

University of Washington Tacoma UW Tacoma Digital Commons

MSW Capstones

Social Work & Criminal Justice

Winter 2013

Hispanics, Acculturation, and Parenting

Rocio Chavez de Alvarado

University of Washington Tacoma, chavem3@uw.edu

Follow this and additional works at: https://digitalcommons.tacoma.uw.edu/msw_capstones

 Part of the [Social Work Commons](#)

Recommended Citation

Chavez de Alvarado, Rocio, "Hispanics, Acculturation, and Parenting" (2013). *MSW Capstones*. 3.
https://digitalcommons.tacoma.uw.edu/msw_capstones/3

This Masters Capstone Project is brought to you for free and open access by the Social Work & Criminal Justice at UW Tacoma Digital Commons. It has been accepted for inclusion in MSW Capstones by an authorized administrator of UW Tacoma Digital Commons.

Session

1

Introduction to the Support Group Objectives and Activities

Objective

To introduce the Acculturation Support Group Program

Activities

1. Welcome group participants
2. Introduce facilitator and volunteers
3. Introduce the sponsoring agency
4. Introduce the Acculturation Support Group Program
5. Participants introductions
6. Pre-survey
7. The importance of the Hispanic population

Time

2 hours

Equipment and Materials

- Chart paper
- Markers
- Masking tape
- Pencils/Pens
- Computer with speakers
- Projector
- Screen

Handouts

- Sponsoring agency brochures
- Pre-survey
- Program Sessions Sheet

Video

- The New American Reality

Activity 1-Welcome to Participants and Rules

1. Introduce yourself as the facilitator of the group. Tell the group your name and how you would like to be acknowledged. Inform the participants about your educational and professional background. Also tell the participants about your nationality and the number of years you have been in the country. Tell the participants what were the reasons for your immigration to the US. Offer a brief description of your family composition and comment about your motivation for offering education in the area of acculturation. Without revealing any family secrets, be as genuine as possible, and remember that you are modeling behavior for the participants to follow when they introduce themselves to the group. Introduce volunteers and daycare staff to the group participants. Inform participants that this support group is sponsored by “[name the sponsor agency]” and give a brief description of its services and a brochure.
2. Review the housekeeping essentials
 - Meal time
 - Daycare location
 - Beginning and end of session
 - Breaks
 - Location of restrooms
 - Parking information
 - Emergency phone number a person can call if looking for a participant
3. Facilitate the elaboration of rules

Tell participants that at every session they will be encouraged to speak and share their thoughts and experiences and that is important to respect everyone’s opinion. Then, ask participants to suggest their ideas for rules and write them on chart paper, so they become a display in every session. If participants are too shy to contribute, you may suggest the following and then ask for the group consensus:

 - Attend all sessions: attend on time
 - Speak out, there is no wrong answer
 - Wait for the other person to finish her/his comment
 - Recognize individuality: no two persons experience the same
 - Respect every one’s opinion
 - Have fun!
4. Review the program content

Give each participant a copy of the Program Sessions sheet. Indicate to the participants that the sessions are designed to encourage them to analyze: a) their individual migration process, or b) what is it like to be raised by first generation immigrant Hispanic parents, and c) what is it like to be a Hispanic in the US. Share with the participants that being

aware of the influence of the acculturation process in our lives may help us to identify factors that may jeopardize our familial relationships and consequently, be able to improve them.

Activity 2-Participants' Introduction

Remember that you already set an example for participants to follow up on their introductions to the group. Nevertheless, it is important for participants to have a reference displayed in the room.

1. On chart paper write the following:
 - Name-I want to be acknowledged as...
 - I work at... or I attend...school (remind everyone that being a home-stay parent is the hardest job there is so it counts as work)
 - Nationality of origin
 - Number of years in the US
 - Description of family composition
 - "I am participating in the group because..."

Activity 3-Pre-survey

1. Provide each participant with an Acculturation Support Group Pre-Survey and a pencil.
2. Provide participants a pre-survey in the language of their preference.
3. Identify participants who need assistance with reading and writing and match them with a volunteer.
4. Allow participants 10 minutes for the completion of the pre-survey.

Activity 4-The Hispanic Population in the US

1. Why do we matter?
 - Ask participants to share their ideas about why Hispanics are an important factor of the American society.
 - On chart paper, write every one's opinions.
2. Play the video: The New American Reality (Univision, 2011)
3. Ask participants about the point that stood out most to them
4. Ask participants:
 - What other points would you have included in the video?
5. Would you modify some of the information in the video?
6. Inform participants that:
 - The nation's 53 million Hispanics comprise 17% of the total U.S. population but just 10% of all voters this year (Motel, S., & Pattern, E. 2012, p. 3).

