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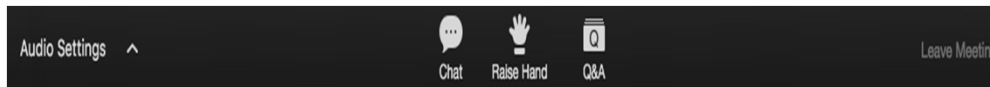
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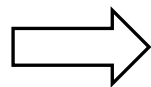


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All panelists

All panelists and attendees



# Hi, We're CalTrin

## Who We Are:

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to provide training to FRCs and CAPCs

## What We Offer:

- Live webinars & Small group training
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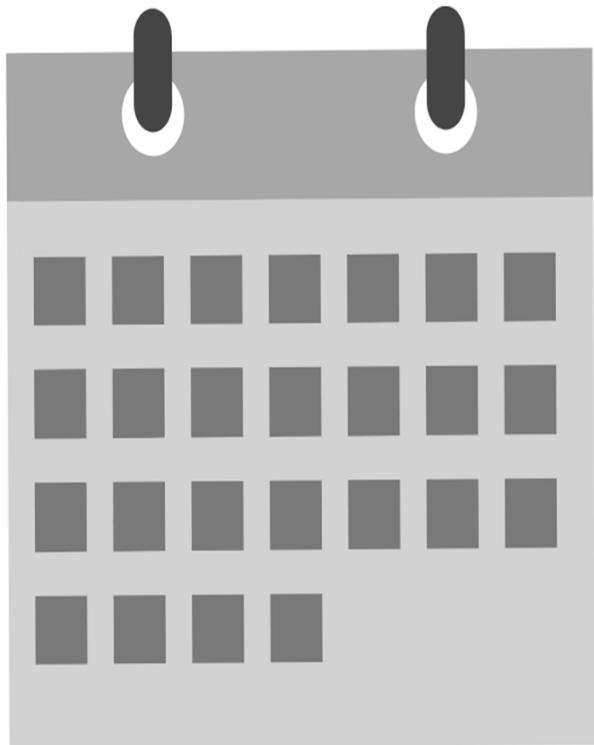


*This [training, webinar, publication, etc.] was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions and or recommendations expressed are those of the [Grantee name] and do not necessarily reflect the views of the California Department of Social Services.*



# Upcoming Training Topics

## *Mark your calendars!*



### November



11/30

*Introduction to Strengthening Families: Focus on the Protective Factors Framework*

### December



12/01 & 12/02

*Childhood Exposure to Trauma: Tribal Communities*



*HOPE in Administration & HOPE in Practice*



12/09

*Trauma, Parenting & Challenging Behaviors (Adolescent)*

### January



01/04/22

*Strengthening Families' Protective Factors: Focus on Parental Resilience*



01/06/22

*The Colorado Family Support Service Model and Implementation Tool*

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# The Family as a Cultural Asset for Latinx Youth Development

Presenter: Gustavo Carlo, PhD

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# Speaker SPOTLIGHT



Gustavo Carlo, PhD  
Director, Cultural Resiliency and  
Learning Center  
School of Education, UC-Irvine

- Research focuses on understanding positive social development & health in culturally diverse children and adolescents
- Author and editor of articles and books on parenting, positive youth development, ethnicity, and culture

# **The Family as a Cultural Asset for Ethnic/Racial Minority Youth: Studies on Latinx Families**

Gustavo Carlo

University of California, Irvine

Cultural Resiliency and Learning Center, School of Education

# What is a Cultural Asset or Resource?

- Factors that enhance well being and/or protect from adversity
- All children are at risk
- Ethnic and racial minority children have added risks
  - Poverty
  - Low quality schools
  - Deviant peers and unsafe neighborhoods
  - Toxic environments (e.g., chemicals, pollution)
  - Family conflict, instability (mobility), and chaos
  - Immigration status
  - Discrimination
    - Systemic and institutionalized
    - Interpersonal and intergroup

