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Initial Development of the Escala de Fortaleza en Jóvenes para Padres

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INITIAL DEVELOPMENT OF THE ESCALA DE FORTALEZA EN JÓVENES PARA

PADRES

by

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ABSTRACT

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Old Dominion University, 2021
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National statistics indicate substantial mental health and academic challenges experienced by a

sizable proportion of Hispanic children and adolescents in American school settings. School

counselors can provide culturally responsive supports to this population and would benefit from

contextually grounded, ecologically valid assessments that focus on the positive development of

Hispanic children and adolescents. To address this instrumentation gap, this study sought to

develop initial items for the Escala de Fortaleza en Jóvenes para Padres in both English and

Spanish. A qualitative approach was implemented to explore the perceptions of Hispanic

parents/caregivers of their child or adolescent's resiliency. Eight Hispanic parents participated in

focus groups conducted in both English and Spanish. The participants shared their observations

of how their Hispanic children and adolescents successfully navigate life's challenges while

highlighting the supports they have in this process. A diverse research team engaged in constant

comparative analysis that resulted in the following four themes: *welcoming and challenging*

school environment, family support, community impact on discrimination, and *benefits of*

religion. These themes provided content for 27 initial items developed for the future instrument.

The findings suggested that schools and communities are places that promote or constrain

resiliency of Hispanic children and adolescents. Furthermore, family interactions and religious

practices strengthened Hispanic children and adolescents' abilities to face obstacles within their

schools and communities. Implications for school counselors and future item development,

limitations of the study, and potential areas for future research are discussed.

This dissertation is dedicated a mi esposa cariñosa, Bethsabé, nuestro hijo, Matías, y nuestra hija, Inés. I am not the kind of person who feels inspired often, but they inspire me to invest, believe, serve, and contribute to the betterment of the Latino/a community. Les amo muchísimos.

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will provide an overview of the problem in addition to the purpose and significance of the study. Next, the researcher will share a brief description of a cultural-ecological-transactional perspective as it serves as the theoretical framework for the study. Further, I will state the research question, objective, and methodological design. Finally, I will provide definitions of relevant terminology used throughout the study.

Statement of the Problem

Since 2003, the Hispanic community has constituted the largest minority group in the United States ([U.S.], Krogstad 2019). Likewise, Hispanic students in grades kindergarten through 12 (K-12) have made up the largest minority group within traditional public and public charter schools nationwide since 2014 (Krogstad, 2019). Within these school settings, many Hispanic students face significant (Banse & Palacios, 2018). Despite these negative experiences, Hispanic students in grades K-12 are finding success due in part to the protective processes provided by their families, resulting in resilience (Kuperminc et al., 2009). To counteract these negative experiences within a school setting, the American School Counselor Association ([ASCA]; 2016a) calls for school counselors to support the success of Hispanic students by ascertaining the impact of their cultural identity on their education experiences, especially when problems and challenges arise. Unfortunately, not all school counselors are adequately equipped with the contextual knowledge or practical means to assist Hispanic students (Ballysingh, 2020; Betters-Bubon & Schultz, 2018; Vela-Gude et al., 2009). School counselors are in need of a greater understanding of cultural implications when working with Hispanic students, as well as resources that will assist them in contextualizing the characteristics of Hispanic students in relation to their familial-cultural identity (Smith-Adcock et al., 2006; Strolie & Toomey, 2016).

Such resources for school counselors can come in the form of assessments. Although assessments exist that measure resilience among students in grades K-12, there is a lack of strength-based assessments adequately designed to capture the nuances of Hispanic children, adolescents, and their families (Day-Vines & Terriquez, 2008; Rodriguez & Morrobel, 2004). Professional literature across counseling, higher education, psychology, and public health have noted the continued need for valid and reliable assessments that account for the cultural nuances associated with such groups while adopting a strengths-based approach (Day-Vines & Terriquez, 2008; Ramirez et al., 2017; Réndon et al., 2018; Rodriguez & Morrobel, 2004). Providing school counselors with such a measure could be a beneficial addition to their work with Hispanic students and their families.

Purpose of the Study

This study sought to attend to the gap in the literature and practice by developing the initial items of the Escala de Fortaleza en Jóvenes para Padres (EFJP), a bilingual assessment in the Spanish and English languages. The intent was to contribute to supporting the work of school counselors, and to attend to the need for instruments that are culturally responsive toward Hispanic students and their families. The researcher collected data from Hispanic parents/caregivers through invitations to participate in focus groups. The aim of the focus group was to solicit their perceptions of their child or adolescent's resiliency. Data generated from focus groups was coded and used to develop initial items of the Escala de Fortaleza en Jóvenes para Padres. Demographic information was collected to determine and describe the heterogeneity of the sample; however, it was not used to analyze group differences, which was beyond the scope of this study.

Significance of the Study

The potential implications of developing the initial items of the EFJP extends to Hispanic parents/caregivers, students, and school counselors. First, the Hispanic family is usually collectivistic in nature, namely, the value of family cohesion and interdependence among inter-generational family members (Bermúdez & Mancini, 2013). When school counselors as members of the school building invite parents/caregivers to partner with them to invest in their child or adolescents' success, the family often feels welcomed and enthused by the outreach (Betters-Bubon & Schultz, 2018). Second, as part of both their masters-level training and ethical responsibilities, school counselors are trained with the requisite knowledge and skill to administer and interpret assessments (ASCA, 2019a; CACREP, 2015). Therefore, assessments can serve as inroads to relationship building between the schools and Hispanic parents/caregivers. Furthermore, it is school counselors' ethical duty to ensure that, when assessments are deemed helpful to supporting the needs of students, they are choosing instruments that are representative of culturally responsive constructs.

While useful to the practice of school counseling, school counselors are likely more familiar with informal assessments such as games, worksheets, informal surveys, or needs assessments (Blacher et al., 2008). However, when considering the nuances of Hispanic students, the literature indicates that what is unavailable to school counselors is a standardized instrument in the Spanish language that is rigorous and applicable to measuring the make-up of a student's resilience (Day-Vines & Terriquez, 2008; Smith-Adcock et al., 2006; Strolie & Toomey, 2016). An instrument such as the EFJP can provide a more in-depth look into Hispanic students' resiliency while also serving as a means to engage parents/caregivers with the school community.

Overview of Theoretical Framework

Kuperminc and colleagues (2009) proposed that it is best to examine the development of Hispanic children and adolescents through a cultural-ecological-transactional model. This model balances the interaction between Hispanic children and adolescents' culture of origin and the majority culture while characterizing the interconnection of risk and protective processes. The broader cultural-ecological-transactional model funnels into a model of Hispanic resilience that specifies elements of resiliency within Hispanic contexts and the means by which Hispanic children and adolescents become resilient. This ecological model is nuanced to capture resilience within the context of the Hispanic community as protective processes emerge along with the presence of risk. Moreover, this model exemplifies how Hispanic children and adolescents find ways to adapt as opportunities for resilience to develop are present at each ecological system (i.e., microsystem, exosystem, and macrosystem).

Research Question and Objective

This study sought to respond to the following research question through the stated research objective:

RQ: What potential resiliency items constitute both a Spanish and English version of the Escala de Fortaleza en Jóvenes para Padres?

RO: To develop initial items of a bilingual survey that assesses Hispanic parents/caregivers' perceived level of resilience among their children and adolescents.

Research Design

To achieve the research objective, this study proposed a qualitative design toward developing the EFJP. Mvududu and Sink (2013) and Nassar-McMillan et al. (2010) outlined the steps to preliminary instrument development: (1) focus group question development – literature on resilience was reviewed to determine the nature of the constructs found in the variables

related to the Hispanic community; (2) sampling procedures – a combination of convenience and snowball sampling procedures were implemented based on my social and community networks; (3) data collection - focus groups were conducted via the video conferencing platform, Zoom; (4) data analysis – constant comparative analysis of focus group transcripts was implemented to determine the themes within the content of each group; (5) item development - based on the themes found in the focus group, initial items were developed for inclusion in the EFJP. This step also included a translation process between Spanish and English. This research design was suitable for this study because I verified constructs and used an inductive approach toward instrument development (Creswell & Creswell, 2018). Chapter three will explain the phases of this study in more detail.

Definition of Key Terms

Constant Comparison Analysis

qualitative data is gathered into smaller units, a descriptor is attached to each of these units, the descriptors are then grouped into categories, finally, a theme is developed to represent the content of the categories (Onwuegbuzie et al., 2009).

Hispanic(s)

a term that references an ethnic categorization of people based on shared geographical ancestry, socio-political history, language, and cultural values. A recent study by Pew Research Center (2020) indicated that 'Hispanic' is the term most often used to describe themselves, therefore, this proposed study will utilize the term Hispanic.

Parents/caregivers

adults who take on a parental role, such as mother or father, of a K-12 school-aged child or adolescent, ages 5-years to 18-years old. These adults have a biological, adoptive, or extended familial relationship with a child or adolescent, such as grandparents, aunts, and uncles.

Protective processes

conversely reduce the exposure to risk through counteracting or buffering effects that disrupt the causal link between risk and negative experiences (Kuperminc et al., 2009).

Resilience

protective processes or factors that emerge throughout an individual's social ecology that includes internalizing cultural and religious values and beliefs, biculturalism, and contributions to the well-being of the family.

Risk

a term used to indicate the potential for negative outcomes (e.g., physical and mental health problems) in the near or distant future (Luthar & Cicchetti, 2000)

School counselor

professional counselors trained in both mental health and educational systems, school counselors are uniquely situated to meet the growing mental health and academic concerns of school-aged youth (Lambie et al., 2019).

Strength-based approach

"…a focus on Latino cultural wealth and the experiential ways of knowing that students employ to transcend their socioeconomic circumstances, build on their instinct to survive, and excel in education." (Rendón et al., 2018, p. 224).

Strength-based assessment

> [a] measurement of those emotional and behavioral competencies, skills, and
>
> characteristics that create a sense of personal accomplishment; contribute to a sense of
>
> personal accomplishment; contribute to satisfying relationships with family members,
>
> peers, and adults; enhance one's ability to deal with adversity and stress; and promote
>
> one's personal and academic development. (Epstein & Sharma, 1998, p.3).

Chapter II

LITERATURE REVIEW

This chapter aims to analyze the literature pertinent to the nuances of Hispanic experiences in the United States through a cultural-ecological-transactional model (Kuperminc et al., 2009) and accented by a revision of Bronfenbrenner's Bioecological Model (Vélez-Agosto et al., 2017). The model will expound upon how risk manifests for Hispanic children and adolescents and how they respond to inherent protections, stemming from cultural values and experiences. Furthermore, the model will note how the interaction between risk and protective processes yield the outcome of resilience. In addition, school counselors' roles in working with Hispanic students in grades K-12 will be explored. This includes the role school counselors have in addressing the needs of Hispanic students by using a strength-based approach, such as assessments that contextualize the experiences of Hispanic students and their social-emotional development. Finally, the chapter concludes with a brief review of social-emotional development focused instruments available to date, and why creating a new instrument is prudent to best serve Hispanic students in grades K-12.

Hispanics in the United States

The United States Office of Measurement and Budget (1997) defined Hispanic or Latino ethnicity as: "A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race; the term, Spanish origin, can be used in addition to Hispanic or Latino" (p. A-2). The Hispanic community is not monolithic as not all members adhere to a unified cultural identity (Reyes & Elias, 2011). For example, there are notable variations among race, immigration/migration experiences, immigration status, education levels, socioeconomic status, and acculturation experiences (Blanco-Vega et al., 2008; Reyes & Elias,

2011). Although the terms Hispanic and Latino are not completely adequate to define an ethnic culture, many individuals who identify with these umbrella terms are believed to share some similar experiences. Specifically, disproportionally common experiences related to acculturative stress, poverty, and discrimination are characterized as risk factors as they are associated with this ethnic culture, and unique to the contexts of the United States (Reyes & Elias, 2011). For example, as recently as 2017, 17.6% of Hispanic households were headed by an undocumented person, and 31.1% of female-headed Latina households live below the federal poverty limit of $24,600 annually for a family of four (Pew Research Center, 2019). In terms of discrimination, restrictive immigration climates and socio-political narratives in the United States have brought negative repercussions on both documented and undocumented Hispanic families, including economic insecurity and reduced access to education and health care (Ayón et al., 2017). Based on these risk factors, Umaña-Taylor (2009) stressed that the experiences of Hispanic students in the United States are pertinent to examine. The experiences of risk and protectives processes and resilience are likely germane to the identity of those who choose to participate in this study.

Hispanics in K-12 Educational Settings

Since 2014, Hispanic students in grades K-12 have made up the largest minority group within traditional public and public charter schools nationwide (Krogstad, 2019). The percentage of Hispanic students in grades K-12 increased from 16 to 27% of the student census between 2000 and 2017 (National Center for Education Statistics [NCES], 2019). While noting such consistent growth in Hispanic student enrollment within K-12 schools throughout the United States, it is imperative to recognize that these students often face significant social, economic, and academic obstacles that lead to negative impacts on their mental health and well-being (Allen et al., 2012).

Unfortunately, metrics related to Hispanic students produce a disproportionate amount of negative statistics. Recently, NCES (2019) reported that reading and mathematics achievement scores for Hispanic students continue to lag behind their White non-Hispanic peers. This gap has not improved since 1992. Also, Hispanic students maintain the highest dropout rates of any ethnic group at 9% (NCES, 2019). Seventy-seven percent of Hispanic students receive free or reduced-price lunches, a program based on family poverty levels (National Council of La Raza, 2016). A staggering 78% of Hispanic students make up the majority of all K-12 students, regardless of primary language, enrolled in English language learner programs (NCES, 2019). While Hispanic students are learning a second language, they may face multiple challenges, including poverty, anxiety, stigma, and deficit perspectives from teachers and peers (Banse & Palacios, 2018).

In the face of all these challenges, the school counselor is an often-overlooked support person to help meet the academic and mental health needs of Hispanic students within the school building (Lambie et al., 2019). The next section will discuss the interactions of Hispanic students and their families have with school counselors, while also defining the roles and responsibilities of school counselors related to working with this group.

Hispanics Experiences with School Counselors

School counselors are called to be culturally responsive, meaning they take responsibility for ensuring each student population's needs are met, while being aware of how students' cultural identity influences behaviors and attitudes (ASCA, 2016a). School counselors are tasked with supporting students in achieving desired outcomes related to academics, college and career readiness, along with social/emotional learning. That said, the inequitable level of support experienced by Hispanic students is clearly documented (Banse & Palacios, 2018). K-12 public

school systems in the United States provide advantages to students when they have educational resources at home and are looked upon more favorably by middle-class school personnel by exhibiting certain dominant culture behaviors in the classroom or through participation in extracurricular activities (Condron, 2009). Therefore, school systems may impose cultural barriers for Hispanic students (Condron, 2009). In addition to school counselors being systemic change agents, ASCA (2016a) calls for school counselors to support the success of Hispanic students by ascertaining the impact of their cultural identity, values, and characteristics on their educational experiences, especially when problems and challenges arise.

While ASCA outlines the responsibility of school counselors to be culturally responsive, Vela-Gude and colleagues (2009) found that the Hispanic adolescents in their qualitative study were underserved and underestimated by their school counselors during their high school years. Eight undergraduate students from a Hispanic-Serving University were interviewed about their previous experience with their school counselors in high school. Results indicated that the students were approached from a deficit perspective by their school counselors. The participants indicated that school counselors provided inappropriate or inadequate advisement and were unavailable for academic support and personal counseling. Participants also shared that they appeared to receive different treatment from their school counselor compared to student athletes or students from wealthy families, and they experienced underestimation of their academic potential. Despite this, the participants demonstrated academic success at the undergraduate level.

Betters-Bubon & Schultz (2018) engaged in action research that utilized the school counselor as a social justice leader. The authors saw a need to create a strong partnership with families to better support the academic success and overall mental health of Hispanic students. A

series of programs were implemented that were created for the surrounding Hispanic community of an upper-Midwest public elementary school. Post hoc analysis evidenced positive outcomes on Hispanic student academic performance along with positive experiences had by families, students, and teachers. Qualitative responses to surveys indicated that parents were enthused and thankful that the school as a whole became so involved in their child's success. Implications for school counselors focused on developing leadership strategies, such as engaging in collaboration with Hispanic families. School counselors were also invited to replace an attitude of judgment regarding their perceptions of Hispanic parental involvement with one of wonder and curiosity.

Additionally, Ballysingh's (2020) results from a narrative inquiry of seventeen Hispanic undergraduate students from a competitive state flagship institution indicated that school counselors have a significant impact on educational opportunities for Hispanic students in their K-12 school experiences. The positive experiences included school counselors acting as advocates for students' pathways to college. On the other hand, however, school counselors discouraged some participants from applying to a prominent state institution. As the students searched for the support they needed, they sometimes found it with teachers, office staff, administrators, and athletic coaches. Despite these negative experiences with school counselors, some participants showed resilience as they ultimately were accepted at a competitive state institution.

While all three previously noted studies were done with small samples (albeit with rich, deep details), generalizing the results can be problematic. Taken together though, these studies paint a picture indicating that Hispanic students and their families may have mixed experiences regarding their encounters with school counselors. Hispanic students and their families are in need of greater support when it comes to navigating either the K-12 education system or the

post-secondary education system (Betters-Bubon & Schultz, 2018). Whereas school counselors can implement programs to support Hispanic students and their families, assessments can serve as an added resource that can add context about Hispanic student experiences while also offering a means for school counselors to engage parents in the K-12 education system. The next section will discuss a model for how school counselors can begin to conceptualize Hispanic students in relation to their experiences in the United States, while also discussing how this model can be used to build adequate and useful resources.

Cultural-Ecological-Transactional Model

Kuperminc and colleagues (2009) proposed that it is best to examine the development of Hispanic children and adolescents through a cultural-ecological-transactional model. This model balances the interaction between Hispanic children and adolescents' culture of origin and the majority culture while also characterizing the interconnection of risk and protective processes within cultural processes. The manner in which these cultural processes unfold is based on the recognition that human activity is a cultural form of behavior (Vélez-Agosto et al., 2017). Cultural processes should not be viewed as part of a hierarchical system that interacts indirectly with the individual, but rather culture permeates all aspects of a child or adolescent's life, and thus, developmental outcomes and processes (Vélez-Agosto et al., 2017).

Model of Hispanic Resilience

It is important to note that while a cultural-ecological-transactional framework provides a means for constructing a model of Hispanic resilience, this model also includes social determinants of health (SDOH). SDOH are "conditions in the places where people live, learn, work, and play that affect a wide range of health risks and outcomes" (Centers for Disease Control and Prevention [CDC], 2020, "About SDOH" section). The significance that SDOH

have for a model of Hispanic resilience is that the model characterizes SDOH by highlighting the

interconnections of the conditions into which people are born into, age, live and work (World

Health Organization [WHO], 2020). To contextualize the conditions further, connections

between the individual and the resources available related to healthcare, education,

neighborhoods, the local economy, and social and community settings impact one's quality of

life (CDC, 2020; WHO, 2020). The following sections will focus on exemplifying the interaction

between protective processes that emerge to mitigate risk, indications of adaptive and

maladaptive functioning, mechanisms of resilience at each ecological level, and thus, the

building of resilience among Hispanic children and adolescents.

Risk and Protective Processes

Risk and protective processes for Hispanics include traits of individuals, families,

communities, sociocultural settings, and the interconnections among them (Kuperminc et al.,

2009). Risk is a term used to indicate the potential for negative outcomes (e.g., physical and

mental health problems) in the near or distant future (Kuperminc et al., 2009; Luthar & Cicchetti,

2000). Although not exhaustive, risk factors that are most commonly experienced by Hispanics,

whether immigrants, U.S. born, or children of immigrants, include living in poverty,

discrimination, stressors related to biculturalism, and migration experiences (Cardoso &

Thompson, 2010; Schwartz et al., 2016). For example, Pew Research Center (2019) estimates

that 21% of all Hispanics immigrated to the U.S. without legal documentation. Hispanics who

immigrate to the U.S. without legal documentation do so under socio-political duress, or extreme

poverty in their country of origin (Cardoso & Thompson, 2010). The journey from their country

of origin to the United States is fraught with traumatic experiences, such as children being

victims of human trafficking, or travelling on foot without food or water for several days (Rojas-Flores et al., 2017).

While risk processes comprise negative experiences that perpetuate over time, protective processes conversely reduce the exposure to risk through counteracting or buffering effects that disrupt the causal link between risk and negative experiences (Kuperminc et al., 2009). Despite the magnitude and prevalence of risk processes, many Hispanic children, adolescents, and their families rely on their cultural family values (e.g., familismo) and religious practices that contribute to resilience. These cultural family values and religious practices then influence how Hispanic children and adolescents engage with risk behaviors such as substance use, suicide attempts, and unhealthy sexual behavior (DiPierro et al., 2018; Lac et al., 2011).

Adaptive and Maladaptive Functioning

The health outcomes and risk behaviors associated with Hispanic children and adolescents in the United States are fraught with both positive and negative aspects. While Hispanic children and adolescents are at risk for substance abuse, they evidence lower rates of prescription drug abuse and marijuana use disorder than their White and African American peers (U.S. Department of Health and Human Services, 2020). In contrast, Hispanic children and adolescents evidence continued need for mental health services as their major depressive episodes with severe impairment increased over a three-year period between 2015-2018 (U.S Department of Health and Human Services, 2020). Further evidence of risk to their mental health includes attempted suicide rates for Hispanic high school students (11.3%), which are higher than Black (8.8%) and White (6.3%) high school students, and even more prevalent among Hispanic female high school students (15.6%) compared to Black female high school students (10.7%) and White female high school students (8.5%) students (CDC, 2014).

The outcomes are also mixed in the educational arena. For example, Snyder et al. (2019) recently reported on academic obstacles. From 1992 to 2015, academic achievement gaps between White and Hispanic students in reading and math have shown little to no improvement among fourth and eighth grade students. Drop-out rates for Hispanics in the 16- to 24-year-old range, comparatively, remained higher than both Black and White 16- to 24-year-olds in 2015, despite decreases for the Hispanic group as a whole. Despite these inequities in K-12 school settings, 35% of Hispanics age 18 to 24 were enrolled in a two- or four-year college in 2014, a significant increase over the last two decades (Pew Research Center, 2016). Given the positive and negative outcomes in both health and education of Hispanic children and adolescents, the variety of social ecology factors that bolster or inhibit healthy development and academic achievement also merit an examination using the cultural-ecological-transactional framework outlined above.

Cultural-Ecological-Transactional Mechanisms of Resilience

Macrosystem. Bronfenbrenner (1977) conceptualized the macrosystem as the blueprint for patterns of a culture. These blueprints provide a general consistency for culture. For example, the rules or codes of conduct within K-12 schools are generally the same from one school building to the next. The culture created by these rules then impact how students are treated as they exist within the school building. Furthermore, macrosystemic factors include political struggles related to immigration and legislation related to criminal justice, education, and health care. These affect the development of Hispanic children and adolescents (Kuperminc et al., 2009). Some Hispanic children and adolescents do not have equal access to education, prevention, and health-care programs (Ramirez et al., 2017). In addition, two-thirds of all Hispanic families either live in poverty or have low-income, thus placing them at risk for health

problems and school failure (Ramirez et al., 2017). Policymaking surrounding immigration laws and procedures affect Hispanic children and adolescents with undocumented parents, as these laws tend to communicate an anti-immigrant narrative (Cabral & Cuevas, 2020). Accordingly, because of such laws, Hispanic children and adolescents also experience higher levels of actual and perceived discrimination than their peers (Ayón et al., 2010).

As discrimination is fueled by larger sociopolitical narratives pertaining to immigration within the U.S., these narratives are then communicated through the media, promulgating further discrimination in the form of xenophobia (Ayón et al., 2017; Gracia-Rios et al., 2018: McHale et al., 2009). Garcia-Rios et al (2018) found that recent xenophobic political narratives impacted not only Mexican heritage Hispanics for whom the xenophobia was directed, but non-Mexican heritage Hispanics as well. A conduit for the spread of xenophobia is through the media from where sociopolitical narratives are communicated. Parents may use media (e.g., internet, television) to entertain their children or adolescents after a stressful work-day, or parents may be exposed to media that they bring home to their children or adolescents (McHale et al., 2009). Despite the aforementioned risks, protective processes occur in the forms of cultural values and religious beliefs. This ecological level will include a discussion of religion and family values as they have emerged as protective processes to offset risk.

