of the coefficient; β = standardized coefficient.

Buchner, & Lang, 2009; Faul, Erdfelder, Lang, & Buchner, 2007) in order to determine power of the sample. The analysis used an alpha level of $p <$. 05, specified three predictors and a sample size of 49, to determine the power of a medium effect size (f^2 = .15). The analysis revealed less than adequate power of .57 to order to detect a medium effect size.

Further posthoc analyses were conducted to address whether parental behaviors had higher predictive ability when the behaviors were split by individual task (guessing game, puzzle, discipline/recess task). The analysis revealed nonsignificant results.

CHAPTER V

DISCUSSION

The current study aimed to answer the following questions: (a) What are the types of positive interactions that Latinos parents engage in with their children? (b) Does a ratio of positive to negative intervals of parent behavior predict externalizing behaviors in children among Latinos? (c) Do proportions of intervals of positive and/or negative behaviors predict a greater percentage of variance in child outcomes than does a ratio of intervals of behaviors in Latino families?

Regarding the first research question, the current study demonstrates that Latino parents, specifically, Puerto Rican parents demonstrated various types of positive interactions with their children. Several types of behaviors were notable in the sample. The first behavior worth mentioning is, play. During the Discipline task, parents and children are provided with snacks as well as with various toys, and are given the option to play and/or eat. While some parents and children spent the duration of the task eating the snacks, many parents played games with the children. Furthermore, many parents asked if the child wanted to play, and then asked the child to select the game/toy to play with. This is a notable finding because playtime between parents and children strengthens that parent-child relationship and has positive outcomes on child behavior. Also, while not completely child directed, the fact that the parents mostly let the child select the game is also encouraging on the positive involvement front, since child directed play has been found to be related to strong parent child relationships, and many other positive outcomes including brain development, and social and emotional relationships (Milteer, Ginsburg,

& Mulligan, 2012).

Another behavior worth noting that also occurred during the Discipline task, was sharing or cooperating. During this task, all the families ate from the snack basket that was provided. The majority of the families helped the child make their selection either by allowing them to look through the basket or helping them decipher what the different types of snacks were. The parents often offered to help the children open the snack packaging. Lastly, the parents and children often shared with each other from the food that they were eating, and some families even fed each other. This is notable because of the positivity and warmth seen between the parents as they shared and the positive outcomes that are closely related to these types of behaviors (Davidov & Grusec, 2006).

During the Guessing Game, all parents engaged in some form of verbal encouragement while their child attempted to guess a target word. While the focus of the study and further, this discussion, is on the types of positive behaviors that parents engage in with their children, the types of negative behaviors that parent demonstrated in the sample is worth discussing because of the subtle yet distinct differences between the two. The distinction between the two types of encouragement is the manner in which the statements were delivered. For example, if a parents gave hints in order for the child to guess the word “furniture,” and the child guessed “sofa,” some parents made a statement such as “No, its similar to a sofa” while other parents made a statement such as “Yes, its similar to a sofa.” While the difference appears to be minimal, from a behavioral perspective, the first statement could be seen as punishing due to the inclusion of the word “No,” while the second statement could be seen as reinforcing due to the inclusion

of the word “Yes.” In other words, the effort to encourage the child to continue attempting to guess a target word was commendable, but the context in which the encouragement was set, was very important. Certainly, shaping a child’s behavior with positive reinforcement is preferable to doing so with punishment, and would likely lead to more positive outcomes. It is worth noting that in reviewing the literature, there was no information found regarding the frequency with which non-Latino, specifically, European American families, engage in positive, and negative behaviors with their children. It seems there are some good opportunities for future research in this area to further elucidate the definition of positive involvement and provide more accurate measurement of it across cultural groups.

Regarding research question (b), results revealed that a ratio of positive to negative intervals of parent behavior do not statistically significantly predict externalizing behavior in children among Latino families. While a ratio of positive to negative behaviors is statistically significant in predicting outcomes in marriages, it may be that the influence of the ratio of behavior does not extend to parent-child relationships. It may also be that the manner in which the number of behaviors was collected, in this case, by 10 s intervals of parent behavior, did not reflect a meaningful number of behaviors to examine in a ratio. For example, it may be that rather than counting a 10 s period of behavior as, 1, a tally of each discreet behavior in a given time, is more meaningful for examination in a ratio.

Regarding research question (c) results also revealed that proportions of positive to negative intervals of behavior did not statistically significantly predict child

externalizing behaviors. It may in fact be that externalizing behaviors as measured on the CBCL, are not significantly influenced by positive and negative interactions alone. While structured observations are seen as a valid representation of home behavior, and are considered the 'gold standard' when examining parent-child behaviors, it may be that the types of tasks that the parents and children engaged in, in the current study, did not represent a valid and reliable estimate of the family dynamics in the home (Cummings, Davies, & Campbell, 2000). Lastly, the nonsignificant results may be due to other factors. In other words, it is possible that there are many other variables that must be considered in predicting externalizing behaviors in children. These other variables may include interactions with other important adult figures including teachers, grandparents, or other caregivers with whom children spend substantial periods of time. Other possible contributing variables include the level of social skills that children have, which in turn influence the way that children interact with their parents along with social support, and school performance, among others.