- However, the number of Hispanic voters will rise quickly. One of the reasons and perhaps the most important is that Hispanics are by far the nation's youngest ethnic group (Motel, S., & Pattern, E. 2012, p. 3).
 - Their median age is 27 years—and just 18 years among native-born Hispanics—compared with 42 years for that of white non-Hispanics (Motel, S., & Pattern, E. 2012, p. 3).
 - Present Table 1. U.S. Hispanic Population by Origin (Motel, S., & Pattern, E. 2012, p. 3).
7. Ask participants:
 - Why do you think the Hispanic population has grown so much?
 - Why is your family in the US?
 8. On chart paper write all the answers of the participants.
 - When the participants run out of ideas ask them:
 - What categories can you identify that can represent the reasons for Hispanics to be in the US?
 9. Let participants know that from the research performed by the author of the program, study participants identified the following benefits to their families:
 - Employment and higher level of income to support their families
 - Higher quality education for their children
 10. Open the session to questions and comments.
 11. Appreciate everyone's comments today.
 12. Let them know that their participation is what makes the session happen and that everyone's comments are valued and beneficial to the group.
 13. Point out to the group that each one of them is an abundant source of knowledge and experience and that collectively make a powerful system capable of achieving all their goals when they support one another.
 14. Thank everyone for a wonderful session and encourage them to return.

Appendices

A, B, C

Appendix A

Acculturation is defined as “the process of change experienced by individuals of a racial and ethnic minority group during the adoption of the culture of the majority group” (Suarez-Morales, Dillon, & Szapocznik, 2007, p. 216).

Appendix B

Acculturation Categories

<p>Assimilation: the process of replacing the original culture with the new culture (Schwartz & Zamboanga, 2008, p. 276).</p>	<p>Separation: the process of discarding the new culture while maintaining the original culture (Schwartz & Zamboanga, 2008, p. 276).</p>
<p>Integration: the process of adopting the new culture while maintaining the original culture (Schwartz & Zamboanga, 2008, p. 276).</p>	<p>Marginalization: the process of discarding the original culture while rejecting the new culture (Schwartz & Zamboanga, 2008, p. 276).</p>

Appendix C

Acculturation Gaps

These differences in acculturation also called “acculturation gaps” can increase family conflict in immigrant families (Hwang, 2006, p. 397). The analysis of acculturation gaps has resulted in divergent conclusions. Lau et al., (2005) established that the acculturation gaps intensify the longer the family remains in the American culture, thus expecting greater family conflict with the pass of the years. In opposition, there are studies that identify that time in the American culture is not a factor but rather it is the quality of the parent-child relationship that can increase or decrease family conflict (Schofield, Parke, Kim, Coltrane, 2008).

Language is identified as the most important acculturation gap in the family.

Session

2

Basics of Acculturation

Objective

Each participant will have an understanding of their individual acculturation experience as well as their bio-dyad-partner's acculturation experience.

Activities

1. Importance of Clear/Effective Communication
2. Concept of Acculturation
3. Building Balance

Time

2 Hours

Equipment and Materials

- Chart paper
- Markers
- Masking tape
- Pencils/Pens
- Computer with speakers
- Projector
- Screen
- Mobile building materials
- Legos or blocks

Appendices

- A
- B
- C

Activity 1-Communication

1. Ask the group participants:
 - How do we communicate?
 - On chart paper write all participants statements
2. Play video: Communication (Aukeherremacartoons, 2010).
3. Prompt participants to engage in a conversation about:
 - Verbal communication
 - Non-verbal communication
4. Invite participants to examine their own way of communicating with others by asking them:
 - Is it mainly verbal or non-verbal?
 - Do you communicate in a clear manner?
 - What are the risks of unclear communication?
 - On chart paper write the participants' comments regarding risks
5. Communication Activity-Building Blocks
 - Ask participants to group in bio-dyads
 - Request the bio-dyads to sit together with their backs to each other
 - Ask one participant of the bio-dyad to direct the other participant step by step on building a structure
 - Ask the participant who built the structure to show it to the other person
 - Ask this participant
 - Did you feel adequately guided?
 - Direct the participants to exchange roles, and repeat the process
 - Ask the entire group the following:
 - How can you use the skills required for this communication activity in your communication with others on daily basis?
6. Preferred language

Tell the participants that one of the aspects of living in another culture is the difference in language.