Religion. Pew Research Center (2014) indicated that the majority of Hispanics, 71%, identify as maintaining Christian religious practice with 55% of Hispanics identifying as Catholic. Religious communities provide avenues for Hispanics to create strong social support networks. This is especially significant for immigrant Hispanics (DiPierro et al., 2018). Furthermore, because of strong social and family values promoted by religious communities, Latinas are more likely to engage in abstinence, curtailing hazardous sexual behavior, and

experiencing lower pregnancy rates (Edwards et al., 2011; Kuperminc et al., 2009). For Hispanics in general, but more prominently with Hispanics not born in the U.S., having strong connections to religious communities has also been linked to less engagement with substance abuse after experiencing a psychologically stressful event, such as immigration (Sanchez et al., 2015).

Familismo. The English translation, familism, is a term used to define the importance of family in the Hispanic culture. This concept is characterized by behaviors that reflect the following: respect of authority figures within the nuclear and extended family; protection, generosity, and loyalty toward the family; and individuals sacrificing their own needs for the benefit of the family's needs (Antshel, 2002). Most Hispanic children and adolescents, as an expression of familismo, place a high value on respecting their parents, who account for the greatest source of emotional support and guidance toward positive behaviors. As such, familismo has been linked to Hispanic adolescents avoiding substance abuse, such as smoking marijuana (Kuperminc et al., 2009; Lac et al., 2011), and increasing positive mental health among Hispanic adolescents and their parents (Ayón et al., 2010). It is important to note that the macrosystem does not exist separate from the individual. While cultural values such as religious practices and familismo stem from this system, these values have no impact if they are not internalized by the individual through everyday activities, actions, and routines in the microsystem (Vélez-Agosto et al., 2017).

Exosystem. The immediate settings (e.g., the home) where the child or adolescents actively participate while distal influences affect them, such as their parent's workplace, constitute the exosystem. Salient distal influences that pose risk to the emotional and behavioral well-being of Hispanic children and adolescents are the perceived discrimination experiences of

their parents and caregivers (Lorenzo-Blanco et al., 2017). Discrimination experiences of Hispanic parents and caregivers are often related to physical ethnic characteristics or English language proficiency (Ayón & García, 2019).

      Discrimination. As Hispanic parents and caregivers experience discrimination related to ethnic identity or English language skills, this influences child-rearing practices which affect how their children develop and gain skills to cope with the conditions of life (García-Coll et al., 1996). Ayón and García (2019) examined how discrimination within institutions (e.g., work, school), discrimination based on English language proficiency, and threats/harassment experienced by Hispanic parents impacted parenting practices. The results indicated that all parents experienced some form of discrimination that in turn impacted their parental monitoring (e.g., knowing where their child is after school), consistent discipling (e.g., conscientious rules for child), and the use of harsh discipling (e.g., screaming at child when they did something wrong). However, as parents experienced multiple forms and more frequent encounters with discrimination, the greater the risk for poor parenting practices (Ayón & García, 2019). Thus, discrimination has a negative impact on their relationship with their children. However, regardless of the form or frequency of discrimination, there was no difference among parents in nurturing or supporting their children. Based on this study, discrimination experienced by Hispanic parents and caregivers serves as an exosystemic factor as it indirectly affects their child or adolescent's well-being.

      Microsystem. The microsystem represents the spaces in which children and adolescents function, such as within their family and school, and where they take on specific roles, such as son or daughter in the family, or student in school. Vélez-Agosto et al. (2017) proposed it is best to conceptualize this ecological level as a cultural microsystem. A cultural microsystem is more

apt given that cultural practices found in the macrosystem already contain these relationship roles and functions in the microsystem (e.g., cultural values and beliefs, language, social communities, daughter in a family, school student). Thus, as culture is moved from the macrosystem into the microsystem, the relationships between children and adolescents and their family, peers, neighborhood and school settings are further contextualized by culture (Vélez-Agosto et al., 2017).

Bronfenbrenner (1977) described children and adolescent's interactions among family, peers, neighborhood and school taking place at distinct points in their lives as the mesosystem. Therefore, the mesosystem serves as a series of microsystems (Bronfenbrenner, 1977). Vélez-Agosto et al. (2017) go on to suggest that cultural microsystems formulate mesosystems and include cultural practices from the macrosystem. The cultural microsystem flows and interacts with one another, therefore, highlighting the fluidity of cultural practices and negating the need for a distinct macrosystem and exosystem. The following sections will characterize cultural values and characteristics present within Hispanic children and adolescent's cultural microsystem.

Family. Support from parents and other family members has been linked to positive psychosocial functioning, health behavior, and academic success (Bhargava et al., 2017; Kuperminc et al., 2009). Strong family connections, or familismo, have been found to decrease substance abuse, violence, and protect against negative mental health outcomes among Hispanic children and adolescents (Ayón et al., 2010). Although familismo contributes to overall positive development, Ramos (2014) found that Latina mothers' support of their children's education may occur in ways that are unnoticed by non-Hispanic teachers and school personnel. For example, Latina mothers were found to provide advice as this supports the cultural value of

education. For Latina mothers, advice goes beyond acquiring education knowledge in that they engage in teaching manners, morality, and interpersonal relationships to their children. When teachers and school personnel misread the support given by Hispanic parents, this may lead to continuation of deficit perspectives related to Hispanic parents and caregiver's involvement in their children or adolescents' school success (Yosso, 2005).

Familismo, also known as familial capital, extends beyond just parents in that multi-generational family members (e.g., aunts, uncles, cousins, grandparents, great-grandparents) influence emotional, moral, educational, and occupational consciousness of children and adolescents (Yosso, 2005). This expansion of the concept of family further supports the idea of communal well-being. Hispanic children and adolescents often have a multitude of family members who model lessons of caring and coping strategies for them (Yosso, 2005).

Peer Relationships. Delgado and colleagues (2016) studied Hispanic children and adolescents' friendships to demonstrate the negative and positive roles these friendships play related to academic outcomes. The results indicated that close-knit friendship groups, being nominated by peers as a friend, and perceived number of friends explained a positive relationship between feelings of belonging to school and grade point average. This study suggests Hispanic children and adolescents have a propensity for interdependence which provides them with a relational style that provides social support and can promote academic achievement. Where these positive friendships develop is key to understanding the impact of the settings (e.g., school, neighborhood) in which they take place.

Schools. Several studies have pointed to the importance of creating a school environment that promotes equality for Hispanic children and adolescents related to academic achievement, sense of support, and belongingness at school; however, such equality has yet to come to fruition

(Constantine et al., 2007; Delgado et al., 2016; Dickson et al., 2011; Villalba et al. 2007). Hispanic children and adolescents are at risk for encountering challenging school environments due to poverty, little to no English language proficiency, and lack of access to early intervention and supplemental academic programming (Ramos, 2014; Ramirez et al., 2017). These barriers result in the placement of Hispanic children and adolescents in less academically challenging coursework and being underrepresented in advanced courses (e.g., Advanced Placement, International Baccalaureate), and also having higher dropout rates compared to White and Asian peers (NCES, 2019; Villalba et al., 2007). Discrimination is also a part of K-12 school experiences for Hispanic children and adolescents as the most commonly occur in middle and high school (Umaña-Taylor & Updegraff, 2007). Balagna et al. (2013) found that Hispanic children and adolescents are often on the receiving end of ethnic slurs and discriminatory remarks from their peers, teachers, and school staff. K-12 administrative policies likewise reinforce discrimination as they lead to Hispanic children and adolescents disengaging from school and lead to disciplinary action (e.g., suspension, expulsions; Day-Vines & Terriquez, 2008). For both immigrant and U.S.-born Hispanic children and adolescents, a strong ethnic identity can have both positive and negative outcomes related to buffering against discrimination (Meca et al., 2020; Umaña-Taylor & Updegraff, 2007). For example, a strong ethnic identity has been linked to antidrug norms and high academic performance among Hispanic students (Ayón & García, 2019).

Neighborhoods. The structural qualities of neighborhoods, namely based on the resources available (e.g., poverty levels, employment, access to libraries, community programming), impact positive and healthy development and educational outcomes. Neighborhood support, neighborhood adolescents' behaviors, and neighborhood safety have

been associated with positive academic and behavioral outcomes in schools. A survey of 6,586 middle school students across 11 schools located in rural, suburban and urban settings indicated that students who reported residing in safer neighborhoods also evidenced avoidance of misbehavior in school and higher grades (Bowen et al., 2008). As areas throughout the U.S. are beginning to see an increase in neighborhoods occupied by the Hispanic community, these neighborhoods likewise have a significant concentration of families living in poverty (Ludwig-Dehm & Iceland, 2017). Considering the majority of Hispanics reside in neighborhoods with high poverty rates, this group is also exposed to higher crime and violence rates as well as under-resourced public services and schools (Ludwig-Dehm & Iceland, 2017).

Resiliency

The above overview of ecological levels within the context of the Hispanic community provides conditions and experiences that either encourage or inhibit resiliency among Hispanic children and adolescents. While some of these experiences are common across any racial and/or ethnic group, the model of Hispanic resilience encourages the consideration of risk and protective process across ecological levels that are linked to the minority experience broadly (e.g., experiences of discrimination at school) and unique to the experience of Hispanic children and adolescents (e.g., language barriers). The model of Hispanic resilience views Hispanic children and adolescents' well-being as integrated with the collective well-being of their families (Kuperminc et al., 2009). Protective processes emerge throughout the social ecology that include internalizing cultural values and, for some Hispanics, religious beliefs, which contribute to the well-being of the family. Critical to the development of Hispanic children and adolescents is the recognition of interconnected and supportive relationships among peers, in school, their neighborhood, and the family (e.g., school and family partnerships; Kuperminc et al., 2009).

Masten and colleagues (Masten, 2001; Shiner & Masten, 2012) defined resilience in terms of adaptive success in age-salient developmental tasks despite experiencing significant adversity. Masten's (2007) work also noted that it was best to conceptualize resilience as a multilevel process. Yosso's (2005) seminal work conceptualizing community cultural wealth outlined skills and abilities that Hispanic students bring with them into school systems. Hispanic parents provide their children and adolescents with aspirational capital. Yosso (2005) described aspirational capital as parents fostering resiliency by encouraging their children and adolescents to create goals and dreams that transcend their present circumstances. Another facet of community cultural wealth is linguistic capital. Hispanic students have intellectual and social skills that are developed through the knowledge and application of two languages, usually Spanish and English (Yosso, 2005). While 73% of Hispanics speak Spanish ages 5 and older, the percentage of English-speaking proficiency has increased from 50% in 2000 to 68% in 2013 (Pew Research Center, 2015). As their bilingual capabilities are developing, a growing number of Hispanic children and adolescents are gaining a cultural asset that helps them navigate experiences of discrimination in educational settings (Delgado Bernal, 2002). Qualitative data from over 50 Hispanic college students showed that their knowledge of Spanish helped them acquire fluency in English (Delgado Bernal, 2002). Subsequently, the bilingual acquisition became a source of strength in both their academic and social settings (Delgado Bernal, 2002).

Acknowledging cultural knowledge and assets when studying the development of resilience among Hispanic children and adolescents in the United States is prudent because they are situated in a cultural context accented by rapid social change (e.g., globalization, immigration reform, and accountability-based educational practices; Delgado Bernal, 2002; Kuperminc et al., 2009). Given these social changes, it is important for school counselors and other school

personnel to understand their potential impact on Hispanic students. Yet, Rodriguez and Morrobel (2004) engaged in a comprehensive review of 1,010 empirical studies across six peer-reviewed adolescent development journals and found that Hispanic children and adolescents were underrepresented. The articles that did include Hispanic children and adolescents tended to be deficit oriented and lacked a specific theoretical framework (Rodriguez & Morrobel, 2004). The application of a model of Hispanic resilience invites a resilience perspective, along with strength-based approaches, toward Hispanic children and adolescents.

Strengths-Based Approach

For decades, deficit-based perspectives in K-12 education have persisted. In addition, biases related to race, ethnicity, and social class continue to undergird interactions among school faculty and staff with children and adolescents of color (Rendón et al., 2018). These frameworks continue to pathologize, stereotype, and marginalize Hispanic children and adolescents. Rendón et al. (2018) described the thoughts behind deficit-based perspectives:

Deficit-based thinking is centered on the grand narrative that parents and Latino communities do not value education, the belief that low-income communities are inferior, and the pervasive view that most, if not all low-income students are "at risk," "marginal learners" and "culturally deprived." Absent from this deficit-based discourse is a focus on Latino cultural wealth and the experiential ways of knowing that students employ to transcend their socioeconomic circumstances, build on their instinct to survive, and excel in education. (p. 224)

Hispanic students are better served by acknowledging the community cultural wealth and experiential ways of knowing they apply toward social and economic mobility, resilience, and excelling in education (Delgado Bernal, 2002). Social capital, an example of community cultural

wealth, demonstrate the community tradition of lifting up Hispanic community members when faced with adversity has been carried onto them (Yosso, 2005). This historical benefit stems from the supports of mutual aid societies founded by Mexican immigrants to the U.S. in the late 19th century that were established on the need for immigrants to help support each other succeed. This in turn evolved into navigational capital, which is a skill developed by Hispanics over time to maneuver institutions that are biased against them, such as K-12 school systems (Yosso, 2005).

A review of the professional school counseling literature yields a dearth of research that focuses on the more positive aspects or strengths of Hispanic students. However, calls for strength-based approaches that adequately address the needs of Hispanic children and adolescents are present in social work (see Cardoso & Thompson, 2010), psychology (see Cobb et al., 2019), and school counseling (see Day-Vines & Terriquez, 2008). Hence, an adoption of a strengths-based approach for school counselors as helping professionals that serve Hispanic students within K-12 school systems warrants further attention.

Previous research has noted the need to include a more positively focused, strengths-based approach when school counselors consider their work with Hispanic students and their families (Day-Vines & Terriquez, 2008). However, deficit models are more prevalent as they focus on the stressors and challenges unique to Hispanic students that impede their academic achievement and highlight their overrepresentation with grade retention and disciplinary concerns; thus, creating disenfranchisement with their educational experience (Villalba et al., 2007). Day-Vines & Terriquez (2008) provided a case example that utilized school counselors' knowledge and skill set for an intervention that partnered with a community organization to draw attention to the disparity of suspension rates among African American and Hispanic high school-

aged males. This contrast was most notable compared to their White and Asian peers. The community organization, school counselors, teachers, and administrators worked collaboratively with students in a manner that enabled positive student behavior. This collaborative effort helped to lower the number of suspensions by more than 75% over the course of a single academic year. This example stresses the success and continued need for strength-based approaches to improve the overall academic experience for Hispanic students. The next section will discuss, more specifically, how assessments can be included as part of a strength-based approach toward Hispanic students.

Strength-Based Assessments

Strength-based assessments are apt to inform the development of positive goals, identify unique skills, resources, life experiences, while also identifying the needs of students and their families. Epstein and Sharma (1998) defined strength-based assessment as

> [a] measurement of those emotional and behavioral competencies, skills, and
> characteristics that create a sense of personal accomplishment; contribute to a sense of
> personal accomplishment; contribute to satisfying relationships with family members,
> peers, and adults; enhance one's ability to deal with adversity and stress; and promote
> one's personal and academic development. (p.3)

Whereas school counseling literature calls for the adoption of strength-based approach toward Hispanic students (see Day-Vines & Terriquez, 2008), there is a notable absence of calls for the use of strength-based assessments in the school counseling literature.

Yet, professional counseling organizations note the training, competency, and ethical practices related to school counselors' use of assessments. The ASCA Ethical Standards for School Counselors (2016b), under the subsection of A.13.a. Evaluation, Assessment and

Interpretation, outline that school counselors are to "use only valid and reliable tests and assessments with concern for bias and cultural sensitivity" (p.22). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) outlines the minimum requirements for school counselors in training during their master's programs related to assessment. Namely, school counselors in training are taught about the "use of assessments relevant to academic/educational, career, personal, and social development" (CACREP, 2015, Standard 2.7.i., p. 14). Therefore, school counselors as masters-level professionals are trained with the requisite knowledge and skill to administer and interpret an array of assessments. It is school counselor's ethical duty to ensure that, when assessments are deemed helpful to supporting the needs of students, they are choosing instruments that account for culturally responsive constructs.

The professional school counseling literature challenges school counselors to attend to the specific needs of Hispanic students (Parker & Ray, 2017; Smith-Adcock et al., 2006; Villalba et al., 2007). In order to engage in effective, culturally responsive school counseling with most Hispanic students, school counselors should select assessments which are also available in Spanish (Smith-Adcock et al., 2006). While it is common for Hispanic students to present with emerging-English language proficiency, school counselors need to be mindful that assessments conducted in English may bias the results and subsequent intervention (Smith-Adcock et al., 2006). However, what is absent from the approach used by school counselors when working with Hispanic students is an assessment that attends to the contextual factors described above, along with social-emotional development and resilience.

Social-Emotional Development

A primary role for school counselors is identifying and addressing student's social/emotional needs (ASCA, 2019a). One of school counselors' roles includes using assessments that are appropriate for program planning and individual and group counseling related to social/emotional development (ASCA, 2019b). For example, Caldarella and colleagues (2019) partnered with school counselors to implement a social-emotional learning curriculum for 28 high school students. After the 12-week program, all participants showed moderate improvement between pretest and posttest analysis for internalizing symptoms and increased resilience. An interesting finding noted that while improvements were found based on student reports, an assessment completed by teachers did not accurately capture any changes to students' internalizing symptoms before and after the program. With teachers failing to note internalizing symptoms, the authors recommended that schools implement appropriate screening measures of emotional and mental health to better discover and plan interventions for students based on these needs.

Reyes and Elias (2011) highlighted how Hispanic cultural values, such as familismo, that encourage a collective rather than individualistic orientation, can enhance resilience among Hispanic students, while positively affecting their social-emotional development. School counselors have an opportunity to promote positive student growth and learning experiences by creating a climate in schools that builds on cultural strengths and protective factors of Hispanics. To tap into these cultural strengths, school counselors need avenues to build partnership with Hispanic parents (Betters-Bubon & Schultz, 2018).

It is important for school counselors to recognize that most Hispanic parents would like to be more involved in their child or adolescent's education, but they face obstacles to their

involvement, many of which are beyond their control (Osterling & Garza, 2004). While programs are excellent means to build such partnerships (see Betters-Bubon & Schultz, 2018; Day-Vines & Terriquez, 2008), assessments are also viable options for school counselors to engage with Hispanic parents and students (ASCA, 2016a). As culturally responsive practitioners, school counselors are ethically bound to select assessments that evidence reliability and validity, especially related to underserved groups of students (ASCA, 2016a). Based on the gap in the literature, there is a need for an assessment that contributes to contextualizing social-emotional development and resilience within the context of Hispanic students. The next section will further highlight this gap by discussing current instruments that assesses social-emotional attributes and resilience, share evaluations of these assessments, and finally, delineate the rationale for developing a resiliency focused assessment that incorporates cultural characteristics of Hispanic students.

Evaluation of Current Assessments

Social Emotional Assets and Resiliency Scales (SEARS)

The Social-Emotional Assets and Resiliency Scales (SEARS) was designed as a system of cross-informant social-emotional measures (Tom et al., 2009). The SEARS assessment system is strength-based, targeted at assessing positive social-emotional attributes of children and adolescents (Merrell, 2008). The age range for SEARS assessments is 5-18 years old, or students in Grades K-12. The SEARS-Parents (SEARS-P) is a 39-item survey consisting of three subscales: Self-Regulation/Responsibility, Social Competence, and Empathy. Items are rated on a four-point Likert scale, the parent/caregiver is asked to determine whether an item is true for the child or adolescent *never, sometimes, often*, or *always*. The SEARS-P, as part of a cross informant assessment system, is designed with the idea that parents/caregivers are viewed as

providing additional perspectives within home and community settings of children and adolescents. The following sections will outline the specifics of the sample population for the initial psychometric study for the SEARS-P, while also identifying areas where information is unclear.

Sample size

Tom and colleagues (2009) first reported on the development of the SEARS-P, specifically the analysis of national norming data/sample. The normative sample consisted of 1,347 parents and/or caregivers who completed the SEARS-P on their children and adolescents in grades K-12. Later, Merrell et al. (2011) published an article describing the development and validation of the SEARS-P. In this article, it was indicated that sample size was 2,356 parents and/or caregivers that participated in the national norming study. The review of the SEARS-P by Bohan (2014) indicated that the norming sample consisted of 1,204 parents and/or caregivers.

Language

Merrell, Felver-Grant, and Tom (2011) noted that the participants who completed the SEARS-P did so in English, a version in Spanish was still under development. Currently, a Spanish version of the SEARS-P is available, yet to date, a review of the Spanish version of the instrument's psychometric properties has not been completed.

Ethnicity Demographics

Tom and colleagues (2009) report the normative sample majority consisted of White non-Hispanic students (77.2%), whereas Hispanic students accounted for 2% of the sample, or 27 students of the total 1,347. The norming sample in the Merrell et al. (2011) study indicated that White students made up 65.6%, whereas Hispanic students made up 5.4% of the total sample. The limitations in the study noted that the sample of children and adolescents of Hispanic

ethnicity were underrepresented in relation to the general U.S. population. Furthermore, reviews from Bigham (2014) and Bohan (2014) of the SEARS-P provide conflicting and unclear information pertaining to the normative sample. For instance, Bigham (2014) indicated that the sample of the SEARS-P consisted of 55% White non-Hispanic participants, and ethnicity was evaluated on the data with no notable effect size being found. In contrast however, Bohan (2014) indicated that the SEARS-P sample underrepresented Hispanic ethnicities.

Resiliency Scale for Children and Adolescents

The Resiliency Scales for Children and Adolescents (RSCA) is a self-report of personal strengths and vulnerabilities of children and adolescents ages 9 -18 (Prince-Embury, 2006, 2007). The instrument includes three subscales: Sense of Mastery, Sense of Relatedness, and Emotional Reactivity. The RSCA has 64-items in total. Responses consist of a five-point Likert scale with responses including: *never, rarely, sometimes, often,* and *almost always*. The norming sample size consisted of 450 children and 200 adolescents. This was a limited sample size to make firm conclusions about the scales' validity and reliability (Sink & Mvududu, 2010). It did however show promise for a newly developed instrument, and further research was encouraged (Venn, 2010). Most germane to the current study, in terms of ethnicity, the norming sample for the RSCA underrepresented Hispanic children and adolescents (Sink & Mvududu, 2010).

Youth Risk and Resilience Inventory

The Youth Risk and Resilience Inventory (YRRI) was developed to identify an individual's resilience factors while screening for the presence of risk factors, such as bullying, while also controlling for emotional stress (Brady, 2006). The YRRI is a 54-item self-report screening measure that targets children and youth ages 10 to 17 years old. The normative sample included 76 youth representing urban, suburban, and rural areas. No other demographic

information was provided for the sample (Konold, 2010). The limitations for this instrument

included a lack of theoretical framework to guide the item development process related to risk

and resilience among youth (Konold, 2010). Beyond internal consistency, its psychometric

properties are not well established as an insufficient sample size was used to determine validity

(Cosden, 2010). With such a small sample, which leads to inaccurate validity interpretations, and

the lack of evidence that the instrument was developed based on a theoretical framework, it was

not possible to conclude that the assessment is a valid indicator of risk and protective factors in

youth (Cosden, 2010; Konold, 2010).

While these three instruments adopt a strength-based approach and provide some utility

for school counselors to measure resilience, the RSCA and YRRI do not include the perspective

of parents. Although the SEARS-P is designed for parents' perspective, it does not account for

the cultural context of Hispanic families. Furthermore, none of these measures adequately

address the culturally rich data parents can provide school counselors about their child or

adolescent's level of resilience. Such data is useful for school counselors because they can use

the data to enhance the services they provide to Hispanic students. No other strength-based

assessments that measure resilience, were found to be salient to the construct of resilience or that

accounted for cultural contexts of Hispanic families.

