

5-2021

**PARENTING ATTITUDES AMONG HISPANIC PARENTS
REGARDING DIFFERENT DISCIPLINE METHODS AND PERCEIVED
EFFECTIVENESS**

Beatriz Crisostomo Gomez

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PARENTING ATTITUDES AMONG HISPANIC PARENTS REGARDING
DIFFERENT DISCIPLINE METHODS AND PERCEIVED EFFECTIVENESS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Beatriz Crisostomo Gomez

May 2021

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Approved by:

Dr. James Simon, Faculty Supervisor, Social Work

Dr. Armando Barragan, M.S.W. Research Coordinator

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ABSTRACT

A child's development can be deeply affected by the type of discipline his or her parents' favor. While some discipline methods help raise healthy children, others have been found to produce detrimental effects. Research focusing on the discipline methods most utilized within the Hispanic community have found mixed results about which discipline methods are most utilized by Hispanic parents. In response to the fact that most research studies only focus on parent accounts of which discipline methods they prefer, this research study examined Hispanic parents' attitudes toward different child discipline methods to explore parent perceptions regarding which discipline methods provided the best results for Hispanic children. This study was conducted with 15 Hispanic parents at a church in a large county in Inland Southern California. Qualitative data were gathered in the form of interviews with parents who have children older than 16 years old and who have lived with their children for most of their lives. The questionnaire identified parents' attitudes toward different child discipline methods and included questions related to what discipline methods are utilized by Hispanic parents, why parents favor the use of one discipline method over another, and which discipline methods were perceived to be the most effective in raising Hispanic children. Interview results were transcribed and then coded using a bottom-up analysis, which resulted in several themes and subthemes. Three themes identified in this study were the discipline methods utilized by Hispanic parents, the types of influences affecting Hispanic parents' decision to

utilize one parenting method over another, and perceived unfavorable results and beneficial outcomes of different parenting methods. This research study provides information about current trends within Hispanic parents, specifically the tendency to be moving away from obedience-based practices and a desire to gravitate towards reasoning-based practices. This research study can assist social workers in supporting parents in learning how to implement reasoning-based practices.

Keywords: parenting, discipline, Hispanic children, positive parenting

ACKNOWLEDGMENTS

I would first like to express my gratitude to my family for their continued support through this endeavor. To my parents Juanita & Ernesto who have always believed in me more than I have in myself and whose encouraging words pushed me through to the end. To my beloved sister Estefani, who motivated me to pursue this dream in the first place and whose never-ending support has brought me this far. To my dear brother Ernie who kept me strong along the way. A special recognition to my daughters Annalie and Delilah who mean the world to me and who, unbeknownst to them, strengthened me with each one of their hugs, smiles, and kisses. To God who opened the doors for this dream to come true.

I would like to thank CSUSB for always supporting me and making me feel welcomed. To Dr. Simon for his encouragement and support and for guiding me through this research study. To the study site for being so welcoming and supportive – know that I have a special place for you in my heart. Lastly, to all the parents who are struggling and all the children who suffer the consequences of those struggles.

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CHAPTER ONE: ASSESSMENT

Introduction

This chapter identifies and explains the research focus of this study. It also describes the paradigm that was used to conduct this study and the reasons why post-positivist paradigm was the most appropriate approach to the study. Additionally, this chapter presents a literature review that describes different types of discipline methods. The literature review also discusses different parenting styles to begin an analysis regarding how certain child discipline methods are most prominent with the different parenting styles. Subsequently, this chapter discusses the possible contributions this study made to micro and macro social work practice and concludes with a summary of the information provided in this chapter.

Research Statement/Focus/Question

Child discipline has been a highly discussed issue with conflicting views about the best way to raise a child. This study sought to explore parents' attitudes toward certain child discipline methods and their perception of their children's behavior in order to provide insight about which discipline methods were perceived to have provided the best results for Hispanic children. In order to determine the types of discipline methods Hispanic parents consider more

efficient, it is important to get a greater insight about which parenting style Hispanic parents are utilizing. Thus, this study was specifically designed to understand Hispanic parents' child discipline preferences that have been perceived to result in positive outcomes for Hispanic children. Ultimately, this study was conducted with the purpose of providing helpful information to younger inexperienced parents in the Hispanic community.

The study focused on a variety of child discipline methods, including withdrawing of privileges, time-outs, grounding, verbal interventions, reasoning, firm rule-setting, spanking, positive parenting, and consistent, structured, and predictable use of discipline tactics (Hoffman, 2000; Larzelere, Cox, & Smith, 2010; Ma, Han, Grogan-Kaylor, Delva, & Castillo, 2012; Vittrup & Holden, 2011).

This research study answered the following questions:

1. What discipline methods are utilized by Hispanic parents?
2. Why do parents favor the use of one discipline method over another?
3. Which discipline methods were perceived to be the most effective in raising Hispanic children?

Furthermore, the researcher decided to conduct this study with Hispanic parents because of the need to educate Hispanic parents about parenting practices that provide effective results. This research study provided the community with the opportunity to determine which discipline methods were perceived to be effective in raising Hispanic children. Additionally, the researcher was familiar with family dynamics in the Hispanic community, and she was aware

of the issues Hispanic parents in the community were experiencing and the difficulty they were having when seeking assistance with child-rearing.

Paradigm and Rationale for Chosen Paradigm

This study was conducted using a post-positivist approach. A post-positivist paradigm considers several assumptions. Firstly, concerning the nature of reality and the nature of the data, a post-positivist research assumes that there is an objective reality and that “gathering qualitative data in a naturalistic setting...is the only way to capture the complexity of human experience” (Morris, 2014, Loc. 751). Because gathering data about parents’ attitudes toward certain parenting styles would be best done when parents had an opportunity to explain their attitudes and their children’s behaviors in their own words, it was determined that a post-positivist paradigm was the best approach to this research project.

Furthermore, in a post-positivist paradigm, it is assumed that the researcher cannot be completely separate from those being observed and therefore must try to control the amount of influence he or she has on those being observed. For this research study, a post-positivist approach was taken because the researcher had to stay neutral in order to minimize the amount of influence she had on the interviewees. Furthermore, analyzing the situation from the parents’ perspective was the best way to get accurate results if taking a post-positivist approach. If the researcher were the one to determine what specifically constituted a positive or negative child behavior, the results of the study would

have been inaccurate because there might have been major differences between what parents considered positive or negative child behaviors and what the researcher did.

Additionally, a post-positivist approach assumes that the researcher's goal is simply to build more knowledge regarding a topic. In this study, the goal was not to encourage the parents to take any specific action. Instead, the goal was to build research knowledge about parenting practices that have worked with Hispanic children. In doing so, some action by other parties may be taken. For example, a governmental agency might decide to fund parent programs that teach best parenting practices. However, the purpose of this study was to build a knowledge base and not to motivate parents to alter their parenting styles in favor of a specific method. The goal was also far from encouraging parents to take action in requesting funding for specific programs.

Literature Review

The U.S. Department of Health and Human Services (USDHHS) reports that in 2019, nearly 3.5 million children were investigated by child protective services agencies across the U.S., which is about 47 children per 1000 (USDHHS, 2021). Of these children, a little more than 656,000 were victims of abuse and neglect, and 17.5% of the children were victims of physical abuse. Because of these staggering numbers and because a child's successful development will greatly depend on the discipline methods used, it is crucial to learn about the discipline methods parents are deciding to utilize. While some

methods have been found to produce positive outcomes, others are speculated to produce negative long-term results (Gershoff & Grogan-Kaylor, 2016).

Research with a focus on the Hispanic community has expressed conflicting views about the types of discipline methods Hispanic parents are utilizing. This research study will focus on conducting qualitative interviews to understand which discipline methods are being utilized by Hispanic parents and the long-term outcomes of using these methods. This literature review identifies a number of common child rearing methods, and it includes information about research that investigated various parenting methods and their respective outcomes. Next, the literature review explores the topic of different parenting styles, and it concludes by describing the results found in studies conducted in the Hispanic community as they relate to Hispanic parents' use of various forms of discipline.

Discipline Methods

There are many child discipline methods available to parents, including withdrawing of privileges, time-outs, grounding, verbal interventions, reasoning, firm rule-setting, spanking, positive parenting, and consistent, structured, and predictable use of discipline tactics (Hoffman, 2000; Larzelere et al., 2010; Ma et al., 2012; Vittrup & Holden, 2011). Years of research have provided insight about the benefits and drawbacks of these different child discipline methods. Gershoff (2002), for example, indicates that the benefits to spanking are minimal, while the disadvantages are many. According to Gershoff (2002), the only benefit to using

spanking as a discipline method was instant obedience. On the other hand, the negative consequences associated with the use of spanking are many, including violence and aggression, delinquent behavior, low self-esteem, antisocial behaviors, higher rates of depression, higher risk for suicidal ideation, mental health problems, poor interpersonal relationships, and higher possibility of alcohol abuse. (Gershoff & Grogan-Kaylor, 2016; Ma et al., 2012; Straus & Kantor, 1994). Additionally, spanking was associated with reducing noncompliance and antisocial behavior, but not in developing a higher level of consciousness and increasing positive feelings and behaviors, which is important because thoughtfulness and insight are crucial in good decision-making and judgment in order to keep the child or adolescent out of trouble (Larzelere & Khun, 2005).

