“Strengthening the Values of Latino Families: Working with the Right Curriculum”

Presented by:

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“No significant learning occurs without a significant relationship.”  

Dr. James Comer
Program Purpose

• Provide participants with skills and resources to build stronger, healthier relationships that will benefit their children, families, and society.
Program Purpose

• Improve participants’ chances for relationship success by giving them the opportunity to build friendships.
Challenges for Low-resource Families

Universal Stressors

• Poverty
• No Child Care
• Lack of Meaningful Employment
• Work-Family Conflicts
• No Transportation
• No Health Care
Immigrants/Newcomer’s Stressor

- Language Barriers
- Work Related Stress
- Lack of Employer Understanding & Empathy
- Social/Cultural Environmental Stress: Perceiving oneself as a target or victim of discrimination by members of the dominant group

(Jasinskaja-Lathi & et al 2006)
Situational Poverty

- Situational poverty
  - Results from a change in circumstances — job loss, divorce, death of a spouse.
  - Values and behaviors of the socioeconomic class from which people come remain with them.
  - Tend to have more resources.
  - May be more employable because they often have a higher level of education.
Generational Poverty

- Generational poverty
  - Two or more generations of the same family have lived in poverty.
  - May be better able to cope with living in poverty.
  - Tend to have predictable patterns of behavior.

Sources:
Tyranny of the Moment

- Life is unpredictable — every day there is a new crisis that must be dealt with.
  - Lack of affordable and dependable child care
  - Unreliable transportation
  - Job stability

- Because there are few certainties, one cannot plan ahead
Couples’ Retreats

Love’s Cradle curriculum, by Mary Ortwein & Bernard Guerney

- Focuses on the following skills provided in the curriculum:
  - Showing Understanding
  - Expression Skill
  - Discussion Skill
  - Problem Solving
  - Managing Conflict
Language Differences

- When attention is focused on survival, other areas tend to suffer.

<table>
<thead>
<tr>
<th></th>
<th>Between the ages of 1 and 3, children receive the following ratio of positive to negative comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional parents</td>
<td>5 positive for every 2 negative</td>
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<tr>
<td>Working class</td>
<td>2 positive for every 1 negative</td>
</tr>
<tr>
<td>Poverty</td>
<td>1 positive for every 2 negative</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
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<th>By age 4, children are exposed to the following number of words:</th>
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<tbody>
<tr>
<td>Professional parents</td>
<td>45 million</td>
</tr>
<tr>
<td>Working class</td>
<td>22 million</td>
</tr>
<tr>
<td>Poverty</td>
<td>13 million</td>
</tr>
</tbody>
</table>

Sources:
Workshop Topics

- Getting to Know You
- Lighten Up—Love and Laughter
- Couple Communication
- Fire Prevention: Managing Conflict in Relationships
- Family Ties — Complex Family Relationships
Workshop Topics

- Money, Money, Money
- Just Cool It! Managing Anger in Couple Relationships
- Healthy Relationships
- To Work
- Healthy Minds
- Parenting with Love
- Safety
• In working with a low income audience, what are some things we need to do to be successful?
# How to adapt Programs

<table>
<thead>
<tr>
<th>What Experts Say</th>
<th>What We Do With CFC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be attentive to DV concerns</td>
<td>DV screening at intake</td>
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<td></td>
<td>Consult with a DV specialist</td>
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<tr>
<td>Build partnerships with community agencies</td>
<td>Work with community agencies to help us recruit</td>
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<tr>
<td>Invite members of the target audience to a focus group</td>
<td>Invited member of the community to participate on the Advisory Board</td>
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<tr>
<td></td>
<td>Gather feedback from participants after each session</td>
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<tr>
<td>Have plenty of food available</td>
<td>Have extra food and snacks at each session</td>
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<td>Use the media</td>
<td>Show a video clip to start off each session</td>
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# Building an Inclusive Program

<table>
<thead>
<tr>
<th>What Experts Say</th>
<th>What We Do With</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use humor</td>
<td>Encourage facilitators to use humor</td>
</tr>
<tr>
<td>Use simple, informal language; Casual Register</td>
<td>Materials are written at a 5\textsuperscript{th} grade reading level</td>
</tr>
<tr>
<td></td>
<td>Facilitators are taught to use casual register with participants—they attend a</td>
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<tr>
<td></td>
<td>poverty training prior to facilitating</td>
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<tr>
<td>Use incentives as a reduction to barriers</td>
<td>Give participants gift cards and gas cards</td>
</tr>
<tr>
<td>Be sensitive to the ‘tyranny of the moment’</td>
<td>Participants who do not show up are given an opportunity to attend future events</td>
</tr>
<tr>
<td>Less lecture, more activity</td>
<td>Lessons are activity-based</td>
</tr>
</tbody>
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QUESTION ??