Another possible explanation for the nonsignificant findings in the current study is that the interpretation by the children of their parent's behavior, may be more closely related to externalizing behaviors, than are the actual parental behaviors. In other words, the way that parents express warmth and/or hostility to their children can vary dramatically, yet still have the same meaning to children (Rohner & Khaleque, 2005).

Limitations to the current study include the lack of independent data from fathers and mothers. Due to the nature of the data, in which children were observed with both parents simultaneously, it was not possible to calculate independent scores. Examining

the current research question while looking at independent ratings for mothers and fathers, may have yielded different results. The lack of independent scores may contribute to the results. Lastly, the mean CBCL scores were in the average range for both mothers and fathers, reflecting a subclinical sample. Intervals of positive behavior may predict child externalizing behaviors differently in a different sample with CBCL scores in the clinically elevated range.

Another limitation to the current study was that the child behaviors were not coded along with the parental behaviors. It is possible that the behaviors that children were engaging in during the interactions impacted how the parents interacted with the children. For example, if a child was particularly oppositional or defiant during the task, the parents may have in turn displayed more negative behaviors than a parent of a child who displayed fewer oppositional/defiant behaviors. The results of examining parenting behaviors could be substantially different if the child behaviors were controlled in the analyses. Also worth noting, there was no formal or informal assessment of parent-child closeness. It is likely that the quality of the relationship between the parent and child, is directly related to the type of interactions that each parent engages in with their children.

In order to continue to inform culturally appropriate parenting interventions, it is imperative that more observational research be conducted with various cultures. It is important to look at the types of behaviors that parents from various cultures engage in with their children to inform adaptations of parenting interventions. The current study examined exclusively parent behavior, however, future studies might also address extended family member, and teacher behaviors and interactions as well.

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APPENDICES

Appendix A

Parental Warmth and Hostility Codebook

Parental Warmth and Hostility Codebook

The focus of coding using this code manual is on the content of the interaction. Positive Involvement is characterized by a type of interaction that is intended to strengthen parent-child relationship bonds through encouragement, play, closeness, sharing, and other affiliative activities. Tone is an important part of these activities although tone does not always warrant a positive valence rating. Corrective actions taken by parents may be delivered in a warm fashion but are still considered negative interactions inasmuch as they represent a correction. In the 5:1 ratio of positive to negative interactions, such a correction would need to be balanced with ample opportunities for positive affiliative activities. For coding purposes, the tone of the correction will be noted with a + (e.g., for warm or neutral tone) or – (e.g, for hostile tone).

Statements

Positive	Neutral	Negative (+)	Negative (-)
Says nice things Tell child they love them Is understanding Encouraging remarks Praises Expresses feeling proud Expresses sympathy Expresses respect fro child's opinions Tries to cheer up child Expresses admiration Expressions of affection (e.g., pet name, I like you) Expresses appreciation Expresses approval Expresses Respect Descriptive talk (e.g. non-directive narration of play)	Verbal interaction between parents that don't involve the child	Giving directions (in warm or neutral tone) Neutral Correction (e.g., point) Neutral help (e.g. giving prompts, modeling, reteaching, labeling,) Instruction that does not include a directive Non-intrusive help	Giving directions (hostile or intrusive manner) Scold Criticize Derogate Express Dissatisfaction Express anger Express annoyance Express hostility Express embarrassment Express shame Express contempt Express dislike Put down Threaten Teases Makes fun of child Says mean things Is demanding Insults Swears Nags Blames Quarrelling Arguing

Physical Contact

Positive	Neutral	Negative (+)	Negative (-)
Physical Affection (e.g., caresses, kisses, cuddles, hugs, holds child)		Physically Directive	Physical punishment Restrain Slap Spank Grab/handle roughly Intrusive contact/affection Push Hit

Responsiveness

Positive	Neutral	Negative (+)	Negative (-)
Answers questions Apologizes Responds verbally Uses manners Help with decisions Responds to requests for help Reflection Explains Gives Comfort Gives Attention Gives Care Responds to request Follow through			Ignores Excludes child Intrusive help Interferes Restricts

Body Language

Positive	Neutral	Negative (+)	Negative (-)
Smiles Listen SOLER-(Sit squarely, open posture, lean toward child, eye contact) Warm eye contact Offers/Shares food		Apply consequences (warmth) Warm or neutral help with task	Apply consequences (hostile) Controls Finishes child's sentences Harsh punishment Spoils

Appendix B

IRB Approval Letter

Institutional Review Board

USU Assurance: FWA#00003308

Utah State University
OFFICE OF RESEARCH AND GRADUATE STUDIES

Expedite #8

Letter of Approval

FROM: Richard D. Gordin, Acting IRB Chair
True M. Rubal, IRB Administrator

To: Melanie Domenech Rodriguez, Michelle Varon
Date: May 27, 2005
Protocol #: 1275
Title: 1275 Parenting Intervention With Spanish-Speaking Latino Parents
Risk: Minor increase over minimal risk

Your proposal has been reviewed by the Institutional Review Board and is approved under expedite procedure #8:

> This approval applies only to the proposal (currently on file). Any change affecting human subjects must be approved by the Board prior to implementation. Injuries or any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Institutional Review Board.

Prior to involving human subjects, properly executed informed consent must be obtained from each subject or from an authorized representative, and documentation of informed consent must be kept on file for at least three years after the project ends. Each subject must be furnished with a copy of the informed consent document for their personal records.