Study Rationale

As previously noted, Hispanic students in grades K-12 face unique challenges (e.g.,

discrimination, language barriers, lack of access to health care, and stressors associated with

bicultural identity development) within school systems that place them at risk for not succeeding

academically, socially, and emotionally (Parker & Ray, 2017; Smith-Adcock et al., 2006; Strolie

& Toomey, 2016). These risks can be mitigated within school systems, in part through the roles

and functions of school counselors (Lambie et al., 2019). ASCA (2016a) promotes and encourages school counselors to be culturally responsive in recognition of how students' cultural identity impacts the manner in which they navigate the K-12 academic experience. In addition, school counselors support student achievement by examining data to identify different outcomes among different cultural groups and detect opportunity gaps that affect students within such groups (ASCA, 2016a). Therefore, school counselors are in need of supports, such as appropriate assessments, that further contextualize the social-emotional development of Hispanic students (Strolie & Toomey, 2016). More specifically, assessments that help recognize the protective factors of the Hispanic culture that then contribute to positive development for students. School counselors attending to students social-emotional development in turn positively impacts educational achievement and college and career readiness (ASCA, 2019b).

Presently, professional counseling organizations recognize the importance of ethical usage of assessments to inform the work of school counselors (ASCA, 2016b; CACREP, 2015). School counseling literature has pointed to the need for strengths-based and culturally informed approaches and appropriate assessments when working with Hispanic students (Day-Vines & Terriquez, 2008; Parker & Ray, 2017; Smith-Adcock et al., 2006; Strolie & Toomey, 2016; Villalba et al., 2007). An integral piece to understanding resiliency of Hispanic students is the manifestation of cultural values in their lives (Kuperminc et al., 2009). While the SEARS-P, RSCA, and YRRI place resilience as a focal variable (Brady, 2006; Prince-Embury, 2007, 2006; Merrell et al., 2011), the norming samples did not appear to adequately represent the Hispanic demographic as they exist within K-12 school systems in the United States. As a result, these assessments lack pertinent cultural components that capture the nuance of resilience for Hispanic students.

This study will attend to the gap in the research regarding school counselors' use of assessments that help contextualize the social-emotional development of Hispanic students from a strength-based perspective (Day-Vines & Terriquez, 2008; Kuperminc et al., 2009; Rodriguez & Morrobel, 2004; Smith-Adcock et al., 2006). Therefore, the current study aims to develop initial items for the Escala de Fortaleza en Jóvenes para Padres. The outcome of this study can help school counselors engage parents and caregivers to evaluate their perception of their child and/or adolescent's level of resilience. In the future, this instrument will have the flexibility of being additive to other resilience focused assessments or used on its own. Additionally, cognizant of the bicultural identity development and country of origin characteristics of the Hispanic community, the Escala de Fortaleza en Jóvenes para Padres will be developed in Spanish. This instrument will address two needs by providing an avenue for school counselors to engage Hispanic families, and it will be developed to be strengths-based and culturally nuanced to identifying resilience among Hispanic students.

Summary

As discussed, cultural values play a significant role in the social-emotional development among Hispanic students. As risk and protective processes are present throughout their various social ecologies, it is the cultural values that ultimately contribute to the outcomes of their resilience. Hispanic students evidence resilience despite challenging experiences within the U.S. K-12 school system. School counselors, as part of their professional training, are called to ensure Hispanic students succeed in school. Utilizing an assessment instrument that accounts for the strengths of Hispanic cultural values is needed for school counselors to better inform their prevention and intervention practices for these students. School counselors can use such assessments as a medium to engage Hispanic parents in the K-12 education process and garner

valuable information to promote student resiliency and success. Results may also be used to assist in enhancing school climate and promoting systemic changes to be more equitable and inclusive, as called for by school counseling organizations (ASCA, 2016a; 2019a). Although, resiliency focused measures exist, they are inadequate to capture either the nuances of the experiences or the nuances of resilience manifest within the Hispanic community. Thus, the development of the Escala de Fortaleza en Jóvenes para Padres is necessary to determine how it should measure resilience among Hispanic students based on perspectives from Hispanic parents while providing school counselors with added tools to support the success of Hispanic students.

Chapter III

METHODOLOGY

The purpose of this exploratory study was to develop bilingual potential survey items that assess the perceived level of resilience among Hispanic children and adolescents (5-18 years old) from the perspective of their parents/caregivers. A working title for the measure is: Escala de Fortaleza en Jóvenes para Padres (EFJP) with versions to be developed in both Spanish and English. In this chapter, I will provide an overview of the research method utilized in this study. To begin, I will state the research objective, followed by a brief synopsis of the corresponding analyses. Subsequently, I will provide a description of the targeted population and sampling procedures. This study implemented four focus group interviews (Creswell & Creswell, 2018) to develop the EFJP within the context of the Hispanic community. I will then describe those qualitative methods.

Research Question and Objective

This study sought to respond to the following research question through the stated research objective:

RQ: What potential resiliency items constitute both a Spanish and English version of the Escala de Fortaleza en Jóvenes para Padres?

RO: To develop initial items of a bilingual survey that assesses Hispanic parents/caregivers' perceived level of resilience among their children and adolescents.

Research Design

To achieve the research objective, this study proposed a qualitative design toward developing the EFJP. Mvududu and Sink (2013) and Nassar-McMillan et al. (2010) outlined the steps to preliminary instrument development: (1) focus group question development – literature on resilience was reviewed to determine the nature of the constructs found in the variables

related to the Hispanic community; (2) sampling procedures – a combination of convenience and snowball sampling procedures were implemented based on my social and community networks; (3) data collection - focus groups were conducted via the video conferencing platform, Zoom; (4) data analysis – constant comparative analysis of focus group transcripts was implemented to determine the themes within the content of each group; (5) item development - based on the themes found in the focus group, items were developed for inclusion in the EFJP. This step also included a translation process between Spanish and English. This research design was suitable for this study because I took steps to verify constructs and used an inductive approach toward instrument development (Creswell & Creswell, 2018). The following sections will explain the phases of this study in more detail.

Phase 1: Focus Group Question Development

This phase of the research design highlights an etic approach toward resiliency. Literature that focuses on resiliency within Hispanic familial contexts was reviewed to create questions for the focus groups (step 3 below). Thus, resiliency literature served as the etic approach of the research design by providing a guide for the focus groups. The following outlines a brief synopsis of the literature that was reviewed for focus group question development: Yosso (2005) - described aspirational capital as parents fostering resiliency by encouraging their children and adolescents to create goals and dreams that transcend their present circumstances; Blanco-Vega et al. (2008) – for the purpose of outlining prevention and intervention strategies that promote and enhance resilience for Latino immigrant youth, the authors recommended utilizing protective factors such as parental involvement, positive school/community involvement and positive self-concept to bolster the academic, social, and emotional needs of Latino immigrant youth; Perez et al. (2009) – identified protective factors of undocumented Latino students such as supportive

parents, friends, and engagement with school activities buffered against risk factors such as elevated feelings of societal rejection, low parental education, and high employment hours outside of school; Ayón et al. (2010) – Latino youth-parent dyads, both immigrant and U.S. born, noted that youth had significantly high scores on a familismo scale indicating close family relationships buffer against internalizing mental health symptoms such as depression; Reyes and Elias (2011) – discussed that schools should create a warm and welcoming environment toward Latino students that are cognizant of cultural values such as familismo, personalismo, and respeto; Shiner and Masten (2012) – highlighted five personality traits as a potential source of resilience: extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience; Bermúdez and Mancini (2013) – discussed that Latino families are often bicultural and maintaining original cultural values contributed to positive mental health; Vélez-Agosto et al. (2017) - pointed out that cultural processes should not be viewed as part of a hierarchical system that interacts indirectly with the individual, but rather culture permeates all aspects of a child or adolescent's life, and thus, developmental outcomes and processes; DiPierro et al. (2018) – found that religious/spiritual practices of Latino students moderated a strong link between low levels of anxiety and high levels of hope.

Creswell and Poth (2018) suggested that while no exact number of questions in qualitative interviewing is definitive, they recommend developing five to 10 questions to reach saturation. I used a formula that stemmed from the literature to structure the focus group questions. The literature indicated that despite the presence of nuanced risk related to Hispanic children and adolescents, simultaneously resilience is present through their Hispanic cultural values and beliefs. Parents and caregivers were asked to share their perspectives on their cultural values and beliefs as they act as protective factors against risk.

Phase 2: Data Collection

 Prior to launching data collection, an application was submitted to the primary researcher's university Human Subjects Review Committee to obtain permission for the collection of qualitative data. The application outlined the ethical measures and assurances that I took to protect the identity of parents/caregivers and the identity of their child or adolescent. Given the exploratory nature of this study, focus groups are an ideal means of data collection as they provide an emic approach (Nassar-McMillan & Borders, 2002). More specifically, focus groups used in this study provided opportunities for parents/caregivers of the Hispanic community to elicit, discuss, and refine their insights related to resiliency for the purpose of initial item generation of the EFJP. Furthermore, focus group interviews were advantageous to develop potential themes that then provided content for item development (Nassar-McMillan & Borders, 2002). Focus groups were particularly advantageous as participants were from a similar background, such as Hispanic parents/caregiver, and the discussion was centered on a particular topic (Creswell & Poth, 2018; Onwuegbuzie et al., 2009). Moreover, focus groups were chosen as they provide a sense of belonging to a group which can also increase participant's sense of cohesiveness (Onwuegbuzie et al., 2009). Hispanic parents/caregivers seemed to have found focus group interaction mirroring simpátia, a Hispanic cultural value (García et al., 2017).

 These groups were conducted and recorded via the video conference platform, Zoom, for later transcription (Creswell & Poth, 2018). Zoom provided a safe and secure virtual meeting space for focus groups as the meeting rooms were password protected, the meeting rooms were locked while in progress, and video data recorded through Zoom was encrypted using Advanced Encryption Standards (Zoom, 2020).

More specifically, 17 participants were recruited; however, due to attrition, eight participated in one of four focus groups. Two focus groups were conducted in English and two focus groups were conducted in Spanish. In total three participants attended the focus groups offered in English and five participants attended the focus groups offered in Spanish. The range of participants yielded a variety of information as it was not too small, yet not too large where participants appeared to feel comfortable sharing their thoughts and experiences (Onwuegbuzie et al., 2009). This number of participants was chosen in anticipation that data saturation would be reached, indicating that no new information has been found (Hays & Singh, 2012).

Finally, given the bilingual characteristics of many Hispanic parents/caregivers, participants were given the option to join a focus group conducted in Spanish or in English. I was aware that a potential limitation could arise based on the differing experiences of Hispanics who speak English compared to Spanish and differences related U.S. citizenship status. Hence, the option to join a focus group based on preferred language was made available. While I have proficiency with the Spanish language, a language translator from the Hispanic community was present during the focus groups conducted in Spanish to ensure participants' responses were understood. Engaging with a language translator is a technique used in cross-lingual focus group where the language is translated from participants' responses in real-time (Quintanilha et al., 2015). Using a language translator from the Hispanic community during focus groups was beneficial as this person understood the participants' language, social context, and cultural background, and helped to address communication issues so as not to impact data collection (Quintanilha et al., 2015). More information on the language translator is found in the next section.

Sampling Procedures

For purposes of this study, eligibility criteria for Hispanic parents or caregivers included any parents or caregivers who self-identified with any of the following countries as either birth place of origin or having cultural roots: Argentina, Belize, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, Paraguay, Perú, Puerto Rico, Uruguay, and Venezuela (U.S. Office of Measurement and Budget, 1997). Additional criteria included having primary responsibility of a child or adolescent between the age of 5 – 18 years.

Like the eligibility criteria for the current study, criteria for future development of the EFJP will include parents/caregivers of Hispanic children and adolescents ages 5-18 years old. Parents and caregivers who represent such a range of ages is based on best-practice of psychosocial assessment (Merrell, 2008). Similarly, EFJP will be modeled after the SEARS-P which chose parents from the same age range as meeting participant criteria (Tom et al., 2009). However, it is recognized that given that the minimum age is five years old and up to 18 years of age, from a developmental standpoint, this could create a wide range of variance as to how parents and caregivers perceive resilience. Adolescents are likely to have a greater social-emotional developmental capacity for resilience. Therefore, parents and caregivers may find it more difficult to perceive resilience from a child compared to an adolescent. For example, children have less life experience than adolescents. More specifically, there may not be opportunities for a child to evidence resilience as they might not be as aware of the risks around them or as cognizant of the protective factors in their lives to build resilience. In addition to the instrument's development modeling existing measures, the intended use for the EFJP will be for school counselor's in K-12 settings to identify and support positive social-emotional

development of Hispanic children and adolescents regardless of age or grade level. The instrument is meant to be the impetus of a multi-informant system. Future directions of instrument development and validation will include a resiliency measure for Hispanic students in grades 3-6, grades 7-12, and will be designed as self-reports.

It is important to note that conducting research within the Hispanic community in the United States has its challenges. Namely, there is a notable level of mistrust of researchers among the Hispanic community based on structural factors, such as perceived everyday discrimination (Oakley et al., 2019). In recognition of this, I implemented strategies outlined by García et al. (2017) that stress engaging in common cultural practices of Hispanics to build trust and mitigate concerns related to engaging in the research study. These practices will be highlighted within the specific sampling procedures.

A convenience sample of several Catholic churches whose congregants meet the participant criteria (Appendix A) were contacted via a recruitment email to partake in the focus group interview (Creswell & Poth, 2018). Initially, I contacted local Catholic churches that have lay ministers to the Hispanic congregation through various church-related groups and events. One lay minister was asked to serve as the language translator for the focus group conducted in Spanish. Likewise, I contacted pastors at various Catholic churches located in Buffalo, New York and Washington, D.C. with whom I had established a previous relationship to share the recruitment email with their Hispanic parishioners. In addition, I contacted a colleague who is the executive director of a local mental health agency that provides services for Hispanic families. In the same fashion, I shared the recruitment email with my colleague to disseminate among parents/caregivers who may meet the criteria and have an interest in participating in the focus group. While a secular and non-secular setting were targeted for sampling, I recognize that,

given the greater connections I have to the Catholic church community, this skewed the number of participants who identify as Catholic. A bias is present in how resiliency was conceptualized among participants given that there was a greater representation of Hispanic parents/caregivers who practice Catholicism. A demographic questionnaire asked participants to indicate their religious or spiritual practices, and this information is included in the discussion of the results from data analysis.

My previous engagements with the Hispanic community in these settings reinforced personalismo (relationships that convey care and concern), simpátia (relationships that are free of confrontation and establish common interests), and respeto (respect in all interactions, especially with older adults and people in authority; García et al., 2017) toward potential participants. To further establish common interests and personal approach, I stressed how the study applied to the value of familismo in the recruitment email. More specifically, I emphasized that this study will encourage the concept of familismo as a means to highlight personal and academic success of their children and/or adolescents. The recruitment email also included a brief biography and my experiences with the Hispanic community in the United States and in México. In addition, snowball sampling was included as participants signed up for availability to participate in the focus group. A google form was used to indicate availability to attend one of the four focus groups via Zoom. I asked participants to provide an email for purposes of confirming the schedule focus group. In doing so, they were encouraged to share the recruitment information with other potential participants they may know (Creswell & Poth, 2018).

The study background and consent information (Appendix B) included voluntary participation, how participants information will be kept confidential, and that no identifying information will be maintained beyond general information found on the demographic

questionnaire. The demographic questionnaire asked for basic information such as age of child or adolescent, gender of child or adolescent, relationship to child or adolescent (e.g., mother, grandfather), country of origin of the child or adolescent, country of origin of the parent/caregiver, state of residence, and religious or spiritual practices (Appendix C). Recruitment materials were developed in both Spanish and English. Lastly, this project was awarded a grant from the Association of Assessment and Research in Counseling. Funding from this grant was used toward participant incentive. At the conclusion of data collection, all eight participants received compensation in the form of a $25 Visa gift card.

Interview Protocol

The interview protocol consisted of 10 semi-structured questions based on a review of child and adolescent resilience literature within the context of the Hispanic community (see Appendix D). The interview protocol also included my personal and professional introduction, the purpose and background of the study, a reminder about voluntary participation, confidentiality, and compensation, and finally a reminder that the focus group will be recorded for future data analysis. To conclude the focus group, I asked a final question that elicited feedback and thoughts that might not have been discussed related to social-emotional development of children and adolescents, and resilience within the context of the Hispanic community.

Phase 3: Data Analysis

I ensured anonymity of participants during data analysis by assigning each participant a number rather than asking for or using participants' real names (e.g., PA01, PA02). I used a function of Zoom to generate verbatim transcripts after each focus group was recorded. During this phase, my research team and I analyzed transcripts to reduce the data into pertinent codes

and themes. I employed the process of constant comparison analysis outlined by Onwuegbuzie et al. (2009). This process took place in three stages: (1) the verbatim transcript was coded by gathering data into smaller units and attaching a descriptor to each code; (2) these codes were then grouped into categories; and (3) themes were developed that captured the content of each of the categories. Using constant comparison analysis, data were analyzed one focus group at a time (Onwuegbuzie et al., 2009). Therefore, the first focus group generated emergent themes that served as topics for follow-up questions in subsequent focus groups for discussion. In addition, themes that emerged in previous focus groups were used for verification purposes in subsequent focus groups to establish consensus around their content and to reach data saturation (Onwuegbuzie et al., 2009). Lastly, throughout data analysis I used a peer debriefer as they "provide[d] essential accountability in the effort to recognize and understand the influence of the researcher on the interpretation of the data" (Hays & Singh, 2012, p. 151). They helped me reflect on any bias I had regarding my interpretation of findings.

Phase 4: Item Development

The EFJP was developed based on themes generated from the focus groups related to the construct of resilience within the Hispanic community and existing resilience focused instruments. While other instruments are designed to capture a global assessment of children and adolescent's social-emotional development and resilience (e.g., SEARS; Merrell, 2008), the EFJP will take a more focused and nuanced approach to resilience.

Resiliency Items

The item pool for the EFJP was based on the themes stemming from the focus groups and designed to measure parents or caregivers' perceptions of their child or adolescents' level of resilience. As an observer-report form, participants will score the instrument based on whether a

particular item is true for their child or adolescent using a 5-point Likert-type rating scale

ranging from: 0 = *Nunca,* 1 = *Raramente,* 2 = *A Veces,* 3 = *Muchas Veces, and* 4 = *Siempre.*

The items in English read: *never*; *rarely*; *sometimes*; *often*; and *always*. The general sentence

structure of the items is based on the Social-Emotional Assets and Resilience Scale (SEARS;

Merrell, 2008) and the Resiliency Scale for Children and Adolescents (RSCA; Prince-Embury,

2006, 2007), as these assessments use sentence structure that is common in measuring behavior.

Additionally, measuring behavior based on frequency more accurately depicts its presentation

within the individual. Other measures, such as the Behavioral and Emotional Scale (BERS;

Epstein, 1999), do not measure based on frequency in quite the same way. Instead, it assesses

how much the item is true (e.g., very much, not at all). It appears to be preferable to measure

behavior based on frequency because this will represent whether the construct is present within

the individual or not (Cohn et al., 2009; Merrell et al., 2011).

Language

As the number of people emigrating from México, Central and South American countries

continue to rise, the number of Spanish speaking Hispanics (73%) is greater than those who

predominantly speak English (Pew Research Center, 2017). However, English language

proficiency has increased over the last several decades among Hispanic children and adolescents

(Pew Research Center, 2015). Taken together, older generations are more likely to be

comfortable with the Spanish language compared to English, yet a growing number of Hispanics

utilize English. Based on the linguistic characteristics of the Hispanic community, the language

used to develop the items for the EFJP were Spanish and English.

Translation Process. Hui and Triandis (1985) recommended that measurement

development in cross-cultural contexts include a forward-backward-translation method. That is

to say, considering the study occurred in the United States (U.S.), yet focuses on the Hispanic community with cultural characteristics that differ from mainstream U.S. culture, items were initially written in English, translated in Spanish, and then the items were back translated from Spanish to English. This process ensured that the items are culturally relevant and comprehensive, while preserving both the meaning and intent of the item (Sperber, 2004).

Trustworthiness

It is important to note my positionality within the proposed study. Researchers who engage in qualitative methodologies often hold both insider and outsider characteristics, noting that these characteristics or positions vary across a continuum (Gair, 2012; Hays & Singh, 2012). How researchers engage in studies and interact with participants should be considered within the context of study while also considering the social context that privileges or diminishes people (Hays & Singh, 2012). Gair (2012) goes on to further define inside and outsider research positions as such that "a researcher is located either within or outside of a group being researched, because of her or his common lived experiences or status as a member of that group." (p. 137). I recognize that I hold an insider position with Hispanic parents/caregivers in that I have experiences living outside of the United States, raising children who identify as Hispanic, using the Spanish language in my daily communications with family members, practicing the same religion as most Hispanics, and celebrating holidays within the context of Hispanic culture (e.g., posadas, el grito, día del niño). Likewise, I recognize that I hold an outsider position with Hispanic parents/caregivers in that I do not share migration experiences like some Hispanic participants might; ethnically, I am not Hispanic; racially, I am White, whereas some Hispanics are Black; I am a U.S. citizen; and I hold power in relation to the participants as I am the person conducting the study.

Overall, I saw my role in this study as being a lead investigator who has an opportunity to bring the voices and experiences of Hispanic parents/caregivers to the outside. At times, I inhibited both an insider and outsider position as I, therefore, conceptualized my role as coming alongside Hispanic parent/caregiver participants. For example, I was an outsider as I reached out to community for sampling. I was an insider during focus groups when I introduced myself and my family. I was never completely an insider with the participants, but I was never completely an outsider either. My thoughts and expectations about child and adolescent resiliency from the perspective of Hispanic parents/caregivers is that they will affirm that their children and adolescents are resilient. I expected that the difference in how resilience manifests for them is informed by their cultural values and beliefs compared to how resilience may manifest for non-Hispanics. As I was cognizant of the dual positionality that I held, I engaged in several trustworthiness strategies throughout the stages of the study outlined in the next section.

I maintained a reflexive journal that documents the thoughts I had about how my perceptions impact the research process. Maintaining a reflexive journal aided in my bracketing of biases such as reactions to participant responses during the focus group, and data collection and analysis procedures (Hays & Singh, 2012). To provide participants the opportunity to have their voice included in the research process and to enact a strategy to establish trustworthiness, member checking took place in two stages (Hays & Singh, 2012). First, a verbatim transcript was emailed to all participants to provide feedback, clarification, and confirmation of what they shared during the focus group. Second, after data analysis from all the focus groups was completed and themes generated, an email was sent to participants to provide feedback and confirmation of how the themes represent their perceptions. Three of the eight participants responded to the email confirming the representation of their perceptions. Additionally, as the

constant comparative analysis approach to data analysis calls for simultaneous data collection and analysis, this approach maintained the integrity of an emergent research design (Hays & Singh, 2012; Onwuegbuzie et al., 2009). Finally, a critical step in data analysis included the use of a research team. The research team consisted of a colleague that has training in qualitative research methods and publications in peer-reviewed journals that used a qualitative methodology. This person identifies as a female, Latina, and as a mother. This team member was chosen because of her connections to the Hispanic community and her ability to mirror experiences of participants.

Conclusion

To summarize, I used qualitative inquiry to develop initial items for the EFJP by following the steps outlined by Mvududu and Sink (2013) and Nassar-McMillan et al. (2010). First, a review of professional counseling literature and other peer-reviewed literature related to resiliency within the context of the Hispanic community was used to develop focus group questions. Hispanic parents/caregivers were recruited to participate in focus group interviews, sharing their perceptions of resiliency among their children or adolescents. A constant comparison analysis of data derived from the focus groups was then implemented. Simultaneously, member checking strategies were used to establish trustworthiness throughout the research process. Finally, after themes from data analysis had been generated and confirmed by participants, they were used to create the initial EFJP item pool.

CHAPTER IV

RESULTS

The purpose of this study was to implement a qualitative research design to develop the

initial items for the Escala de Fortaleza en Jóvenes para Padres (EFJP): A strengths-based

instrument that focuses on the resilient characteristics of Hispanic children and adolescents

through the perspectives of their parents/caregivers. This chapter summarizes the findings related

to the research question: "What potential resiliency items constitute both a Spanish and English

version of the Escala de Fortaleza en Jóvenes para Padres?" The narrative overviews the data

collection and analysis conducted by the research team. I present descriptive statistics of the

participants and the thematic codes that resulted from the focus groups. Using direct quotes, I

provide thick description of the emerged themes to justify initial items of the EFJP. Lastly, I

discuss the forward and backward translation process related to the development and

modification of items.