Another parenting method that has gained popularity is Positive Discipline in Everyday Parenting [PDEP], commonly referred to as Positive Parenting. PDEP is a method of parenting where the focus is on teaching children how to problem-solve and how to develop appropriate behaviors while protecting their rights to live in a nonviolent environment (Durrant, 2007). According to Durrant (2007), PDEP has four elements: 1) Helping parents focus on the long-term goals they have for their children; 2) Helping parents understand the children's need to feel loved, while maintaining a clear structure; 3) Understanding how children think and feel at their respective ages, and 4) teaching children how to problem-solve. Larzelere et al. (2020) indicate that using Positive Parenting while

allowing for the use of time-outs and privilege withdrawal when the child exhibits noncompliant or aggressive behaviors is an effective strategy for child-rearing that produced positive long-term results. In fact, Larzelere, Gunnoe, Roberts, Lin, and Ferguson (2020) mention that some children “need disciplinary consequences such as time-out to improve their responsiveness to positive parenting” (p. 291).

Holden, Grogan-Kaylor, Durrant, and Gershoff (2017) found that Exclusive Positive Parenting (EPP), which is defined as the subtype of Positive Parenting that opposes the use of negative consequences, such as time-outs or privilege withdrawal for noncompliant behaviors, has proven to increase a child’s ability to self-regulate as opposed to being regulated by external factors, such as fear of a time-out or another negative consequence. EPP suggests that parents can learn to mentor children in problem-solving by helping children to recognize misbehavior and identify causes for such behavior, while teaching children how to manage frustration to promote self-regulation. Such strategies promote a positive attachment with the parent figure while teaching the child how to connect with other adults and how to recognize and manage emotions to prevent misbehavior. However, it should be noted that these findings are still being debated. For example, Larzelere et al. (2020) argue that using timeouts is still an effective parenting method even if opposed by advocates of Exclusive Positive Parenting. According to Larzelere et al. (2020), many research studies have provided evidence supporting the use of time-outs as effective in child-rearing.

Even the use of time-outs alone has been proven to result in positive long-term results (Larzelere et al., 2020). In a meta-analysis conducted by Larzelere et al. (2020), it was found that the use of timeouts increased compliance and decreased sibling fighting more than using a “parent-guided separation followed by a discussion of better alternatives than fighting” (p. 301). The suggestion is that discipline methods such as timeouts are useful if they are properly practiced, meaning that the parent appropriately applies the discipline tactic. Parent education plays an important role in teaching parents how to appropriately apply the discipline tactic of their preference. Thus, parents should initially resort to reasoning, negotiation, and clarification, but can employ disciplinary consequences such as timeouts or privilege withdrawal whenever the initial discipline tactics do not work (Larzelere et al., 2020).

Parenting Styles

Diana Baumrind’s research regarding parenting indicated the existence of four parenting styles: authoritarian, uninvolved, permissive, and authoritative. Parents who are authoritative describe having clear standards for their children, have clear communication about their expectations, but also demonstrate high levels of love and support (Zastrow & Kirst-Ashman, 2016). Unlike authoritative parenting, authoritarian parenting style consists of enforcing rules without nurturing the child (Zastrow & Kirst-Ashman, 2016). Permissive parents, on the other hand, do not attempt to control their children’s behavior. They avoid putting

boundaries in place and may show high levels of support and warmth. In contrast, uninvolved parents lack responsiveness to their children's needs and often disregard them (Zastrow & Kirst-Ashman, 2016). According to Alegre (2011), parenting styles affect a child's resilience, attachment, social behavior, and academic achievement, which highlights the importance of understanding parenting methods because of their connections to various outcomes.

Parenting within the Hispanic Community

The type of discipline tactics parents decide to use will vary depending on the type of parenting style they endorse. There are mixed results regarding the type of parenting style Hispanic parents utilize. While some research has found that Hispanic parents use an authoritarian parenting style, other research has determined that Hispanic parents are also using authoritative parenting. According to the literature review presented in Ayon, Ranking Williams, Marsiglia, Ayers, and Kiehne (2015), while some studies discovered that Hispanic parents use more of an authoritarian parenting style, others have found that Hispanic parents use an authoritative parenting style more frequently although they also point out that acculturation and income level are some of the factors that influence which parenting style is dominant.

Just like acculturation level can have an impact on the type of parenting style that is chosen, tradition and culture can also be a determining factor. For example, according to Ayon et al. (2015), Hispanic parenting often does not align with the traditional discipline methods found in the Anglo dominant culture. In

fact, a study by Klevens, Mercer Kollar, Rizzo, O'Shea, Nguyen, and Roby (2019) reported that many of the Hispanic parents interviewed expressed that many parents used spanking as a way to discipline because many of them were raised with corporal punishment themselves and because corporal punishment was the easiest to use due to the many stressors these parents encountered. Thus, it is important to analyze the factors that contribute to Hispanic parents' choosing of a specific discipline method.

Research has pointed to authoritative parenting as the most effective of the parenting styles for raising healthy children (Lamanna & Riedmann, 2009; Larzelere et al., 2020). However, according to Hearne and Christie-Mizell (2018), different parenting styles can have different outcomes on different races and ethnicities. For example, Hearne and Christie-Mizell (2018) discovered that children of Hispanic parents who used authoritarian parenting styles were more likely to attend and graduate college than children of white parents who used the same parenting style. Thus, the argument is that the use of authoritarian parenting style in the Hispanic community can serve as a protective factor when teenagers and young adults live in low socioeconomic areas (Calzada, Huang, Anicama, Fernandez, & Miller Brotman, 2012; Gorman-Smith, Tolan, Henry, & Florsheim, 2000).

Important Values in the Hispanic Community

Hispanic parenting is often guided by values that are practiced within the Hispanic community. One such value is the concept of respect. Respect for

adults is often emphasized in parenting. As mentioned by Calzada et al. (2012), obedience is understood as a form of respect, while disobedience is taken as a sign of disrespect. Friedson (2016) goes on to explain that Hispanic parents place a high emphasis on teaching obedience and respect and often resort to authoritarian parenting practices in order to establish the concept of obedience. European Americans, on the other hand, value assertiveness, independence, and self-determination. This major difference in values might explain why the same parenting style might produce different results within different ethnicities (Friedson, 2016).

Another important value in the Hispanic culture is that of '*familismo*.' According to Sotomayor-Peterson, Figueredo, Christensen, and Taylor (2012), "*Familismo* is related to the high importance Mexican Americans attribute to family solidarity and togetherness and also refers to respect for people based on a hierarchical order" (p. 220). Ayon et al. (2015) mention that the concept of *familismo*, which is so commonly found in Hispanic families, can lead to more controlling parenting practices as well as more supervision, but also to closer relationships between parents and their children. It is important to understand the concept of *familismo* as a protective factor since emphasizing the concept of togetherness might lead children to feel more committed to their families and therefore to better behaviors in an effort to maintain family unity.

Conclusion

This literature review set the foundation for this research study because it demonstrated examples of the different data that has been gathered in recent years regarding parenting, especially as it relates to the Hispanic community. This literature review summarized some of the many different types of discipline methods and how effective research has identified each method to be. The literature review also discussed different parenting styles. Because parenting styles determine the types of discipline tactics that parents will utilize with their children and because the discipline tactics parents will use with their children will be an important factor in defining their future behaviors, it is crucial to understand this relationship. Because there are mixed results regarding which parenting style is most prominent within the Hispanic community, this research study will assist by providing insight about the types of parenting styles being used within the Hispanic community. Lastly, the literature review introduced the values that the Hispanic community promotes and explained why this might encourage the use of certain types of discipline methods over others. All in all, this research study will add to our knowledge regarding parenting, especially as it relates to the Hispanic community.

Theoretical Orientation

Learning Theory

Learning theory was one theoretical orientation for this study. Zastrow and Kirst-Ashman (2016) describe learning theory as a “theoretical orientation that

conceptualizes the social environment in terms of behavior, its preceding events, and its subsequent consequences. It posits that behavior can be learned, and therefore maladaptive behavior can be unlearned” (p. 195).

Learning theory focuses on how a certain behavior can be developed through the existence of respondent conditioning (conditioned or unconditioned), modeling, operant conditioning, negative and positive reinforcement, punishment, and extinction. Respondent conditioning is referred to as learning that occurs as a response to a stimulus (Zastrow & Kirst-Ashman, 2016). Modeling refers to learning that happens by seeing another person behave a certain way and then replicating that behavior. Operant conditioning suggests that learning occurs as a result of the consequences that follow a specific behavior. Negative and positive reinforcement, on the other hand, refer to learning that happens when a behavior increases because of the existence of a consequence, either positive or negative. Punishment happens when an individual learns to decrease a behavior because of the existence of a negative consequence or by removing a positive event. Lastly, extinction refers to learning that happens when removal of a positive reinforcer results in the reduction of frequency of a behavior (Zastrow & Kirst-Ashman, 2016).