The research activities listed below are based on the Department of Health and Human Services (DHHS) regulations for the protection of human research subjects, 45 CFR Part 46, as amended to include provisions of the Federal Policy for the Protection of Human Subjects, November 9, 1998.
Continuing review of research previously approved by the convened IRB as follows:

1. Where (i) the research is permanently closed to the enrollment of new subjects, (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for the long-term follow-up of the subjects; or
2. Where no subjects have been enrolled and no additional risks have been identified; or
3. Where the remaining research activities are limited to data analysis

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Appendix C

Informed Consent Form

UPR
Recinto de Río Piedras

Instituto de Investigación Psicológica - IPsi

Facultad de Ciencias Sociales

HOJA DE CONSENTIMIENTO INFORMADO
Observación acerca de las Prácticas de Crianza Normativas en Familias Puertorriqueñas

Descripción: Usted y su familia han sido invitados a participar en una investigación sobre las prácticas de crianza de padres y madres puertorriqueños. Esta investigación es realizada por la Dra. Melanie Domenech Rodríguez, catedrática asociada de la Universidad Estatal de Utah e investigadora asociada del Instituto de Investigación Psicológica de la Universidad de Puerto Rico, Recinto de Río Piedras. El propósito de esta investigación es observar a padres y madres puertorriqueños/as interactuando con sus hijos/as para entender las prácticas de crianza normativas y poder de esta manera aprender lo necesario para ofrecer programas de apoyo, adecuados al contexto familiar puertorriqueño, a aquellos padres y madres que estén teniendo retos en la crianza de sus hijos.

Como parte de este proceso se analizarán los datos de maneras múltiples, incluyendo análisis cuantitativos (con números) y cualitativos (de contenido). Se examinarán la utilidad de las escalas, factores asociados a las prácticas de crianza, y factores asociados a la conducta de los niños. Se examinarán los datos para entender a profundidad las características culturales de los intercambios entre padres e hijos. Por último, la información recopilada se combinará con una base de datos de un estudio paralelo en México y posiblemente con otro estudio con una población de Latinos en Estados Unidos para entender las similitudes y diferencias entre familias Latinas. En cualquier proceso de combinar bases de datos, se compartirá solo información que no pueda resultar en la identificación de participantes específicos.

Selección: Usted y su pareja fueron seleccionados para participar en este estudio ya que tienen hijos/as entre las edades de 6 a 11 años, residen en el mismo hogar, y expresaron interés en participar. Se espera que en este estudio participen aproximadamente 50 familias (padre, madre, un hijo/a).

Participación: Si acepta participar en esta investigación, se le solicitará a usted y a su pareja que completen varios cuestionarios que llenarán de manera individual y donde proveerán información demográfica, de prácticas de crianza, de su estado de ánimo (depresión, estrés), y su satisfacción marital. También se les pedirá que lleven a cabo unas actividades en familia que serán grabadas en video. Éstas se le explicarán en más detalle, pero en general se busca observar cómo padres/madres e hijos/as interactúan en situaciones comunes como lo son solucionar un problema familiar, jugar un juego

cooperativo, y hablar con los hijos acerca de su rutina cotidiana. Participar en este estudio le tomará aproximadamente 2.5 horas aunque algunas familias pueden tardar más tiempo. El estudio se llevará a cabo en el lugar de su conveniencia, que puede ser el Instituto de Investigación Psicológica de la Universidad de Puerto Rico, Recinto de Río Piedras, la Escuela de Medicina y Ciencias de la Salud de Ponce, o en su hogar de ser necesario.

Riesgos y beneficios: No se anticipan riesgos físicos para los/as participantes del estudio. Se anticipan riesgos menores como incomodidad o malestar psicológico/emocional debido a: (a) contestar los cuestionarios, (b) saber que se le está observando, y/o (c) la naturaleza de discutir temas delicados relacionados a la familia.

Para preservar su comodidad, se le recuerda que puede saltar preguntas que no quiera contestar, y puede retirar su participación en cualquier momento. Si usted desea consultar con un psicólogo, se le proveerá una lista de referidos. Esta lista incluye dirección, teléfono, y especialización de instituciones e individuos que ofrecen terapia individual, familiar o de pareja. En caso de que se identifique alguna necesidad, es posible que un investigador(a) le recomiende solicitar alguno de estos servicios psicológicos. No se anticipan riesgos mayores.

La investigación no conlleva beneficios directos para usted y su familia. Sin embargo, muchas familias reportan disfrutar del procedimiento de observación (ej., el juego es divertido), y algunas también reportan sentir satisfacción por haber contribuido al conocimiento que nutrirá una futura intervención para apoyar a familias puertorriqueñas en la crianza de sus hijos/as. Para aquellas familias que expresen interés, se ofrecerá un taller educativo para padres.

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Confidencialidad: La participación en este estudio es totalmente voluntaria. Toda información o datos que puedan identificar a los participantes serán manejados confidencialmente dentro de los estatutos de la ley, siempre y cuando, no exista peligro para el participante y/o terceras personas.

Solo la investigadora principal y los asistentes de investigación supervisados por ésta tendrán acceso a los datos crudos, cuestionarios y grabaciones que puedan identificar directa o indirectamente a un participante. Todos los investigadores han completado un curso de ética en investigación y protección de sujetos humanos. Este protocolo de investigación fue aprobado por el Comité Institucional para la Protección de Sujetos Humanos en la Investigación (CIPSHI).