 1. On chart paper with subheadings at the top of each page, write the participants answers to the following questions:
 - Which is their primary language?
 - Which language do they prefer to speak most of the time?
 - Which language do they understand better?
 - Which language do they prefer to use when having important conversations?
 - Which language do they feel they can convey their thoughts and emotions the best?
7. Elicit the participants' opinion about the type of group they are
 - Are they mainly bilingual or monolingual?

8. Encourage the group to discuss the following:
 - How does one learn another language?
 - Is it easy or difficult?
 - Does learning another language changes one in any way?

Activity 2-Concept of Acculturation

1. Initiate by showing Appendix A Definition of Acculturation.
2. Review the participants' understanding of the concept of acculturation by asking them:
 - For those who have immigrated:
 - What changes do you identify have happened in yourself and in your way of life since you live in the US?
 - How has your adjustment process been?
 - For those who are born in the US:
 - What differences do you identify between your way of living and your friends' way of living?
 - How has it been being raised by immigrant Hispanic parents in the American culture?
3. Introduce participants to the concept of acculturative stress
 - Review Appendix F Acculturative Stress with the group
 - Ask the group for their insight about this topic
 - Have you ever experienced acculturative stress?
 - How do you identify your experiences of acculturative stress?
 - What have you done to manage your acculturative stress?
4. Introduce the participants to the four acculturation categories
 - Present Appendix B
 - Ask participants for examples of behaviors representative of each category
 - On chart paper with subheadings of the four acculturation categories, write participants' responses
5. Give each participant page #1 of the Appendix D Acculturation Categories Activity. Ask participants to write the following inside the circle:
 - Their name
 - The acculturation category of their choice
 - Three of their own behaviors for which they think they fit such an acculturation category
6. Ask participants to form four groups of two dyads each, two adults and two youth. Dyads should not be related.

Once in their groups ask participants to:

 - Share their selected acculturation category and the three behaviors for which they identify themselves within such category.

7. Keep the participants in the same group distribution and introduce the concept of Acculturation Gaps.
 - Present Appendix C Acculturation Gaps
 - Ask participants to identify two behaviors they consider to have in common with their parent or child, whichever the case, and write them inside the left squares.
 - Ask participants to identify two behaviors they consider to be different to those of their parent or child, whichever the case, and write them on the squares on the right side.
 - Ask each participant
 - To go to the front
 - Identify their parent or child in the room
 - Share their diagram

Activity 3-Building Balance

1. Bring out the containers with mobile material and place them on the front table.
2. Ask participants to go to the front table and gather enough material to build their dyad mobile. The mobile should represent the differences and similarities of the dyad.
3. Ask participants to find their biological dyad and sit together to work on building their mobile.
4. Ask dyads to converse about their plan to balance their personal differences and similarities.
5. Ask dyads to present their mobile to the group identifying similarities and differences.
6. Ask the dyads about their plan to balance differences and similarities.
7. Open the session to questions and comments.
8. Appreciate everyone's comments today.
9. Let them know that their participation is what makes the session happen and that everyone's comments are valuable.
10. Point out to the group that each one of them is an abundant source of knowledge and experience and that collectively make a powerful system capable of achieving all their goals when they support one another.
11. Thank everyone for a wonderful session and encourage them to comeback.

Note: In preparation of Session #4, ask participants to bring items that represent the following:

- An item that represents the participant's main positive characteristic
- Items that represent the important adults in the participant's life (as many items as adults)
- An item that represents how the participant relates to such adult(s)
- An item that represents how the participant disagrees with such adult(s)

- An item that represents the participant's migration journey to the US or that represents the participant's upbringing in the US
- An item that represents the participant's life in the US at the present time

Session

3

Who am I?

Objective

Each participant will have an understanding of their individual acculturation experience as well as their bio-dyad-partner's acculturation experience.

Activities

1. Collage "I AM"
2. Identity
3. Importance of Language
4. Practice of Traditions and Customs

Time

2 Hours

Equipment and Materials

- Chart paper
- Markers
- Color Pencils
- Masking tape
- Magazines
- Scissors
- Glue
- Glitter
- Pasta
- Ribbons
- Hole Puncher
- Color paper
- Notebooks
- Pencils/Pens
- Computer with speakers
- Projector
- Screen

Appendices

- D

Activity 1- Collage “I am”

1. Discuss with participants the different ways of expressing ourselves.
2. Point out to the participants that one of those ways is the collage which is a mix of images and materials that one gives meaning to express our thoughts, feelings, and beliefs.
3. Offer participants the choice of forming their collage on a big sheet of construction paper or a notebook.
4. Direct participants to the material containers for the construction of the collage.
5. Review Appendix D Collage “I AM” with participants.
6. Tell participants to let their inner artist be free as well as their imagination and work on the following points to represent themselves:
 - Representation of “ I am”
 - Favorite things
 - “I believe”
 - “I feel”
 - Self-portrait (with or without words)
7. Ask participants to go to the front of the room and present their collage to the rest of the group.
8. Designate an area to display the participants’ collages on the room so everyone can see them.