# What are Personal Assets and Resources that Most Children Have Access to?

- Personal characteristics that are adaptive for healthy development
- Cognitive Skills
  - Social Understanding
  - Reasoning, Abstraction, Planning
  - Positive Self Concept or Self Worth
- Emotional Skills
  - Temperament including positive emotions
  - Empathy, sympathy
  - Forgiveness, gratitude
  - Guilt, shame
- Self Regulation
  - Three types: cognitive, emotional, behavioral

# Ecological Assets and Resources

- Physical environment
  - Stimulating home and school environment
  - Adult-supervised community agencies and structured activities
- Socialization Agents
  - Positive media exposure
  - Well trained and caring teachers
  - Prosocial peers
- Supportive family relationships



# Need to Identify Culture-Related Assets

- As with risks, are there culture-related assets that ethnic/racial minorities have access to that can enhance well being and protect them from adversity?
- The short answer is: YES

# What Does a Strength-Based Approach Require?

- Focus on positive well being and health outcomes
- Provides holistic, balanced perspective on ethnic/racial minorities
  - Redress negative stereotypes and stigma
  - Informs healthy development models rather than deficit and pathology models
- Importantly, provides guidance for development of interventions that do not solely focus on reducing maladaptation but rather focuses on enhancing well being and health
- Instead of negative outcomes (e.g., substance use, mental illness, violence) we need markers of true health and well being
  - Prosocial Behaviors

# What are Prosocial Behaviors?

- Actions that benefit others
  - Sharing, kindness, helping, comforting, volunteerism
- Altruistic actions primarily intended to benefit others (Carlo, 2014; Eisenberg, 1986)
  - Costly
  - Little or no expectations for self rewards



**Carlo, G.** (2014). The development and correlates of prosocial moral behaviors. In M. Killen & J. G. Smetana (Eds.), *Handbook of moral development* (2<sup>nd</sup> ed.) (pp. 208-234). New York: Psychology Press.

# Why should we care? (pun intended)

- Marker of morality
  - Moral action
  - Reduces social injustices
  - Fosters intergroup harmony and social integration
- Parents, communities, societies care
  - Community cooperation and civic engagement
- Marker of health and well being
  - Negatively linked to risk and maladjustment (e.g., violence, drug use, mental illness)
  - Positively linked to self esteem, positive interpersonal relationships, physical health, academic outcomes
- Structured volunteerism
  - 22% of U.S. millennials
  - 1.6B hours of service
  - \$36.5B economic impact (**Independent Sector, 2015**)



# So How Do We Get There?

- Genetics/neurotransmitters (oxytocin, serotonin)
- Temperament (self regulation)
- Sympathy, moral reasoning, moral values
- Contextual (e.g., neighborhood, school) characteristics
- Parents (secure attachment), other family, peers, media, teachers



# The Latino/a Culture of Prosociality

- **Collectivism/Communalism**
  - Orientation to their community
- **Religiousness**
  - Strong (predominantly) Christian beliefs
- ***Respeto***
  - Respect for authority figures
- ***Bien Educado***
  - Desire for good morals and education
- **Cultural notions and values linked to prosociality and conceived as adaptive mechanisms**



# Cultural Mechanisms

## ○ *Familismo*

- Referent
- Support to and from
- Duty and obligation

## ○ Ethnic Identity/Bicultural Identity

- Integration of, and affinity to, their ethnicity
- Bicultural identity also adopts majority culture

## ○ Links to:

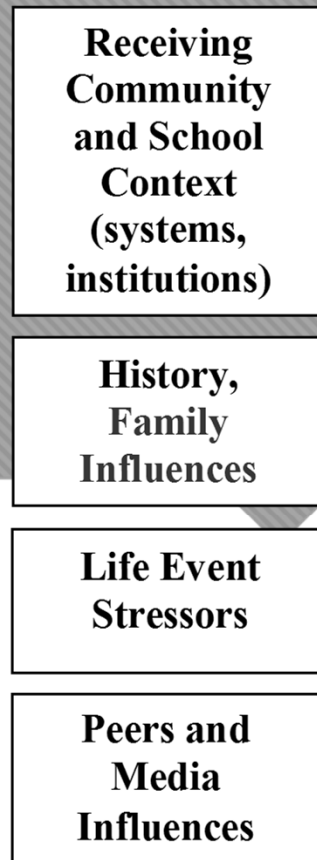
- Better educational outcomes
- Improved mental health
- Reduced problem behaviors