For this study, it was beneficial to understand how parents initially learned to use the child-rearing methods they used with their children. As mentioned in Swerdlow, Pearlstein, Sandel, Mauss, and Johnson (2020), behaviors may have been learned through observation, as may be the case of many parents who

were witnesses of their own parents' child-rearing methods (modeling). Perhaps, the methods their parents used are the only ones the individuals are familiar with. With a lack of alternatives, an individual is prone to repeat the same behaviors, even if the consequences are undesirable (negative child behavior).

As also mentioned in Swerdlow et. al (2020), "individuals may continue to display an automatic tendency to engage in that behavior even in the absence of ongoing reinforcement or the presence of punishment. Accordingly, "habits are notoriously difficult to extinguish. In fact, habit can become self-reinforcing" (p. 76). Many times, parents do not get the results they desire through the application of a specific child-rearing method but continue using the method out of habit. By teaching parents new methods, through parenting classes for example, they may be able to resort to different techniques and get out of the habit of using the usual unbeneficial ones. With consistent use, a parent may avoid using techniques that provide undesirable results in favor of using techniques that have more favorable results. In other words, parents can learn to apply new parenting methods by being constantly reinforced with positive child behavior.

As it relates to parenting, it was important to analyze the perception of how the children of the participants in this study learned to behave the way they do. The information gained from conducting this study provided insight regarding which type of learning happened in the homes of many Hispanic families:

respondent conditioning, modeling, operant conditioning, negative or positive reinforcement, punishment, or extinction.

However, this research project was mainly being conducted with the idea that society should invest in creating and expanding programs that teach parents best parenting practices. In order to do that, however, researchers must know which child-rearing methods provide the most positive results in the long run. This research project investigated the long-term consequences of the utilization of different parenting methods, with the idea of helping future parents.

Baumrind's Parenting Styles

One prominent theory regarding parenting is Baumrind's Parenting Styles. As previously mentioned, this theory indicates the existence of four parenting styles: authoritarian, uninvolved, permissive, and authoritative. Authoritative parents have clear standards for their children and clear communication about their expectations, but also demonstrate high levels of love and support (Zastrow & Kirst-Ashman, 2016). Authoritarian parenting style consists of enforcing rules without nurturing the child (Zastrow & Kirst-Ashman, 2016). Permissive parents avoid putting boundaries in place and may show high levels of support and warmth. Uninvolved parents demonstrate lack of interest to their children's needs. (Zastrow & Kirst-Ashman, 2016). According to Alegre (2011), parenting styles affect a child's resilience, attachment, social behavior, and academic achievement.

In accordance with this theory, this research study was conducted for the purpose of gaining insight about which parenting styles within the Hispanic community were perceived to be associated with positive and negative outcomes. With this information, the social work community and the Hispanic community will gain knowledge about which parenting methods are perceived to benefit Hispanic children.

Potential Contribution of the Study to Micro and/or Macro Social Work Practice

From a micro social work viewpoint, this research project was expected to help individuals understand the relationship between their upbringing and their parenting styles as adults. This research project can help future families by shedding light on how parents' perspectives regarding different parenting methods affect children in their high school or adult years. This study can help clinical social workers who work with families and individuals create preventive techniques, treatment plans, or interventions that would best benefit families and individuals.

At the macro level, the community could be strengthened as social workers have more knowledge about parenting and child rearing. This research study could assist social workers in creating programs targeted at educating parents about successful child rearing methods. Lastly, this study could help social workers advocate for legislation that promotes educating parents about best child rearing practices.

Summary

This chapter described the research focus of this study as seeking to identify parents' attitudes about how different discipline methods affected their children in their high school and post-high school years and also explained why the study used a post-positivist approach. This chapter also included a literature review describing different discipline methods and illustrating their effectiveness based on studies conducted by several researchers and a review of the values that are emphasized in Hispanic child-rearing. This chapter highlighted learning theory and Baumrind's Parenting Styles as the theoretical orientations of this study and concluded by delineating the possible contributions this study could have for micro and macro social work practice.

CHAPTER TWO: ENGAGEMENT

Introduction

This chapter explains the engagement phase of this research study and provides information about the site where the study was conducted. Next, the chapter describes the process by which the researcher engaged with the main gatekeepers at the study site and then describes how the researcher prepared for conducting the study. Last, diversity, ethical, and political issues are discussed as well as the use of technology.

Study Site

The study site was a church in a County in Inland Southern California. The church is located in a city marked by poverty and homelessness and has a reputation of high crime rates. With an estimated 28.4% poverty rate as of July 2019 and a population estimate of 221,000 citizens, this city proved to be one of the poorest cities in the United States (State of California Department of Finance, 2019; United States Census Bureau, 2019). This city had an estimated crime incidence of 11,955 crimes in 2019 alone (Police Department, 2019). The County estimated that there are approximately 900 homeless people in this city as of 2019 (County Homeless Partnership, 2019).

The church where the study was conducted provides religious services for churchgoers of all ages. The church unites churchgoers from three different

cultures: Vietnamese, Hispanic, and White. The catechism program at the church services about 400 children, youth, and adults. Prayer groups, including marriage ministry and youth groups, service about 500 members. Besides religious teachings, the church offers many opportunities to engage in a variety of other programs. Mental health groups, for example, service more than 50 members. Additionally, approximately 50 members participate in fitness classes on a weekly basis and another 50 members engage in social justice groups. The study specifically targeted parents involved in any of the activities previously mentioned.

Engagement Strategies for Gatekeepers at Research Site

In order to begin the study, the researcher contacted the church's main office to schedule an appointment with the reverend. During the meeting, the researcher introduced the topic of the research project. Furthermore, since the church has a mission statement emphasizing the idea of hope, the researcher built upon that idea in order to engage the reverend. The researcher mentioned that the research study would positively impact the church community by helping it become aware of parenting methods that have produced positive results. With this in mind, the researcher placed emphasis on the hope that the parents and future parents in the community would be better prepared to raise their children with more knowledge about parenting methods that have worked in the past.

The researcher also explained the process participants were expected to experience as they participated in the study. Furthermore, the researcher

discussed how and where the researcher was going to meet with the participants and how the information provided was going to be used. The researcher clarified the parameters of confidentiality and information regarding the dissemination of acquired data. Specifically, the researcher addressed any concerns regarding the possibility of participants being reported on suspicion of child abuse. The researcher clarified that the research project questioned participants about their thoughts about Hispanic parents' attitudes toward certain child discipline methods and not questioned them regarding *their* use of discipline methods. As a motivation, the researcher promoted the idea that engaging parents in the project would serve to unify the church and might open up the possibility of involving them in the creation of a new support group that services parents.

After obtaining the reverend's permission, the researcher gained access to the church members. In order to do so, the researcher planned to contact the secretary in order to post an ad in the church bulletin asking for participants. However, because the church was shut down due to the COVID-19 situation, services were cancelled, and the distribution of the church bulletin was impossible. Instead, the researcher resorted to the church's Facebook page and placed the flyer asking for participants there (See Appendix C). The researcher also contacted prayer group leaders, mental health group leaders, fitness group leaders, and social justice group leaders to ask if the researcher could come into their virtual meetings to invite parents to participate in the study. In order to engage the group leaders, the researcher pointed out that the purpose of

conducting this research project was to help future parents raise their children using effective discipline methods. Because the majority of the groups' members are parents, the groups were expected to be strengthened if parents could benefit from the study's results.

When the researcher had the opportunity to address the church members through virtual meetings, she explained the great need the community has for more knowledge regarding parenting. The researcher emphasized the idea that their collaboration was greatly needed in order to appeal to their sense of duty.

Self-Preparation

A literature review helped the researcher have a good sense of the topic being studied and provided the researcher with a guide of questions that need answers. Before gathering data through interviews with participants, the researcher needed to ensure that the interview questions covered the areas the researcher needed more information about.

The researcher also needed to prepare to build rapport with the reverend and with participants. It was necessary for the researcher to think of ways she could make the participants feel comfortable during the data gathering process. Since the researcher targeted Hispanic parents for this study, she had to analyze the cultural norms related to the Hispanic culture in order to be able to engage participants. For example, the researcher had to understand the concept of respect as it relates to the Hispanic culture. In the Hispanic culture, respecting elders is important. This was an important concept in this particular study

because questioning elders about their attitudes regarding parenting might have been judged as disrespectful by some. It was important that the researcher demonstrated respect by communicating her belief that parents are the experts in their families and by declaring that the interview process was being carried out with the purpose of gathering information and not as a means to criticize or condemn their parenting.

Another point to consider was the perceived socioeconomic difference between the researcher and the participants. Participants might have supposed the researcher was of a higher socioeconomic status and might have judged the researcher as unable to understand their position. To counter that, the researcher appealed to the factors she shared with participants, such as ethnicity, parental status, and social background. The researcher considered mentioning her relationship with the church as one that has endured for over 15 years, this with the purpose of helping participants think of the researcher as a cultural insider.

The researcher also prepared to discuss informed consent, confidentiality, limits to confidentiality, and mandated reporter status. The issue of termination was also addressed and preparation for this conversation happened before the initial interview with the reverend. Before beginning any interviews, the researcher ensured that all necessary supplies were available, specifically an adequate voice recording device and two research journals.

