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Pepperdine University
Graduate School of Education and Psychology

PROMOTING RESILIENCE IN LATINO/A YOUTH:
AN EXAMINATION OF RESILIENCE RESEARCH AND ITS IMPLICATIONS FOR THE
DEVELOPMENTAL OUTCOMES OF U.S.-BORN LATINO/A YOUTH

A clinical dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Psychology

by

Darlene R. Moreno

April, 2016

Miguel Gallardo, Psy.D. – Dissertation Chairperson

This clinical dissertation, written by

Darlene R. Moreno

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

Doctoral Committee:

Miguel Gallardo, Psy.D., Chairperson

Carrie Castañeda-Sound, Ph.D.

Paul Fernandez, Ph.D.

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DEDICATION

To all the students and clients who have touched my life over the years: Their courage and resilience have been an ongoing source of inspiration and a constant reminder of the power of the human spirit.

ACKNOWLEDGMENTS

To begin, I would like to express much gratitude to members of my dissertation committee, Dr. Carrie Castañeda-Sound and Dr. Paul Fernandez. Thank you for offering your expertise, feedback, and support throughout this process. Your words of encouragement have always come at times they were sorely needed. To my dissertation chair, Dr. Miguel Gallardo, I offer eternal gratitude for believing in my abilities and guiding me through this process with much patience and encouragement. Despite bumps along the road, you never gave up on me and always propelled me forward. ¡Mil gracias!

To my family, I offer my deepest love and gratitude. Mom and Dad, gracias por siempre creer en mi y ofrecerme consejos y apoyo cuando más lo he necesitado durante este proceso. La fe que han puesto en mi me ha motivado a seguir adelante a pesar de los obstáculos que se me han puesto en el camino. ¡Los quiero mucho! To my siblings, Alma, Ramon, and John, thank you for loving and supporting me through this process. Knowing that you believed in me and always kept me in your prayers provided me much comfort when I needed it most. To my nieces and nephews, Stephanie, Victoria Nayeli, Cristian, Darla, Estevan, Adrian, and Elias, thank you for always serving as a source of inspiration for me. Watching you grow and develop into such unique people full of potential has filled me with pride and encouraged me to learn all that I could about helping you continue to mature into whom you are meant to be.

To my friends, Veronica, Gabriela, Hilda, and Cathy, thank you for your constant support and encouragement throughout this process. Our friendships have stood the test of time even when I may not have invested the time I would have liked to nurture them. Thank you for understanding and always walking with me through this journey.

To my love, Ron, I am eternally grateful for the love, support, and encouragement you have provided me throughout this process. Thank you for lifting me up when I needed it most. I love you!

VITA

Darlene R. Moreno

Summary

- Graduated with a Doctor of Psychology from APA accredited Doctoral Program in Clinical Psychology at Pepperdine University (Psy.D.)
- Completed a Pupil Personnel Services Credential in School Counseling
- Completed a Pupil Personnel Services Credential in School Psychology
- Graduated with a Master of Arts degree in Educational Counseling
- Graduated with a Bachelor of Arts in Psychology and Latin American Studies
- Employed as a school psychologist (since 2003 until the present)
- Behavior Intervention Case Manager (B.I.C.M.) certification obtained in 3/2004
- CPI certified—Trained in Nonviolent Crisis Intervention (10/14)
- Completed multiple practicum and internship experiences in various areas of mental health, working primarily with children and adolescents as well as their families
- Speak, read, and write Spanish fluently

Doctoral Clinical Training Experience

08/11 to 08/13 Providence Community Services—Santa Ana

Clinical Psychology Intern

- Provided individual and family therapeutic intervention to clients with significant social-emotional and behavioral needs and their families
- Collaborated with multidisciplinary teams to ensure optimal service provision and the successful integration of clients within their communities
- Provided effective case management and made needed referrals to various community-based agencies to ensure clients' optimal functioning
- Assessed clients' cognitive, psychological, social-emotional, behavioral, and adaptive functioning