Review of Data Collection and Analysis

To better understand how Hispanic parents/caregivers perceived their child or

adolescent's level of resilience, I interviewed eight parents/caregivers of children and

adolescents. I facilitated four focus groups that gave parents/caregivers the option to participate

in English or Spanish. While a member of the Hispanic community was invited to join the focus

group to help with live, written translation through Zoom's chat function for the focus groups

conducted in Spanish, they were unable to attend due to scheduling conflicts. Fortunately,

another representative from the Hispanic community with equivalent qualifications was able to

assist with translation. I asked participants 10 questions (see Appendix D) and gave them the

opportunity to share anything else about the topic that was not discussed. All focus groups were

conducted and recorded via Zoom. I emailed the transcribed focus groups to the participants to review the document and make corrections or clarifications that would strengthen the reliability of the results. To conceal the identity of participants, I assigned a number to correspond to their responses (e.g., PA01, PA02).

After collecting data from the first focus group, the research team member and I met to review the research question and introduce how to approach Onwuegbuzie and colleagues' (2009) constant comparison analysis, as this method was used to analyze focus group data. The research team then scheduled meetings after each subsequent focus group to discuss thoughts and themes after coding the focus groups. After the final focus group, the research team met to review the final codebook. Upon the finalization of the codebook, the themes generated were sent to the participants for their review to provide feedback and confirmation that their perceptions were accurately represented.

Descriptive Statistics

To recruit participants, I emailed an invitation to participate (see Appendix B) to a local Catholic church and a family services organization that specializes in serving the Hispanic community. I distributed a demographic questionnaire (see Appendix C) to collect information from the eight participants. For parental/caregiver role, 37.5% ($n = 3$) identified as fathers and 62.5% ($n = 5$) identified as mothers. For parent's birthplace of origin, participants indicated 62.5% ($n = 5$) México, 12.5% ($n = 1$) Colombia, 12.5% ($n = 1$) Nicaragua, and 12.5% ($n = 1$) United States of America. Parents reported residing with their children/adolescents across a few different states, with 50% ($n = 4$) in Virginia, 25% ($n = 2$) in California, and 25% ($n = 2$) in Texas. Parents also reported the religious/spiritual affiliations of their families, 53% ($n = 4$) as Catholic, 25% ($n = 2$) as Protestant Christian, and 25% ($n = 2$) as not practicing any religion.

Furthermore, the eight parents who participated included a representation of 12 children and adolescents, ages ranging from six to 17 years old (M = 12.3). The gender identity of the children and adolescents consisted of 75% (n = 9) female and 25% (n = 3) male. Whereas the children and adolescents' birthplace of origin was predominantly in the U.S. at 75% (n = 9), 16.7% (n = 2) were born in México and 8.3% (n = 1) born in Colombia.

Themes

During the data analysis phase, the research team identified four overarching themes. The overarching themes that were identified by the research team are included in Table 1:

Table 1

List of Themes

Theme
1. Welcoming and Challenging School Environment
2. Family Support
3. Community Impact on Discrimination
4. Benefits of Religion

Theme One: Welcoming and Challenging School Environment

All of the eight Hispanic parents in this sample spoke of their child or adolescent's school experiences and how certain factors contribute to whether the school environment is welcoming toward their child or adolescent or instances where the school environment can be challenging for them. PA02 shared that the school where her daughter attends provide a place for positive experiences through close-knit friendships:

She does have an ability to have those friendships she's been in a dual language group that was in first grade. And it's a small school that she used to be in that group continued every year, and I mean it's been the same group, since they were in first grade so all those friendships just glued together now.

While the peers within a school environment can be a source of positivity, PA06 explained how his daughter has had different experiences:

The experience that hurts to remember the most is when she arrived [home] sad because there were children who were a little bit heavy with her, that made her change her day and I saw her behavior was a little different, even, she came [home] one time to tell us that she didn't want to go back to school. We followed the procedure of talking to her, talking to the teacher, talking to the director and it stopped for a while then continued – it was a hard experience because I didn't want to see her unhappy in an environment where she feels good. I think that hurt me to see because of her noble character, she suddenly thinks she lacks that strength to defend herself.

Likewise, PA03 expressed a bullying incident that her daughter had with peers at school:

We remember one time we went to pick up [older daughter] and [younger daughter] from afterschool and one of the teachers told us that there had been a situation where some of the older kids were bullying [older daughter], but they had spoken to her and the other children and it was resolved. Then we spoke with [older daughter] and asked her what happened, she was very open. She said 'What happened was they didn't want to play with me and I knew they were talking about me. I went to tell the teacher and I turned around and they had stopped, that was it.' We were surprised with how well she took it,

not taking it personally. We said, 'well it's good that you know what to do and not let those things affect you when they happen.'

These findings highlight how the school environment can be a source of positive or negative peer interactions. The Hispanic parents in this sample discussed how teachers are aware of the learning needs of their child or adolescent. PA04 commented on a positive experience with the teachers at his daughter's school:

We saw the cycle where she [oldest daughter] processed slowly. A factor that we think is important is good communication from the teacher in the previous year to share information with the teach for the next year. That teacher knows, this is how she learns, this is what we saw last year.

PA03 remarked how the attitude of their child's teacher influences the experiences they have in school. She mentioned that she likes the presence teachers have in her daughters' lives:

We know who the teachers are and that the teachers understand who [eldest daughter] is, who [younger daughter] is, what their interests are. Not just that they know their name, that they know what they like and it's just like we've been here now.

She continued to express how her older daughter's Mexican identity is very important to her, and her teacher is very accepting of that:

[She] feels completely Mexican. She thinks it is her job to make sure that within the calendar they are seeing at the beginning of the month Mexican traditions are integrated. When they are seeing as well as that, 'Ay, that this and the other', she as well as that, 'this, and the other.' The good thing is that her teacher is very open to that.

One parent took to directly addressing school counselors and what she believes they should be aware of as school counselors are in place to support the social-emotional needs of students:

I would like, for you to know and counselors in general to know is that. At least from what I've seen when kids really hit adolescence, especially. The relationships that they can have in the place that they find you know, in terms of the school environment to belong in is really so incredibly important to them that, even if they have a strong family life and a strong foundation. You know, they cannot succeed without having those opportunities in the school environment. And so you know, I would just want for school counselors to recognize that and to make sure that they provide those opportunities.

This parent made it clear that school counselors should take special care toward ensuring the school environment is an enriching place for adolescents emotionally as a means to support their academic success. She went on to add an insight that highlighted how the school environment is integral to helping adolescents establish their independence and that schools should be cognizant of supporting parents:

We have a very stable family environment…you know we have a lot of tools in our toolbox, and a lot of resources to meet the emotional needs of our children and yet there's some emotional needs that it's just impossible for us to meet developmentally just because that's the place they are in life and so I would just want people you know who work in schools to recognize that to recognize that it that it can't really all be bounced back to the family, because those kids need an environment, you know they need to belong somewhere outside their house that's what they're supposed to be doing, right? It's kind of finding out who they are…

This parent made a poignant observation that the schools, namely through the roles and functions of school counselors, should be an extension of the kind of environment in which parents would like their child or adolescent to grow and develop.

In summary, the theme of 'Welcoming and Challenge School Environment' is depicted as providing experiences that promote or constrain the development of resiliency among the Hispanic children and adolescents discussed by the parent sample. School environments provide the setting for positive or negative social experiences with peers and school staff. Strong friendships appear to promote resiliency whereas instances of bullying appear to counter the development of resiliency. Furthermore, teachers and school counselors play pivotal roles in the school environment in which Hispanic children and adolescents find themselves. The Hispanic parents in this sample conveyed that interactions between their children/adolescents and teachers and school counselors have the potential to promote resilience. Therefore, based on the data from the focus groups, the content of this theme will serve as potential resiliency items on the EFJP. The next theme will discuss how Hispanic families come together in a variety of ways to surround their children and adolescents with love and support.

Theme Two: Family Support

All eight Hispanic parent in this sample identified ways in which the family plays a supportive role within the lives of their children or adolescents. Participants described their family interactions as positive, while also describing how they rally together to overcome adverse circumstances. An example of adverse circumstances that every participant mentioned was that they do not live near extended family. PA05 regretted that his extended family members do not live close by or live in another country, and he has plans to relocate in the future to be closer to them:

> Unfortunately, like you all [other participants] we do not have extended family near us. I have a brother in [another city] and a nephew in [another state], almost all of our family is in México. To have that family, the grandparents, the aunts and uncles, the cousins,

especially the cousins, but we do not have such luck like other families have. He [son] doesn't understand yet, he's young. Actually, I am thinking we won't live here much longer.

PA06 also lamented about extended family living in another country and the response he and his wife have to that circumstance:

In our case, [daughter], the only close and direct family is my wife and I. The rest of our family lives in another country. We try to be very close to her. Sometimes we feel a little sad that she doesn't have that family support that sometimes helps…In our case we are strong between us and we try to help her and try to be close to her.

Hispanic parents in this sample recognized that they are mindful of the value of family life and maintain that importance within the family nucleus. For example, PA02 shared the following: "I know the culture in México it's about family it's about togetherness, and perhaps I don't see that as much here…but they both I think they both have good relationships with us and with one another." In response to strong family ties stemming from this sample of Hispanic parents' country of origin, parents are diligent to instill a strong support system within the family nucleus. Namely, they make efforts to spend time with their child or adolescent to show they have interest in their lives. PA02 went on to add her approach:

I do take her out on dates and this talk to me what's going on, how was school? I know their friends, so I asked them individually what's going on with this friend? So I do think they both have a good relationship with their parents.

The findings from the Hispanic parents in this sample showed that they internalize the family values from their country of origin. They recognize that while they do not have extended family

living nearby to support this value, they make concerted efforts to convey these family values onto their children and adolescents.

The discussion on family transitioned to how they stay in contact with extended family, as this was the case for every participant. PA01 shared that when her children and adolescents visit their extended family, they are intentional on building strong relationships:

> They [her children and adolescents] have been to Nicaragua. The only aspect is you know the importance of you know, having some family relationships and because we're military and we're not around any family that's harder for us. But whenever they do you know we have opportunities to spend time with grandparents, you know we do say okay come and play cards with them and listen to them and talk to them, and that is something that in Hispanic culture is definitely very ingrained.

PA03 explained how her daughters utilize technology to stay in contact with their extended family:

> For example, every day I talk to my mom and she talks to the girls. For [her daughters] it is normal every day to hear the voice of their grandparents, on both sides. The good news is that many of my cousins have children of the same age, they already know that as well as that if "[eldest girl], if [youngest girl] is available, they talk. She is very close to our family in México. For her it is very easy to use all that is technology, Zoom, WhatsApp, Skype, all these things, are already part of her life. Her cousins, they have a group on Messenger where they talk all the time.

Family support was discussed in relation to academic support as well. For example, PA06 shared the following about his daughter:

It also depends very much on the teacher who teaches them in that school year, there are

teachers who are very good and that the children are very encouraged, the children want

to learn. As there are teachers, children sometimes do not feel like they want to learn. We

[the parents] also try to help her academically, to make reinforcements in the house, we

try to explain to her things that you suddenly did not understand. It's something between

school and parents, I think. We also try to provide a calm environment at home, to give

her all the support and help in the process of education. We also take the time to look at

her notes, look at how we can help her in tasks, or how we can help you follow through

your entire learning process, that is.

PA07 explained that she takes a collaborative approach with teachers to support her daughter's

academic success:

We [husband and wife] believe in strong family support in collaboration with teachers.

Not only love and encouraging words but actual involvement with guidance for

assignments. Both of us, mom and dad have graduate school degrees and that contributes

tremendously for our child to do well academically.

Furthermore, PA05 mentioned how he support his son's academic performance: "I try to help

him learn to read, it's in that and inculcating him to like books, I think that if he likes to read, if

you give time to read it will make school easier in the future."

The Hispanic children and adolescents represented by the sample in this study live in the

United States. Parents described how their children adapt to cultural settings and how family

reinforces cultural values between the U.S. and their country of origin. PA08 described her

daughter as follows: "[She] knows and understands what the cultural practices are like in the

U.S. and México and adapts to where she is." Likewise, PA06 described how his family approaches celebrating traditions:

> Speaking of identity, we have our culture and celebrate our dates, but we too adopt the culture of this country. We also celebrate July 4 and celebrate Thanksgiving. We also become part of the culture and teach it that we are part of this country, but we also let it know that we come from a country and that this is our identity as well. We are thus, in this way, and in that way we try to teach her these kinds of values.

Family support was also discussed in relation to the efforts Hispanic parents in this sample make to unite around the mental health needs of their adolescents. PA01 explained how she and her husband responded to a mental health emergency brought on by the COVID-19 pandemic for their son:

> He had a really hard time adjusting and he had already been on medications for his ADHD. But he had what's called the hypomanic episode, where he kind of got it, you know acted like someone who was just had a lot of energy. And you know, and it was a psychiatric emergency and my husband's a pediatrician so luckily, for us it was kind of like talking on the phone with the psychiatrist and trying to figure out what happened. But basically, you know it triggered a pretty significant mental health emergency for us and luckily, we were able to find the right medication for him um but uh you know it's been a hard experience for us and we offer counseling for him, he didn't really want to do counseling. And so we decided that I would do counseling and talk to the counselor just about my son, so that he could help me get him through this whole situation because he didn't want to talk to anyone. And you know, luckily he got through it.

In summary, the research team we able to identify the theme of 'Family Support' that reflected the data collected through the focus groups. This theme depicts how the Hispanic parents in this sample internalize Hispanic cultural values of close family bonds by forging strong relationships within the immediate family. This is done in response to their extended family members living in another country. The Hispanic parents in this sample discussed how they were cognizant of the U.S. context in which their children or adolescent live. Their families attempt to balance honoring their country of origin while embracing their lives in the U.S. by celebrating traditions from both countries. These strong familial relationships expanded into areas related to academics and mental health needs. Taken together, the support provided by family toward the Hispanic children and adolescents represented by the sample act as a protective factor in the face of a myriad of life's challenges and circumstances which in turn promotes resiliency in response to adversity. Therefore, based on the data from the focus groups, the content of this theme will serve as potential resiliency items on the EFJP. The next theme will discuss how the communities in which Hispanic parents and their children and adolescents live plays a role in discrimination.

Theme Three: Community Impact on Discrimination

Six of the 8 Hispanic parents sampled explained that their experiences of discrimination have been based on where they have lived in the United States. Essentially, parents described that living in a community where there are more Hispanics present means they are less likely to experience discrimination. PA02 described her experiences of discrimination based on where she currently lives compared to when her family lived in a larger city in another part of the state:

> …I mean we didn't see any discrimination because, what is it 80% close to in the 90%
>
> [category are Hispanics] here and they come from México so we didn't experience any

discrimination before, but we did experience that when we were living in [City] now, we

moved back home, so I don't think my kids see that at all because they both come from

Hispanic parents and most of the people here they speak Spanish and they come from

Hispanic experience as well. I think if they were to move out of [state], perhaps they

would…

Similarly, PA06 went on to contrast how his experience living in an area of the U.S. where there

are fewer Hispanic to where he lives currently:

The child's experience in the United States may be very different depending on the state

or city in which he or she is. For example, we came from [state], where we were a

minority and now live in [city], where 90% of [city]'s population is Hispanic. I imagine

that for my daughter - she has a Latino profile - she should feel more as she was in the

majority and no longer feel like she was before, in the minority.

The Hispanic parents in this sample also shared that discrimination experiences have occurred in

relation to the neighborhood in which they live. PA05 explained this occurrence with his son:

We were walking from his school to our house, I always speak to him in Spanish, I want

him to learn that language. Neighbors passed by, they were White and he says, 'Hey, do

you think they realize we're talking Spanish?' I said, 'Yes, at best,' 'Do you think we're

going to be killed?' he said. "No, no son, the area where we live is very quiet. They're

good, don't be worried.' I was very struck by the attention that he knows there is violence

with people with a little darker skin.

PA05 went on to discuss how assumptions are made and there is a misunderstanding about the

variety of physical characteristics within the Hispanic community:

I believe in his classroom there is a Black boy who is Latino, looks like me, looks Latino.

People need to understand that there are [Hispanic] people who do not look like each

other, because one looks different, speaks different or with different customs.

In this example it appears that the mere threat of discrimination based on one's physical

appearance was a real concern for PA05's son. PA06 acknowledged how this previous example

is possible and elaborated that while his daughter lives within a safe neighborhood, other

Hispanic children and adolescents may not live in such safety:

Fortunately, at this time our atmosphere is very quiet, our neighborhood is a very quiet

neighborhood. The town is very quiet. I think that if a child is obviously in a place where

there is a lot of crime, where there are many bad things, it will suddenly affect their

development, their personality, their environment. Yes, everything around definitely

directly affects the child's development and personality.

Although none of the parents had anything negative to say about the neighborhood or

surrounding community in which their Hispanic child or adolescent lives, there was an

awareness that this is not necessarily the reality for every Hispanic family.

The theme, 'Community Impact on Discrimination' characterizes some of the nuances of

discrimination experienced within the Hispanic population and how physical location impacts

these experiences. This Hispanic parents in this sample expressed that their neighborhoods are

safe for their children and adolescents. The community surroundings of Hispanic children and

adolescents are significant in determining the presence of discrimination. Therefore, safer

neighborhoods and communities serve as protective factors against discrimination, and thus,

bolster resilience. Thus, based on the data from the focus groups, the content of this theme will

serve as potential resiliency items on the EFJP. The following theme, 'Benefits of Religion' explores the impact religion has in the lives of Hispanic families.

Theme Four: Benefits of Religion

Religious engagement is a common aspect within the Hispanic community as it has the potential to serve as a protective factor against an array of life's challenges. All eight Hispanic parents mentioned the presence or absence of religion in the lives of their children or adolescents. Most parents indicated that the family practices some form of the Christian faith. PA06 shared his perspective related to his daughter and the positive impact religion has in her life:

> …we saw that [religion] contributes positively in her life. She loves to go [to church], she loves to learn, the games, the social part with other children. Everything is positive, very positive. I believe that the spiritual part is very important in the education of children. I believe it is also a fundamental part of the development of personality, values and all the good things that brings.

PA07 went on to add how being a part of a spiritual community acts as an extension of the love her child feels within the family "being part of our spiritual community has helped our child to feel she belongs and is loved outside the walls of her home." PA01 discussed how she sees religion as providing character formation for her sons and daughters:

> …that's one of the big ways that [religion] has affected them, I think it has also shaped their character, a lot in terms of having empathy and generosity and patience…I think the lessons that are taught through our faith help you know form their character and it has definitely influenced them.

PA01 went on to add: "I think most people see their faith as a way to build resilience." PA02

enumerated on faith building resilience as she shared that religion serves as a buffer from the

challenges of life, be it in the lives of her daughters or others:

> Our girls they both attend church and I do think that does have a big impact in their lives,
>
> especially when they're dealing with like depression and all the changes that we've gone
>
> through the past year, like with having to deal with those emotions, I think. Every Sunday
>
> like listening to something that it's motivating and just peaceful, I think that does help
>
> them, I think that does help them to bring peace to others. And just to keep something
>
> within them, I that helps us as their parents and I think that helps them, it gives them tools
>
> to fight the daily battle…she[oldest daughter] has friends who went through depression,
>
> there's some peers that they went to jail at their age, so having to deal with all those, and I
>
> think it does help them to bring them some peace and to bring some roots for themselves
>
> and for others."

While these examples demonstrate the positive experiences Hispanic children and adolescents

represented in this sample have within a faith community, not all Hispanic children and

adolescents shared the same experiences regarding religion. A couple parents shared that they do

not see any value in religion. PA08 explained, "I grew up Catholic, but now I'm removed from

religion." PA05 also shared his perspective related to his son:

> I think religions divide people. They should supposedly educate people to be good
>
> people, but I don't see it… I feel I'm not going to teach him religion. If in the future he
>
> wants on his own, go ahead, but not, personally, religion does not bring anything good, in
>
> my opinion.

In summary, the research team identified the theme of 'Benefits of Religion' that reflected the data collected through the focus groups. The Hispanic parents in this sample showcase how religion can buffer against the myriad of life challenges, especially for children or adolescents represented by the sample who may have internal struggles, such as depression. Although religious communities are not a significant part of all Hispanic children and adolescent's lives, religion overall, it appears, can have a positive effect that promotes resilience within the lives of the Hispanic children and adolescents represented by the sample population. Therefore, based on the data from the focus groups, the content of this theme will serve as potential resiliency items on the EFJP. The next section will discuss the development and translation process of the Escala de Fortaleza en Jóvenes para Padres.

Development of the Escala de Fortaleza en Jóvenes para Padres

At the conclusion of the focus groups, parents were asked to share their thoughts about the original title of the instrument: Escala de Resilencia en Juventud para Padres. Participants indicated that while the concept of resilience exists within the Hispanic culture, it is not necessarily an easily recognizable word. PA06 shared their perspective: "Resilencia, I have never heard of that word before." Since the overall intent of the scale is to demonstrate strengths of Hispanic children and adolescents, the term Fortaleza was selected as this is a more direct term as to what the scale is attempting to measure. This was supported by PA01: "I just wonder what other word might make it more clear to them if they're not someone who has lived in the U.S. long enough to recognize that word. I mean fortaleza which means strength comes to mind." Secondly, Juvented is more of an indication of someone's age range over the lifespan. Juventud often times includes young adults who are in their 20s. This term was changed to Jóvenes as this is more synonymous with kids in English and more accurately reflects children to adolescents.

Based on this feedback, the title of the scale reflects input from members of the Hispanic

community, Escala de Fortaleza en Jóvenes para Padres (EFJP). The initial items for the

instrument were developed using the themes described above. Literature that was mentioned as

part of the development of the focus group questions were consulted to help in capturing the

content of the themes as well. Twenty-seven initial items were developed in total (see Tables 2

and 3). The next section will discuss the translation process.

Table 2
Initial Items for the Escala de Fortaleza en Jóvenes para Padres – Spanish

1. Yo apoyo las necesidades académicas de mi niño o adolescente.
2. Mi niño o adolescente muestra deseo de aprender.
3. Los maestros y consejeros de la escuela apoyan la identidad cultural de mi niño o adolescente.
4. La actitud de los profesores tienen una influencia positiva en las experiencias escolares de mi niño o adolescente.
5. La escuela provee recursos y ayuda emocional a mi niño o adolescente.
6. La escuela provee de recursos académicos necesarios para mi niño o adolescente.
7. Mi niño o adolescente conserva amistades fácilmente.
8. Mi niño o adolescente trata bien a los matones.
9. Mi niño o adolescente está contento de tener una identidad de los Estados Unidos y del país de origen de la familia.
10. Compartimos tiempo de calidad como familia.
11. Mi niño o adolescente cree que es importante identificarse con la identidad del país de origen de la familia.
12. Mi niño o adolescente visita a miembros de la familia que viven en otro país.
13. Mi niño o adolescente tiene contacto con parientes lejanos a través de la tecnología.
14. Mi niño o adolescente cree que es importante mantener lazos fuertes con la familia que vive en otro país.
15. Mi niño o adolescente celebra días festivos y tradiciones de los Estados Unidos y de otro país.
16. Nuestra familia inmediata tiene lazos fuertes porque nuestra familia lejana no vive cerca.
17. Mi niño o adolescente tiene un vínculo fuerte con la familia del país de origen.
18. Mi niño o adolescente tiene miedo de ser lastimado por ser Hispano o Latino.
19. Mi niño o adolescente experimenta discriminación en la comunidad donde vivimos.
20. Nuestra colonia o barrio tiene un impacto positivo en mi niño o adolescente.
21. La comunidad donde mi niño o adolescente vive lo hace sentir parte de ella.
22. El barrio o colonia donde mi niño o adolescente vive es seguro.
23. Mi niño o adolescente se siente juzgado debido a su apariencia física.

24. Yo observo que nuestras prácticas religiosas familiares tienen un impacto positivo en mi niño o adolescente.
25. Mi niño o adolescente no practica una religión.
26. La religión ayuda a mi niño o adolescente a lidiar con los retos que se presentan en su vida.
27. La religión ayuda a moldear el carácter de mi niño o adolescente.