Diversity Issues

Because the church had members that belonged to three different cultures, it was important to ensure the researcher was clear about how to engage with the community. The researcher had to analyze how to engage with the community without making any one culture feel like they had been left out, even though the research only focused on Hispanic parents. The researcher decided to conduct this research project with Hispanic church members as participants because she was familiar with the Hispanic population in this community. The researcher was also familiar with how Hispanic families function because she was raised in a Hispanic community. Furthermore, the researcher was aware of some of the issues Hispanic parents in this community were experiencing because of her acquaintance with the community. Another reason the researcher focused the study on Hispanic participants was because she understood there was a great need for educating Hispanic parents about parenting practices that provide effective results in the long run. With this research study, we were able determine which discipline methods resulted in the best results, specifically for children raised in Hispanic homes.

Furthermore, because the church had a high percentage of women assisting services without their spouse, results might have been biased. Men and women often have different opinions about certain parenting instances. Thus, when selecting participants, the researcher tried to ensure males were included in the study. This was done by going into the church groups that were known for

having high male attendance and specifically pointing out the fact that there was a great need to know the opinion of Hispanic males.

Ethical Issues

Two main ethical issues emerged from this study. Firstly, because the topic of spanking might have come up during the interview, it was crucial for the researcher to begin the interview discussing her mandated reporter status. Not doing so could have created an issue if the participant reported having used an extreme form of corporal punishment. In that situation, the researcher would have had to fill out a child abuse report, which would have led to an investigation. If the participant was not warned about this possibility prior to answering the questions, he or she might have felt betrayed. Ethically, doing this would have been incorrect.

Secondly, confidentiality was an important ethical issue related to this study. Because the study was conducted at a site where the participants most likely knew each other or knew of each other, it was crucial for the researcher to have a high level of confidentiality. Accidentally exposing notes taken in a previous interview or making comments about interviews with other parents could have broken confidentiality. Discussions between parents about the interviews with the researcher was another way confidentiality could have been breached. To prevent this, the researcher used a signed document that explained confidentiality, exceptions to confidentiality, informed consent, and mandated reporter status. The researcher also kept separate electronic folders with each

signed document for each participant. Furthermore, participants' responses to interview questions were also placed in different electronic folders. Because the researcher met with each parent through Zoom meetings, the participants were scheduled to interview one hour apart in order to avoid someone entering the meeting while another interview was taking place. The "Waiting Room" option was also enabled to prevent another participant from entering the meeting during someone else's interview.

Political Issues

One political issue that emerged from this study was related to the leaders in the church. Many of them could have been candidates to participate in this study. During the interviews, delicate information regarding their attitudes toward child rearing methods could have emerged. If a church leader revealed having used severe corporal punishment and a child abuse report had to be made, the researcher might have been asked not to make the situation public. To prevent this, the researcher addressed this possibility when discussing confidentiality, informed consent, and mandated reporter status.

The Role of Technology

In order to schedule an appointment to meet with the reverend, the researcher had to make a phone call. The scheduling of interviews with participants was also done through phone calls. Although not originally planned, all interviews were conducted through Zoom. A voice recorder recorded the

interviews with participants. The researcher used Microsoft word and a laptop in order to transcribe information and analyze the findings.

Summary

This chapter began by describing the research site as a lower-income church in a County in Inland Southern California. Next, the chapter depicted how the researcher planned to engage with the reverend at the church. The chapter continued with a discussion detailing what the researcher did to prepare for conducting the study. Diversity, ethical, and political issues were discussed last in addition to the use of technology.

CHAPTER THREE: IMPLEMENTATION

Introduction

This chapter discusses the implementation stage of the research study. The chapter begins by explaining the criterion participants had to meet in order to participate in the study. Next, it discusses how participants were selected and the ways data were gathered. The next section discusses data collection followed by a summary of how data were recorded. The chapter ends by describing how data were analyzed and by disclosing plans for termination and dissemination.

Study Participants

The study intended to interview 20 to 30 Hispanic parents from the church. Due to COVID-19, the researcher had to use a smaller sample size because parents could not be interviewed in person and many expressed concerns about their ability to use technology to take the interview. Thus, the researcher interviewed 7 couples, one couple at a time, and 1 individual parent (a mother). The researcher might have or might not have known the parents on a personal level. When encountering someone that the researcher knew on a personal level, it was important to clarify the relationship status by verbally distinguishing both relationships, the personal relationship and the researcher-interviewee relationship. Additionally, the researcher placed emphasis on the objective of the study and requested that the interviewee keep this in mind during the interview.

An important selection criterion involved choosing parents who had children older than 16 years old. This was a criterion because by age 16, many positive and negative behaviors, such as drug use, academic problems, unemployment, good grades, leadership roles, etc., are observable. Lastly, study participants had to have lived with their children for most of their lives, meaning that stepparents could be included in the study if they have lived with the child for at least 12 years. Biological mothers or fathers and stepparents who had not been consistently living in the child's home were excluded from participation. This is because the researcher wanted to ensure that the interviewed parent had a significant influence in the raising of the child.

Selection of Participants

Because this study was conducted under a post-positivist approach, purposive sampling was used in order to explore the specific topic more comprehensively. Purposive sampling is defined as sampling that gathers participants who can provide meaningful data with the intent of better serving the purpose of the study (Morris, 2014). As it related to this study, the researcher posted a flyer on the church's Facebook page and gave verbal announcements at several of the virtual group meetings. In order to gather qualitative data that was relevant and useful to the development of this specific study, however, only participants who were willing to voluntarily share their attitudes about parenting tactics and about their children's conditions as young adults were selected. Parents who were unable or unwilling to provide information about the questions

previously mentioned were not included in the sample. When recruiting participants, the researcher clearly stated the type of information parents who demonstrated interest would be providing. Anyone who was unable, or unwilling passed on the offer to participate.

Furthermore, “criterion sampling is sampling based on a particular characteristic of the population that can be potentially included in the study” (Morris, 2014, p. 93). The research study was conducted using criterion sampling in order to include all opinions as long as the basic criteria of being a Hispanic parent consistently living with a child 16+ years old and willing to share his/her experiences was met. In order to identify if basic criteria were met, the researcher specified these criteria in the posted flyers. When making announcements and inviting people to participate, the researcher asked the parents if they met the criteria before starting the interviews.

Data Gathering

Data were originally gathered by conducting an extensive literature review. Additionally, qualitative data were gathered in the form of interviews. Interviews begun by discussing mandated reporter status, informed consent, confidentiality, and exceptions to confidentiality. Following this, the researcher developed the study’s focus by asking questions previously created by analyzing the literature review. The questionnaire was divided into three sections: 1) Demographic Information, 2) Attitudes about Parenting, and 3) Personal Parenting Experience.

The researcher began the interviews by asking demographic questions for the purpose of engaging the interviewee. In the second part of the interview, the researcher asked descriptive questions in order to give interviewees an opportunity to describe their thoughts regarding how parents should discipline. Essential questions were also asked in order to focus the attention on the topic by asking participants about their attitudes toward discipline methods. It is important to note here that the researcher avoided directly asking what parenting practices participants used in order to prevent the disclosure of information that would require the researcher to break confidentiality, as would be the case if there was suspicion of abuse. Instead, the researcher asked the participants about their opinion regarding how parents in the general Hispanic community parent. The implication was that their response would be related to their personal experiences without directly asking them to disclose their personal experiences. The researcher then expanded on the focus by asking structured questions, such as inclusion questions. The researcher also asked contrast questions to begin distinguishing between different categories. For example, the researcher inquired about the interviewee's thoughts regarding the use of different discipline methods by naming each one and asking for their opinion. Furthermore, in order to determine the participants' parenting styles, the researcher asked about other factors needed for successful child-rearing.

In the third part of the interview, the researcher asked about the participants' parenting experience by asking how many children they have and

how old they are. Additionally, the researcher made a general inquiry about how their children “turned out” without directly asking them to determine whether they were “successful or unsuccessful” in their parenting. This was done in order to prevent the participants from using defense mechanisms to protect themselves from feeling uncomfortable with admitting that their children are not doing, according to them, fine. Furthermore, the researcher asked extra questions for the purpose of verifying consistency as deemed necessary throughout the interview. Probing questions or statements were used throughout the interview in order to further refine the answer to a question. The interview ended by asking participants a question that can help give their story meaning. By doing this, the researcher introduced the idea that their experience, either positive or negative, can have an important positive meaning for younger inexperienced parents.

In scrutinizing the responses to the initial interview, themes were identified, and information began to be organized into those main themes. For example, through the use of contrast questions, the researcher began to identify themes. The researcher, for instance, might have recognized that the interviewees thought that Hispanic parents use spanking as the main way to discipline their children. A second theme that could have evolved from this observation would be that parents who think that spanking is used in most Hispanic families share a negative parenting experience with their children.

Subsequently, the original questions were re-examined in order to further develop question content based on the information provided in the initial

interview. It was determined that questions were to remain the same, but additional questions could be added during an interview if the researcher found a leading point. After this determination, a second interview, a third, and a fourth, etc. interview continued with different participants.

Phases of Data Collection

Qualitative data were gathered in the form of interviews. The first phase of the interview process was the preparation stage. Prior to the actual interview, the researcher helped the participants prepare for the interview by providing them with a summary of the questions that were going to be discussed in order to help the participants come to the interview prepared with their answers.