Para lograr cumplir con los más altos estándares de confidencialidad, se capturaran imágenes de los documentos que los identifiquen, incluyendo esta Hoja de Consentimiento, y se guardarán en un disco duro externo que permanecerá en la oficina de la investigadora principal. Las copias físicas serán destruidas lo antes posible. El disco duro con la información se mantendrá desconectado, y guardado en una oficina bajo llave, mientras no esté en uso. De igual forma las grabaciones de video permanecerán guardadas en disco duro y permanecerán en un archivo bajo llave mientras no se estén utilizando para codificación. Las mismas se retendrán mientras haya un permiso vigente de una organización autorizada (ej., CIPSHI) que vele por la protección y buen manejo de información privada de participantes en investigación; de lo contrario pasados tres años una vez concluido el estudio serán destruidas. La organización autorizada será seleccionada de acuerdo a la afiliación institucional de la investigadora principal.

La información y resultados generales que se obtengan de este estudio pueden ser presentados en congresos y publicaciones académicas. En dichos congresos y publicaciones se presentarán los hallazgos de forma grupal (ej., comparación entre todos los padres y todas las madres) para que no haya peligro de identificación de participantes específicos. De presentarse información individual (ej., un ejemplo de una interacción particularmente interesante durante una de las tareas conductuales), no se incluirá su nombre o los datos personales de su familia, y de ser necesario, se cambiarán detalles para que su familia no pueda ser identificada. En ningún momento se mostrarán videos en foros públicos.

Oficiales del Recinto de Río Piedras de la Universidad de Puerto Rico, de la Escuela de Medicina y Ciencias de la Salud de Ponce, o de agencias federales responsables de velar por la integridad en la investigación podrían requerirle a la investigadora los datos obtenidos en este estudio, incluyendo este documento.

Incentivos: Usted y su pareja recibirán $25 cada uno, los cuales se le pagarán en efectivo al finalizar la evaluación.

Derechos: Si ha leído este documento, lo ha entendido, y ha decidido participar, por favor entienda que su participación es completamente voluntaria y que usted tiene derecho a abstenerse de participar o retirarse del estudio en cualquier momento, sin ninguna penalidad. También tiene derecho a no contestar alguna pregunta en particular. Además, tiene derecho a recibir una copia de este documento.

Si tiene alguna pregunta o desea más información sobre esta investigación, puede comunicarse con la Dra. Melanie Domenech por teléfono al 787-249-3583, o por e-mail (mdomenech@ipsi.uprrp.edu). También se puede comunicar con Natalie Franceschi, asistente de investigación, a los siguientes números (787-901-9203) o por vía electrónica a nfranceschi@ipsi.uprrp.edu. En Ponce, se pueden comunicar con la Dra. Nydia Ortiz-Pons al 787-840-2775 x2569 o por vía electrónica a practicasdecrianza.areasur@gmail.com. De tener alguna pregunta sobre sus derechos como participante, reclamación o queja relacionada con su participación en este estudio puede comunicarse con la Oficial de Cumplimiento del Recinto de Río Piedras de la Universidad de Puerto Rico, al teléfono 764-0000 x2515 ó a cipshi@degi.uprrp.edu. En la Escuela de Medicina y Ciencias de la Salud de Ponce al 787-840-2575 x2158 o mcruz@psm.edu.

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Su firma en este documento significa que es mayor de 21 años de edad y que ha decidido participar después de haber leído y discutido la información presentada en esta hoja de consentimiento.

_____	_____	_____
Nombre del/de la participante	Firma	Fecha

He discutido el contenido de esta hoja de consentimiento con el/la arriba firmante. Le he explicado los riesgos y beneficios del estudio.

_____	_____	_____
Nombre de la Investigadora y/o Asistente de Investigación	Firma	Fecha

Appendix D

Inclusion Criteria Interview Form

Entrevista de Confirmación de Criterios Inclusión[1]

Fecha de aplicación: ___/___/___ NI Terapeuta: _____

Instrucciones: Esta entrevista evalua si las familias interesadas en participar en el presente estudio cumplen con los requisitos básicos. La entrevista contiene cuatro secciones y es fundamental que las familias llenen criterio en cada una de las tres áreas de edad, estructura familiar, y problemas de conducta en el niño. El terapeuta deberá leer al padre/madre la información en *cursivas.*

Introducción.

Si la familia le llamó: *¡Buenos (días, tardes, noches)! Le hablamos de [institución o instituto]. ¡Gracias por llamar! Mi nombre es…, le preguntaré algunos datos generales. Toda la información que nos proporcione será protegida. ¿Me podría indicar dónde o quién le dio información del estudio para padres?*

Si usted realizó la llamada: *¡Buenos (días, tardes, noches)!, Mi nombre es _____ y trabajo en _____. Tengo entendido que puede estar interesado en participar en un estudio acerca de las prácticas de crianza de padres y madres. Todos los padres y madres participarían en una evaluación y recibirán un incentivo por su participación. ¿Le puedo hablar un poco más acerca del estudio?* (conteste cualquier pregunta, si el padre tiene interés pero no tiene tiempo, haga una cita para volver a llamar). *Lo que queremos es observar a padres y madres puertorriqueños/mexicanos/latinos interactuando con sus hijos para entender las prácticas de crianza y poder aprender lo necesario para ofrecer programas de apoyo a aquellos padres y madres que estén teniendo dificultades con sus hijos. Si le interesa participar quisiera hacerle unas preguntas para verificar algunos puntos importantes. En esta entrevista le voy a hacer unas preguntas acerca de su familia, quienes la componen, como se portan sus hijos, y si éstos tienen alguna condición de salud que afecte su desarrollo. Tomará aproximadamente 10 minutos ¿Está bien con usted si procedemos con la entrevista breve?*

Sí ☐ No ☐

Si el padre/madre tiene interés pero no tiene tiempo haga una cita para volver a llamar.