Table 3

Initial Items for the Escala de Fortaleza en Jóvenes para Padres – English

1. I support the academic needs of my child or adolescent.
2. My child or adolescent shows a desire to learn.
3. Teachers and school counselors support the cultural identity of my child or adolescent.
4. The attitude of my child or adolescent's teachers has a positive influence on their experiences in school.
5. School provides emotional support and resources for my child or adolescent.
6. School provides my child or adolescent with the academic resources they need.
7. My child or adolescent easily maintains friendships.
8. My child or adolescent deals with bullies well.
9. My child or adolescent is content with having an identity from both the United States and the family's country of origin.
10. We spend quality time together as a family.
11. My child or adolescent believes it is important to identify with the family's country of origin.
12. My child or adolescent visits their family members who live in another country.
13. My child or adolescent has contact with their extended family through technology.
14. My child or adolescent has a strong connection to the family's country of origin.
15. My child or adolescent celebrates holidays and traditions from the U.S and another country.
16. Our immediate family has strong bonds because our extended family does not live close.
17. My child or adolescent believes it is important to have a strong connection to family living in another country.
18. My child or adolescent is fearful of being harmed because they are Hispanic/Latino.
19. My child or adolescent experiences discrimination in the community where we live.
20. Our neighborhood has a positive impact on my child or adolescent.
21. The community where my child or adolescent lives makes them feel like they belong.
22. The neighborhood where my child or adolescent lives is safe.
23. My child or adolescent feels judged based on how they look.

> 24. I see our family's religious practices as having a positive impact on my child or adolescent.
> 25. My child or adolescent does not practice a religion.
> 26. Religion helps my child or adolescent deal with challenges in their life.
> 27. Religion helps to shape the character of my child or adolescent.

Translation Process

The 27 items of the EFJP were written in English as that is my native language. The research team then implemented a forward-backward-translation method as this is recommended in bilingual survey development (Hui & Trianids, 1985; Sperber, 2004). The first step was to translate the English items. I wrote the items based on my working knowledge of the Spanish language as part of the forward translation process, English to Spanish. The research team member, who is a native Spanish speaker and parent, then independently reviewed this translation to ensure context and meaning of the items were maintained across the two languages. The research team member then backward translated the items, Spanish to English to confirm that context and meaning were maintained. The research team as a whole convened to discuss items that need further discussion based on the translation. The following items were discussed in particular: Item 6 was originally written in English as 'The community where my child or adolescent lives makes them feel like they belong,' and 'La comunidad donde vive mi hijo o adolescente los hace sentir como si pertenecieran' in Spanish. After discussion with the research team, this item was re-written as the intent was to capture that the child or adolescent feel as though they belong, but the wording was not quite accurate in Spanish. The item was revised as follows: 'La comunidad donde mi niño o adolescente vive lo hace sentir parte de ella.' In another example, the word 'nucleus' and 'immediate' were discussed in relation to item 23. The research team discussed this in relation to the coding process where words were used to describe the difference between how parents discussed their families as they lived in the home

and family who lived in other countries. Item 23 was originally written in English as: 'Our immediate family has strong bonds because our extended family does not live close.' The forward translated Spanish item read: 'Nuestro nucleó familiar tiene lazos fuertes porque nuestra familia lejana no vive cerca.' The revised, back translated item after discussion with the research team is as follows: 'Nuestra familia inmediata tiene lazos fuertes porque nuestra familia lejana no vive cerca.' This version captures a more accurate translation and contextual meaning of the words in both languages.

Summary

Eight Hispanic parents representing 12 children and adolescents participated in four focus groups conducted in either English or Spanish. Parents shared their perceptions on a range of topics related to resiliency of their child or adolescent. The research team identified four themes: school environment, family support, community impact on discrimination, and benefits of religion. The content of these themes were used to develop 27 initial items for the Escala de Fortaleza en Jóvenes para Padres. In the next chapter, I will discuss how the themes and items reflect previous research.

CHAPTER V

DISCUSSION

The purpose of this study was to include the perspective of Hispanic parents/caregivers on their child or adolescent's level of resilience toward the development of items for a strengths-based instrument. Specifically, this study sought to attend to the gap in the literature and practice by developing initial items for the Escala de Fortaleza en Jovenes para Padres (EFJP) a bilingual assessment in the Spanish and English language. This assessment will be developed to support the work of school counselors while attending to the need for instruments to be culturally responsive toward Hispanic students and their families. This study provided eight Hispanic parents, through participation in focus groups, the opportunity to share their observations of positive and negative influences in their child or adolescents lives that promote or constrain resilience.

In this chapter, I will interpret the results of the current study by summarizing the problem. Then, I will discuss the themes generated form the study in relation to current literature. Next, I will provide implications for the practice of school counselors followed by the limitations of the study. Finally, I will conclude with directions for future research and a summary of the chapter.

Summary of the Problem

Since 2014, Hispanic students in grades kindergarten through 12 (K-12) have made up the largest minority group within public schools nationwide (Krogstad, 2019). In the K-12 school system, many Hispanic students are exposed to risk associated with poverty, learning a second language, and deficit perspectives from their teachers culminating to impact their mental health and academic performance (Banse & Palacios, 2018). In spite of these obstacles, however,

Hispanic students in grades K-12 are finding success due in part to the protective factors provided by their families that bolster the students' strengths and thus resilience (Kuperminc et al., 2009). To counter these negative experiences within school settings, ASCA (2016a) calls for school counselors to mitigate challenges when they arise and support the success of Hispanic students. Unfortunately, not all school counselors are adequately equipped with the contextual knowledge or practical means to assist Hispanic students (Ballysingh, 2020; Betters-Bubon & Schultz, 2018; Vela-Gude et al., 2009). School counselors need a greater understanding of the cultural values when working with Hispanic students and resources that will assist them in understanding the characteristics of Hispanic students related to their familial-cultural identity (Smith-Adcock et al., 2006; Strolie & Toomey, 2016).

Assessments can serve as a component of these resources. While assessments exist that measure resilience among students in grades K-12, there is a lack of strengths-based assessments adequately designed to capture the nuances of Hispanic children, adolescents, and their families (Day-Vines & Terriquez, 2008; Rodriguez & Morrobel, 2004). Professional counseling literature, in addition to other fields, has noted the need for assessments that account for the cultural nuances associated with such groups while adopting a strength-based approach (Day-Vines & Terriquez, 2008; Ramirez et al., 2017; Réndon et al., 2018; Rodriguez & Morrobel, 2004). This study sought to develop items for an instrument that could be beneficial to school counselors' work with Hispanic students and families. The research question and objective associated with this study were:

Research Question:

What potential resiliency items constitute both a Spanish and English version of the Escala de Fortaleza en Jovenes para Padres?

Research Objective:

To develop initial items for a bilingual survey that assesses Hispanic parents/caregivers' perceived level of resilience among their children and adolescents.

To better understand how Hispanic parents/caregivers perceived their child or adolescent's level of resilience, I interviewed eight parents/caregivers of children and adolescents. I facilitated four focus groups that gave parents/caregivers the option to participate in English or Spanish. After collecting data from the first focus group, Onwuegbuzie and colleagues' (2009) constant comparison analysis was used to as the method to analyze focus group data. Upon completion of data analysis, four themes were generated: *welcoming and challenging school environment*; *family support*; *community impact on discrimination*; and *benefits of religion*.

Welcoming and Challenging School Environment

The findings from this study will be discussed through the lens of this cultural-ecological-transactional model since this study was designed using this model. This model balances the interaction between Hispanic children and adolescents' culture of origin and the majority culture while also characterizing the interconnection of risk and protective processes within cultural processes (Kuperminc et al., 2009). The way these cultural processes unfold is based on the recognition that human activity is a cultural form of behavior (Vélez-Agosto et al., 2017). Cultural processes should not be viewed as part of a hierarchical system that interacts indirectly with the individual, but rather culture permeates all aspects of a child or adolescent's life, and thus, developmental outcomes and processes (Vélez-Agosto et al., 2017). Within an ecological framework, Vélez-Agosto et al (2017) suggested that cultural microsystems include cultural practices from the macrosystem. The cultural microsystems flow and interact with one

another, therefore, highlighting the fluidity of cultural practices and negating the need for a distinct macrosystem and exosystem. This study found evidence to support how the school environment can influence the cultural microsystem for Hispanic children and adolescents.

One of the themes to arise from this study was the type of school environment Hispanic children and adolescents encounter as observed by their parents in this sample. The school environment can provide either experiences that makes Hispanic children and adolescents feel welcome, or they can be met with experiences that erode at their sense of belonging within the school. All of the Hispanic parents in this sample spoke about the dichotomy of the school environment. From a positive perspective, Hispanic children and adolescents represented in this sample have close-knit friendships in school that have been in place since elementary school. This finding paralleled Delgado and colleagues (2016) study that found Hispanic children and adolescents' friendships contribute to feelings of belonging at school while also supporting their academic achievement. As Hispanic children and adolescents' have consistent contact with their peers in school, they also have consistent contact with their teachers as well.

The role teachers play in the lives of Hispanic children and adolescents likewise supports a welcoming school environment. Teachers were described as supporting the academic needs and ethnic identity of Hispanic children and adolescents by the parents in this study. Ayón and García (2019) evidenced that a strong ethnic identity can lead to antidrug behaviors and high academic performance among Hispanic children and adolescents. The findings in the current study do not address antidrug behaviors but draw a comparison to previous literature in that teachers support the academic needs and ethnic identity of Hispanic children and adolescents leading to a positive school environment. While the Hispanic parents in this sample made more references to teachers, one parent directed comments toward school counselors in particular.

More specifically, this parent stressed that school counselors should be made aware of how they are an extension of the emotional support provided by families. This finding echoed the recommendations made by Dickson and colleagues (2011) that school counselors should engage Latino families to support student's academic success. Moreover, previous research appears to point to the comments made from this parent. Namely, Ramos (2014) indicated that teachers and school personnel, a category to which school counselors are included, that are non-Hispanic might not recognize the ways in which families support their Hispanic children and adolescents.

Challenges, however, were mentioned by the Hispanic parents in this sample related to bullying. Parents described instances of bullying experienced by their children and adolescents from their peers. This bullying was described as either in-person interactions or in the form of cyberbullying. The Hispanic children and adolescents represented by this sample either responded adversely to the bullying or were able to cope with the situation well by themselves. This finding did not suggest that Hispanic children and adolescents experience discrimination from peers and teachers related to their ethnicity nor did the Hispanic parents in this sample believe that their children or adolescents were unfairly treated regarding disciplinary measures compared to their peers. While previous literature has extrapolated the negative experiences of discrimination among Hispanic children and adolescents in K-12 schools (Balagna et al., 2013; Day-Vines & Terriquez, 2008; Umaña-Taylor & Updegraff, 2007; Villalba et al., 2007), other factors that contribute to a challenging school environment mentioned in the extant literature included poverty, little to no English language proficiency, and lack of access to early intervention and supplemental academic programs (Ramirez, 2017; Ramos, 2014). This study, however, did not yield results that noted the same challenges within the school environment. Teachers and school counselors can influence the school environment Hispanic children and

adolescents find themselves as demonstrated by the parents in this study. As this theme touched on the positive and negative factors within the school environment related to Hispanic children and adolescents reported by the Hispanic parents in this sample, the subsequent theme highlighted the various facets of family supports for Hispanic children and adolescents.

Family Support

Most Hispanic children and adolescents place a high value on respecting their parents as they account for a significant source of emotional support and guidance toward positive behaviors (Antshel, 2002). This cultural value is known as familismo. Vélez-Agosto and colleagues (2017) conceptualized that familismo is commonly referred to as a macrosystem process. This cultural family value cannot exist separate from the individual since the activities, actions, and routines of familismo are internalized by the individual within the microsystem. Familismo has been documented to serve as a buffer against substance abuse while promoting positive mental health and academic success among Hispanic children and adolescents (Ayón et al., 2010; Bhargava et al., 2017; Kuperminc et al., 2009; Lac et al., 2011). Beyond the family nucleus, Yosso (2005) described how extended family members contribute to building familial capital as they too model coping strategies for life's challenges while supporting the overall well-being of Hispanic children and adolescents.

Findings of the current study paralleled those in the extant literature as all of the 8 Hispanic parents in the sample described how their families support healthy development of their children and adolescents, notably in the face of adversity. The Hispanic parents in this sample corroborate previous research that their child and adolescent's well-being is supported by spending quality time together. Since the Hispanic parents, children, and adolescents represented in this sample live in the United States and their extended family in other countries, the current

study found that familismo is maintained through technology (e.g., WhatsApp, Zoom) where the children and adolescents living in the U.S. connect with their extended family. As the Hispanic parents in this sample were aware of the U.S. context in which their children and adolescents live, they make efforts to embrace both the U.S. culture while maintaining cultural traditions and practices from their countries of origin. This finding reinforced Schwartz and colleagues (2016) concept of a bicultural identity, as the Hispanic children and adolescents represented in the sample endorse both the cultural heritage from which their families identify and the culture of the U.S. In other circumstances, when the Hispanic children and adolescents represented in the sample visit extended family living in other countries, the parents make sure that interactions are taking place that build healthy and strong relationships in person.

The Hispanic parents in this sample highlighted a unique finding to this study. While they see the schools as playing an important role in the emotional well-being and academic success of their children, these parents also support the role of the teacher by providing academic support at home through tutoring, making time for their child or adolescent to read, and help them with their homework. Evidence of strong family bonds noted in the literature (Ayón et al., 2010) as well as the current study highlighted that support from family also comes when the Hispanic children and adolescents represented in the sample encounter threats to their mental health. This was evidenced by parents communicating with mental health professionals and seeking counseling related to their child or adolescent's mental health needs. This paralleled strong family connections protecting against negative mental health outcomes and substance abuse by Hispanic children and adolescents (Ayón et al., 2010). The family supports from the Hispanic parents in this sample showed the promotion of healthy development of their child or adolescents while also providing support that buffers against adverse experiences. The next theme will

discuss nuances surrounding discrimination experiences shared by the Hispanic parents in this sample.

Community Impact on Discrimination

As the discussion of findings have been shared within an ecological framework, so too are the negative experiences of discrimination. Unfortunately, many Hispanic experience discrimination based on immutable characteristics (e.g., physical appearance, English language skills; Ayón & García, 2019). While discrimination is found throughout the social ecology of Hispanics, for purposes of this finding, discrimination experienced by Hispanic parents situates itself within the exosystem of their children and adolescents. Discrimination experienced by Hispanic parents has a distal influence on the behavior and emotional well-being of children or adolescents (Lorenzo-Blanco et al., 2017). Discrimination can influence child-rearing practices with negative outcomes on Hispanic children and adolescent's development (García-Coll et al., 1996). Essentially, with greater frequency and forms of discrimination that Hispanic parents experience, the more likely poor parenting practices may occur (Ayón & García, 2019).

The Hispanic parents in this sample shared, however, that their experiences of discrimination have been very few to none at all. For some, their discrimination experiences were based on where they lived at one time within the United States. The Hispanic parents in this sample went onto to explain that their neighborhoods, towns, and cities felt safe, and, in some cases, there is a significant number of Hispanics who reside in the area. This finding suggests that certain regions of the United States where there are Hispanic enclaves provide a buffer zone against experiences of discrimination. The Hispanic children and adolescents represented in this sample were not reported to have negative behaviors based on discrimination experienced by their parents. These findings mirror the results of Ayón & García's (2019) study that looked at

parental relationships considering perceived discrimination experiences. They found that the Hispanic parents in their sample did not evidence any less nurturing or support of their child or adolescent despite experiencing discrimination in some form. In sum, the Hispanic parents in this sample contextualized how discrimination is not much of a threat to their lives, nor the lives of their children or adolescents depending on where they live within the U.S., but they recognize that some regions of the U.S. might pose a greater risk to experiences of discrimination. In the next section, the final theme focuses on religion and the role it plays in the lives of Hispanic families.

Benefits of Religion

Similar to other findings in this study, this theme is dichotomous in that religion is either an active component of the lives of Hispanic children and adolescents or religious practice is not a part of their lives. Religious practice and values conventionally rest within the macrosystem (Bronfenbrenner, 1977); however, Vélez-Agosto and colleagues (2017) posit that religious practices and values do not exist solely outside the individual but are internalized, and thus, part of Hispanic children and adolescent's microsystem. Seventy-one percent of Hispanics residing in the U.S. identify with some branch of Christianity (Pew Research Center, 2014). The sample of Hispanic parents in this study compared almost seamlessly with national statistics on religious affiliation of Hispanics with 75% identifying as practicing Christians. Moreover, Pew Research Center (2014) indicated that 18% of Hispanics are unaffiliated with any religious practice. A parallel finding in this study evidenced 25% of the Hispanic parents in this sample identified as not having any religious affiliation. The Hispanic parents, to which religion was applicable, echoed the strong social support provided by religious communities and overall positive impact they have on their children and adolescents as found in previous literature. For example, DiPierro

and colleagues (2018) evidenced in their sample of 134 Latino adolescents that religious practiced moderated a strong link between low levels of anxiety and high levels of hope.

Furthermore, current literature highlights the positive aspects of religious communities in that they promote family values and buffer against negative mental health outcomes (Edwards et al., 2011; Sanchez et al., 2015), which was a corresponding finding noted by the Hispanic parents in this study. This Hispanic parents in this sample stated that their religious communities support their child and adolescent's character formation while also buffering against depression in some cases. For the Hispanic children and adolescents represented by the sample who have no engagement with religious practice, the findings suggest that this is simply not a factor in their lives. While this study noted the absence of religion with no reported effect on the Hispanic children and adolescents represented in the sample, the literature does not report on the absence of religion for this population at all.

In summary, the present study identified four themes that emerged during the data analysis process. The themes of: *Welcoming and Challenging School Environment; Family Support; Community Impact on Discrimination; and Benefits of Religion* addressed the perceptions of Hispanic parents on the level of resilience among their children and adolescents. In some instances, these findings confirmed the results of previous research while adding nuance related to the lives of Hispanic children and adolescents. Thus, these findings produced content for the development of items for an instrument that accounts for such nuances to better address the strengths of Hispanic children and adolescents compared to other measures of resiliency. The next section includes a discussion of the initial items developed for the EFJP in relation to the extant literature.

Initial Items of the EFJP

As current literature focusing on resiliency among Hispanic children and adolescents was compared in relation to the themes, these themes likewise served to develop the initial items for the EFJP. The initial items of the EFJP can be directly compared to the literature as well. The theme of *Welcoming and Challenging School Environment* served to develop 6 items; *Family Support* served to develop 9*; Community Impact on Discrimination* served to develop 6*; and Benefits of Religion* served to develop 6.

Six of the 27 initial items focus on how Hispanic children and adolescents experience K-12 school settings. These items touch on interactions with peers, teachers, and school counselors as they were described by the Hispanic parents in the current study. The content of these items is similar to Blanco-Vega and colleagues (2008) study that evidenced encouraging positive school involvement for Latino immigrant youth bolstered their academic and social-emotional needs.

Nine of the 27 initial items of the EFJP were developed based on the findings of '*Family Support*.' The Hispanic parents in this sample shared how the immediate and extended family influence their children and adolescents in alignment with the concept of familismo. These initial items parallel with outcomes from previous studies that evidenced Hispanic families who maintain cultural values in turn promote positive mental health and support academic achievement among their children and adolescents (Ayón et al., 2010; Bermúdez & Mancini, 2013; Perez et al., 2009).

Furthermore, six of the 27 initial items of the EFJP focus on the community surroundings of Hispanic children and adolescents. The Hispanic parents in this sample discussed that where they live or have lived in the United States has influenced whether they have experienced discrimination. The initial items that capture the nuance of physical surroundings and whether

discrimination occurs compares to the extant literature. For example, Ayón and García (2019) examined how discrimination impacts parenting practices of Hispanics. Their results showed that while experiences of discrimination posed a risk to poor parenting practices, it did not impact the level of support and nurturing toward their children. However, unlike the extant literature, this study found that discrimination does not occur for the Hispanic parents in this sample. These parents believed that because where they live Hispanics make up a majority of the population, therefore, they felt as if the communities in which they lived were safe and free from such negative experiences.

Finally, six of the 27 initial items of the EFJP were created based on the findings related to religious practices of the Hispanic parents in this sample. Most parents discussed the benefits of their child or adolescent engaging with a religious community. However, a couple parents mentioned that they and their families do not practice any sort of religion. Statistically, these numbers echoed national figures from the Pew Research Center (2014) that evidenced the majority of Hispanics practice a religion and a minority of Hispanic are unaffiliated with any religious group. The items derived from this finding support DiPierro and colleagues' (2018) study that demonstrated that Latino students who engage with religious practice exhibit positive mental health outcomes. The following section will provide how the present study provides implications for the practice of school counselors and directions for future research.

Implications

Findings of the present study illustrated that while challenges are present in the lives of the Hispanic children and adolescents represented by the sample, they also have resources that protect against such challenges, and thus, bolster their capacity to be resilient. The Hispanic parents in this sample shared their perspective on how resilience manifests in their children and

adolescents' lives. Their perspective, likewise, contributed to the development of the initial items of the EFJP. The following section will discuss the implications of these initial items for school counselors who work with Hispanic students while also discussing the implication these initial items have on further item development of the EFJP.

As several of the initial items of the EFJP address the school environment and how it can create either welcoming or challenging experiences for Hispanic students, school counselors should be cognizant of the subtlety of these experiences for such students. The content of items related to the school environment indicated that friendships and negative peer experiences, such as bullying, can promote or constrain academic achievement and the overall well-being of Hispanic students. Furthermore, the interactions Hispanic students have with teachers and with the school counselors themselves should be considered as they impact the school environment for these students. It is important for school counselors to be aware that the Hispanic parents in this sample appreciated school staff getting to know their children and adolescents more personally, such as affirming a positive Hispanic identity within these students.

The supportive role that family plays for Hispanic students represents another grouping of initial items of the EFJP. School counselors are encouraged to understand the value family has in the lives of Hispanic students. The initial items of the EFJP point to the support Hispanic parents provide their children and adolescents especially in regard to academics and mental health needs. Moreover, the initial items of the EFJP indicate to school counselors that Hispanic students living in the United States tend to have a close-knit family nucleus as their extended family members live in another country. School counselors should be aware that despite this difficult circumstance, Hispanic students find ways to stay connected to their extended family members either through social media or taking time to travel to where their extended family

lives. As the Hispanic parents in this sample recognize the context within which their children live, the initial items of the EFJP note that Hispanic families tend to celebrate traditions and holidays from both the U.S. and their country of origin. How Hispanic students approach celebrating traditions and holidays should be noted by school counselors so as to continue the support they receive from their families.

As the finding in this study informed initial item related to the general community and how that impacts discrimination experiences of Hispanic students, school counselors would do well to gain an understanding of the nuances related to experiences of discrimination. School counselors should not presume that all Hispanic students experience discrimination nor that members of their family experience discrimination. It is important for school counselors to not make this assumption as it perpetuates a deficit perspective toward these students. The initial items of the EFJP provide indicators that the communities in which Hispanic students live potentially provide safety and a sense of belonging rather than a source of risks.

Another grouping of initial items of the EFJP point to the religious engagement of Hispanic students. The Hispanic parents in this study indicated that religious practice is either a significant part of their child or adolescent's life or not a part of their life. School counselors, therefore, are encouraged to consider the influence religious practice has on the lives of Hispanic students. Engaging with religious communities was pointed to as an area of strength and positive impact in the lives of Hispanic students. For those Hispanic students to which this engagement applies, school counselor should build upon this strength as it can buffer against life's challenges. In regard to Hispanic students who do not engage with a religious community, this can still be a useful piece of information for school counselors to know as previous findings in

this study indicated that parents appreciate when school staff know their child or adolescent beyond an academic sense.

Upon further development, the EFJP will be able to serve as an added resource to support the work of school counselors of Hispanic students as this instrument will be further developed with cultural nuances of the Hispanic community in mind. The EFJP has the potential to add to school counselor's repertoire as it accounts for contextual factors related to Hispanic students which supports ethical practice. Secondly, while the EFJP will be further developed as a culturally responsive measure regarding the needs of Hispanic students, this measure also adopts a strengths-based approach toward expanding on the context in which Hispanic students live. The first items of the EFJP were developed in attempt to break away from deficit perspectives that cause disenfranchisement of the educational experiences of Hispanic students (Rendón et al., 2018; Rodriguez & Morrobel, 2004; Villalba et al., 2007). Moreover, previous literature noted the need for school counselors to build partnerships with Hispanic parents (Betters-Bubon & Schultz, 2018). As the EFJP is designed as an observer informant survey from the perspective of parents, this instrument can provide a springboard for school counselors to contact Hispanic parents.