The second stage of the interview process entailed selecting a way to record the interview and getting the participants' permission. The researcher recorded interviews with a voice recording device after receiving written approval from the participants prior to the start of the interview. If permission was not granted, notes were taken during the interview.

The next stage of the interview process was the actual interview. The researcher began the interview by having a conversation about mandated reporter status, informed consent, confidentiality, and exceptions to confidentiality. Next, questions related to the research topic were asked, as mentioned in the previous section. After asking the questions on the questionnaire, the researcher terminated the interview by summarizing the researcher's understanding of what the participant shared. The researcher

debriefed with the interviewee and provided information regarding how they can reach out to someone in case they liked to.

The last stage of the interview process was to record thoughts and feelings about the interview in a research journal. The researcher took time to analyze how successful the interview was and to think about how future interviews could be improved.

Data Recording

Two research journals were utilized to record information. The first journal was used to describe the steps taken daily throughout the research process. Data and notes on how data should be interpreted were also included in the first journal. This journal included transcripts of the recorded interviews. The second journal was a reflective journal for the purpose of analyzing thoughts and feelings experienced by the researcher through the research process. These journals were utilized as the study progressed in order to clarify the research focus as the research process advances. At the end of the study, the research journals helped describe the research process thoroughly and to elaborate on how decisions were made.

Additionally, interviews were recorded on a voice recording device after receiving written approval from the interviewee at the start of the interview. A minimal amount of notetaking was also done during the interview. Immediately after the end of the interview, thoughts and reactions about the interview and information about the progress of the study were recorded in the research

journals. This was particularly necessary if the participant decided that he or she did not want to be voice recorded. The sound recordings and the notes were transformed into a transcript, which was analyzed to begin identifying important information.

In an attempt to protect an individual's identifying information, parents were assigned a code comprised of numbers. The researcher kept a separate list linking the individual to their assigned code. When conducting the interviews, only the codes were visible. The code key was locked in a drawer separate from the interview data notes. The voice recording device, the research journals and interview notes were kept in a separate drawer in the same locked room. The laptop that was used to transcribe the voice recordings into transcripts was password protected.

Data Analysis

Because the study was conducted using a post-positivist approach, qualitative data was analyzed using a bottom-up approach to build a theory that shed light on trends found within the data. This meant that parents' responses were analyzed in order to create a theory about how parents' attitudes about parenting reflected on their child's behaviors in high school or as adults. This was done by following a bottom-up analysis, which included an open coding stage, an axis coding stage, a selective coding stage, and a conditional matrix stage (Morris, 2014).

The first stage of the bottom-up analysis was open coding. After conducting the first interview with a parent, the interview was transcribed into a narrative. Keywords or phrases were sought in order to begin developing key ideas. These keywords or phrases were placed into different categories summarizing the information stated in the narrative. The participants' responses might have included words or phrases such as "approving of spanking" or "successful parenting."

After transcribing the interview and organizing the narrative, carrying out a microanalysis of the responses provided helped determine if additional questions needed to be asked in upcoming interviews with other parents. Additional questions that provided more information about the keywords or phrases in that first interview were created. This defined the direction the research project would take. If, for example, parents mentioned that they determined that they were unsuccessful in parenting, the researcher could have developed questions regarding what parents thought they could have been done differently.

The second stage of a bottom-up analysis was axial coding. After breaking down the narrative into fragments and categorizing them, axial coding was used in order to identify links between different categories. As interviews proceeded, data obtained from each interview was placed into the different categories. For example, the researcher might have observed links showing that participants who disapproved of spanking wished that they had used more spanking in their parenting in order to help their children be more "successful."

During the selective coding stage, the researcher determined if there was an emerging theory that explained the pattern observable by analyzing the data. In order to develop the theory, the researcher had to review the research journals, tell a story about what was happening, use diagrams that displayed the link between the categories, or use the Microsoft Word computer program in order to find links between categories and ultimately to identify a theme. The researcher might have, for example, identified that parents who think that other parents use spanking have adult children who, according to the participants, could be doing better.

The final stage for this bottom-up post-positivist approach to the research project was the conditional matrix stage. From a micro social work viewpoint, this research project was expected to identify patterns between parents' attitudes about certain child rearing methods and the life situations of their children as young adults, from the parents' perspective. This study could help clinical social workers create preventive techniques, treatment plans, or interventions that would best benefit families and individuals. Additionally, by having more knowledge about parenting and discipline methods, social workers might be able to advocate for the creation of programs that target educating parents about parenting methods. Lastly, this study could serve as a foundation for motivating social workers to advocate for legislation that proposes educating parents.

Termination and Follow Up

During the initial interview with the reverend, a termination plan was discussed. As the last interviews took place, the reverend was informed about an expected end date and about future plans, including when the project was be completed. Each participant was personally thanked for their time. They were also provided with information regarding when the results were expected to be ready. Lastly, contact information was provided in case participants were interested in creating a parent support group or in case any concerns or questions emerged.

Communication of Findings and Dissemination Plan

The researcher wrote several drafts of the research paper and asked for feedback before submitting the final report. Ultimately, the study's findings were submitted to ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino in the form of a research paper. The researcher contacted the church's main office in order to set a meeting with the reverend, the staff, and the participants for the purpose of presenting the findings in the form of a slideshow presentation after the project was submitted to and approved by California State University, San Bernardino. The presentation included diagrams in order to describe the information and the findings with resources that could benefit the parents. The researcher announced the official end of the research process at the end of the presentation and provided contact information in case participants or the gatekeepers wished to contact the

researcher. Furthermore, the researcher contacted participants via phone to have an informal end to the research process. The research project was also presented to other social workers in the form of a paper at the researcher's current internship placement.

Summary

This chapter explained the criterion that participants had to meet in order to participate in the study. Purposive sampling and criterion sampling were used to select participants, and data were gathered through interviews with participants. Data collection involved going through several phases, including doing a literature review, conducting an initial interview, examining the information provided in the initial interview, adjusting questions, and continuing with interviews. Voice recording, note-taking, and research journals were utilized to record data. An analysis of the data was conducted through a "bottom-up" approach. Lastly, plans for termination and dissemination of information were also discussed.

CHAPTER FOUR: EVALUATION

Introduction

This chapter introduces the findings of this qualitative study. The chapter begins by describing the study sample. The chapter also presents the themes and subthemes of this study. The chapter continues by providing examples of the identified themes and subthemes. The chapter concludes with a summary.

Study Sample

Prior to beginning the interviews, demographic information was collected. As indicated in Table 1 below, the participants consisted of seven couples, who self-reported as being married, and one individual parent (a mother), all of whom identified as Hispanic. The sample consisted of eight females and seven males. Eleven out of the fifteen parents were in the 40-49 age group. Three parents were part of the 50-59 age group while one parent was part of the 30-39 age range. Fourteen out of the fifteen parents reported Mexico was their country of origin; only one parent reported the United States as their country of origin. Of those parents whose country of origin was Mexico, four parents reported having lived in the United States between 10-19 years, eight reported having been present in the United States between 20-29 years, and three reported having lived in the United States for more than 30 years. In terms of education, six out of

the fifteen parents reported having completed middle school, seven completed high school, and two completed a bachelor's degree.

<i>Table 1</i>	
<i>Demographic characteristics of study sample (N=15)</i>	
	N (%)
Age	
30-39	1 (7%)
40-49	11 (73%)
50-59	3 (20%)
60+	0
Sex	
Male	7 (47%)
Female	8 (53%)
Race/Ethnicity	
African American/Black	0
Caucasian/White	0
Hispanic/Latino	15 (100%)
Asian/Pacific Islander	0
Country of Origin	
United States	1 (7%)
Mexico	14 (93%)
Other	0
Years in the United States	
0-9	0
10-19	4 (27%)
20-29	8 (53%)
30+	3 (20%)
Education	
Elementary School	0
Middle School	6 (40%)
High School	7 (47%)
Bachelor's Degree	2 (13%)
Graduate/Doctorate	0
Marital Status	
Single	0
Married	14 (93%)
Separated, Living Together	0 (0%)
Separated, Living Separately	1 (7%)
Divorced	0

Remarried	0
Widowed	0

Data Analysis

In the process of analyzing data, there were several themes and subthemes that emerged, which are described in Table 2 below.

Table 2

Themes and Subthemes

Themes and subthemes	Description
1. Discipline Methods Utilized by Hispanic parents: <ul style="list-style-type: none"> • Obedience based tactics • Reasoning-based discipline tactics 	This theme describes the different discipline methods utilized by Hispanic parents.
2. Influential Characteristics of Hispanic Parenting Practices <ul style="list-style-type: none"> • Familial Influences • Cultural influences • The importance of values. 	This theme describes factors and characteristics that influenced Hispanic Parenting Practices.
3. Perceived Outcomes <ul style="list-style-type: none"> • Unfavorable results • Beneficial outcomes 	This theme describes the perceived effectiveness of different parenting methods.

Discipline Methods Utilized by Hispanic Parents

The first theme included the types of discipline methods Hispanic parents perceived other Hispanic parents utilized in parenting their children. The types of discipline methods seemed to fall under two subthemes: 1) Obedience-based tactics and 2) Reasoning-based tactics.