09/10 to 06/11 Norwalk—La Mirada Unified School District

Clinical Psychology Practicum Student

- Collaborated with teachers, parents, and other school staff to formulate and implement effective academic interventions for students with varying needs
- Administered, scored, and interpreted the results of psycho-educational assessments in order to write comprehensive psycho-educational reports and present pertinent data to I.E.P. team members
- Provided social-emotional interventions in the form of individual and group counseling

- Presented information related to mental health and special education interventions to parents through school-based presentations as well as ongoing consultation
- Collaborated with mental health professionals and community agencies in order to facilitate the provision of mental health services both within and outside of the school environment
- Designed and provided staff development to general and special education staff members to enhance classroom interventions for students with varying needs
- Chaired I.E.P. team meetings to facilitate the development of social-emotional, behavioral, and academic interventions to address student and staff needs
- Supervised special education staff, including special education teachers, speech pathologists, and school psychologist interns, to ensure articulation between special education service providers

09/09 to 08/10

Harbor–UCLA Medical Center/Child and Adolescent Psychiatry
Clinical Psychology Practicum Student

- Administered, scored, and interpreted individually tailored assessment batteries for school-aged children, which included detailed clinical interviews with parents, teachers, and clients as well as administration of cognitive, neuropsychological, academic as well as socioemotional and behavioral measures
- Wrote comprehensive psychological reports detailing assessment findings, diagnostic impressions, and treatment recommendations
- Conducted feedback sessions with referral sources (e.g., psychiatrists, therapists), parents/guardians, and school personnel
- Collaborated with referral sources, parents/guardians, and school personnel to facilitate the implementation of treatment recommendations
- Collaborated with multidisciplinary teams to ensure optimal service provision and the successful integration of clients into their communities
- Conducted testing consultation office hours to assist medical professionals in the scoring and interpretation of basic self-report measures

09/08 to 07/09

Drew Child Development Corporation
Clinical Psychology Practicum Student

- Provided individual therapeutic intervention to adults identified with significant social-emotional needs through a child abuse prevention program
- Collaborated with multidisciplinary teams to ensure optimal service provision and the successful integration of clients within their communities

- Provided Department of Mental Health therapeutic group interventions to students identified with significant social-emotional and behavioral needs within the school environment
- Provided effective case management and made needed referrals to various community-based agencies to ensure clients' optimal functioning
- Assessed clients' cognitive, psychological, social-emotional, behavioral, and adaptive functioning

09/07 to 07/08

Norwalk–La Mirada Unified School District

Clinical Psychology Practicum Student

- Assessed students' cognitive, psychological processing, social-emotional, behavioral, adaptive, and academic functioning
- Provided individual therapeutic intervention to students identified with significant social-emotional and behavioral needs
- Collaborated with multidisciplinary teams to ensure optimal service provision and the successful integration of students within the educational environment

Masters and Credential Training Experience

01/03 to 09/03

Norwalk–La Mirada Unified School District

School Psychologist Intern

- Collaborated with school psychologists, teachers, parents, and other school staff to formulate and implement effective academic interventions
- Administered, scored, and interpreted the results of psycho-educational assessments in order to write comprehensive psycho-educational reports and present pertinent data to I.E.P. team members
- Provided crisis intervention in the form of individual and group counseling, classroom presentations, and consultation

09/02 to 01/03

Edmondson Elementary School

Norwalk–La Mirada Unified School District

Elementary Counselor Intern

- Conducted needs assessment with staff members
- Researched, organized, and implemented a comprehensive educational counseling program to meet individual and group needs
- Worked collaboratively with staff and parents to implement social-emotional and behavioral interventions

06/02 to 07/02

Huntington Park High School

Los Angeles Unified School District

High School Counselor Intern

- Provided educational, career, and vocational counseling to students
- Contacted and informed English- and Spanish-speaking parents of their children's educational, career, and vocational options

- Organized and implemented efforts to help students claim scholarships

09/01 to 12/01

Edmondson Elementary School
Norwalk–La Mirada Unified School District

School Psychology Practicum Intern

- Collaborated with school psychologist, teachers, parents, and other school staff to compile comprehensive student histories
- Researched and compiled information about local mental health agencies
- Conducted psycho-educational assessments and wrote comprehensive psycho-educational reports