This engagement of Hispanic parents could be included as a part of a universal screening mechanism for Hispanic students. School counselors could include the use of the EFJP into their practice by disseminating the instrument through direct messaging parents through such applications used in K-12 schools such as ClassDojo, emails, or in a hard copy form sent home with students. As the EFJP is completed, school counselors can track the results as lower scores would indicate that a Hispanic student needs greater social-emotional and perhaps academic supports. For example, the results could indicate that conducting small group counseling for

Hispanic students who struggle to make friends and have struggles with bullies would be to their benefit. The group could then focus on building upon content from the assessment that were indicated as areas for improvement, such as those experienced within the school environment.

Finally, as the EFJP will continue to be designed with the cultural characteristics of the Hispanic community in mind, namely that Hispanics speak either Spanish, English or both languages, the EFJP has preliminarily been created in both Spanish and English. The extant literature noted that assessments need to be developed in Spanish for Hispanic students, especially since English-language assessments might bias results and subsequent interventions (Smith-Adcock et al., 2006).

In sum, the initial items of the EFJP derived from the resulting themes provide context for school counselor to consider in their work with Hispanic students. In addition, this study evidenced the potential of the EFJP to be a dynamic instrument that not only adds to the repertoire of school counselors but serves as a means to create partnerships with Hispanic families for the purpose of identifying and fostering the strengths of Hispanic students. Thus, building on their strengths helps them to succeed academically while also supporting their social-emotional well-being.

<div align="center">**Limitations**</div>

There are several limitations to the current study. First this study yielded a small sample size of eight participants. Hispanics represent people from 20 different countries. Therefore, some nuances related to cultural practices from countries beyond those represented by this sample are not accounted for in the findings. Beyond country of origin, the socio-economic status of participants was not captured and based on what was shared during the focus groups, it appeared that the participants had financial security which potentially impacts the perceptions of

the strengths and challenges in their child or adolescent's life. Moreover, the sampling procedures assumed that participants would have access to email and to participate an assumption was made related to the internet speed needed to use Zoom. Email and highspeed internet may be a commodity that not every Hispanic parent is afforded which again evidences the limit of variation related to socio-economic status. It is also unclear how the COVID-19 pandemic may have impacted Hispanic parent's accessibility toward participating in the study.

Further related to the sample, although generalizability is not the goal of qualitative research, the results aimed for transferability as they included thick descriptions of the findings. Moreover, this study's overall focus was on resiliency. The Hispanic parents participating in the study were eligible based on the age of their child or adolescent ranging from five years old and up to 18 years of age. From a developmental standpoint, this could have created notable variance as to how parents perceive resilience. Adolescents are likely to have a greater social-emotional developmental capacity for resilience. Therefore, the Hispanic parents in this sample may have found it more difficult to perceive resilience from a child compared to an adolescent. Children for example have less life experience than adolescents. More specifically, there may not be opportunities for a child to evidence resilience as they might not be as aware of the risks around them or as cognizant of the protective factors in their lives to build resilience. Lastly, the research team discussed biases and potential ways to manage them during the initial research team meeting. To counteract my bias, I engaged in bracketing and reflexive journaling throughout data collection and analysis so as to be aware of my biases, and thus, maximize the trustworthiness of the results. Finally, the Hispanic parents who participated in the focus groups may have experienced social desirability in that their responses may have been influenced by wanting their child or adolescent to be discussed in a positive light.

Future Research

The lack of current research that points to the use of assessments for school counselors coupled with the abundance of current literature that focuses on the unique needs of Hispanic students within K-12 schools suggests that further research would benefit the work of school counselors with Hispanic students. In recognition that the EFJP has been developed with 27 preliminary items, future research could expand upon the findings of the current study by examining the psychometric properties of the instrument. Future research should include launching a quantitative study that continues the development of the instrument by further exploring the literature to create items that account for more cultural subtleties related to Hispanic families that highlight their strengths. Furthermore, this would include engaging in feedback from content experts, soliciting feedback from a developmental sample of Hispanic parents, then disseminating the instrument to a larger sample of several hundred Hispanic parents. Sampling several hundred Hispanic parents would address potential limitations of generalizability. Factor analysis could then be used to determine the validity and reliability of the measure. Once the instrument has been developed and validated, it will be imperative to develop a professional manual that outlines proper procedures for administering and scoring the instrument. To further build upon the strengths of Hispanic students, measures could be modeled after the EFJP that take the perspective of students in grades 3-6 and students in grades 7-12 as this would closely align to similar measures for children and adolescents based on development level. The benefit of creating a multi-informant assessment system for Hispanic students and their families could help inform prevention and intervention services provided by school counselors. Finally, future studies would benefit from examining the practicality of utilizing such

an instrument with the specified Hispanic population by engaging school counselors in sharing their success and challenges with implementing the EFJP.

Conclusion

This chapter discussed the current study's findings and examined them in relation to the previous literature. Chapter five also discussed the potential implications for constituents of the research. Lastly, suggestions for future research were shared to further investigate and expand upon the development of the EFJP and its utility for school counselors. The discussion of the research findings aimed to add to the applicability of the results regarding Hispanic parents and their children and adolescents.

CHAPTER VI

MANUSCRIPT

Initial Development of the Escala de Fortaleza en Jóvenes para Padres

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Initial Development of the Escala de Fortaleza en Jóvenes para Padres

Since 2014, Hispanic students in grades K-12 have made up the largest minority group within traditional public and public charter schools nationwide (Krogstad, 2019). The percentage of Hispanic students in grades K-12 increased from 16 to 27% of the student census between 2000 and 2017 (National Center for Education Statistics, 2019). While noting such consistent growth in Hispanic student enrollment within K-12 schools throughout the United States, it is imperative to recognize that these students often face significant social, economic, and academic obstacles that lead to negative impacts on their mental health and well-being (Allen et al., 2012). In the face of all these challenges, the school counselor is an often-overlooked support person to help meet the academic and mental health needs of Hispanic students within the school building (Lambie et al., 2019).

Hispanics Experiences with School Counselors

School counselors are called to be culturally responsive, meaning they take responsibility for ensuring each student population's needs are met, while being aware of how students' cultural identity influences behaviors and attitudes (ASCA, 2016a). School counselors are tasked with supporting students in achieving desired outcomes related to academics, college and career readiness, along with social/emotional learning. That said, the inequitable level of support experienced by Hispanic students is clearly documented (Banse & Palacios, 2018). K-12 public school systems in the United States provide advantages to students when they have educational resources at home and are looked upon more favorably by middle-class school personnel by exhibiting certain dominant culture behaviors in the classroom or through participation in extracurricular activities (Condron, 2009). Therefore, school systems may impose cultural barriers for Hispanic students (Condron, 2009). In addition to school counselors being systemic

change agents, ASCA (2016a) calls for school counselors to support the success of Hispanic students by ascertaining the impact of their cultural identity, values, and characteristics on their educational experiences, especially when problems and challenges arise.

While ASCA outlines the responsibility of school counselors to be culturally responsive, Vela-Gude and colleagues (2009) found that the Hispanic adolescents in their qualitative study were underserved and underestimated by their school counselors during their high school years. Eight undergraduate students from a Hispanic-Serving University were interviewed about their previous experience with their school counselors in high school (Vela-Gude et al., 2009). Results indicated that the students were approached from a deficit perspective by their school counselors. The participants indicated that school counselors provided inappropriate or inadequate advisement and were unavailable for academic support and personal counseling. Participants also shared that they appeared to receive different treatment from their school counselor compared to student athletes or students from wealthy families, and they experienced underestimation of their academic potential (Vela-Gude et al., 2009). Despite this, the participants demonstrated academic success at the undergraduate level (Vela-Gude et al., 2009).

Betters-Bubon & Schultz (2018) engaged in action research that utilized the school counselor as a social justice leader. The authors saw a need to create a strong partnership with families to better support the academic success and overall mental health of Hispanic students. A series of programs were implemented that were created for the surrounding Hispanic community of an upper-Midwest public elementary school. Post hoc analysis evidenced positive outcomes on Hispanic student academic performance along with positive experiences had by families, students, and teachers. Qualitative responses to surveys indicated that parents were enthused and thankful that the school as a whole became so involved in their child's success (Betters-Bubon &

Schultz, 2018). Implications for school counselors focused on developing leadership strategies, such as engaging in collaboration with Hispanic families. School counselors were also invited to replace an attitude of judgment regarding their perceptions of Hispanic parental involvement with one of wonder and curiosity (Betters-Bubon & Schultz, 2018).

Additionally, Ballysingh's (2020) results from a narrative inquiry of seventeen Hispanic undergraduate students from a competitive state flagship institution indicated that school counselors have a significant impact on educational opportunities for Hispanic students in their K-12 school experiences. The positive experiences included school counselors acting as advocates for students' pathways to college. On the other hand, however, school counselors discouraged some participants from applying to a prominent state institution (Ballysingh, 2020). As the students searched for the support they needed, they sometimes found it with teachers, office staff, administrators, and athletic coaches (Ballysingh, 2020). Despite these negative experiences with school counselors, some participants showed resilience as they ultimately were accepted at a competitive state institution.

While all three previously noted studies were done with small samples (albeit with rich, deep details), generalizing the results can be problematic. Taken together though, these studies paint a picture indicating that Hispanic students and their families may have mixed experiences regarding their encounters with school counselors. Hispanic students and their families are in need of greater support when it comes to navigating either the K-12 education system or the post-secondary education system (Betters-Bubon & Schultz, 2018). Whereas school counselors can implement programs to support Hispanic students and their families, assessments can serve as an added resource that can add context about Hispanic student experiences while also offering a means for school counselors to engage parents in the K-12 education system. The next section

will discuss a model for how school counselors can begin to conceptualize Hispanic students in relation to their experiences in the United States, while also discussing how this model provides a formula for the manifestation of resilience.

Study Rationale

As previously noted, Hispanic students in grades K-12 face unique challenges (e.g., discrimination, language barriers, deficit perspectives from school staff) within school systems that place them at risk for not succeeding academically, socially, and emotionally (Parker & Ray, 2017; Ramos, 2014; Smith-Adcock et al., 2006; Strolie & Toomey, 2016). These risks can be mitigated within school systems, in part through the roles and functions of school counselors (Lambie et al., 2019). ASCA (2016a) promotes and encourages school counselors to be culturally responsive in recognition of how students' cultural identity impacts the manner in which they navigate the K-12 academic experience. In addition, school counselors support student achievement by examining data to identify different outcomes among different cultural groups and detect opportunity gaps that affect students within such groups (ASCA, 2016a). Therefore, school counselors are in need of supports, such as appropriate assessments, that further contextualize the social-emotional development of Hispanic students (Strolie & Toomey, 2016). More specifically, assessments that help recognize the protective factors of the Hispanic culture that then contribute to positive development for students. School counselors attending to students social-emotional development in turn positively impacts educational achievement and college and career readiness (ASCA, 2019).

Presently, professional counseling organizations recognize the importance of ethical usage of assessments to inform the work of school counselors (ASCA, 2016b; CACREP, 2015). School counseling literature has pointed to the need for strengths-based and culturally informed

approaches and appropriate assessments when working with Hispanic students (Day-Vines & Terriquez, 2008; Parker & Ray, 2017; Smith-Adcock et al., 2006; Strolie & Toomey, 2016; Villalba et al., 2007). An integral piece to understanding resiliency of Hispanic students is the manifestation of cultural values in their lives (Kuperminc et al., 2009).

This study will attend to the gap in the research regarding school counselors' use of assessments that help contextualize the social-emotional development of Hispanic students from a strength-based perspective (Day-Vines & Terriquez, 2008; Kuperminc et al., 2009; Rodriguez & Morrobel, 2004; Smith-Adcock et al., 2006). Therefore, the current study aims to develop the Escala de Fortaleza en Jóvenes para Padres, which school counselors can administer to parents and caregivers to evaluate their perception of their child and/or adolescent's level of resilience. *This instrument will address the need: for school counselors to engage Hispanic families by providing an avenue for such engagement, to develop an assessment that is strengths-based and nuanced to identify the protective processes that emerge to mitigate risk, and thus, yields resilience for Hispanic students. Therefore,* this study sought to respond to the following research question: What potential resiliency items constitute both a Spanish and English version of the Escala de Fortaleza en Jóvenes para Padres (EFJP)?

Method

To achieve the research objective, this study proposed a qualitative design toward developing the EFJP. Mvududu and Sink (2013) and Nassar-McMillan et al. (2010) outlined the steps to preliminary instrument development: (1) focus group question development – literature on resilience was reviewed to determine the nature of the constructs found in the variables related to the Hispanic community; (2) sampling procedures – a combination of convenience and snowball sampling procedures were implemented based on my social and community networks;

(3) data collection - focus groups were conducted via the video conferencing platform, Zoom; (4) data analysis – constant comparative analysis of focus group transcripts was implemented to determine the themes within the content of each group; (5) item development - based on the themes found in the focus group, items were developed for inclusion in the EFJP. This step also included a translation process between Spanish and English. This research design was suitable for this study because I took steps to verify constructs and used an inductive approach toward instrument development (Creswell & Creswell, 2018).

Focus group questions were designed to highlight an etic approach toward resiliency. Literature that focuses on resiliency within Hispanic familial contexts was reviewed to create questions for the focus groups. Thus, resiliency literature served as the etic approach of the research design by providing a guide for the focus groups. Creswell and Poth (2018) suggested that while no exact number of questions in qualitative interviewing is definitive, they recommend developing five to 10 questions to reach saturation. I used a formula that stemmed from the literature to structure the focus group questions. The literature indicated that despite the presence of nuanced risk related to Hispanic children and adolescents, simultaneously resilience is present through their Hispanic cultural values and beliefs. Parents and caregivers were asked to share their perspectives on their cultural values and beliefs as they act as protective factors against risk.

Prior to launching data collection, an application was submitted to the primary researcher's university Human Subjects Review Committee to obtain permission for the collection of qualitative data. The application outlined the ethical measures and assurances that I took to protect the identity of parents/caregivers and the identity of their child or adolescent. For instance, focus groups were conducted and recorded via the video conference platform, Zoom, for later transcription (Creswell & Poth, 2018). Zoom provided a safe and secure virtual meeting

space for focus groups as the meeting rooms were password protected, the meeting rooms were locked while in progress, and video data recorded through Zoom was encrypted using Advanced Encryption Standards (Zoom, 2020).

Given the exploratory nature of this study, focus groups are an ideal means of data collection as they provide an emic approach (Nassar-McMillan & Borders, 2002). More specifically, focus groups used in this study provided opportunities for parents/caregivers of the Hispanic community to elicit, discuss, and refine their insights related to resiliency for the purpose of initial item generation of the EFJP. Furthermore, focus group interviews were advantageous to develop potential themes that then provided content for item development (Nassar-McMillan & Borders, 2002). Focus groups were particularly advantageous as participants were from a similar background, such as Hispanic parents/caregiver, and the discussion was centered on a particular topic (Creswell & Poth, 2018; Onwuegbuzie et al., 2009). Moreover, focus groups were chosen as they provide a sense of belonging to a group which can also increase participant's sense of cohesiveness (Onwuegbuzie et al., 2009). Hispanic parents/caregivers seemed to have found focus group interaction mirroring simpátia, a Hispanic cultural value (García et al., 2017).

Sampling Procedures

The eligibility criteria for Hispanic parents or caregivers included any parents or caregivers who self-identify with any of the following countries as either birth place of origin or having cultural roots: Argentina, Belize, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, Paraguay, Perú, Puerto Rico, Uruguay, and Venezuela (U.S. Office of Measurement and Budget, 1997).

Additional criteria included having primary responsibility of a child or adolescent between the age of 5 – 18 years.

A convenience sample of several Catholic churches whose congregants meet the participant criteria were contacted via a recruitment email to partake in the focus group interview (Creswell & Poth, 2018). Initially, I contacted local Catholic churches that have lay ministers to the Hispanic congregation through various church-related groups and events. In addition, I contacted a colleague who is the executive director of a local mental health agency that provides services for Hispanic families. In the same fashion, I shared the recruitment email with my colleague to disseminate among parents/caregivers who may meet the criteria and have an interest in participating in the focus group. While a secular and non-secular setting were targeted for sampling, I recognize that given the greater connections I have to the Catholic church community that this skewed the number of participants who identify as Catholic. A bias is present in how resiliency was conceptualized among participants given that there was a greater representation of Hispanic parents/caregivers who practice Catholicism. A demographic questionnaire asked participants to indicate their religious or spiritual practices, and this information is included in the discussion of the results from data analysis.

Data Analysis

During this phase I analyzed transcripts to reduce the data into pertinent codes and themes. I employed the process of constant comparison analysis outlined by Onwuegbuzie et al. (2009). This process took place in three stages: (1) the verbatim transcript was coded by gathering data into smaller units and attaching a descriptor to each code; (2) these codes were then grouped into categories; and (3) themes were developed that captured the content of each of the categories. Using constant comparison analysis, data were analyzed one focus group at a time

(Onwuegbuzie et al., 2009). Therefore, the first focus group generated emergent themes that served as topics for follow-up questions in subsequent focus groups for discussion. In addition, themes that emerged in previous focus groups were used for verification purposes in subsequent focus groups to establish consensus around their content and to reach data saturation (Onwuegbuzie et al., 2009). Lastly, throughout data analysis I used peer debriefers as they "provide[d] essential accountability in the effort to recognize and understand the influence of the researcher on the interpretation of the data" (Hays & Singh, 2012, p. 151). They helped me reflect on any bias I had regarding my interpretation of findings.

Trustworthiness

Anonymity of participants was enacted during data analysis as each participant was assigned a number rather than asking for or using participants' real names (e.g., PA01, PA02). Verbatim transcripts were generated after each focus group was recorded as provided through a function of Zoom. To provide participants the opportunity to have their voice included in the research process and to enact a strategy to establish trustworthiness, member checking took place in two stages (Hays & Singh, 2012). First, a verbatim transcript was emailed to all participants to provide feedback, clarification, and confirmation of what they shared during the focus group. Second, after data analysis from all the focus groups was completed and themes generated, an email was sent to participants to provide feedback and confirmation of how the themes represent their perceptions. Three of the eight participants responded to the email confirming the representation of their perceptions. Additionally, as the constant comparative analysis approach to data analysis calls for simultaneous data collection and analysis, this approach maintained the integrity of an emergent research design (Hays & Singh, 2012; Onwuegbuzie et al., 2009). Third, a critical step in data analysis included the use of a research team. The research team consisted of

a colleague of mine that has training in qualitative research methods and publications in peer-reviewed journals that used a qualitative methodology. This person identifies as a female, Latina, and as a mother. This team member was chosen because of her connections to the Hispanic community and her ability to mirror experiences of participants. Lastly, I maintained a reflexive journal that documents the thoughts I had about how my thoughts impact the research process. Maintaining a reflexive journal aided in my bracketing of biases such as reactions to participant responses during the focus group, and data collection and analysis procedures (Hays & Singh, 2012).

Results

While 17 Hispanic parents/caregivers elected to participate in the focus groups, due to attrition, the study yielded a total of eight participants. . I distributed a demographic questionnaire (see Appendix C) to collect information from the eight participants. For parental/caregiver role, 37.5% ($n = 3$) identified as fathers and 62.5% ($n = 5$) identified as mothers. For parent's birthplace of origin, participants indicated 62.5% ($n = 5$) México, 12.5% ($n = 1$) Colombia, 12.5% ($n = 1$) Nicaragua, and 12.5% ($n = 1$) United States of America. Parents reported residing with their children/adolescents across a few different states, with 50% ($n = 4$) in Virginia, 25% ($n = 2$) in California, and 25% ($n = 2$) in Texas. Parents also reported the religious/spiritual affiliations of their families, 53% ($n = 4$) as Catholic, 25% ($n = 2$) as Protestant Christian, and 25% ($n = 2$) as not practicing any religion. Furthermore, the eight parents who participated included a representation of 12 children and adolescents, ages ranging from six to 17 years old ($M = 12.3$). The gender identity of the children and adolescents consisted of 75% ($n = 9$) female and 25% ($n = 3$) male. Whereas the children and adolescents'

birthplace of origin was predominantly in the U.S. at 75% ($n = 9$), 16.7% ($n = 2$) were born in México and 8.3% ($n = 1$) born in Colombia.

At the conclusion of data analysis, the research team identified four overarching themes.

Theme One: Welcoming and Challenging School Environment

All of the eight Hispanic parents in this sample spoke of their child or adolescent's school experiences and how certain factors contribute to whether the school environment is welcoming toward their child or adolescent or instances where the school environment can be challenging for them. PA02 shared that the school where her daughter attends provide a place for positive experiences through close-knit friendships:

She does have an ability to have those friendships she's been in a dual language group that was in first grade. And it's a small school that she used to be in that group continued every year, and I mean it's been the same group, since they were in first grade so all those friendships just glued together now.

While the peers within a school environment can be a source of positivity, PA06 explained how his daughter has had different experiences:

The experience that hurts to remember the most is when she arrived [home] sad because there were children who were a little bit heavy with her, that made her change her day and I saw her behavior was a little different, even, she came [home] one time to tell us that she didn't want to go back to school. We followed the procedure of talking to her, talking to the teacher, talking to the director and it stopped for a while then continued – it was a hard experience because I didn't want to see her unhappy in an environment where she feels good. I think that hurt me to see because of her noble character, she suddenly thinks she lacks that strength to defend herself.

In summary, the theme of welcoming and challenge school environment is depicted as providing experiences that promote or constrain the development of resiliency among the Hispanic children and adolescents discussed by the parent sample. School environments simply provide the setting for which peer interactions offer positive or negative experiences. Strong friendships appear to promote resiliency whereas instances of bullying appear to counter the development of resiliency. The next theme will discuss how Hispanic families come together in a variety of ways to surround their children and adolescents with love and support.

Theme Two: Family Support

All eight Hispanic parent in this sample identified ways in which the family plays a supportive role within the lives of their children or adolescents. Participants described their family interactions as overly positive while also describing how they rally together to overcome adverse circumstances. An example of adverse circumstances that every participant mentioned was that they do not live near extended family. PA05 regretted that his extended family members do not live close by or live in another country, and he has plans to relocate in the future to be closer to them:

> Unfortunately, like you all [other participants] we do not have extended family near us. I have a brother in [another city] and a nephew in [another state], almost all of our family is in México. To have that family, the grandparents, the aunts and uncles, the cousins, especially the cousins, but we do not have such luck like other families have. He [son] doesn't understand yet, he's young. Actually, I am thinking we won't live here much longer.

PA06 also lamented about extended family living in another country and the response he and his wife have to that circumstance:

In our case, [daughter], the only close and direct family is my wife and I. The rest of our

family lives in another country. We try to be very close to her. Sometimes we feel a little

sad that she doesn't have that family support that sometimes helps…In our case we are

strong between us and we try to help her and try to be close to her.

Hispanic parents in this sample recognized that they are mindful of the value of family life and

maintain that importance within the family nucleus. For example, PA02 shared the following: "I

know the culture in México it's about family it's about togetherness, and perhaps I don't see that

as much here…but they both I think they both have good relationships with us and with one

another." In response to strong family ties stemming from this sample of Hispanic parents'

country of origin, parents are diligent to instill a strong support system within the family nucleus.

Namely, they make efforts to spend time with their child or adolescent to show they have interest

in their lives. PA02 went on to add her approach:

I do take her out on dates and this talk to me what's going on, how was school? I know

their friends, so I asked them individually what's going on with this friend? So I do think

they both have a good relationship with their parents.

In summary, the research team we able to identify the theme of 'Family Support' that

reflected the data collected through the focus groups. This theme depicts how the Hispanic

parents in this sample internalize Hispanic cultural values of close family bonds by forging

strong relationships within the immediate family. This is done in response to their extended

family members living in another country. The next theme will discuss how the communities in

which Hispanic parents and their children and adolescents live plays a role in discrimination.