Obedience-Based Tactics. Obedience-Based tactics included spanking, punishing, withdrawing of privileges, and use of harsh words or yelling. When asked about what types of discipline tactics they believed Hispanic parents typically utilized, all 15 parents interviewed reported that they believed Hispanic parents used obedience-based tactics. One parent mentioned thinking that, “parents feel that if they don’t dominate their child, they’re not satisfied as parents. They must obey you when you tell them to do something.” Another parent reported that he perceived parenting within the Hispanic community as violent; “I think more violence is used. Like...they treat them harshly, with ‘strength’. They educate them with hitting and all of that.” Another parent described it as:

In general, it is considered that the Latino population uses a more violent method, meaning they are stricter in order to have better results. I’ve heard of cases where two or three spankings work...when they’re deserved of course. I do think they work.

Reasoning-Based Tactics. Reasoning-based tactics was the second subtheme that emerged. Reasoning-based tactics included dialogue with an emphasis on reaching an understanding between parent(s) and child. None of the 15 parents reported thinking that dialogue was part of most Hispanic parenting methods. However, all 15 parents reported using dialogue at least occasionally in their parenting. One parent mentioned that, “There’s nothing like having good dialogue with children...having communication to be able to have some good dialogue with them – so that they can understand us [parents], and so that we can understand them also.” Another parent discussed her observations:

As for me, I think I use reasoning. Like I told you, when they make a mistake, I let them know that there was a consequence and I asked them what they learned from the consequence. I help them reason what they learned from that consequence.

Influential Characteristics of Hispanic Parenting Practices

In analyzing the interview data, it also became evident that there were several characteristics common of Hispanic parenting practices, which became the second theme. Among the influential characteristics, several subthemes emerged including: 1) Familial Influences, 2) Cultural influences and 3) The emphasis on teaching values and morals.

Familial Influences. When asked about what factors they believed had an influence on Hispanic parents choosing the discipline methods they chose, the

interviewed parents reported that most Hispanic parents used obedience-based tactics because that is the way they had learned to parent based on seeing the use of obedience-based tactics in older generations. Thirteen out of the fifteen parents reported making attempts to use dialogue as a discipline method instead of the obedience-based tactics earlier generations had utilized because they noticed the negative effects that spanking, hitting, or yelling had on previous generations. One parent mentioned the following:

I, personally, was taught those ways. Just because of the way they treated me, I think that's how I learned. If I hadn't learned to parent that way, I wouldn't have done it that way. That's the lesson, isn't it? They teach it to you and then you pass it on.

Another parent discussed her observations:

Our parents were raised by our grandparents through hitting, through yelling, through insulting them, and they thought that with that type of discipline their children would be good children and would do everything they were asked to do. But here little by little, one, well...I as a parent, have been learning that hitting will not lead to solving a problem with your child. But dialogue does.

Yet another parent reported on the reason why many parents are making attempts to utilize alternative discipline methods from their parents:

Our Hispanic culture comes with that type of discipline method already. In reality I think that it's not pleasant for any kid because those kids that were

hit during their childhood, they've grown up now, they're adults and they still hold that resentment with their parents sometimes or they have that pain hidden in their heart.

Cultural Influences. Cultural influences were another noticeable factor characteristic of Hispanic parenting. According to the interviews, Hispanic parents value obedience and respect. One parent mentioned:

Thanks be to God, we have children who put effort into following the rules we have at home. Even though they're older. We've also seen other people on the streets where 15- or 14-year-olds want to do their own wills. I think that's when we're not doing a good job raising our children, when they want to do their own will.

When asked about factors were important in child-rearing, one parent mentioned that teaching respect was crucial and that, “[child rearing] encompasses having respect for others, having respect at work, at school, and everywhere. If you were a bad father, then children will not have respect for anything.”

Emphasis on Teaching Values. Another common trait that become evident when analyzing data was the emphasis Hispanic parents placed on teaching their children a variety of values. Although the values may vary amongst families, it is clear that teaching these values to the child is part of the Hispanic parenting culture. One parent mentioned that he believed that “the discipline that Hispanics use is based on the morals that our parents instilled in us. The moral of values.

Religious values that they taught us, the commandments. And, uh, morality. Now we have to pass them on.” Another parent reported thinking that,

Children, as adults, demonstrate good attitudes fostered by the values instilled in the home. Being good people both for themselves and for society. That’s how you know a parent did a good job, when they were able to instill values in them.

Perceived Outcomes

Hispanic parents were also asked about perceived positive or negative outcomes related to different discipline methods, which made up the third theme. It was determined that most behaviors were characterized on the spectrum of unfavorable results or beneficial outcomes, which became the subthemes.

Unfavorable Results. Parents characterized unfavorable outcomes as children dropping out of school, being unemployed, being involved in vandalism, using substances, having a mental health illness, and having a fear-based relationship with parents characterized by mistrust. Most parents interviewed associated unfavorable results with the use of only obedience-based methods. When asked about what characterized failure in parenting, one parent reported that:

If you are not a good parent, then obviously the consequences would be that your children would be, I don't know, in jail. They would live on the street; they would be thugs. They would be doing things that are not

helpful. Not having a job. Would be using drugs. Things like that. That's what happens when you yell at them, mistreat them, instead of talking to them, mentoring them.

Another parent's observations were that,

When [children] are just wandering around in the street doing nothing else. Maybe with addictions. Maybe mentally ill. Doing vandalism. Not going to school or working. I do not know. I think those are things that reflect that the parents could not do something good with them, did not talk to them and take their time to educate them.

One mother described the negative consequences of using strict rules and other obedience-based tactics:

They pull away from you. They don't trust you anymore. They don't talk to you anymore. You are just an authority and the negative aspect of that is that they don't trust or believe you. If the trust isn't there, then that's when they start misbehaving in society.

Beneficial Outcomes. On the other hand, beneficial outcomes related to dialogue-based discipline methods included having a high school diploma or earning a college degree, being employed, or having good grades in school, being law-abiding citizens, not using substances, not having a mental health illness, and having a trusting relationship with parents. Throughout the study, it became evident that Hispanic parents associated beneficial outcomes with

reasoning-based tactics. Only 4 parents mentioned that a combination of reasoning-based tactics and obedience-based tactics, such as privilege withdrawal or consequences, was possibly related to positive long-term results.

One parent explained that,

First, successful means that children achieved their goals, they're good children in school, they get good grades, are good people, with values and therefore they contribute to the community. They live well with others.

They don't use drugs. To do that, you have to use dialogue. Maybe every now and then something stronger, like taking their phone away, but usually talking works.

Another parent discussed that,

When a father does a good job, he puts his best effort into raising his kid, then his kid is a good citizen in society, good in your family, good at raising a family, excels at a job, completes a college degree, is emotionally and mentally stable, and is overall happy. As a parent, you can help them by guiding them. You don't need to spank them or yell at them, talking will do it.

Summary

Chapter four presented the findings of this qualitative study. The chapter began by describing the demographic characteristics of the participants involved in this study. Next, the chapter introduces the themes and subthemes of the study. The chapter concludes by presenting an analysis of the qualitative data obtained by providing examples of each identified theme and subtheme.

CHAPTER FIVE: TERMINATION AND FOLLOW-UP

Introduction

Chapter five presents the interpretation of the presented data as well as the study implications for micro and macro practice. This chapter then describes the termination of the study. Next, the chapter discusses how the researcher presented the findings to the study participants and the study site. The chapter continues by describing the ongoing relationships with the study participants. Next, the chapter describes the researcher's plans for dissemination and concludes with a summary.

Data Interpretation

This research study sought to answer three research questions related to what discipline methods are utilized by Hispanic parents, why parents favor the use of one discipline method over another, and which discipline methods were perceived to be the most effective in raising Hispanic children. The research study found that Hispanic parents categorize discipline under two umbrellas: 1) obedience-based tactics, which are implemented to motivate the child to comply with directives and 2) reasoning-based tactics, which are geared at helping the child and parent understand each other's' needs and work toward a solution. The qualitative data found that parents reported a preference for reasoning-based tactics, although perceived that most Hispanic parents utilized obedience-based

tactics. The findings also discovered that some parents supported the idea of utilizing obedience-based tactics as a method of last resort. This was similar to the results found in Varela, Vernberg, Sanchez-Sosa, Riveros, Mitchell, & Mashunkashey (2004), who discovered that Mexican parents opted for authoritative parenting practices more often than authoritarian parenting practices but used authoritarian parenting methods as a back-up layer to protect children living in a low socioeconomic environment. In addition to Varela et al.'s (2004) idea that parents utilize authoritarian parenting practices solely as a protective factor, this qualitative study found that most parents perceived that Hispanic parents utilized authoritarian parenting practices due to a general lack of knowledge regarding the implementation of reasoning-based practices.

The analysis also discovered three characteristics that influenced Hispanic parenting practices: 1) familial influences, 2) cultural influences, and 3) emphasis on teaching values. These influences help understand why Hispanic parents prefer one discipline method over another. Furthermore, these findings indicate that culture is also an important component influencing Hispanic parenting practices. Like mentioned by Friedson (2016), many parents will resort to specific child discipline methods, in many cases authoritarian parenting methods, in order to teach respect and obedience because these values are considered important in the Hispanic culture. Ayon et al. (2015) also mention that the concept of *familismo*, which is a focus on family unity, is a cultural influence that results in parents supervising children much closer and usually implies more controlling

practices. This study found that because of concepts like *familismo*, many study participants derived their parenting practices from observing their parents and other older generations parent, usually resulting in them learning the authoritarian parenting practices they now employ.