Activity 2-Identity

1. Ask participants to arrange the chairs in a big circle.
2. Lead participants to brainstorm about the definition of the word “identity.”
 - Write participants’ definitions of the word “identity” on chart paper
 - Lead the group to their unified definition of “identity”
 - Designate an area of the room to display the definition of “identity”
3. Encourage participants to identify the forces that influence the formation of an identity
 - Ask participants to identify whether it is a positive force or a negative force
 - Write participants’ statements
 - Ask participants if they consider “language” as an influential force
 - Ask participants to establish consensus about the forces that influence identity
 - Write participants statements on chart paper
 - Post the list of identified forces next to the definition of identity
4. Prompt participants to discuss the following and write their statements on chart paper:
 - The meaning of the word “values”

- How do values form?
 - What influences one's values?
5. Display the above concepts next to the list of forces that influence identity.
 6. Guide participants through a discussion of the relationship between identity and values by considering the following:
 - Which one is formed first?
 - Which influences which?
 - Based on what?
 7. Ask participants to work as a group to develop a statement that explains the relationship between identity and values.
 8. Display this statement next to the definition of values.
 9. Ask each participant to share with the rest of group the following:
 - Identity of their preference (Hispanic, Latino, American,...)
 - Three most important values of their own
 10. Share with the participants that Ethnic identity and racial identity are often considered the same but they are not. Ethnic identity is a heritage composite of values, beliefs, and customs that are important or are practiced by an individual or a group, whereas racial identity, refers to the physical characteristics of an individual or a group, for example skin color (Schwartz, Zamboanga, & Hernandez Jarvis, 2007). Ethnic identity has been identified as a proxy of mental health, research has established that an individual who takes pride on being part of a specific ethnic group would usually display a high self-esteem and be a well-adjusted individual (Schwartz, Zamboanga, & Hernandez Jarvis, 2007).
 11. Also, indicate that the adjustment of minority groups to the American society is mostly measured by their level of education, their health habits, and their contribution to community. As a group, Hispanics tend to drop-out from school at a young age, they engage in the use of alcohol and drugs, they have frequent encounters with law enforcement, and some of them tend to practice unsafe sex. Therefore, if a strong sense of pride connected to an ethnic identity leads to healthy and socially accepted behavior, the externalizing conducts exhibited by some Hispanics may be the consequence of a weak or even unidentified ethnic identity, possibly the result of discriminatory experiences, and even possibly due to the impact of their acculturation to the American society.

Activity 3-Importance of Language

1. Remind participants that in Session 2 they identified that part of the experience in living in the US is being exposed to a different language. Also, point out to participants that they spoke about the language of their preference, the one they felt most comfortable speaking.
2. Present Appendix E Bilingualism
3. Discuss the three different categories identified by Sciarra and Ponterotto
 - Subordinate bilingual
 - Proficient bilingual

- Coordinate bilingual
- 4. Ask participants:
 - What are your thoughts about being bilingual?
 - If bilingual, which category do you identify yourself in?
 - Do you agree with Sciarra and Ponterotto's statement about the bilingual individual developing two specific language personas?

Activity 4-Practice of Traditions and Customs

1. Indicate to participants that there are various ways by which people demonstrate being part of group. Some people wear similar outfits, some speak the same language, some gather at a specific place at a specific time, and others celebrate events in a similar way. When these events take place on regular basis and are performed the same way, they become a custom or a tradition.
2. Tell to participants that the Hispanic community is one that enjoys observing several traditions:
 - Those of religious nature
 - Birthday celebrations
 - Mother's Day
 - Father's day
 - Child's day
 - Posadas
 - Eating meals together as a family
3. Ask the participants to answer the following questions as they share with the group:
 - What traditions do you practice?
 - Why do you practice them?
 - What benefits may come out of keeping traditions?
4. Indicate that in the Mexican culture music and dance are highly regarded as traditions, especially those of folkloric type.
 - Play "La Bamba" (Ajolotillootavez, 2010).
 - Open the session to questions and comments.
5. Open the session to questions and comments.
6. Appreciate everyone's comments today.
7. Let them know that their participation is what makes the session happen and that everyone's comments are valued and beneficial to the group.
8. Point out to the group that each one of them is an abundant source of knowledge and experience and that collectively make a powerful system capable of achieving all their goals when they support one another.
9. Thank everyone for a wonderful session and encourage them to return.