Work Experience

10/03 to Present

Norwalk–La Mirada Unified School District

School Psychologist

- Collaborate with teachers, parents, and other school staff to formulate and implement effective academic interventions for students with varying needs
- Administer, score, and interpret the results of psycho-educational assessments in order to write comprehensive psycho-educational reports and present pertinent data to I.E.P. team members
- Provide social-emotional interventions in the form of individual and group counseling, classroom presentations, as well as parent and staff consultation
- Collaborate with mental health professionals and community agencies in order to facilitate the provision of mental health services both within and outside of the school environment
- Design and provide staff development to general and special education staff members to enhance classroom interventions for students with varying needs
- Chair Student Success Team as well as I.E.P. team meetings to facilitate the development of social-emotional, behavioral, and academic interventions to address student and staff needs
- Supervise special education staff, including special education teachers, speech pathologists, and school psychologist interns/externs, to ensure articulation between special education service providers

9/95 to 10/03

Edmondson Elementary School
Norwalk–La Mirada Unified School District

Bilingual Teacher

- Planned and implemented a standards-based integrated curriculum
- Utilized state- and district-mandated instruments and assessments to measure and promote student progress through academic interventions
- Communicated effectively in Spanish and English and worked collaboratively with parents and fellow staff members to promote student success

Education

09/07 to 4/16 Los Angeles, CA	Pepperdine University, G.S.E.P. Awarded Doctor of Psychology in April 2016.
01/03 to 12/03 Carson, CA	California State University, Dominguez Hills Enrolled in course work for a Preliminary Administrative Credential.
2000 to 2003 Carson, CA	California State University, Dominguez Hills Awarded a Professional Clear Pupil Personnel Services Credential in School Psychology in September 2003.
2000 to 2003 Carson, CA	California State University, Dominguez Hills Awarded a Professional Clear Pupil Personnel Services Credential in School Counseling on June 1, 2003.
2000 to 2001 Carson, CA	California State University, Dominguez Hills Awarded a Masters of Arts degree in Education: Counseling Option in December 2001.
1996 to 1999 Carson, CA	California State University, Dominguez Hills Awarded a Multiple Subject Professional Clear Teaching Credential with B.C.L.A.D. certification in 1999.
1991 to 1995 Claremont, CA	Scripps College Awarded a Bachelor of Arts degree in Psychology and Latin American Studies in May 1995.

Professional Presentations

2003–present	Multiple school sites within the Norwalk–La Mirada Unified School District <ul style="list-style-type: none">• Provide annual staff development training for school administrators and teachers regarding special education law, optimal provision of special education services, mental health support offered through the school district as well as community-based agencies, and school-based interventions and referral guidelines.
3/08	Sanchez Elementary School, English Learner Advisory Committee <ul style="list-style-type: none">• Presented a brief summary of central research findings on attachment and culture and discussed related parenting implications.• Used vignettes to provide examples of attachment and related parenting issues.• Conducted a question-and-answer session to address participant inquiries.
5/07	Community Advisory Committee, NLMUSD/ABCUSD SELPA <ul style="list-style-type: none">• Presented information regarding IDEA 2004 eligibility categories as well as special education procedural rights.• Facilitated discussion as well as a question-and-answer session to address participant inquiries.

- 4/06 Heart of the Community Parent Conference, NLMUSD
- Presented information about developmental disabilities, related special education eligibility criteria, as well as school-, home-, and community-based interventions available for students meeting special education eligibility.
 - Facilitated discussion as well as a question-and-answer session to address participant inquiries.

Consultation Experience

- Spring 2010 Consultation with United American Indian Involvement, Inc.
- Participated in preliminary needs assessment and follow-up meetings with central UAII staff and Pepperdine peers to initiate and monitor the consultation process.
 - Collaborated with UAII staff and Pepperdine peers to focus and modify consultation goals as needed.
 - Collaborated with Pepperdine peers to address UAII consultation goals in a culturally congruent and productive manner.
 - Collaborated with Pepperdine peers to develop a PowerPoint presentation for UAII staff regarding the status of the consultation process.
 - Collaborated with Pepperdine peers to research, brainstorm, and create a final consultation product to be presented to UAII staff.
 - Collaborated with Pepperdine peers to develop and present a PowerPoint presentation for UAII staff regarding the finalized consultation product.