Fecha:	Hora:

a. *¿Me podría decir su nombre completo?* ☐ ☐ ☐

Apellido paterno | Apellido materno | Nombre(s)

Sección 1. Criterio A. Edad del niño.

Para asegurar que este estudio es adecuado para su familia, le haremos algunas preguntas.

a. ¿Tiene un hijo/a entre 6 y 11 años de edad cumplidos? Sí ☐ No ☐ **Finalice entrevista (cuadro A)*** ☐

b. ¿Cuántos hijos/as entre 6 y 11 años de edad tiene? ☐

[1] Desarrollado por Melanie Domenech Rodríguez, Nancy Amador Buenabad, Fabiola García Anguiano, Denyzette Díaz Ayala, y Ana Baumann.

	Niño 1	Niño 2	Niño 3	Niño 4
a. ¿Cuál es la edad de sus hijos/as?				
b. ¿Cuál es la fecha de nacimiento de sus hijos/as?				
c. ¿Cuál es el nombre de sus hijos/as, sin apellidos?				

SI CALIFICA: Pase a la Sección 2.

Cuadro A: ***NO CALIFICA.** Diga: *Gracias por contestar nuestras preguntas. Este estudio está diseñado para familias con niños de 6 a 11 años de edad. Lo siento, si necesita algún apoyo para su familia le recomendamos llamar a: _____.*
Si conoce a otras familias que tengan hijos/as de 6 a 11 años cuyos padres residan en el mismo hogar, por favor proporciónele nuestro teléfono. Le agradecemos su tiempo.

Sección 2. Criterio B. Estructura familiar.

¡Excelente! Estamos buscando familias en las cuales papá y mamá residan en el mismo hogar, ya que necesitamos la participación de ambos padres. Me podría indicar si:
Actualmente, ¿Papá y mamá residen en el mismo hogar? Sí ☐ No ☐ **Finalice entrevista (cuadro B)***

SÍ CALIFICA: Pase a la Sección 3.

Cuadro B: ***NO CALIFICA.** Diga: *Gracias por contestar nuestras preguntas. El estudio está diseñado para familias donde papá y mamá residan en el mismo hogar. Lo siento, si necesita algún apoyo para su familia le recomendamos llamar a: _____.*
Si conoce a otras familias que tengan hijos/as de 6 a 11 años cuyos padres residan en el mismo hogar, por favor proporciónele nuestro teléfono. Le agradecemos su tiempo.

Sección 3. Criterio C. Problemas del desarrollo y la conducta del niño.

Si el padre/madre reportó tener sólo un hijo/a entre 6 y 11 años de edad, diga: *¡Muy bien! Le voy a hacer algunas preguntas sobre la conducta de* (Nombre del niño [NN]). *Le voy a pedir que las siguientes preguntas las conteste diciendo Sí o No solamente.*	Si el padre/madre reportó tener más de un hijo/a entre 6 y 11 años de edad, diga: *Al inicio de la llamada me comentó que tiene varios hijos/as entre 6 y 11 años. ¿Me podría decir el nombre del hijo/a que usted considera que tiene más problemas de conducta?* (Nombre del niño [NN]). *Le voy a hacer algunas preguntas sobre la conducta de NN, por favor contéstelas diciendo Sí o No y pensando SOLAMENTE en NN.*

C1. Problemas severos del desarrollo.

NN, ¿ha sido diagnosticado con algún problema significativo del desarrollo como: retraso mental, autismo, esquizofrenia, etc.? No ☐ Sí ☐ **Finalice entrevista***

SI CALIFICA: pase a C2.

***NO CALIFICA.** Diga: *Gracias por contestar nuestras preguntas. Este estudio está diseñado para familias con niños que no presentan alguna de las condiciones que le mencionamos. Lo siento, si necesita algún apoyo para su familia le recomendamos llamar a: _____. Si conoce a otras familias con un hijo de 6 a 11 años cuyos padres residan en el mismo hogar y que no presenten alguna de las condiciones que le mencionamos, por favor proporcióneles nuestro teléfono. Le agradecemos su tiempo.*

C2. Problemas de conducta[1].

		En los últimos 6 meses, NN ¿Ha hecho alguna de las siguientes cosas en más de una ocasión?	Sí	No*
Nivel 1 y 2	1.	¿Ha desobedecido las reglas establecidas en casa, en la escuela o en otro lugar?	1	2
	2.	¿Se ha negado a hacer lo que se le pide?	1	2
	3.	¿Ha dicho mentiras o ha hecho trampa?	1	2
	4.	¿Ha discutido mucho o ha sido contestón?	1	2
	5.	¿Ha molestado a otros niños, física o verbalmente?	1	2
	6.	¿Ha peleado?	1	2
	7.	¿Ha tomado dinero o cosas, dentro o fuera de casa, con valor de $50 pesos/$10 dólares o menos que no le pertenecen?	1	2
	8.	¿Ha faltado a la escuela sin motivo (ej., ha escapado de la escuela, se ha quedado en la casa sin autorización de los padres o no ha ido a la escuela)?	1	2

SÍ CALIFICA: Contestó "Sí" en alguna pregunta del Nivel 1 y 2. Pase al Nivel 3.