Appendices

D, E

Appendix D

Collage “I AM”

Offer participants the choice of forming their collage on a big sheet of construction paper or a notebook.

Participants can draw pictures, cut images from magazines and glue them on the sheet, or can use tridimensional objects and glue them as well.

As participants to work on the following points to represent themselves:

1. Representation of “ I am”
2. Favorite things
3. “I believe”
4. “I feel”
5. Self-portrait (with or without words)

Ask participants to go to the front of the room and present their collage

Appendix E

Bilingualism

Sciarra and Ponterotto (1991) classified bilingual individuals according to their language proficiency and the context in which they employ each language. In terms of language proficiency, individuals who display a different level of competence in each language are called “subordinate bilinguals,” whereas the individuals who speak the language as native speakers are called “proficient bilinguals” (Sciarra & Ponterotto, 1991, p. 474). In the case of the Hispanic families, parents/caregivers and their first generation children would fit in the category of subordinate bilinguals as they acquire English as their second language. In terms of context, “coordinate bilinguals” are the individuals whose linguistic skills are triggered by the surrounding context (Sciarra & Ponterotto, 1991, p. 474).

Sciarra and Ponterotto (1991) also identified that because coordinate bilinguals learn two languages in different contexts, they develop two independent systems of languages, and two language specific personas. This means that coordinate bilinguals experience different emotions and perceive themselves as a different person depending on the language they are using.

Session**4****Who am I
in the Eyes of Others?****Objective**

Each participant will develop an understanding about the correlation between their acculturation process and how they are perceived by their bio-dyad-partner.

Activities

1. Treasure Chest
2. We are not the only ones

Time

2 Hours

**Equipment and
Materials**

- Items that represent the participants' relationships and personal characteristics

Video

- Entre dos
Mundos

Activity 1- Treasure Chest

1. Ask for a volunteer to initiate the Treasure Chest activity
2. Ask the participant to go to the front of the room and by using the various items brought to class, speak to the group about:
 - Main positive characteristic that best describes participant
 - Main adults in participant's life
 - How the participant relates to them?
 - How the participant disagrees with them?
 - Participant's journey to the US or Participant's upbringing in the US
 - Participant's life in the US at the present time
 - Participant's child's or parent's perception of them
 - Participant should speak as to the negative and positive perceptions his/her bio-dyad partner may have and make a connection with their acculturation process

Activity 2-We Are Not the Only Ones

1. Present video "Entre Dos Mundos" (Fernando Martin Llorente, 2006).
2. Encourage participants to share their response to the following questions:
 - What are your thoughts about the video?
 - Do you think that the lives of the individuals in the video have something in common with yours?
 - In your view, what is the most valuable objective of the video?
3. Open the session to questions and comments.
4. Appreciate everyone's comments today.
5. Let them know that their participation is what makes the session happen and that everyone's comments are valued and beneficial to the group.
6. Point out to the group that each one of them is an abundant source of knowledge and experience and that collectively make a powerful system capable of achieving all their goals when they support one another.
7. Thank everyone for a wonderful session and encourage them to return.

Session

5

Parenting in the US

Objective

Participants will explore the impact of acculturation in their parent-child relationship to address their feelings of difference and distance.

Activities

1. Analyzing My Parenting Style
2. Dealing with Conflict

Time

2 Hours

Equipment and Materials

- Markers
- Chart paper
- Legos or Blocks

Appendices

- F
- G

Activity 1-Analyzing My Parenting Style

1. Inform participants that in the research done in 2012, the entire sample of parents remembered that as children they could not argue or disagree with their parents' demands. Thus, as children, they had no opportunity to express their opinion or challenge their parents' requests. Also, let the group know that the parents who participated in the research study described their parents' parenting style as authoritative. Furthermore, in their interviews they stated that when they became parents, they imitated their parents' parenting style. They became authoritative parents.
2. Ask parent participants:
 - What kind of parenting style did your parents have?
 - What was it like to be the child of an authoritative parent?
 - What was it like to be the child of a parent with a relational parenting style?
 - What is your parenting style?
 - Is it working for you?
 - What has influenced your way of parenting?
 - How has it been for you to raise your children in the American culture?
3. Ask youth participants:
 - What type of parenting style do you think your parent has?
 - Is it working for you?
 - What type of relationship do you have with your parent?
 - If you could make any changes, what in your parent(s) parenting style would you change?