Theme Three: Community Impact on Discrimination

Six of the eight Hispanic parents sampled explained that their experiences of discrimination have been based on where they have lived in the United States. Essentially, parents described that living in a community where there are more Hispanics present means they are less likely to experience discrimination. PA02 described her experiences of discrimination based on where she currently lives compared to when her family lived in a larger city in another part of the state:

> …I mean we didn't see any discrimination because, what is it 80% close to in the 90% [category are Hispanics] here and they come from México so we didn't experience any discrimination before, but we did experience that when we were living in [City] now, we moved back home, so I don't think my kids see that at all because they're they both come from Hispanic parents and most of the people here they speak Spanish and they come from Hispanic experience as well. I think if they were to move out of [state], perhaps they would…

Similarly, PA06 went on to contrast how his experience living in an area of the U.S. where there are fewer Hispanic to where he lives currently:

> The child's experience in the United States may be very different depending on the state or city in which he or she is. For example, we came from [state], where we were a minority and now live in [city], where 90% of [city]'s population is Hispanic. I imagine that for my daughter - she has a Latino profile - she should feel more as she was in the majority and no longer feel like she was before, in the minority.

. This Hispanic parents in this sample expressed that their neighborhoods are safe for their children and adolescents. The community surroundings of Hispanic children and adolescents are significant in determining the presence of discrimination. Therefore, safer neighborhoods and

communities serve as protective factors against discrimination, and thus, bolster resilience. The following theme, 'Religion' explores the impact religion has in the lives of Hispanic families.

Theme Four: Benefits of Religion

All eight Hispanic parents mentioned the presence or absence religion in the lives of their children or adolescents. Most parents indicated that the family practices some form of the Christian faith. PA06 shared his perspective related to his daughter and the positive impact religion has in her life:

> …we saw that [religion] contributes positively in her life. She loves to go [to church], she loves to learn, the games, the social part with other children. Everything is positive, very positive. I believe that the spiritual part is very important in the education of children. I believe it is also a fundamental part of the development of personality, values and all the good things that brings.

While these examples demonstrate the positive experiences Hispanic children and adolescents represented in this sample have within a faith community, not all Hispanic children and adolescents shared the same experiences regarding religion. A couple parents shared that they do not see any value in religion. PA08 explained, "I grew up Catholic, but now I'm removed from religion." PA05 also shared his perspective related to his son:

> I think religions divide people. They should supposedly educate people to be good people, but I don't see it… I feel I'm not going to teach him religion. If in the future he wants on his own, go ahead, but not, personally, religion does not bring anything good, in my opinion.

In summary, the research team identified the theme of 'Benefits of Religion' that reflected the data collected through the focus groups. The Hispanic parents in this sample

showcase how religion can buffer against the myriad of life challenges, especially, for children or adolescents represented by the sample who may have internal struggles, such as depression. Although religious communities are not a significant part of all Hispanic children and adolescent's lives, religion overall, it appears, can have a positive effect that promotes resilience within the lives of the Hispanic children and adolescents represented by the sample population. The next section will discuss the development and translation process of the Escala de Fortaleza en Jóvenes para Padres.

Initial Items for the Escala de Fortaleza en Jóvenes para Padres

The items for the scale was developed using the themes described above. Literature that was mentioned as part of the development of the focus group questions were consulted to help in capturing the content of the themes as well. Twenty-seven items were developed in total (see Tables 1 and 2). The next section will discuss the translation process.

Table 2
Initial Items for the Escala de Fortaleza en Jóvenes para Padres – Spanish

1. Yo apoyo las necesidades académicas de mi niño o adolescente.
2. Mi niño o adolescente muestra deseo de aprender.
3. Los maestros y consejeros de la escuela apoyan la identidad cultural de mi niño o adolescente.
4. La actitud de los profesores tienen una influencia positiva en las experiencias escolares de mi niño o adolescente.
5. La escuela provee recursos y ayuda emocional a mi niño o adolescente.
6. La escuela provee de recursos académicos necesarios para mi niño o adolescente.
7. Mi niño o adolescente conserva amistades fácilmente.
8. Mi niño o adolescente trata bien a los matones.
9. Mi niño o adolescente está contento de tener una identidad de los Estados Unidos y del país de origen de la familia.
10. Compartimos tiempo de calidad como familia.
11. Mi niño o adolescente cree que es importante identificarse con la identidad del país de origen de la familia.
12. Mi niño o adolescente visita a miembros de la familia que viven en otro país.
13. Mi niño o adolescente tiene contacto con parientes lejanos a través de la tecnología.
14. Mi niño o adolescente cree que es importante mantener lazos fuertes con la familia que vive en otro país.

15. Mi niño o adolescente celebra días festivos y tradiciones de los Estados Unidos y de otro país.
16. Nuestra familia inmediata tiene lazos fuertes porque nuestra familia lejana no vive cerca.
17. Mi niño o adolescente tiene un vínculo fuerte con la familia del país de origen.
18. Mi niño o adolescente tiene miedo de ser lastimado por ser Hispano o Latino.
19. Mi niño o adolescente experimenta discriminación en la comunidad donde vivimos.
20. Nuestra colonia o barrio tiene un impacto positivo en mi niño o adolescente.
21. La comunidad donde mi niño o adolescente vive lo hace sentir parte de ella.
22. El barrio o colonia donde mi niño o adolescente vive es seguro.
23. Mi niño o adolescente se siente juzgado debido a su apariencia física.
24. Yo observo que nuestras prácticas religiosas familiares tienen un impacto positivo en mi niño o adolescente.
25. Mi niño o adolescente no practica una religión.
26. La religión ayuda a mi niño o adolescente a lidiar con los retos que se presentan en su vida.
27. La religión ayuda a moldear el carácter de mi niño o adolescente.

Table 3
Initial Items for the Escala de Fortaleza en Jóvenes para Padres – English

1. I support the academic needs of my child or adolescent.
2. My child or adolescent shows a desire to learn.
3. Teachers and school counselors support the cultural identity of my child or adolescent.
4. The attitude of my child or adolescent's teachers has a positive influence on their experiences in school.
5. School provides emotional support and resources for my child or adolescent.
6. School provides my child or adolescent with the academic resources they need.
7. My child or adolescent easily maintains friendships.
8. My child or adolescent deals with bullies well.
9. My child or adolescent is content with having an identity from both the United States and the family's country of origin.
10. We spend quality time together as a family.
11. My child or adolescent believes it is important to identify with the family's country of origin.
12. My child or adolescent visits their family members who live in another country.
13. My child or adolescent has contact with their extended family through technology.
14. My child or adolescent has a strong connection to the family's country of origin.
15. My child or adolescent celebrates holidays and traditions from the U.S and another country.

16. Our immediate family has strong bonds because our extended family does not live close.
17. My child or adolescent believes it is important to have a strong connection to family living in another country.
18. My child or adolescent is fearful of being harmed because they are Hispanic/Latino.
19. My child or adolescent experiences discrimination in the community where we live.
20. Our neighborhood has a positive impact on my child or adolescent.
21. The community where my child or adolescent lives makes them feel like they belong.
22. The neighborhood where my child or adolescent lives is safe.
23. My child or adolescent feels judged based on how they look.
24. I see our family's religious practices as having a positive impact on my child or adolescent.
25. My child or adolescent does not practice a religion.
26. Religion helps my child or adolescent deal with challenges in their life.
27. Religion helps to shape the character of my child or adolescent.

Translation Process

The 27 items of the EFJP were written in English as that is my native language. The research team then implemented a forward-backward-translation method as this is recommended in bilingual survey development (Hui & Trianids, 1985; Sperber, 2004). The first step was to translate the English items. I wrote the items based on my working knowledge of the Spanish language as part of the forward translation process, English to Spanish. The research team member who is a native Spanish speaker and parent then independently reviewed this translation to ensure context and meaning of the items were maintained across the two languages. The research team member then backward translated the items, Spanish to English to confirm that context and meaning were maintained. The research team as a whole convened to discuss items that need further discussion based on the translation.

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Discussion

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The purpose of this study was to include the perspective of Hispanic parents/caregivers on their child or adolescent's level of resilience toward the development of items for a strengths-

based instrument. This study provided eight Hispanic parents, through participation in focus groups, the opportunity to share their observations of positive and negative influences in their child or adolescents lives that promote or constrain resilience.

The findings from this study will be discussed through the lens of this cultural-ecological-transactional model since this study was designed using this model. This model balances the interaction between Hispanic children and adolescents' culture of origin and the majority culture while also characterizing the interconnection of risk and protective processes within cultural processes (Kuperminc et al., 2009). Cultural processes should not be viewed as part of a hierarchical system that interacts indirectly with the individual, but rather culture permeates all aspects of a child or adolescent's life, and thus, developmental outcomes and processes (Vélez-Agosto et al., 2017). Within an ecological framework, Vélez-Agosto et al (2017) suggested that cultural microsystems include cultural practices from the macrosystem. The cultural microsystems flow and interact with one another, therefore, highlighting the fluidity of cultural practices and negating the need for a distinct macrosystem and exosystem. This study found evidence to support how the school environment can influence the cultural microsystem for Hispanic children and adolescents.

The school environment can provide either experiences that makes Hispanic children and adolescents feel welcome, or they can be met with experiences that erode at their sense of belonging within the school. From a positive perspective, Hispanic children and adolescents represented in this sample have close-knit friendships in school that have been in place since elementary school. This finding paralleled Delgado and colleagues (2016) study that found Hispanic children and adolescents' friendships contribute to feelings of belonging at school while also supporting their academic achievement. Teachers were described as supporting the

academic needs and ethnic identity of Hispanic children and adolescents by the parents in this study. Ayón and García (2019) evidenced that a strong ethnic identity can lead to antidrug behaviors and high academic performance among Hispanic children and adolescents. The findings in this study do not address antidrug behaviors but draw a comparison to previous literature in that teachers support the academic needs and ethnic identity of Hispanic children and adolescents leading to a positive school environment. Challenges, however, were mentioned by the Hispanic parents in this sample related to bullying. Parents described instances of bullying experienced by their children and adolescents from their peers. The Hispanic children and adolescents represented by this sample either responded adversely to the bullying or were able to cope with the situation well by themselves. This finding did not suggest that Hispanic children and adolescents experience discrimination from peers and teachers related to their ethnicity nor did the Hispanic parents in this sample believe that their children or adolescents were unfairly treated regarding disciplinary measures compared to their peers. While previous literature has extrapolated the negative experiences of discrimination among Hispanic children and adolescents in K-12 schools (Balagna et al., 2013; Day-Vines & Terriquez, 2008; Umaña-Taylor & Updegraff, 2007; Villalba et al., 2007), other factors that contribute to a challenging school environment mentioned in the extant literature included poverty, little to no English language proficiency, and lack of access to early intervention and supplemental academic programs (Ramirez, 2017; Ramos, 2014). This study, however, did not yield results that noted the same challenges within the school environment.

Most Hispanic children and adolescents place a high value on respecting their parents as they account for a significant source of emotional support and guidance toward positive behaviors (Antshel, 2002). This cultural value is known as familismo. Familismo has been

documented to serve as a buffer against substance abuse while promoting positive mental health and academic success among Hispanic children and adolescents (Ayón et al., 2010; Bhargava et al., 2017; Kuperminc et al., 2009; Lac et al., 2011). Beyond the family nucleus, Yosso (2005) described how extended family members contribute to building familial capital as they too model coping strategies for life's challenges while supporting the overall well-being of Hispanic children and adolescents. Findings of the current study paralleled those in the extant literature as all of the eight Hispanic parents in the sample described how their families support healthy development of their children and adolescents, notably in the face of adversity. The Hispanic parents in this sample corroborate previous research that their child and adolescent's well-being is supported by spending quality time together. While the Hispanic parents, children, and adolescents represented in this sample live in the United States and their extended family in other countries, the current study found that familismo is maintained through technology (e.g., WhatsApp, Zoom) where the children and adolescents living in the U.S. connect with their extended family.

Discrimination experienced by Hispanic parents has a distal influence on the behavior and emotional well-being of children or adolescents (Lorenzo-Blanco et al., 2017). Discrimination can influence child-rearing practices with negative outcomes on Hispanic children and adolescent's development (García-Coll et al., 1996). Essentially, with greater frequency and forms of discrimination that Hispanic parents experience, the more likely poor parenting practices may occur (Ayón & García, 2019). The Hispanic parents in this sample shared, however, that their experiences of discrimination have been very few to none at all. For some, their discrimination experiences were based on where they lived at one time within the United States. The Hispanic parents in this sample went onto to explain that their neighborhoods,

towns, and cities felt safe, and, in some cases, there is a significant number of Hispanics who reside in the area. This finding suggests that certain regions of the United States where there are Hispanic enclaves provide a buffer zone against experiences of discrimination. The Hispanic children and adolescents represented in this sample were not reported to have negative behaviors based on discrimination experienced by their parents. These findings mirror the results of Ayón and García's (2019) study that looked at parental relationships considering perceived discrimination experiences. They found that the Hispanic parents in their sample did not evidence any less nurturing or support of their child or adolescent despite experiencing discrimination in some form.

Similar to other findings in this study, this theme is dichotomous in that religion is either an active component of the lives of Hispanic children and adolescents or religious practice is not a part of their lives. The Hispanic parents, to which religion was applicable, echoed the strong social support provided by religious communities and overall positive impact they have on their children and adolescents as found in previous literature. For example, DiPierro and colleagues (2018) evidenced in their sample of 134 Latino adolescents that religious practiced moderated a strong link between low levels of anxiety and high levels of hope. Furthermore, current literature highlights the positive aspects of religious communities in that they promote family values and buffer against negative mental health outcomes (Edwards et al., 2011; Sanchez et al., 2015), which was a corresponding finding noted by the Hispanic parents in this study. This Hispanic parents in this sample stated that their religious communities support their child and adolescent's character formation while also buffering against depression in some cases. For the Hispanic children and adolescents represented by the sample who have no engagement with religious practice, the findings suggest that this is simply not a factor in their lives. While this study noted

the absence of religion with no reported effect on the Hispanic children and adolescents represented in the sample, the current literature does not report on the absence of religion for this population.

Implications

As several of the initial items of the EFJP address the school environment and how it can create either welcoming or challenging experiences for Hispanic students, school counselors should be cognizant of the subtlety of these experiences for such students. The content of items related to the school environment indicated that friendships and negative peer experiences, such as bullying, can promote or constrain academic achievement and the overall well-being of Hispanic students. Furthermore, the interactions Hispanic students have with teachers and with the school counselors themselves should be considered as they impact the school environment for these students. It is important for school counselors to be aware that the Hispanic parents in this sample appreciated school staff getting to know their children and adolescents more personally, such as affirming a positive Hispanic identity within these students.

School counselors are encouraged to understand the value family has in the lives of Hispanic students. The initial items of the EFJP point to the support Hispanic parents provide their children and adolescents especially in regard to academics and mental health needs. Moreover, the initial items of the EFJP indicate to school counselors that Hispanic students living in the United States tend to have a close-knit family nucleus as their extended family members live in another country. School counselors should be aware that despite this difficult circumstance, Hispanic students find ways to stay connected to their extended family members either through social media or taking time to travel to where their extended family lives. As the Hispanic parents in this sample recognize the context within which their children live, the initial

items of the EFJP note that Hispanic families tend to celebrate traditions and holidays from both the U.S. and their country of origin. How Hispanic students approach celebrating traditions and holidays should be noted by school counselors so as to continue the support they receive from their families.

As the finding in this study informed initial item related to the general community and how that impacts discrimination experiences of Hispanic students, school counselors would do well to gain an understanding of the nuances related to experiences of discrimination. School counselors should not presume that all Hispanic students experience discrimination nor that members of their family experience discrimination. It is important for school counselors to not make this assumption as it perpetuates a deficit perspective toward these students. The initial items of the EFJP provide indicators that the communities in which Hispanic students live potentially provide safety and a sense of belonging rather than a source of risks.

Another grouping of initial items of the EFJP point to the religious engagement of Hispanic students. The Hispanic parents in this study indicated that religious practice is either a significant part of their child or adolescent's life or not a part of their life. School counselors, therefore, are encouraged to consider the influence religious practice has on the lives of Hispanic students. Engaging with religious communities was pointed to as an area of strength and positive impact in the lives of Hispanic students. For those Hispanic students to which this engagement applies, school counselor should build upon this strength as it can buffer against life's challenges. In regard to Hispanic students who do not engage with a religious community, this can still be a useful piece of information for school counselors to know as previous findings in this study indicated that parents appreciate when school staff know their child or adolescent beyond an academic sense.

Limitations

There are several limitations to the current study. First this study yielded a small sample size of eight participants. Hispanics represent people from 20 different countries. Therefore, some nuances related to cultural practices from countries beyond those represented by this sample are not accounted for in the findings. Further related to the sample, although generalizability is not the goal of qualitative research, the results aimed for transferability as they included thick descriptions of the findings. Moreover, this study's overall focus was on resiliency; from a developmental standpoint, this could have created notable variance as to how parents perceive resilience. Adolescents are likely to have a greater social-emotional developmental capacity for resilience. Therefore, the Hispanic parents in this sample may have found it more difficult to perceive resilience from a child compared to an adolescent. Lastly, the research team discussed biases and potential ways to manage them during the initial research team meeting. To counteract my bias, I engaged in bracketing and reflexive journaling throughout data collection and analysis to be aware of my biases, and thus, maximize the trustworthiness of the results. Secondly, the Hispanic parents who participated in the focus groups may have experienced social desirability in that their responses may have been influenced by wanting their child or adolescent to be discussed in a positive light.

Future Research

In recognition that the EFJP has been developed with 27 preliminary items, future research could expand upon the findings of the current study by examining the psychometric properties of the instrument. Namely, launching a quantitative study that continues the development of the instrument by further exploring the literature to create items that account for more cultural subtleties related to Hispanic families that highlight their strengths. Furthermore,

this would include engaging in feedback from content experts, soliciting feedback from a developmental sample of Hispanic parents, then disseminating the instrument to a larger sample of several hundred Hispanic parents. Sampling several hundred Hispanic parents would address potential limitations of generalizability. Factor analysis could then be used to determine the validity and reliability of the measure. To further build upon the strengths of Hispanic students, measures could be modeled after the EFJP that take the perspective of students in grades 3-6 and students in grades 7-12 as this would closely align to similar measures for children and adolescents based on development level. Thus, creating a multi-informant assessment system for Hispanic students and their families. Finally, future studies would benefit from examining the practicality of utilizing such an instrument with the specified Hispanic population by engaging school counselors in sharing their success and challenges with implementing the EFJP.

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APPENDIX A

Antecedentes del estudio y consentimiento.

Título: Desarrollo de la Escala de Fortaleza en Jóvenes para Padres

Investigador principal: David Moran, M.S.

Asesores de facultad: Kristy Carlisle, Ph.D., Chris Sink, Ph.D., Alan Meca, Ph.D., y Natalie Edirmanasinghe, Ph. D.

Propósito de estudio

El propósito de este estudio es desarrollar un instrumento que mida la percepción en padres o cuidadores hispanos sobre la resiliencia en sus niños y adolescentes. El objetivo es utilizar grupos de enfoque para determinar cómo los padres y cuidadores perciben la resiliencia de sus niño(a)s o adolescentes. La información recolectada dentro del grupo de enfoque ayudará a desarrollar un instrumento que evalúe la resiliencia entre los niños y adolescentes hispanos. Basado en los resultados del estudio, el instrumento podría ser determinado como un recurso viable para los consejeros de escuela mientras trabajan con estudiantes latinos y sus familias.

Descripción del estudio

Los valores culturales juegan un rol significativo en el desarrollo social y emocional entre los niños y adolescentes. Ultimadamente los valores culturales son contribuidores a los, resultados de resiliencia. Dentro del sistema escolar estadounidense en grados K-12, los niños y adolescentes hispanos evidencian resiliencia a pesar de tener experiencias desafiantes. Los consejeros de escuela, como parte de su entrenamiento profesional, son llamados a asegurar que los niños y adolescentes hispanos triunfen en la escuela. Por lo cual, es necesario para los consejeros de escuela utilizar un instrumento de evaluación que tome en cuenta las fortalezas de los valores culturales hispanos, ya que ayudará a entender de una mejor manera las prácticas de prevención e intervención. Cabe destacar que, aunque existen medidores enfocados en resiliencia, estos son inadecuados para capturar los matices de experiencias o los matices de resiliencia que se manifiestan dentro de la comunidad hispana.

Durante esta fase del estudio, se pedirá a los participantes que asistan a un grupo de enfoque. Se formularán una serie de preguntas relacionadas con su percepción de resiliencia entre sus niños y adolescentes con el fin de desarrollar el instrumento.

Participantes

El criterio de inclusión de este estudio aborda a padres, tutores o cuidadores que (1) al menos 19 años (2) son el primer responsable del cuidado de un niño(a) o adolescente de edades entre 5 a 18 años, (3) utilizan el español o inglés como lenguaje primario o secundario, y (4) identifican su origen de nacimiento o identidad cultural en alguno de los siguientes países: Argentina, Belice, Bolivia, Chile, Colombia, Costa Rica, Cuba, República Dominicana, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, Paraguay, Perú, Puerto Rico, Uruguay y Venezuela.

Confidencialidad

Los investigadores tomarán las medidas necesarias para proteger la confidencialidad de los participantes. Toda la información de los participantes obtenida a través del cuestionario demográfico recolecta mínimamente información personal sin información de identificación tales como nombre y edad. Los datos anónimos serán resguardados en la computadora del investigador primario bajo contraseña. La información recopilada dentro del grupo de enfoque se utilizará para desarrollar el instrumento. Se generará una transcripción del grupo de enfoque para el análisis de datos, los nombres de los participantes se eliminarán y no se incluirán en la notificación de los resultados.

Participación voluntaria

La participación en este estudio es voluntaria y hasta donde se puede anticipar, no habrá o existirán riesgos mínimos en lo mental, social, físico y emocional durante la participación en este estudio. Adicionalmente, se desconocen los beneficios de la participación en este estudio. Usted puede terminar su participación en este estudio en cualquier momento sin penalidad. Los participantes también tienen el derecho de evitar contestar cualquiera de las preguntas que ellos escojan. Si los investigadores encuentran nueva información durante este estudio que pudiese cambiar su decisión sobre su participación se lo harán saber de una manera razonable.

Compensación

Después de hacer realizado todos los grupos de enfoque, 6 participantes serán seleccionados al azar para recibir una tarjeta de regalo Visa con valor de $50 dólares americanos en agradecimiento por su participación.

Información de contacto

Para solicitar información sobre este estudio, por favor contacte al Sr. David Moran (716-207-0023; dmoran@odu.edu), o al Dr. Kristy Carlisle (757-683-6132; kcarlisl@odu.edu). Para preguntas sobre la experiencia en su participación en este estudio, por favor contacte a la Dra. Laura Chezan, Catedrática principal en Old Dominion University Darden College of Education & Professional Studies Human Subjects Committee (757-683-7055; lchezan@odu.edu).

Study Background and Consent

Title: Development of the Escala de Fortaleza en Jóvenes para Padres

Principal Investigator: David Moran, M.S.

Faculty Advisors: Kristy Carlisle, Ph.D., Chris Sink, Ph.D., Alan Meca, Ph.D., and Natalie Edirmanasinghe, Ph.D.

Purpose of Study

The purpose of this study is to attend to the gap in the literature and practice by developing a standardized assessment to evaluate Hispanic parents and caregivers' perceptions of their child or adolescents' level of resilience. The goal is to use focus groups to determine how parents and caregivers view resilience within their children or adolescents. The information shared in the focus group will help develop an instrument for evaluating resilience among Hispanic children and adolescents. Based on the outcomes of the study, the instrument could be determined as a viable resource for school counselors to use while working with Hispanic students and their families.

Description of the Study

Cultural values play a significant role in the social-emotional development among Hispanic children and adolescents, and it is the cultural values that ultimately contribute to the outcomes of their resilience. Hispanic children and adolescents evidence resilience despite challenging experiences within the U.S. K-12 school system. School counselors, as part of their professional training, are called to ensure Hispanic children and adolescents succeed in school. Utilizing an assessment instrument that accounts for the strengths of Hispanic cultural values is needed for school counselors to better inform their prevention and intervention practices for these students. Although resiliency focused measures exist, they are inadequate to capture either the nuances of the experiences or the nuances of resilience manifest within the Hispanic community.