***NO CALIFICA.** Contestó "No" a todas las preguntas del Nivel 1 y 2, diga: *Gracias por contestar nuestras preguntas. Este estudio está diseñado para familias con niños que ocasionalmente presentan retos de conducta, la información que usted ha compartido con nosotros indica que las conductas que presenta su hijo son características de su edad. Lo siento, si necesita algún apoyo para su familia le recomendamos llamar a: _____. Si conoce a otras familias con hijo/as de 6 a 11 años cuyos padres residan en el mismo hogar y estén teniendo problemas para criar a sus hijos, por favor proporcióneles nuestro teléfono. Le agradecemos su tiempo.*

[1] Basado en las categorías de Bird, Canino, Davies, Zhang, Ramírez, & Lahey (2001)

En los últimos 6 meses, ¿NN ha hecho alguna de las siguientes cosas frecuentemente?		Sí*	No
Nivel 3	1. *¿Ha sido cruel con los animales?* [Verifique que son conductas severas como la tortura de animales y no conductas comunes como olvidar alimentar a la mascota.]	1	2
	2. *¿Ha sido cruel o abusivo con los demás?* [Verifique que son conductas severas como abuso físico o crueldad y no conductas comunes como molestar a los hermanos.]	1	2
	3. *¿Ha destruido las pertenencias de sus familiares o de otras personas?* [Verifique que son conductas severas como romper cosas en un ataque de enojo (romper la ventana con un objeto) y no conductas comunes o accidentales como romper muebles porque el niño puso los pies sobre ellos de manera descuidada.]	1	2
	4. *¿Se ha escapado de la casa?* [Verifique que son conductas severas como irse a un lugar desconocido por los padres y no conductas comunes como salirse al patio/jardín y quedarse ahí haciendo berrinches o irse a casa del vecino por un rato.]	1	2
	5. *¿Ha incendiado cosas o lugares?* [Verifique que son conductas severas como prender fuego intencionalmente a un objeto dentro de la casa y no conductas comunes o accidentales como jugar con fósforos/cerillos por curiosidad o quemar algo por descuido.]	1	2
	6. *¿Ha tomado dinero o cosas, dentro o fuera de casa, con valor mayor a $50 pesos/$10 dólares?* [Verifique que son conductas frecuentes y severas como tomar objetos dentro y fuera de la casa de un valor monetario significativo, o incluso tomar objetos con violencia, y no conductas esporádicas como tomar objetos de un valor monetario menor.]	1	2

Sí CALIFICA: Contestó "No" a todas las preguntas del Nivel 3, pase a Sección 4.

***NO CALIFICA.** Contestó "Sí" en alguna pregunta del Nivel 3, diga: *Gracias por contestar nuestras preguntas. Este estudio está diseñado para familias con niños que presentan otros tipos de problemas de conducta, la información que usted ha compartido con nosotros indica que la/las conducta/s que su hijo/a presenta requiere de algún apoyo especializado. Lo siento, si necesita algún apoyo para su familia le recomendamos llamar a:* _____. *Si conoce a otras familias con hijo/as de 6 a 11 años cuyos padres residan en el mismo hogar y estén teniendo problemas para criar a sus hijos, por favor proporcióneles nuestro teléfono. Le agradecemos su tiempo.*

Sección 4. Establecimiento de la cita.

Gracias por contestar nuestras preguntas, usted y su familia son candidatos para participar en este estudio, que busca aprender acerca de las prácticas de crianza que usan los padres de familia y con ello desarrollar mejores programas de apoyo para las familias.

El estudio durará aproximadamente 2 horas y media y consistirá en que los padres contestarán algunos cuestionarios y participarán en unas actividades en familia. Se proveerá [de acuerdo al lugar: cuidado/ transportación / merienda / incentivo monetario por participación]. Si tiene interés en participar, podemos hacer una cita.

¿Quiere participar? Sí ☐ No ☐

Sí

1. Cita de evaluación

_____	_____	_____
Fecha	Hora	Lugar

2. *¿Me podría proporcionar un número telefónico donde podamos localizarle?**

_____	_____	_____
Casa	Celular	Oficina

*En caso de que no tenga algún número propio: *Nosotros vamos a llamarle para confirmar nuestra entrevista. ¿Usted se siente cómodo proporcionándome el nombre y número telefónico de algún familiar o amigo con quien se le pueda localizar o dejar un mensaje?*

Nombre:_____ Teléfono:_____

3. Si proporciona número de celular, diga: *¿Estaría de acuerdo en que nos comunicuemos con usted por medio de mensajes de texto?* Sí ☐ No ☐

4. *Algunos papás/mamás prefieren contacto vía e-mail. Si usted prefiere este medio, ¿Me podría proporcionar su correo electrónico?*

_____

No

Indague un poco para saber si los problemas son sencillos y se pueden solucionar [ej., informarle que la evaluación se puede realizar en el domicilio de la familia siempre y cuando cuenten con un espacio privado y libre de distracciones, [por lo menos un cuarto con puerta para que se pueda cerrar durante las tareas de observación] etc.)