Another important finding of this study was that Hispanic parents associate unfavorable results with obedience-based tactics and have the perception that beneficial outcomes result from utilizing reasoning-based tactics. This is congruent with many studies conducted in the past that have found spanking to produce negative results, including violence and aggression, delinquent behavior, low self-esteem, antisocial behaviors, higher rates of depression, higher risk for suicidal ideation, mental health problems, poor interpersonal relationships and higher possibility of alcohol abuse (Gershoff & Grogan-Kaylor, 2016; Ma et al., 2012; Straus & Kantor, 1994). However, two couples in the group perceived that a combination of reasoning-based methods with occasional use of obedience-based methods, such as privilege withdrawals or grounding, was also beneficial. This also resonated with Larzelere et al.'s (2020) idea that reasoning and negotiation should be the initial discipline method to be used, but that harsher consequences, such as privilege withdrawal, should be implemented if the initial reasoning-based discipline method does not produce the desired effects.

Implications for Micro and Macro Practice

In terms of micro practice, these findings can assist social workers in understanding how Hispanic parents view discipline methods and which ones they perceive as most effective. These findings bring important information to the surface, such as the willingness of many parents to utilize reasoning-based practices as opposed to the traditional obedience-based practices, but parents' lack of knowledge regarding how to do just that. Micro social workers can refer clients to parenting classes where this subject is explored in depth. One program that has shown to provide parents with support in the implementation of Positive Parenting, a parenting style where the focus is on teaching children how to problem-solve and how to develop appropriate behaviors without the use of violence, is Positive Discipline in Everyday Parenting. Another program is the Triple P Parenting Program, which utilizes a tiered system to focus on providing parents with the skills and strategies necessary to manage unruly or defiant behavior (Sanders, Kirby, Tellegen, & Day, 2014). Sanders et al. (2014) found that Triple P Parenting Programs helped parents in improving their child's social, emotional, and behavioral issues.

Furthermore, social workers can discuss the unfavorable results and beneficial outcomes perceived to be related to obedience-based and reasoning-based practices, respectively, with parents to assist in helping them decide which parenting methods they want to utilize. In settings where social workers treat young adults experiencing behavioral or mental difficulties, social workers can

discuss how parents utilizing a parenting method have favorably or unfavorably affected them.

This study also helps therapists become familiar with the influential characteristics that contribute to Hispanic parents' decision to utilize one parenting method over another and can take that information to motivate change where necessary. For example, social workers can discuss the concept of obedience with Hispanic parents to further understand why obedience is such an important concept Hispanic parenting. If the concept of obedience is important in the Hispanic culture due to it being used as a protective factor, as in cases where children are raised in high crime rate and high drug use areas, social workers can help Hispanic parents find additional protective factors that can help families function more efficiently without the use of obedience-based tactics. There are several resources available online that also discuss the importance of parenting tactics from sites such as Triple P Positive Parenting Programs (<https://www.triplep-parenting.com/us/triple-p>) and Centers for Disease Control and Prevention – Positive Parenting Tips (<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/>).

In relation to macro practice, social workers can advocate for regulations that provide funding to educate Hispanic parents on parenting practices that have provided positive long-term benefits to Hispanic children. Funding can be requested to provide services that take into account Hispanic parents' desire to implement reasoning-based practices and that consider Hispanic parents'

specific familial and cultural characteristics. Furthermore, by understanding how Hispanic parents perceive different parenting methods, social workers working in Child Protective Services will have more knowledge about Hispanic parents' specific cultural parenting practices that can render them vulnerable to becoming involved with Child Protective Services agencies. Programs can then be created to educate parents about parenting practices that are considered detrimental to children's development and those that can improve family and child functioning. One such program, CSUSB's Karnig Infant-Toddler Success program, teaches parents with children ages 0-5 evidence-based practices to develop new patterns of parenting behavior with a focus on creating stable family relationships and increasing children's abilities to learn. This program has reached low-income families in neighboring cities and has improved the lives of many children and families (Karnig Infant-Toddler Success, 2021). Nationwide, programs like Triple P have shown to be beneficial in multiple studies, so funding should be directed to implementing Triple P and similar evidence-based programs (Sanders et al., 2014).

Termination of Study

The researcher provided the study participants with a debriefing statement (See Appendix E) at the end of each interview. Since the interviews were completed through video calls due to the COVID-19 pandemic, the researcher read the debriefing statement to the interviewees at the end of the session. The debriefing statement provided the participants with contact information in case

they had questions after the interview. It also included additional mental health and crisis-related resources they could utilize as needed. Lastly, the debriefing statement included information about how to find the published research study in ScholarWorks after August 2021.

Communicating Findings to Study Participants and Study Site

A research presentation took place through a Zoom meeting that was announced to the study site and study participants. The meeting took place during a weekday evening and participation was voluntary. Most study participants joined as well as other community members and the study site's gatekeeper. The findings were presented in group format using a slideshow on a shared screen. A time for question and answers regarding the research study was also allotted.

Ongoing Relationship with Study Participants

The study participants and the study site were provided with researcher's contact information in case they wished to follow up with the researcher. Since the researcher knew some of the study participants personally, the researcher made the study participants aware that the research study would not be discussed in personal conversations.

Dissemination Plan

The findings were submitted to California State University, San Bernardino through the ScholarWorks database in the form of a research paper. A poster

presentation was also displayed at California State University, San Bernardino's annual research project presentation event on May 18, 2021. By presenting the study's findings, the researcher is contributing to expanding the social work literature available.

Summary

Chapter five interpreted the data obtained in this qualitative study. Next, the chapter discussed implications for micro and macro practice. Chapter five continues by describing how the study was terminated, how the findings were communicated to the study site and the study participants, the ongoing relationships with the study participants, and concluded by describing the dissemination plan.

APPENDIX A:
INSTITUTIONAL REVIEW BOARD APPROVAL

IRB-FY2020-280 - Initial: IRB Expedited Review Approval Letter

mgillesp@csusb.edu <mgillesp@csusb.edu>
To: 003226755@coyote.csusb.edu, James.Simon@csusb.edu

Thu, Jun 11, 2020 at 11:13 AM



June 11, 2020

CSUSB INSTITUTIONAL REVIEW BOARD
Expedited Review
IRB-FY2020-280
Status: Approved

Beatriz CrisostomoJames Simon
CSBS - Social Work
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Beatriz CrisostomoJames Simon:

Your application to use human participants, titled "PARENTS' ATTITUDES REGARDING DIFFERENT DISCIPLINE METHODS AND HOW THEIR CHILDREN WERE IMPACTED IN THE LONG-RUN" has been reviewed and approved by the Institutional Review Board (IRB). The informed consent document you submitted is the official version for your study and cannot be changed without prior IRB approval. You are required to keep copies of the informed consent forms and data for at least three years.

The study is approved from June 11, 2020 through --.

Your IRB application must be renewed annually and you will receive notification from the Cayuse IRB automated notification system when your study is due for renewal. If your study is closed to enrollment, the data has been de-identified, and you're only analyzing the data - you may close the study by submitting the Closure Application Form through the Cayuse IRB system.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission Webpage. Failure to notify the IRB of the following requirements may result in disciplinary action.

- Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.
- Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implementing in your study.
- Notify the IRB within 5 days of any unanticipated or adverse events experienced by subjects during your research.
- Submit a study closure through the Cayuse IRB submission system once your study has ended.
- Keep your CITI Human Subjects Training up-to-date and current throughout the study.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risks and benefits to the human participants in your IRB application. This approval notice does not replace any departmental or additional approvals which may be required. If you have any questions regarding the IRB decision, please contact Michael Gillespie, the IRB Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2020-280 in all correspondence. Any complaints you receive regarding your research from participants or others should be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

Donna Garcia

Donna Garcia, Ph.D., IRB Chair
CSUSB Institutional Review Board

DG/MG

APPENDIX B:
INFORMED CONSENT

INFORMED CONSENT

The study in which you are being asked to participate is designed to investigate patterns between parents' attitudes toward various child discipline methods and the children's behavior in their high school and post-high school years. This study is being conducted by Beatriz Crisostomo, a graduate student, under the supervision of Dr. James Simon, Assistant Professor of Social Work, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

PURPOSE: The purpose of this study is to determine the various child-rearing methods utilized by Hispanic parents and whether they are perceived to be effective.

DESCRIPTION: Participants will be asked a few questions regarding their attitudes toward different child discipline methods and on the current status of their children.

PARTICIPATION: Your participation is completely voluntary, and you do not have to answer any questions you do not wish to answer. You may skip or not answer any questions and can freely withdraw from participation at any time.

CONFIDENTIAL: Your responses will remain confidential and data will be reported in group form only. Participants will be assigned a code comprised of numbers. After data is analyzed, the researcher will shred all interview notes. The researcher will also shred the list linking individuals to their assigned numerical code. Regarding the digital voice recordings, the researcher will delete all recordings from the device 6 months after the project has ended. The transcripts on the researcher's computer will also be deleted.