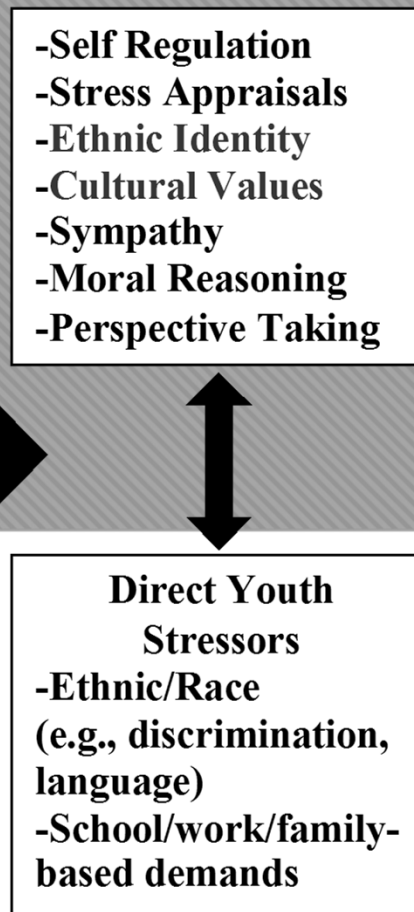
# Ecological Stress-Based Model of Prosocial Outcomes in U.S. Latino/as

(adapted from Carlo & de Guzman, 2009; Carlo & Conejo, 2019)

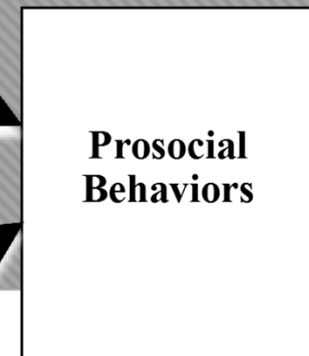
## Historical and Contextual Influences



## Intrapersonal Variables



## Prosocial Behaviors



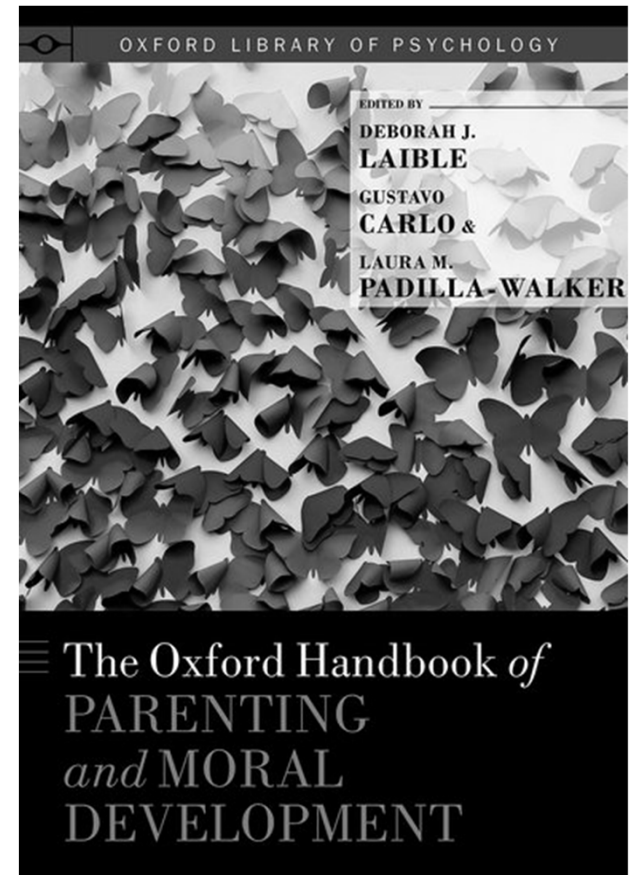
# Two Major Socialization Mechanisms in U.S. Latino/a Youth