Activity 2-Dealing with Conflict

1. Ask parent and child at the same time:
 - What stresses you the most in your relationship with your parent or child?
 - What is the point of constant disagreement you have with your parent or child?
 - How do you deal with conflict in your relationship with your parent or child?
 - How do you communicate with one another?
 - What do you communicate?
 - How can you improve your way of addressing conflict?
2. Guide the group through the practice of Active Listening Skills.
3. Present and review Appendix F Active Listening Skills with participants.
4. Ask participants to partner in their bio-dyads and practice the Active Listening Skills alternating positions.
5. Tell participants that in order to adequately parent is important to build a parent-child relationship based on empathy and respect. Parents can build such relationship by:
 - Expressing understanding for the child's feelings

- Showing empathy without excusing behavior
 - Sharing your feelings (parents also have feelings)
 - Encouraging the child to propose a solution
6. Share with parents Appendix G-Mistaken Goal Chart
 7. Remind participants that the parent-child relationship is an ever changing relationship and exists for life, thus it is important to keep working on it, and finding the adequate support to do it.
 8. Let the participants know that a few techniques to improve the parent-child relationship are:
 - Establish one-on-one time and make it a routine
 - Eat meals as a family
 - Play and have fun with your children
 - Communicate your love to your child
 9. Open the session to questions and comments.
 10. Appreciate everyone's comments today.
 11. Let them know that their participation is what makes the session happen and that everyone's comments are valued and beneficial to the group.
 12. Point out to the group that each one of them is an abundant source of knowledge and experience and that collectively make a powerful system capable of achieving all their goals when they support one another.
 13. Thank everyone for a wonderful session and encourage them to return.

Appendices

F, G

Appendix F

Active Listening Skills

Demonstrate that you are **actively listening** by keeping eye contact and sitting in proximity to the other person. Try to focus all your attention on the speaker, focus on the here and now, try to enter the other person's world as he or she sees it.

As you are listening utilize **encouragers** to prompt the other person's conversation. **Encouragers** are verbal and non-verbal cues such as head nods, open-handed gestures, phrases such as "uh-huh", and the repetition of a word or two exactly as it was said by the other person.

During the conversation it is important to **paraphrase**. The listener feeds back to the speaker a short version of the message for understanding and clarification. The listener should use his own words plus important words used by the speaker.

Summarizations are similar to paraphrases as they are used to clarify and boil down what the speaker has said over a longer time span.

Appendix G

Mistaken Goal Chart

If Child's goal is:	If the Parent feels:	And tends to react by:	And if the child's response is:	The belief behind the child's behavior is:	What the child needs	And what adults can do to encourage:
Undue attention (to keep others busy or to get special service)	Annoyed Irritated Worried Guilty	Reminding Coaxing Doing things for the child he can do for him/herself	Stops temporarily but later resumes same or another disturbing behavior	I belong or count only when I get special attention or being noticed I am only important when I am keeping you busy with me	Re-direct by involving child in a useful task "I love you and care about you and will spend time with you at."	Say it only once Plan special time Set up routines Take time for training Have family meetings Touch w/o words Set up non-verbal signals
Power	Angry Provoked Challenged Threatened Defeated	Fighting Giving in Thinking "you can't get away with it" or "I'll make you" Wanting to be right	Intensifies behavior Defiant Compliances Feels he/she's won when parents get upset Passive power	I belong only when I am boss or in control, or proving no one can boss me "You can't make me"	Let me help...Give me Decide what you will do Let routines be the boss Get help from child to set reasonable limits Practice follow-through Redirect to positive power	Choices Use family meetings Acknowledge that you can't make him do and ask for his help Offer a limited choice Withdraw from conflict and calm Down Be firm and kind Act, don't talk
Revenge (to get even)	Hurt Disappointment Disbelief Disgusted	Getting even Thinking "how could you do this to me" Taking behavior personally	Retaliates Hurts others Damages property Gets even Escalates the same behavior and chooses another weapon	I don't think I belong so I'll hurt others as I feel hurt I can't be liked or loved	Help me I'm hurting Apologize Avoid punishment and retaliation Show your care Encourage strengths Use family meetings	Deal with the hurt feelings "your behavior tells me you must feel hurt. Can we talk about that?" Use reflective listening Don't take behavior personally Share your feelings
Assume Inadequacy (to give up and be left alone)	Despair Hopeless Helpless Inadequate	Giving up Showing discouragement	Passive No Improvement No Response	I don't believe I can, so I'll convince others not to expect anything from me I am helpless and unable. It's no use trying because I won't do it right	Have faith in me...Don't Take time for training Take small steps Make the task easier until the child experiences success Show faith	Give up on me Encourage any positive attempt no matter how small Don't give up Enjoy the child Build on his/her interests Encourage, encourage, encourage