Recuerde:

- ✓ Informar al padre/madre que debe de acudir a la cita de evaluación con su pareja y NN.
- ✓ Si la familia tiene problemas con venir al INP/IPsi, se les puede ofrecer hacer la observación en su hogar. Asegúrese de que haya un espacio privado y libre de distracciones (por lo menos un cuarto con puerta para que se pueda cerrar durante las tareas de observación), y coménteles que deberá destinar un periodo de 2.5 horas sin interrupciones. Informe que asistirán dos investigadores. Asegúrese de obtener los datos completos del domicilio.
- ✓ Comente que se le puede enviar el consentimiento informado para su revisión por correo electrónico, si así lo desean.
- ✓ Proporcionar información clara sobre cómo llegar al lugar donde será la evaluación, puede ofrecerles enviar un mapa por FAX o por correo electrónico.
- ✓ Comuníquese con la familia para confirmar la entrevista un día antes de la fecha acordada.

CURRICULUM VITAE

MICHELLE L. VARÓN

118 SE Augusta Sq
McAllen, TX 78503
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(956) 543-7353

Education

Ph.D. 2016	**Utah State University**, Logan, UT Combined Clinical/Counseling/School Psychology (APA accredited) Dissertation: *Amor de cerca: Positive involvement in Latino families* Chair: Melanie Domenech Rodríguez, Ph.D.
M.A. 2010	**University of Texas Pan American**, Edinburg, TX Clinical Psychology Thesis: *Patterns of attachment and factors from the NEO PI-R as predictors of deviant sexuality* Chair: Darrin L. Rogers, Ph.D.
B.A. 2008	**University of Texas Pan American**, Edinburg, TX Psychology

CLINICAL EXPERIENCE

07/15-06/16	**Pre-doctoral Psychology Intern** Citrus Health Network, Hialeah, FL Responsibilities: Individual and family therapy sessions with children, adolescents, families, and adults through outpatient psychotherapy program. Individual, family and group therapy sessions with children 4-17 years old in inpatient children's crisis stabilization unit. Administration and interpretation of standardized psychodiagnostic assessments and symptom-rating scales, writing comprehensive evaluation reports. Conducted Bio-psychosocial assessments in a Psychiatric Emergency Room in order to assess level of acuity or psychiatric status. Provided Brief Crisis Intervention in a Psychiatric Emergency Room, Co-facilitated a group with a licensed psychologist in the Treating Adolescents

	Coping with Trauma program with youth exhibiting sexually inappropriate behaviors. Provided behavioral medicine services in a primary care facility, for patients with chronic health conditions including diabetes, hypertension, and HIV, as well provided cognitive behavioral smoking cessations services. Supervisor: Dr. Dianne Rosen, Ph.D.
06/14-05/15	**Graduate Assistant** Clinical Services Division, Center for Persons with Disabilities, Logan, UT. Responsibilities: Diagnostic intake interviews, administration and interpretation of standardized psychodiagnostic assessments and various symptom-rating scales, writing comprehensive evaluation reports. Supervisor: Martin Toohill, Ph.D.
08/14-05/15	**Practicum Student Therapist** Utah State University Counseling Center, Logan, UT Responsibilities: Clinical Intake Interviews, individual psychotherapy, group psychotherapy, note writing, outreach services. Supervisor: LuAnn Helms, Ph.D.
08/13- 08/14	**Practicum Student Therapist** Bilingual Practicum working with Latino families USU Psychology Community Clinic Partnership, Logan, UT Responsibilities: Clinical Intakes, evaluations, assessments, individual psychotherapy, family psychotherapy, group parenting classes, classroom observations, and behavioral consultations with teachers. Supervisor: Melanie Domenech Rodríguez, Ph.D.
06/13- 09/14	**Behavior Specialist/ Graduate Assistant** Up to 3 Early Intervention Program, Logan, UT Responsibilities: In-home behavior intervention services and support for families of children with developmental delays and/or disabilities. Collaborated with multi-disciplinary team for treatment planning in order to meet the needs of children and families. Supervisor: Gretchen Gimpel Peacock, Ph.D.
02/14- 05/15	**Graduate Student Therapist** Family Institute of Northern Utah, Logan, UT Responsibilities: Clinical intake interviews, individual

psychotherapy, and family psychotherapy.
Supervisor: Carolyn Barcus, Ed.D.

08/12- 05/13 **Behavior Specialist/ Practicum Student Therapist**
Up to 3 Early Intervention Program, Logan, UT
Responsibilities: In-home behavior intervention services and support for families of children with developmental delays and/or disabilities. Collaborated with multi-disciplinary team for treatment planning in order to meet the needs of children and families.
Supervisor: Gretchen Gimpel Peacock, Ph.D.

08/11- 5/12 **Practicum Student Therapist**
USU Psychology Community Clinic, Logan, UT
Responsibilities: Clinical intakes, individual psychotherapy, administration and interpretation of standardized assessments, report writing.
Supervisors: Susan L. Crowley, Ph.D. and Kyle Hancock, Ph.D.

08/09- 05/10 **Graduate Student Therapist**
Doctor's Hospital at Renaissance, Behavioral Center, Edinburg, TX
Responsibilities: Assisted therapists in child inpatient unit. Assisted with psychosocial evaluations, group psychotherapy, individual psychotherapy and family psychotherapy. Presented cases at treatment team meetings and therapist meetings. Worked in multidisciplinary team.
Supervisors: Benjamin Aguilar, Ph.D. & Phillip Gasquoine, Ph.D.