- **Acculturation**

- Learn about their new culture
- Peers, media, majority culture adults

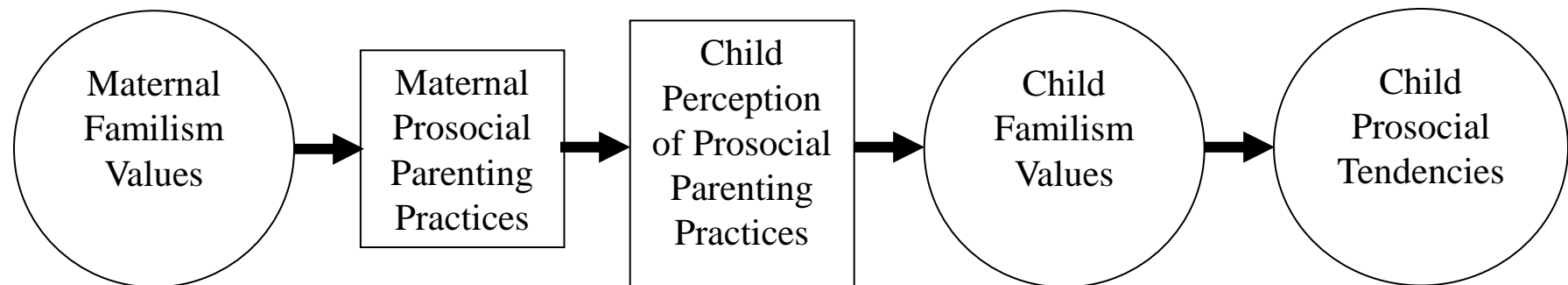
- **Enculturation**

- Learn about, and retain, their ethnic heritage
- Family ethnic socialization practices
- Foster ethnic pride, obligation to family, teach cultural values



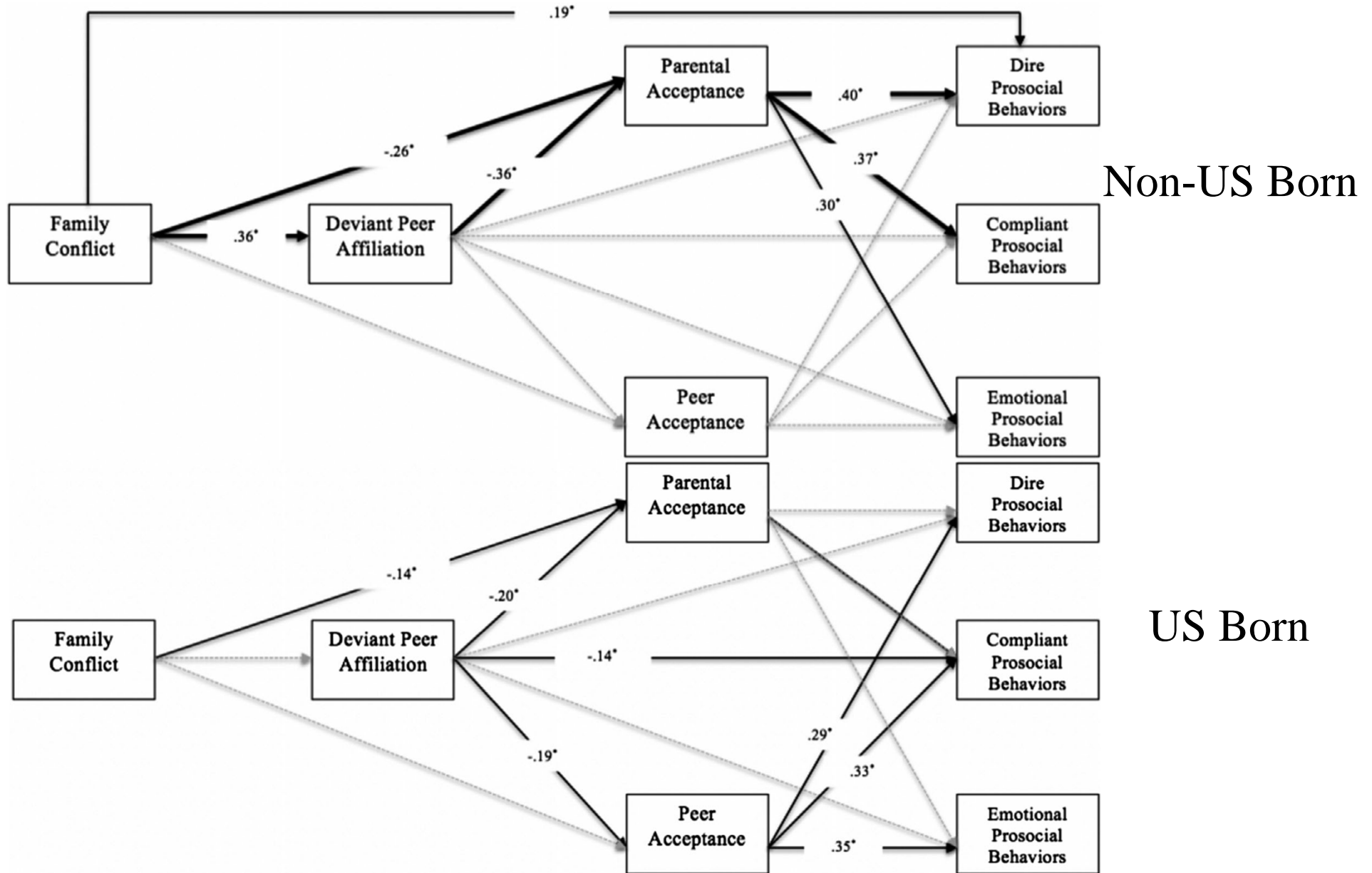
# U.S. Mexican Mothers' Transmission of Familism and Prosocial Behaviors