During this phase of the study, participants will be asked to attend a focus group. A series of questions related to their perceptions of resilience among their children and adolescents will be asked for the purpose of informing the development of the instrument.

Participants

The criteria for inclusion in this study includes parents or caregivers who, (1) at least 19 years old (2) that have primary responsibility of a child or adolescent age 5 – 18 years old, (3) utilize Spanish or English as a primary language, and (4) identify with any of the following countries as either birth place of origin or having cultural roots: Argentina, Belize, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, Paraguay, Perú, Puerto Rico, Uruguay, and Venezuela.

Confidentiality

Researchers will take steps to protect participants' confidentiality. All information obtained about participants through the demographic questionnaire include minimal personal information

and no specific identifying information such as name or age is collected. The anonymous data will be kept on the primary researchers' password protected computer. The information collected from the focus group will be used to develop the instrument. A transcript from the focus group will be generated for data analysis, names of participants will be removed and not included in the reporting of results.

Voluntary Participation

Participation in this study is voluntary and as far as can be anticipated, there will be no or minimal mental, social, emotional, or physical risk from participating in this study. In addition, there are no known benefits to your participation in this study. You may withdraw from participating in this study at any time without penalty. Participants also have the right to avoid answering any questions they choose. If the researchers find new information during this study that would reasonably change your decision about participating, they will share it with you.

Compensation

After all focus groups have been conducted, 6 participants will be randomly selected to receive a $50 Visa gift card in appreciation for their participation.

Contact Information

To inquire about this study, please contact Mr. David Moran (716-207-0023; dmoran@odu.edu), or Dr. Kristy Carlisle (757-683-6132; kcarlisl@odu.edu). For questions about the experience of your participation in this study, please contact Dr. Laura Chezan, chair of the Old Dominion University Darden College of Education & Professional Studies Human Subjects Committee (757-683-7055; lchezan@odu.edu).

APPENDIX B

Email de Invitación

Hola,

Usted está siendo invitado a participar en un proyecto de investigación titulado, *Desarrollo de la Escala de Fortaleza de Jóvenes para Padres,* que está siendo conducida por Old Dominion University bajo la dirección del Doctor Kristy Carlisle y el señor David Moran. El propósito de este estudio es desarrollar y validar una escala desde la perspectiva de los padres o cuidadores sobre sus niños o adolescentes y su capacidad de para superar desafíos en sus vidas.

El interés del señor David Moran en llevar a cabo esta investigación para apoyar a la comunidad hispana, se basa en su experiencia personal como padre criando a sus hijos hispanos. David y su esposa Bethsabé, iniciaron su matrimonio en Puebla, México y hoy día viven en los Estados Unidos. David y su familia mantienen conexiones con la comunidad hispana al celebrar días festivos con amigos (Ej. Posadas), participando en grupos de padres hispanos en su iglesia, a través de visitas anuales a México y al mantener lazos con residentes hispanos en los Estados Unidos. A través de su investigación, David observa la oportunidad de proveer evidencia sobre las fortalezas de las familias hispanas.

Para contestar este cuestionario usted debe tener al menos 19 años y cumplir con el siguiente criterio: Ser padre o tutor o cuidador que (1) es el primer responsable del cuidado de un niño(a) o adolescente de edades entre 5 a 18 años, (2) utiliza el español o el inglés como lenguaje primario o secundario e (3) identifica su origen de nacimiento o identidad cultural en alguno de los siguientes países: Argentina, Belice, Bolivia, Chile, Colombia, Costa Rica, Cuba, República Dominicana, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, Paraguay, Perú, Puerto Rico, Uruguay y Venezuela.

El estudio será on-line a través de un grupo de enfoque por medio de la plataforma Zoom. El grupo de enfoque tendrá una duración de 60 a 90 minutos. El grupo de enfoque se ofrecerá para hablantes de Español e Inglés. Después de haber conducido todos los grupos de enfoque, 10 participantes serán seleccionados al azar para recibir una tarjeta de regalo Visa por $50 dólares americanos en agradecimiento por su participación.

Al dar click en el link en la parte inferior de este email, usted será llevado primeramente a un formato que muestra: Los antecedentes del estudio, criterio de participación e información de consentimiento. Al terminar de leer y entender la información de consentimiento; usted proveerá su deseo de participar en el estudio al dar click en "Yes" o sí. Posteriormente aparecerá un breve cuestionario demográfico seguido por los horarios y días disponibles para participar en los grupos de enfoque. Apreciamos su participación en invitar a otras personas que cumplen con el criterio. Comparta libremente con colegas, amigo(a)s, compañeros de trabajo, etc. o quien usted piense que desee compartir su perspectiva en este estudio.

Si tiene alguna pregunta en algún momento antes, durante o al terminar su participación en este estudio, por favor contacte a un miembro del equipo de investigación:

Sr. David Moran: dmoran@odu.edu/716-207-0023

Dr. Kristy Carlisle: kcarlisl@odu.edu/757-683-6132

El link al encuesta: <link aquí>

De antemano le agradecemos su participación.

Saludos,

Email Invitation

Hello,

You are invited to participate in a research project titled, *Development of the Escala de Fortaleza de Jóvenes para Padres,* which is being conducted at Old Dominion University under the direction of Mr. David Moran, and supervised by Dr. Kristy Carlisle. The purpose of this study is to develop a scale based on the perspective of parents and caregivers about the ability of their child or adolescent to overcome challenges in their lives.

Mr. David Moran's interest in conducting research to support the Hispanic/Latino community is based on his personal experience as a father raising his Hispanic children. David and his wife, Bethsabé, began their marriage in Puebla, México and they now live in the United States. David and his family maintain connections to the Hispanic/Latino community through celebrating holidays with friends (e.g., posadas) and engaging with Hispanic/Latino parent groups at their Catholic church. Through David's yearly visits to México and maintaining relationships with Hispanics and Latinos in the United States, he sees an opportunity to provide evidence of the strengths of Hispanic/Latino families through his research.

To participate you must be at least 19 years old, and meet the following criteria: be a parent or caregiver who, (1) has primary responsibility of a child or adolescent age 5 – 18 years old, (2) utilizes Spanish or English as a primary language, and (3) identifies with any of the following countries as either birth place of origin or having cultural roots: Argentina, Belize, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, Paraguay, Perú, Puerto Rico, Uruguay, or Venezuela.

The study will take place online via focus groups through Zoom. The focus group will last 60-90 minutes. Focus groups will be offered for both Spanish-speaking and English-speaking participants. After all focus groups have been conducted, 6 participants will be randomly selected to receive a $50 Visa gift card in appreciation for their participation.

By following the link below, you will first be taken to a form that includes: the study background, participation criteria, consent information. After having read and understood the consent information; you will provide your willingness to participate by clicking "Yes". Then a brief demographic questionnaire will appear followed by dates/times to participate in a focus group. Your assistance in encouraging others who meet the above criteria to participate is greatly appreciated. To that end, feel free to send to colleagues, friends, co-workers, etc. who you think would also wish to share their perspective in this study.

If you have any questions at any time before, during, or after your participation, please contact a member of the research team:

Mr. David Moran: dmoran@odu.edu/716-207-0023

Dr. Kristy Carlisle: kcarlisl@odu.edu/757-683-6132

Link to form: <form inserted here>

Thank you in advance for your participation.

Saludos,

APPENDIX C

Cuestionario Demográfico

1. ¿Cuántos años tiene su niño(a) o adolescente?

2. ¿Cuál el género de su niño(a) o adolescente?

3. Indique su relación con el niño(a) o adolescente

    Padre
    Madre
    Abuela
    Abuelo
    Tía
    Tío
    Hermano(a) mayor
    Primo(a) mayor
    Padrino o Madrina
    Otro

4. Por favor indique el país en el cual su hijo(a) nació originalmente o identidad cultural con la que se identifica.

    Argentina
    Belice
    Bolivia
    Chile
    Colombia
    Costa Rica
    Cuba
    República Dominicana
    Ecuador
    El Salvador
    Guatemala
    Honduras
    México
    Nicaragua
    Panamá
    Paraguay
    Perú
    Puerto Rico
    Estados Unidos de América
    Uruguay

Venezuela

5. Por favor indique el país en el que usted nació o identidad cultural con la que se identifica

Argentina
Belice
Bolivia
Chile
Colombia
Costa Rica
Cuba
República Dominicana
Ecuador
El Salvador
Guatemala
Honduras
México
Nicaragua
Panamá
Paraguay
Perú
Puerto Rico
Estados Unidos de América
Uruguay
Venezuela

6. Indique su estado de residencia

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas

Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

7. Por favor indique su afiliación religiosa o espiritual

Demographic Questionnaire

1. How old is your child or adolescent?

2. Which gender is your child or adolescent?

3. What is your relationship to the child or adolescent?

> Father
> Mother
> Grandmother
> Grandfather
> Aunt
> Uncle
> Older Sibling
> Older Cousin
> Godparent

4. Please indicate the country in which the child was born, or their cultural identity

> Argentina
> Belize
> Bolivia
> Chile
> Colombia
> Costa Rica
> Cuba
> Dominican Republic
> Ecuador
> El Salvador
> Guatemala
> Honduras
> México
> Nicaragua
> Panamá
> Paraguay
> Perú
> Puerto Rico
> United States of America
> Uruguay
> Venezuela

5. Please indicate the country in which you were born

   Argentina
   Belize
   Bolivia
   Chile
   Colombia
   Costa Rica
   Cuba
   Dominican Republic
   Ecuador
   El Salvador
   Guatemala
   Honduras
   México
   Nicaragua
   Panamá
   Paraguay
   Perú
   Puerto Rico
   United States of America
   Uruguay
   Venezuela

6. Which state do you currently reside?

   Alabama
   Alaska
   Arizona
   Arkansas
   California
   Colorado
   Connecticut
   Delaware
   District of Columbia
   Florida
   Georgia
   Hawaii
   Idaho
   Illinois
   Indiana
   Iowa
   Kansas

Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

7. Please indicate your religious or spiritual affiliation

APPENDIX D

Protocolo de entrevista

Introducción

Breve introducción por el investigador

Quisiera comenzar diciendo que estoy muy agradecido por que usted se encuentre aquí a pesar de todo lo que está pasando en el mundo en este momento: una pandemia, tensiones raciales. Se que se encuentras ocupado y aprecio demasiado que haya aceptado hablar conmigo acerca de sus experiencias como cuidador o padre o madre Hispano. Como sabrá, los niños y adolescentes hispanos pueden enfrentarse a retos únicos en sus vidas en comparación a sus compañeros. Estoy investigando como es que, a pesar de estos desafíos, los niños y adolescentes hispanos se las arreglan para ser resilientes y alcanzar el éxito en sus vidas desde su perspectiva como cuidador, padre o madre.

El grupo de enfoque debería durar cerca de 60 a 90 minutos y será grabado para después ser transcrito. Si en algún momento desea detener la entrevista o desea no responder una pregunta, por favor siéntase con libertad de hacerlo sin penalidad alguna. Tomaremos todas las medidas necesarias para proteger su confidencialidad y la confidencialidad de su niño o adolescente. Cuando la transcripción del grupo de enfoque haya sido realizada, redactaremos toda la información de identificación y le enviaremos a usted dicha información vía correo electrónico. Por favor tenga en cuenta que estaré monitoreando la función de chat por si usted desea contribuir al debate de esa manera. De igual modo, le pediremos que ponga en silencio su micrófono cuando no esté hablando.

Antes de que comience a grabar, ¿tiene alguna pregunta relacionada al consentimiento o preguntas en general?

Preguntas del grupo de enfoque

1. ¿Cómo describiría las fortalezas y debilidades personales de su niño o adolescente?

2. Describa algunas experiencias que su niño o adolescente ha tenido con sus compañeros en la escuela

3. ¿Qué cree que ayuda a su niño o adolescente a seguir aprendiendo y creciendo en la escuela a pesar de los desafíos que puedan experimentar?

4. ¿Qué factores considera que contribuyen al buen desempeño académico de su niño o adolescente en la escuela?

5. ¿Cómo describiría la relación de niño o adolescente con su familia?

6. ¿Su niño o adolescente ha vivido la experiencia de migrar a los Estados Unidos o alguien en su familia ha vivido la experiencia de migrar a los Estados Unidos? De ser así, ¿Cómo ha observado que esa experiencia ha impactado a su niño o adolescente?

7. Comparando practicas sociales y culturales en los Estados Unidos con prácticas sociales y culturales en el país donde su niño o adolescente nació o el país con que cuenta con raíces culturales, ¿Cómo es que su niño o adolescente navega esas prácticas sociales y culturales como parte de su identidad?

8. Si usted ha sido discriminado o discriminada en base a su identidad hispana, ¿Cree que esas experiencias suyas tienen influencia en su hijo o adolescente?

9. Si el niño o adolescente es parte de una comunidad religiosa o espiritual ¿Cómo cree que esto ha impactado a su niño o adolescente?

10. ¿Considera usted que su colonia, vecindario o barrio, redes sociales, sistema de justicia criminal, o su lugar de trabajo tiene influencia alguna en su niño o adolescente?

11. ¿Hay algo que quiera usted agregar o compartir acerca del éxito o retos que su niño o adolescente ha tenido en la vida y que no se discutió en este foro?

Después de haber preguntado todas las preguntas de la entrevista:

Una vez más gracias por ayudarme a entender mejor la perspectiva de su niño(a) o adolescente. El grupo de enfoque será transcrito en las siguientes semanas y cuando esté listo se lo haré llegar por correo electrónico para su revisión y verificación. Este proyecto es apoyado gracias a una beca proporcionada por una asociación de consejeros profesionales. Después de que este estudio haya sido completado, 6 participantes serán seleccionados al azar para recibir una compensación de $50 dólares americanos en forma de una tarjeta de regalo Visa.

Alto a la grabación.

Reservar 30 minutos para lo siguiente:

- Permitir que la grabación sea procesada a la nube (asegurarse que la conversación en línea sea guardada)

- Completar las notas

- Completar diario de reflexión

Interview Protocol

Introduction

Brief Introduction by researcher

I want to start by saying I am grateful for you being here in the light of everything going on in the world right now, a pandemic, racial tensions. I know that you are busy and very much appreciate you agreeing to speak with me about your experiences as a Hispanic parent/caregiver. As you may know, children and adolescents who are Hispanic may encounter unique challenges in their lives compared to their peers. However, despite these challenges I am investigating how they manage to be resilient and find success in their lives based on your perspective.

The focus group should last about 60-90 minutes and will be recorded for later transcription. If at any time you wish to stop the interview or to not answer a question you are completely free to do so without penalty. We will take all necessary precautions to protect your confidentiality and the confidentiality of your child or adolescent. After the focus group is transcribed, we will remove any identifying information and email the transcribed focus group back to you. Please note that I will be monitoring the chat function if you wish to contribute to the discussion that way. Also, we ask that you mute your microphone when not speaking.

Before I begin recording are there any questions related to consent or questions in general?

Focus Group Questions

1. How would you describe your child or adolescent's personal strengths and weaknesses?

2. Describe the experiences your child or adolescent has with their peers in school?

3. What factors contribute to how well your child or adolescent does in school academically?

4. What do you believe helps your child or adolescent to continue to learn and grow in school despite challenges they may experience?

5. How would you describe the relationship your child or adolescent has with their family?

6. Does your child or adolescent have experiences with migrating to the U.S., or does anyone in their family have experiences with migrating to the U.S.? If so, how do you see those experiences impacting them?

7. Comparing cultural/societal practices in the U.S. to cultural/societal practices in the country in which your child or adolescent was born or the country in which they have cultural roots, how does your child or adolescent navigate those cultural/societal practices as part of their identity?

8. If you have been discriminated based on your Hispanic identity, do you see those experiences having an influence on your child or adolescent?

9. If the child or adolescent is part of a religious or spiritual community, how do you see that impacting them?

10. Do you see the neighborhood, social media, the criminal justice system, or your place of employment having any influence on your child or adolescent?

11. Is there anything you would like to add about the challenges or success your child or adolescent has in life that was not discussed?

After asking all interview questions:

Thank you again for helping me better understand your perspective of your child or adolescent. The focus group will be transcribed over the next several weeks and I will email it back to you for your verification and review. This project is supported by a grant from a professional counseling organization. After the study has been completed, 6 participants will be randomly selected to receive compensation in the form of a $50 Visa gift card.

 Stop the recording.

Reserve 30 minutes to do the following:

- Allow for the recording to be processed to the cloud (make sure to save chat)

- Complete field notes

- Complete reflexive journal

VITA

David Moran

Depew, NY 14043
Phone: 716-207-0023
Email: dmoran@odu.edu

Education

Ph.D., Counselor Education and Supervision　　　　　　　Anticipated May 2021
Old Dominion University
CACREP Accredited

Dissertation title: Initial Development of the Escala de Fortaleza en Jóvenes para Padres

M.S., School Counseling　　　　　　　　　　　　　　　　　　　2012
Canisius College
CACREP Accredited

B.S., Human Services　　　　　　　　　　　　　　　　　　　　　2007
Hilbert College

Certifications

Provisional Certification in School Counseling, #SOE-0611017, Commonwealth of Virginia
Provisional Certification in School Counseling, #63362121, New York State

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Research Interests

Investigations to improve the quality of educational experiences of Latino/a students in K-12 schools using a strength-based approach, and professional counseling leadership development and advocacy.

Research Experience

Graduate Research Assistant　　　　　　　　　　　　　**Spring 2020 - Present**
Department of Counseling and Human Services
Old Dominion University
- Edited manuscripts for book chapters and journal articles

- Conducted literature reviews
- Collaborated with faculty to investigate appropriate research methodology
- Assist with manuscript development

Teaching
Experience

Old Dominion University, Co-teaching
Graduate

Spring 2021	COUN 650 Theories of Counseling and Psychotherapy
Fall 2020	COUN 677 School Culture, Classroom Management, and Learning COUN 844 Advanced Group Counseling

Old Dominion University, Graduate Teaching Assistant
Undergraduate

Summer 2020	HMSV 468 Internship (online)
Spring 2020	HMSV 344 Career Development & Appraisal (Instructor of Record)
Fall 2019	HMSV 343 Human Service Methods (Instructor of Record)
Summer 2019	HMSV 468 Internship (online)
Spring 2019 Services	HMSV 494 Entrepreneurship & Non-Profit Management in Human
Fall 2018	HMSV 346 Diversity Issues in Human Services (online) HMSV 491 Family Guidance (online)

Supervision
Experience

Spring 2019- Fall 2020	Clinical Supervisor

- Provided weekly individual and/or triadic supervision to two master's level students per semester
- Reviewed counseling tapes and transcripts
- Utilized discrimination model of supervision to facilitate professional and personal growth of supervisees
- Reviewed supervisee case conceptualizations and presentations
- Provided midterm and final evaluations for each supervisee

Publications

Moran, D. (2020). Raising school counselors' awareness of the bicultural experiences of Latino/a students. *ACAC Spring Newsletter.* Association of Child and Adolescent Counseling.

Sharma, J., McDonald, C. P., Pester, D., **Moran, D**., Jenkins, K., Grad, R., O'Hara, C., & Bledsoe, K. (revise & resubmit). Intersectionality in research: Call for inclusive, decolonized, and culturally sensitive research designs in professional counseling. *Counseling Outcomes Research and Evaluation.*

Moran, D., Broookover, D., & Goodman-Scott, E. G. (in progress). School counselor educators: A grounded theory of career interest and satisfaction.

Burgess, M., **Moran, D**., Kemer, G., Worth, A., & Gantt, A. (in progress). School counseling supervisors' supervision cognitions.

Book Chapter

Moran, D., Goodman-Scott, E., Neukrug, E. (in press). School counseling. In E. Neukrug, *The world of the counselor: An introduction to the counseling profession*. Cengage Learning.

Presentations

Moran, D. (2021). *Raising school counselor's awareness of the bicultural experiences of estudiantes Latinos/as.* Virginia School Counseling Association Conference, Hampton, VA.

Moran, D. (2020). *From classroom to accreditation: Discussing diversity in counselor education programs.* North Atlantic Region Association of Counselor Education and Supervision 2020 Conference - cancelled

Moran, D., & Edirmanasinghe, N. (2020). *Teaching advocacy for school counselor trainees from an ecological perspective.* North Atlantic Region Association of Counselor Education and Supervision 2020 Conference - cancelled.

McDonald, P., Bledsoe, K., Grad, R., O'Hara, C., Pester, D., Sharma, J., & **Moran, D**. (2020). *AARC Diversity Committee: Experiences of service, advocacy, and leadership.* Association of Assessment and Research in Counseling Virtual Conference.

Moran, D., & Winters, D. (2020). *What do counselors do anyway?: Empowering counselors to self-advocate.* New Jersey Counseling Association 2020 Conference, Online.

Moran, D. (2019). *Spotting the rare bird: The search for school counselor educators.* Association of Counselor Education and Supervision Conference, Seattle, WA.

Moran, D. (2019). *Answering the clarion call for licensure portability: Doctoral students and advocacy.* 2nd Annual "CMHC & Beyond" Virtual Conference, The Chicago School for Professional Psychology, Online.

Moran, D. (2019). *School counselor preparation within a developmental constructivist framework.* Virginia Association for Counselor Education and Supervision Conference, Hampton, VA.

Invited Presentations

Moran, D. (2020). *CACREP accreditation & opportunities for counselor educators to implement consultative leadership.* Counseling Research and Leadership Lab, Oregon State University

Moran, D. (2019). *Q & A about CACREP.* Theta Chi Sigma Chapter of Chi Sigma Iota, Monthly meeting, The Chicago School of Professional Psychology

Moran, D. (2019). *The magnanimous world of school counseling.* Theta Chi Sigma Chapter of Chi Sigma Iota, Monthly meeting, The Chicago School   of Professional Psychology

Panel Member for Religion and Spirituality in Counseling, Spring 2020 COUN 655 Social & Cultural Diversity course, Old Dominion University

Panel Member for Counseling with European Americans, Spring 2019 COUN 655 Social & Cultural Diversity course, Old Dominion University

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Grants

Association of Assessment and Research in Counseling (**Received**) 2020 Multicultural Assessment and Research in Counseling Student Grant, $500: *Development of the Escala de Resilenica en Juventud para Padres*

Association of Assessment and Research in Counseling (Submitted) 2020 Donald Hood Student Research Grant, $500: *Development and Validation of the Escala de Resilencia en Juventud para Padres*

Association of Child and Adolescent Counseling (Submitted) 2020 Research Grant, $1,000: *Development and Validation of the Escala de Resilencia en Juventud para Padres*

Southern Association for Counselor Education and Supervision (**Received**) 2019 Research and
    Best Practice Award, $500: *School Counselor Educators: A Grounded Theory of Career
    Interest and Satisfaction*

Service
Professional
    <u>Editing</u>
        Copy-Editor, Journal of Human Services (Ad-hoc)

    <u>Volunteer</u>
        Graduate Student volunteer, VSCA Conference
        Graduate Student volunteer, ACA Conference

    <u>Committees</u>
        SACES Graduate Student Committee, Co-Chair, Interviews workgroup
        SACES 2020 Research and Best Practices Grant Reviewer
        AARC Diversity Committee, Member & Grant Reviewer

Department
        Coordinator, VACES Conference 2020
        Host: Department of Counseling and Human Services, Old Dominion University

        Doctoral Student Representative, Advisory Board 2018 - 2021

        Department of Counseling and Human Services, Old Dominion University

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Professional Counseling & Human Services
Experience

2021	Alden High School, Substitute Teacher
	St. Amelia School, Substitute Teacher
2020	Norfolk Public Schools, School Counseling Data Analyst
2020	Tanners Creek Elementary, Doctoral Intern
2013 - 2018	Council for Accreditation of Counseling and Related Educational Programs (CACREP), Assistant Director of Accreditation
2012	Stanley G. Falk School, School Counselor
2011	Frontier Central High School, School Counselor Intern
2011 - 2012	The Franciscan Center, Direct Care Staff

2009 – 2010   Avante at Concord, Director of Social Services

Professional
Affiliations

American Counseling Association (ACA)
Association of Child and Adolescent Counseling (ACAC)
Association of Assessment and Research in Counseling (AARC)
Virginia Counseling Association (VCA)
American Counseling Association of New York (ACA-NY)
Virginia School Counseling Association (VSCA)
Member of Chi Sigma Iota Honor Society (CSI)

Languages

Spanish: Proficient
English: Fluent