RESEARCH EXPERIENCE

03/13-Present **Graduate Student Researcher**
Utah State University, Logan, UT
Parenting Intervention Study
Project: Participated in development and implementation of parenting intervention, data collection.
Supervisor: Gretchen Gimpel Peacock, Ph.D.

08/08-05/10 **Graduate Student Researcher**
University of Texas Pan American, Edinburg, TX
Big 5 Personality Research Project
Project: Coordinated and participated in data collection, assisted in translation of measures for use in cross cultural comparisons of

data, participated in project development, preliminary data analysis
Supervisor: Darrin L. Rogers, Ph.D.

01/09-5/09 **Graduate Student Researcher**
University of Texas Pan American, Edinburg, TX
Theory of Mind in elementary school children project
Project: Trained in recording and administering theory of mind task with children, participated in data collection
Supervisor: Amy Weimer, Ph.D.

06/09- 08/09 **Graduate Research Assistant**
University of Texas Pan American, Edinburg, TX
Spiritual Integration Project
Project: Updated literature review, entered and cleaned data in SPSS
Solar Energy Project
Project: Collected data for program development
Archaeology in public schools
Project: Conducted research, assisted in development of archaeology program for K-12 public schools in Hidalgo County
Supervisor: Van Reidhead, Ph.D.

Conference Presentations

Varón, M.L. & Domenech Rodríguez, M.M. (2012, October). *Amor de cerca: Positive involvement in Latino families.* Poster presented at the Biennial meeting of the National Latina/o Psychological Association, New Brunswick, NJ.

Rogers, D.L. & Varón, M.L. (2012, May) *Attachment and big five factors as predictors of deviant sexuality*. Poster presented at the Annual convention of the Association for Psychological Science, Chicago, IL.

Varón, M.L. & Rogers, D.L. (2010, April). *Patterns of attachment and factors from the Neo PI-R as predictors of deviant sexuality.* Poster presented at the Annual convention of the Southwestern Psychological Association, San Antonio, TX.

TEACHING

08/12-05/13 **Instructor**, Utah State University
Orientation to the Psychology Major (PSY 2010). One section in the Fall with 100 students and one section in the spring with 70 students
Responsibilities: Prepared and delivered lectures, developed and

graded assignments, and provided student support.

08/11- 05/12 **Teaching Assistant**, Utah State University,
1 section of Introduction to Psychology (PSY 1010) with 240 students
Responsibilities: Graded assignments, led discussion groups, guest lectured, and provided student support for class of 240 students.
Supervisor: Yolanda Flores-Niemann, Ph.D.

08/10-12/10 **Instructor**, University of Texas Pan American,
1 section of Introduction to Psychology (PSY 1310) with 78 students
Responsibilities: Prepared and delivered lectures, developed and graded assignments and exams

01/10-5/10 **Teaching Assistant**, University of Texas Pan American,
2 sections of Research Methods (PSY 3325) with 30 students each
Responsibilities: Met with students, graded exams and APA writing assignments, reviewed research proposals, guest lectured.
Supervisors: Edna Alfaro, Ph.D. and Amy Weimer, Ph.D.

08/09-12/09 **Teaching Assistant**, University of Texas Pan American, Edinburg, TX
3 sections of Research Methods (PSY 3325) with 30 students each
Responsibilities: Met with students, graded exams and APA writing assignments
Supervisors: Mark Winkel, Ph.D. and Edna Alfaro, Ph.D.

Guest Lectures

Spring 2012 **Guest Lecture**, Utah State University, Logan, UT
Introduction to Psychology (PSY 1010)
Yolanda Flores-Niemann, Ph.D.

Spring 2010 **Guest Lecture**, University of Texas Pan American, Edinburg, TX
Undergraduate Lifespan Development (PSY 3337)
Supervisor: Edna Alfaro, Ph.D.

Fall 2009 **Guest Lecture**, University of Texas Pan American, Edinburg, TX
Undergraduate Social Psychology course (PSY 3324)
Supervisor: Edna Alfaro, Ph.D.

PROFESSIONAL INFORMATION

Languages

English- Proficient oral and written fluency
Spanish- Proficient oral and written fluency

Professional Memberships

American Psychological Association
    Graduate Student Affiliate
        Division 12 Section 6 Society of Clinical Psychology of Ethnic Minorities
        Division 35 Society for the Psychology of Women
        Division 45 Society for the Psychological Study of Ethnic Minority Issues
        Division 53 Society of Clinical Child and Adolescent Psychology
The National Latina/o Psychological Association
    Graduate Student Member
Psi Chi International Honor Society in Psychology

Workshops Attended

Mendez, D., & Perez, J. (2014, October). *Acculturative Stress and Latino Immigrants' family structure: Culturally- sensitive interventions*. National Latino/a Psychological Association Conference. Albuquerque, NM.

Galliher, R, & Lambert, B. (2013, November). *Utah State University LGBTQ Allies on Campus Training*. Logan, UT.

Lee, M.W., (2013, October). *Creating community in diverse school environments*. A one-day seminar that provided basic, practical techniques on how to develop alliances and a sense of community between multicultural groups.