(Calderón, C. O., Knight, G. P., & Carlo, G. (2011). The socialization of prosocial behaviors among Mexican American adolescents: The role of familism. *Cultural Diversity and Ethnic Minority Psychology*, 17, 98-106.)



## ELABORATION AND RECALCULATION OF PROSOCIAL BEHAVIORS

(Streit, C., & Carlo, G. (2020). Nativity as a Moderator of Familial and Nonfamilial Correlates of Latino/a Youth Prosocial Behaviors. *Journal of Research on Adolescence*, 30, 285-297.)



# Conclusions

- Warm, supportive parents and positive family relationships
- Enculturative practices foster ethnic identity, familism
- **Ethnic/racial identity and familism are cultural assets and strengths that enhance positive youth outcomes**
- Risk factors
  - **Discrimination, family conflict, deviant peer affiliation, rejection of ethnic/racial identity, rejection of traditional ethnic values**



# Implications for Programs and Policies

- Family is a central and primary influence
  - Send positive/negative messages about ethnicity/race
  - Prepare children for prejudice
  - Foster strong ethnic/racial pride
  - Provide warmth and strong support
  - Ethnic socialization practices foster positive development
  - Need for policies and programs that provide systemic support
  - Education for practitioners, educators, agencies, and parents
- With age, peers and media
  - Guide child to positive peers and activities
  - Monitor child
  - Limit exposure to negative media

# **So How Do We Make A Prosocial Latino/a Kid?**

- Start with a good dose of traditional Latino/a familismo, respeto, and moral values
- Add a two tablespoons of sympathy and moral reasoning tendencies
- Mix in a supportive household, with minimal family conflict, a healthy amount of parental warmth, inductive discipline, and prosocial parenting practices
- Transfer to a supportive school environment and inclusive community, cover, let simmer for a few years, and serve at room temperature and enjoy
- <http://www.values.com/inspirational-stories-tv-spots/102-pinata>

# Acknowledgements

- Numerous colleagues and current/former students including Lisa Crockett, Alex Davis, Maria de Guzman, Nancy Eisenberg, Zehra Gulseven, George Knight, Deborah Laible, Laura Padilla Walker, Marcela Raffaelli, Brandy Randall, Cara Streit, Rebecca White
- The UCI Cultural Resiliency and Learning Center (CRLC), UNL Latino Research Initiative (LRI), MU Center for Children and Families Across Cultures (CFAC)



John  
Templeton  
Foundation



*Eunice Kennedy Shriver* National Institute  
of Child Health and Human Development  
Health research throughout the lifespan

# Questions?

**gcarlo@uci.edu**

**“Grant me courage to serve others; For in service there is true life.” (César E. Chávez)**



# What Happens Next?

- Recording and resources available within the next 2 days.
- Brief survey and Certificate of Attendance available in the Chat now.
- Watch your inbox for the next issue of CalTrin Connect!