DURATION: Participants will be interviewed once for a period of approximately 30 minutes.

RISKS: Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer and can skip the question or end your participation. Additionally, the researcher conducting the interview is a California Mandated Reporter and is required to file a report to Child Protective Services in cases where abuse or neglect is suspected.

BENEFITS: There will not be any direct benefits to the participants. The community is expected to benefit by providing the social work community knowledge regarding parenting and child rearing, especially as it relates to the Hispanic community. All participants will be provided with parenting resources that could lead to increased knowledge about effective parenting techniques.

CONTACT: If you have any questions about this study, please feel free to contact Dr. Simon at (909) 537-7224 or at James.Simon@csusb.edu.

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2021.

AUDIO: I agree to have this interview audio recorded: _____ yes _____ no

CONFIRMATION STATEMENT:

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

If so, place an "X" mark here: _____ Date: _____

APPENDIX C:
PROMOTIONAL FLYER



PARENTING
WITHIN THE
HISPANIC
COMMUNITY

RESEARCH STUDY

SPRING-FALL 2020
OUR LADY OF HOPE PARISH
(Del Rosa and Valencia)
San Bernardino, CA

We're asking Hispanic parents to participate in a research study dedicated to understanding more about effective parenting techniques.

We are looking for Hispanic parents who:

- ❖ Have a child age 16+
- ❖ Have consistently lived with the child
- ❖ Are willing to share about their attitudes regarding child discipline methods
- ❖ Are willing to share about their personal parenting experience

Please help make our community better!

Participants will participate in one
CONFIDENTIAL
30-minute interview.

If interested, please contact
Beatriz Crisostomo
(909) 277-8426

This study has been approved by the California State University, San Bernardino Institutional Review Board"



ESTUDIO ACERCA DE
**LA CRIANZA
DE LOS HIJOS
EN LA
COMUNIDAD
HISPANA**

NUESTRA SEÑORA DE LA
ESPERANZA
(Del Rosa y Valencia)
San Bernardino, CA

Estamos pidiendo a padres
Hispanos su participación en un
estudio diseñado para entender más
acerca de métodos de crianza que
han sido efectivos.

Buscamos padres Hispanos que:

- ❖ Tengan un hijo/a mayor de 16 años
- ❖ Han vivido con su hijo consistentemente
- ❖ Están dispuestos a compartir acerca de sus actitudes referentes a diferentes métodos de disciplina
- ❖ Están dispuestos a compartir acerca de su experiencia personal como padres

¡Ayude a mejorar nuestra comunidad!

Los integrantes participaran en una entrevista
CONFIDENCIAL que durara 30 minutos.

Si estas interesado, por favor contactar a
Beatriz Crisostomo
(909) 277-8426

Este estudio ha sido aprobado por la Junta de
Revisión Institucional de la Universidad Estatal
de California, San Bernardino

APPENDIX D:
INTERVIEW QUESTIONS

Parenting Attitudes and Results Interview Questionnaire
Cuestionario Acerca de Actitudes Referentes a la Crianza de los Hijos y
sus Resultados

Demographic Information/Información Demográfica:

Number/Numero: _____ Today's Date/Fecha: _____

Age/Edad: 30-39 _____
40-49 _____
50-59 _____
60+ _____**Level of Education/Nivel de Educación:**Elementary School/Escuela Primaria _____
Middle School/Escuela Secundaria _____
High School/Escuela Preparatoria _____
Bachelor's Degree/Bachillerato _____
Graduate/Doctorate/Maestría/Doctorado _____**Marital Status/Estado Civil:**Single/Soltero(a) _____
Married/Casado(a) _____
Partnered/Viviendo en pareja _____
Separated, living together/Separados, Viviendo juntos _____
Separated, not living together/Separados, Viviendo aparte _____
Divorced/Divorciado(a) _____
Divorced then remarried/Divorciado(a) y Casado de nuevo _____
Widowed/Viudo(a) _____

Country of Origin/País de Origen: _____

Years in the U.S./ Años en los Estados Unidos: _____

Race/Raza: _____

Attitudes about Parenting/Actitudes Referentes a la Crianza de los Hijos:

What circumstances would classify a parent as being a “successful” parent? What do you think “unsuccessful” parenting looks like?

¿Qué indicadores clasificarían a un padre como un padre “exitoso”? ¿Que se vería en los hijos de un padre que no tuvo éxito?

In the general Hispanic population, which form of discipline do you think parents use?

¿En la población Hispana, que tipo de disciplina piensa usted que se usa?

How often do you think it is used?

¿Qué tan seguido cree usted que se usa ese método?

Why do you think this form of discipline is used?

¿Porque piensa usted que esta forma de disciplina es utilizada?

Comparing the following child discipline methods, which methods do you think Hispanic parents find most effective? : Use of reasoning, verbal interventions, firm rule-setting, time-outs, withdrawing of privileges, grounding, spanking etc.

¿Comparando los siguientes métodos de disciplina, cuáles cree usted que los padres Hispanos clasifican como los más efectivos?: Usando razonamiento, intervenciones verbales, reglas estrictas, tiempos fuera, quitando privilegios, prohibiendo salidas, nalgadas, etc.

What are some positive or negative consequences of using these discipline methods?

¿Cuáles son algunas consecuencias positivas o negativas de utilizar este tipo de métodos disciplinarios?

Why do you think the other methods are not effective? *¿Por qué cree usted que los otros métodos no son efectivos?*

Besides discipline, what other factors are important in child-rearing?
Aparte de la disciplina, ¿qué otros factores son importantes en la crianza de los hijos?

Personal Parenting Experience

How many children do you have? *¿Cuántos hijos tiene?*

Age and Sex of Child(ren) *Edad y Sexo de Hijo(o/as):*

Besides you, were any other individuals involved in raising your child(ren)? *¿Aparte de usted, hubo alguien más involucrado en la crianza de su(s) hijo(s)?*

In terms of academics, employment, mental illnesses, emotional stability, substance use, and social behavior, what is going well with your children at the moment? What could be working better for them? *En términos académicos, de empleo, de enfermedad mental, de estabilidad emocional, de uso de sustancias, y de comportamientos sociales, ¿que áreas están funcionando bien en sus hijos actualmente? ¿Que áreas podrían mejorar?*

Do you believe the parenting methods you utilized contributed to their success or difficulties? Can you please elaborate? *¿Cree usted que los métodos de crianza que usted*

utilizo con sus hijos contribuyeron al éxito o a las dificultades que ahora tienen? Por favor explique.

Is there anything you would have done differently in hindsight? *¿Hay algo que hubiera hecho diferente en retrospectiva?*

What form of discipline did your parents use with you? Do you believe it was effective?
¿Qué tipo de disciplina usaron sus padres con usted? ¿Cree usted que fue efectiva esa disciplina?

Young parents who are inexperienced might want some advice regarding what child discipline strategies to use with their children to help them be successful, productive adults. What advice would you give them? *Si padres jóvenes sin experiencia quisieran consejos sobre que estrategias de disciplina usar con sus hijos para que lleguen a ser adultos exitosos y productivos. ¿Qué consejos les darías?*

APPENDIX E:
DEBRIEFING STATEMENT

DEBRIEFING STATEMENT

The purpose of this study is to identify patterns between parents' attitudes toward certain child discipline methods and their perception of their children's behavior in their high school and post-high school years with the objective of getting information about which discipline methods provided the best results for Hispanic children. Thank you for your participation and for not discussing the contents of this study with others. This form is to inform you that no deception is involved in this study. If you have any questions about the study, please feel free to contact Dr. James Simon at 909-537-7224. If you would like to obtain a copy of the group results of this study, please contact the ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) after August 2021.

While no foreseeable immediate or long-term risks to participants are anticipated, should you experience any discomfort following your interview, this form includes resources for mental or physical health support.

El propósito de este estudio es identificar patrones entre las actitudes de los padres hacia ciertos métodos de disciplina infantil y su percepción del comportamiento de sus hijos en sus años de preparatoria y post preparatoria con el objetivo de obtener información sobre qué métodos de disciplina proporcionaron los mejores resultados para niños hispanos. Gracias por su participación y por mantener la confidencialidad acerca de los contenidos de este estudio. Esta forma es para informarle que no hay engaño en este estudio. Si tiene alguna pregunta sobre el estudio, no dude en comunicarse con el Dr. James Simon al 909-537-7224. Si desea obtener una copia de los resultados grupales de este estudio, comuníquese con la base de datos de ScholarWorks (<http://scholarworks.lib.csusb.edu/>) después de agosto del 2021.

Si bien no se prevén riesgos inmediatos o a largo plazo para los participantes, en caso de que experimente alguna molestia después de su entrevista, esta forma incluye recursos de apoyo de salud mental o física.

Mental Health Resources/Recursos de Salud Mental:

California State University, San Bernardino (CSUSB) Health Center	909-537-5241
CSUSB Suicide/Crisis Help Line	951-686-4357 or 800-784-2433
CSUSB Counseling & Psychological Services	909-537-5040
National Suicide Prevention Lifeline	800-273-8255
	www.suicidepreventionlifeline.org

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