Session**6****Art by Dyads****Objective**

To practice the art of communication and collaboration skills

Activities

1. Art project by dyads

Time

2 Hours

**Equipment and
Materials**

- TBD

Handouts

- TBD

Activity 1-Art Project by Dyads

1. The group facilitator will secure an artist that will guide group participants in the creation of art by dyads.
2. The facilitator should share with participants that through art, individuals are able to express feelings and ideas. Furthermore in doing art by dyads, participants learn how to work together in order to create a piece of art. If bio-dyads are able to communicate clearly and adequately, the process of creating art will be pleasant and fulfilling to both of them and will be reflected in their final creation.
3. The facilitator may use the creation of an art piece as a metaphor to explain to the participants the level of work and communication necessary to build a parent-child relationship and to indicate that there is no one-way to do it.

Session

7

Discrimination and Immigration Law

Objective

To identify adequate ways to, individually and collectively, respond to acts of discrimination.

To develop a collective action-plan to influence the current US immigration policy.

Activities

1. Discrimination
2. Addressing discrimination
3. Discrimination and Legal Rights
4. Impact of Immigration Law in our lives
5. Collaboration Activity

Time

2 Hours

Equipment and Materials

- Chart paper
- Markers
- Masking tape
- Pencils/Pens
- Computer with speakers
- Projector
- Screen

Appendices

- H
- I
- J

Activity 1- Discrimination

1. Request group participants to arrange the chairs in a big circle and discuss the following:
 - Have you ever experienced discrimination?
 - What is discrimination?
 - What does discrimination look like?
 - How does it feel to be discriminated against?
 - What are the consequences of discrimination? Individually and as a group?
 - How can one recognize discrimination?

Activity 2-Addressing Discrimination

1. Divide group participants in two teams. Each team should include 4 adults and 4 youth.
2. Once divided into two teams, each team should create a scenario in which an act of discrimination takes place and is addressed.
 - Ask the teams to be creative and propose healthy ways to address discrimination
3. Ask each team to role play their scenario and their solution.
4. Ask the entire group to speak out the different ways they identified to respond to discrimination. Remind them that such ways should be “healthy ways.”
5. Write all suggestions on a chart paper titled “Healthy Ways to Address Discrimination”
6. Tell the group that:
 - Perceived discrimination experiences are linked to diagnosis of significant levels of depression, thus it is important to identify adequate healthy ways to respond to it and not try to “brush it off.” The literature available on the topic of discrimination has established that communities that value collectivism have a better outcome when experiencing discrimination.
7. Also, tell the group participants that when experiencing discrimination:
 - Trust yourself. Trust your feelings. If you think something does not feel right, you may be right.
 - If you feel safe, you may want to have a conversation with the person that makes you uncomfortable and express to him/her how his/her actions make you feel. Do it in a calm and respectful way. Ask the other person to change his/her behavior.
 - Keep a log or a journal. Document every event that makes you feel uncomfortable. It is important to log in the date, time, place, the action, and names of the people present as witnesses, as well your reaction.
 - If the discriminatory events happen in your work or school place or an institution to often attend, get to learn about their regulations and policies.

- Request the support of someone you trust. This person could be an administrator at the institution where you are being harassed, an attorney you hire, a representative of an organization established to advocate for human rights, or a lay person you trust in.

Activity 3-Discrimination and Legal Rights

1. Encourage the participants to research the law regarding their rights regarding discrimination. Tell them that being informed about their rights is a good way to work in prevention of discrimination.
2. Introduce Appendix H to the group participants.
3. Inform the group about the Washington State Human Rights Commission and encourage them to look at their website: <http://www.hum.wa.gov/CQ/Index.html> and review with them the claim form in Spanish located in this website.
4. Provide the group participants with the contact information for the Washington State Human Rights and let them know that they can call, and through an interpreter, speak to an investigator.

Call Toll Free: 1-800-233-3247

Olympia Headquarters Office

711 S. Capitol Way, Suite 402
Olympia, WA 98504-2490

TEL: 360-753-6770 -- FAX: 360-586-2282

Toll Free: 1-800-233-3247

TTY: 1-800-300-7525

Activity 4- Impact of Immigration Law in Our Lives

1. Request the participants to identify ways in which the immigration law has impacted their lives
 - Ask participants to share the identified impact
 - On chart paper, write participants' statements
2. Ask participants to express their ideas as to how to address such an impact
 - Ask for individual and collective ideas
 - On chart paper, write their statements
3. Inform participants about the different opportunities there are for them to actively participate and join groups working towards the modification of the current immigration law.
4. Present Appendix I and discuss its content with group participants.

