

CEHD Community Impact Grant Application Form

Submit this application form by one of the following due dates along with your proposal. Applications must be received, at tate-center@wmich.edu, by 5:00 p.m. on August 15, November 15, March 15, and June 15.

Application					
Applicant Name: Angel L. Gullon-Rivera					
Title: Assistant Professor, Family Science Program					
Department: Family and Consumer Sciences					
Title of Proposal: Supporting Latino Families: Challenges, Strengths, and Building Parenting Efficacy					
Amount Requested: 2,000					
Dates of Project: February 2017- February 2018					
Evaluation Guidelines					
Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	
The project purpose is clear	5	4	3	2	1
The proposal has significant research evidence to support the project	5	4	3	2	1
The proposed project has a detailed and feasible work plan.	5	4	3	2	1
The anticipated impact on the local community is clear, significant, and feasible.	5	4	3	2	1
The costs for the proposed budget are clearly itemized and justified.	5	4	3	2	1
The plan to evaluate the project's community impact is sound.	5	4	3	2	1

Supporting Latino Parents: Challenges, Strengths, and Building Parenting Efficacy

Purpose of the Study

This request will support a community-university partnership effort between the Family Science Program at Western Michigan University and the Hispanic American Council, a local non-profit community organization in Kalamazoo serving primarily the Latino community. The project aims to address parenting concerns, specific contextual needs, and to strength parenting practices. Particularly, the funds will support focus groups with Latino parents and a series of parenting workshops (educational program).

The project has two main objectives:

1- The first aim consists of empowering parents through a parenting education program. This program will be offered at the Hispanic American Council and consists of a series of workshops with the purpose to strength parenting practices and promote children's well-being. The following topics will be covered during the workshops:

- 1- Promoting social understanding and perspective taking using Social Stories TM.
- 2- Strengthening secure attachment relationships
- 3- Understanding how children develop a sense of self
- 4- Building ethnic identity and supporting academic achievement
- 5- Teaching through modeling and building self efficacy

2- The second aim of the project is to identify Latino immigrant parents perceived child-rearing challenges, parenting efficacy, and family strengths and needs. In order to do so, focus group sessions will be facilitated, one with mothers and another with fathers. This project acknowledges that fathers and mothers experience parenting differently and their level of involvement with their children varies accordingly. The purpose of the focus groups is to generate and identify important and relevant issues that the Kalamazoo Latino parents face, and to provide a platform to address their concerns and needs in relation to raising school-age children, particularly in elementary and middle schools. This early stage sets the foundation for later development during adolescence, including children's academic success. The rationale of this project is that in order to better serve our Latino families and their children it is important to gain a better understanding of their parental challenges, parenting efficacy, parental involvement, and socialization strategies from the point of view of mothers as well as fathers. At the same time that we will be learning from their experiences, parents will be empowered and supported through the educational support program.

In sum, the overall aim of the project is twofold; the first part of the project consists of an educational program. The second part will serve as a need assessment and support group, learning from parents and gaining their perspectives on parenting issues within their specific contextual needs.

Background

One of the goals of a *parenting support program* is to offer information and support to parents in a format that allows parents to increase their belief in their competencies and develop new skills to raise their children in a stressful and challenging environment (Comer & Fraser, 1998; Martínez-González et al., 2016). Practices that are *family-centered* where parents are treated with respect and provided with responsive support

and options about resources to care for their children have produced positive child outcomes and optimal parenting practices (Dunst, 2002). *Community-based parenting support program* is one the evidence-based approaches to promote parenting skills. Based on Bronfenbrenner's social ecological model, parenting skills are acquired and transmitted by those members in their social network, whether it is formal or informal (Bronfenbrenner, 1979). The Hispanic American Council is a safe place that has provided both forms of social services. This project will use the evidence-based approach of a community-based parenting program of providing social and informational support.

Scholars have found that formal educational and support programs on parenting practices had indirect and direct effects on parenting competence and confidence (Dunst, Trivette, & Hamby, 2007), and reduction on children behavioral problems (Williamson, Knox, Guerra, & Williams, 2014). Of the various educational programs approaches used in communities, parenting programs that have focused on building parenting skills and effective behavior management techniques are one type of program found to improve parent-child interaction and overall family dynamic (Gross et al., 2009).

In addition, an evidence-based approach available to parents that has been successful in helping children develop social skills is called Social Stories™ (Gray, 2010). This approach has been used in previous study with parents and proven to be effective in improving children's social competence (Adams et al., 2004; Quilty, 2007). In this project, the Social Story™ approach will be shared with a group of parents, as a teaching tool to promote children's social understanding with the goal to improve emotional and behavioral adjustment. Briefly, a Social Story™ describes a situation, skill, or a concept, and the common responses and expected behaviors (Gray, 2010). The effectiveness of this approach has been widely discussed and its benefits can be extended to Latino families and their children as an intervention and preventive approach (Reyhout et al., 2011; Rhodes, 2014). Particularly, this technique will be beneficial to Latino immigrant families who are currently experiencing fears and concerns of separation of family members due to the recent political and social climate about immigrants in the United States. Therefore, teaching Latino parents about a technique to enhance parenting practices and improve children well-being is noteworthy to consider as both supportive and preventive efforts.

Methods (work plan). This project is a brief (five sessions) pilot programming that can be easily to implement within a year, starting on February 2017. With the collaboration of the Hispanic American Council, the series of workshops will be offered to Latino families and will be held at the agency. The Council will be primarily responsible to invite parents either through a word-of-mouth method and posted fliers advertising the workshops and focus groups. The programing will be offered in the evening and will take approximately 1.5 hours. Dr. Gullon-Rivera (assistant professor in the Family Science program with extensive experience working with the community and offering parenting educational programs) will be facilitating the workshops and focus groups with the assistance of a licensed therapist Lissette Mira-Amaya who has been a therapist and a case manager for over 20 years. Additional support will be provided from the Council staff and a Master's level social work graduate student intern at the Council (all fluent in Spanish). Childcare and light snack will be provided during sessions. During the workshops, visual materials, video segments and interactive activities will be used to facilitate discussion and learning. Parents will have an opportunity to discuss and share their experiences, and learn effective techniques as well as gain insightful information on child's socio-emotional development.

Anticipated Impact on the Local Community

This project has the potential to impact the Latino community by offering educational resources and knowledge on child development to parents, which in turn might directly and indirectly influence parenting practices, communication patterns, and child socio-emotional development. The workshops sessions and focus groups will provide opportunities for shared social connection and information about community resources. The agency (the Council) will receive support from the WMU Family Science program and build ongoing collaboration with the faculty members (i.e., Dr. Gullon-Rivera) and potential students majoring in the *Family Studies* and *Child and Family Development* programs who might be interested in working with Latino families. A potential impact is to generate a sustainable programming supported by professionals and delivered by parents to parents. Another potential impact is the creation of an early literacy program to promote school readiness and support parenting practices that are culturally appropriate and context specific.

Project Budget and Justification

(Redacted)

Plan to Evaluate the Community Impact

Parents will be asked to fill out a pre-survey to evaluate parenting efficacy, skills, perceived support, and understanding of attachment, self, and storytelling. A post survey will be conducted after completion of the sessions, and an evaluation of participation satisfaction and program helpfulness (social validity survey). Also, a survey will be used with the director of the Hispanic American Council (Adrian Vazquez) about the effectiveness of the workshops and needs assessment of current issues, and a potential plan to address them via additional training and workshops.

References

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