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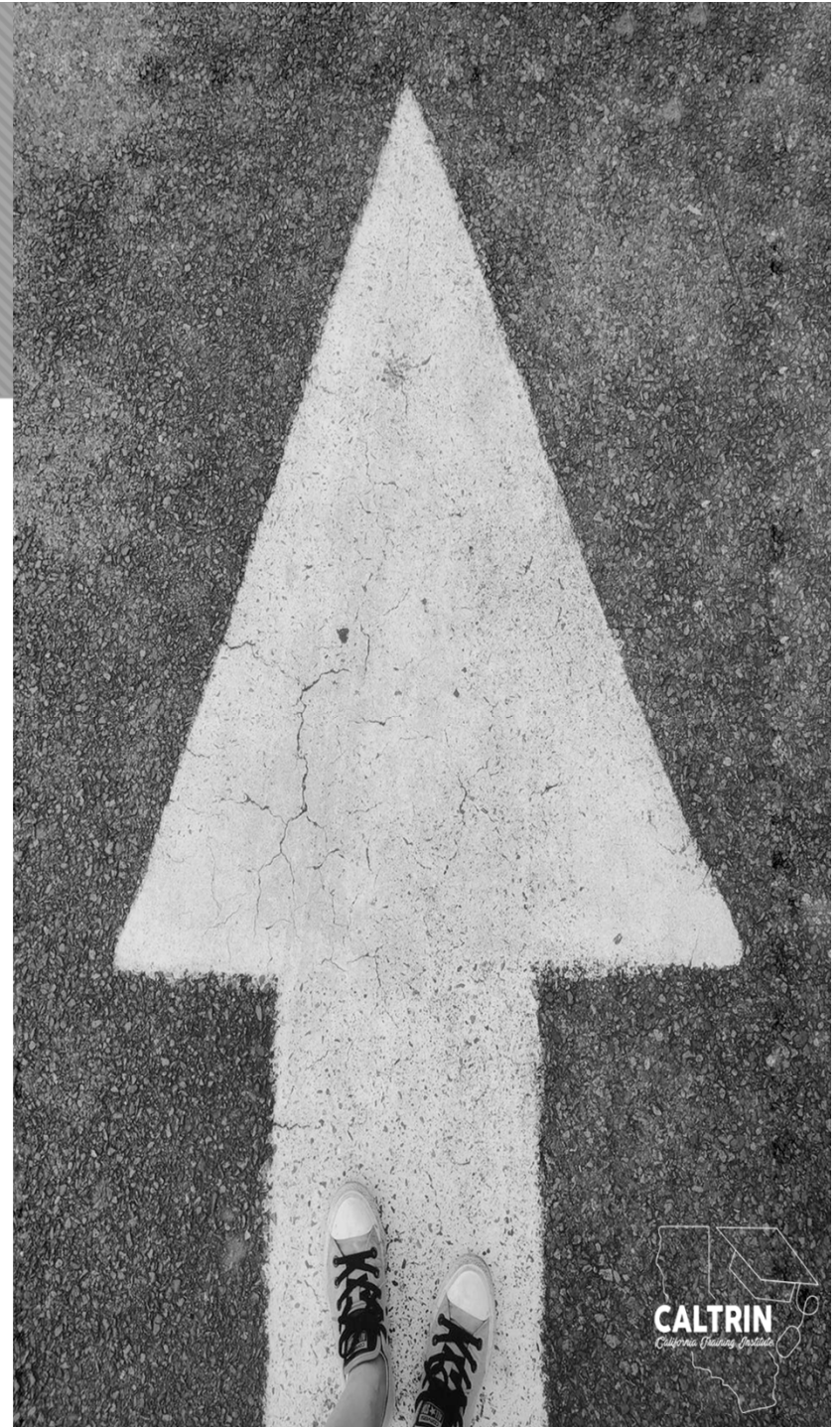
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# Family Stress Model