5. Point out to the participants that becoming active in community efforts to find solutions to our collective issues is a healthy uplifting way to deal with them.
6. Tell participants that their ideas are valuable and should be expressed and shared with others to educate them and develop a certain level of conscience on the issue.
7. Ask each participant to formulate a plan to affect the immigration reform and share it with the rest of the group.

Activity 5-Puzzle

1. Introduce the group to the “Collaboration Activity” in Appendix J
2. Tell group participants that:
 - We each have a contribution to make to the whole.
 - We can each look at what other people need and give what we have to give.
 - We can be open to what other people have contributed to us. Then, like magic, it all comes together.
 - What is needed is a commitment to our own personal success and also a commitment to contribute to the success of everyone else in the community
3. Open the session to questions and comments.
4. Appreciate everyone’s comments today.
5. Let them know that their participation is what makes the session happen and that everyone’s comments are valued and beneficial to the group.
6. Point out to the group that each one of them is an abundant source of knowledge and experience and that collectively make a powerful system capable of achieving all their goals when they support one another.
7. Thank everyone for a wonderful session and encourage them to return.

Appendices

H, I, J

Appendix H

RCW 49.60.030 “Freedom from discrimination — Declaration of civil rights”

- (1) The right to be free from discrimination because of race, creed, color, national origin, sex, honorably discharged veteran or military status, sexual orientation, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability is recognized as and declared to be a civil right.

Appendix I

Volunteer Opportunities

One America <http://www.weareoneamerica.org/what-we-do>

The Clinic Law Program-UW (206) 543-3434

NWIPR Volunteer Programs

<http://www.nwirp.org/howyoucanhelp/volunteer>

Catherine Place 923 South 8th Street, Tacoma, WA 98405 Phone:
(253) 572-3547

Appendix J

Collaboration Activity

Purpose

The purpose of this activity is for group participants to realize that every one has something to contribute and that if individuals work together they can develop and strengthen their community.

Procedure

1. Divide the class into four groups of four participants.
2. Assign an observer to each group
3. Give each participant a closed envelop that contains a few puzzle pieces
4. Tell participants that at the end of five minutes each participant in their group should have completed their puzzle
5. Tell participants that no one can talk or make any noise, no one can point or make hand gestures, and no one can make any faces
6. Participants can give their puzzle pieces away but not take from others, and cannot throw their pieces in the center of the table for others to take. If a participant wants to give their puzzle pieces away should give them to another person directly

7. Ask participants to commit to the rules
8. Observers should observe and be able to report back to the larger group
9. Ask participants to remain quiet until the five minutes are called out
10. Ask the larger group: “what worked?”, “what barriers did you observed?”, “what would you say is needed for individual success?”, and for “group succes?”

Session

8

Final Session

Objective

To identify what we have learned from one another regarding the process of acculturation and to celebrate our collective achievements.

Activities

1. Post-Survey
2. Curriculum Summary
3. Film
4. Celebration!

Time

2 Hours

Equipment and Materials

- Chart paper
- Markers
- Masking tape
- Pencils/Pens
- Computer with speakers
- Projector
- Screen
- Papel Picado
- Serpentinatas
- Food
- Hispanic Music

Handouts

- Post-survey

Activity 1-Post-survey

1. Initiate the session by providing every participant with a post survey
2. Allow 15 minutes for the completion of the post survey and collect it

Activity 2-Curriculum Summary

1. Review with group participants the highlights of every session
 - Communication
 - Concept of Acculturation
 - Acculturation, an Individual and Personal Process
 - The Impact of Acculturation in the Parent-Child Relationship
 - Acculturation Gaps Awareness
 - Values, Language, and Identity
 - Ways to balance the parent-child relationship
 - Parenting Style
 - Dealing with Conflict
 - Healthy Ways to Deal with Discrimination
 - Active Involvement in the Immigration Reform

Activity 3-Film

Previously to initiating the session decorate the room with “papel picado” and “serpentinass”

1. Ask participants to participate in a video through which they can:
Express how is like to be an immigrant Hispanic parent raising their child in the American culture, especially in the State of Washington
or
2. Express how is like to be raised by and immigrant Hispanic parent in the American society, especially in the State of Washington
3. Describe their experience in the parent-child acculturation group
4. Describe their plan to support their parent-child relationship

Activity 4-Celebration!

1. Invite volunteers and facilitators to celebrate the participants accomplishment
2. Give each participant a certificate of completion
3. Offer Hispanic food in this session
4. Play Hispanic music in the background

The End!