Additional Therapy/Intervention Skills

- Behavior Intervention Case Manager (B.I.C.M. certification, 3/04)
- Trauma-Focused Cognitive Behavioral Therapy (online training, 2013)
- CPI certified/trained in Nonviolent Crisis Intervention (10/14)

Professional Affiliations

- National Association of School Psychologists
2007–present
- American Psychological Association, Student Affiliate
2009–present
- Psi Chi
2011–present

Leadership

- Oxford Round Table member, Child Psychology (March 2007)
- Special education administrator
- Chair Individualized Educational Plan teams at two school sites
- Supervise school psychologist interns and externs
- Founding member of Edmondson’s Site Management Team
- Teacher representative on the School Site Council
- Grade level team leader, leadership team
- Edmondson’s 2002–2003 Teacher of the Year

ABSTRACT

Resilience research has done much to shift attention away from a deficit perspective in mental health theory and practice to a more strength-based approach. Despite often being cited as one of the populations most at risk for negative developmental outcomes, some Latino/a youth demonstrate resilience in the face of adversity. To further expand knowledge and understanding of resilience and protective processes among U.S.-born Latino/a youth, the current study sought to integrate existing findings related to protective factors identified in research associated with parenting as well as other areas of development with those being generated in the field of resilience with this population. Moreover, the present study reviewed research investigating resilience and protective factors/processes among U.S.-born Latino/a youth to determine if the results of these studies coincide with 4 themes previously identified by Berger Cardoso and Thompson in 2010 among immigrant Latino/a families. By and large, research included in the current review of the literature coincided with the 4 themes presented in the aforementioned study; namely, studies related to resilience and protective processes among U.S.-born Latino/a youth generally fell into the following 4 themes: individual characteristics, family strengths, cultural factors, and community supports. However, although many of the factors and protective processes involved in resilience are not unique to U.S.-born Latinos/as, what is specific to them is a nuanced manifestation of culture within the spaces they occupy as a result of nativity and generational status.

Chapter I: Introduction

Resilience

Resilience research has done much to shift attention away from a deficit perspective in mental health theory and practice to a more strength-based approach (Masten & Tellegen, 2012; Werner, 1993). Although focus in this area of research grew from the efforts of pioneering scientists who sought to understand, prevent, and treat mental health problems, decades of research have informed the complex processes by which positive developmental outcomes are possible under difficult environmental conditions (Masten, 2007; Masten & Narayan, 2012; Werner, 1993). Despite focusing primarily on individual or personality traits/characteristics in the early stages, resilience research has shifted to include factors that impact functioning at different levels, including, but not limited to, individual, relational, familial, cultural factors as well as factors related to key contextual environments such as school, community, and broader society (Masten & Tellegen, 2012). Consequently, the definition of resilience has changed accordingly over time.

Early definitions of resilience stemmed from seminal research such as the Kauai Longitudinal Study, which examined children's *vulnerability* or susceptibility to negative developmental outcomes after exposure to serious risk factors, including perinatal stress, poverty, parental psychopathology, and disruptions of their family unit (Werner, 1993). At that time, resilience was conceptualized as unexpectedly positive developmental outcomes despite exposure to high cumulative risk (Masten, 2007; Sapienza & Masten, 2011; Werner, 1993). Nevertheless, subsequent to four waves of resilience research, the focus has shifted to a systems perspective. Currently *resilience* is conceptualized as "the capacity of a dynamic system to withstand or recover from significant challenges that threaten its stability, viability, and

development” (Masten & Narayan, 2012, p. 231). Consequently, the current definition of resilience further promotes the understanding that resilience is not an individual characteristic but rather a complex process that involves various levels of functioning, contextual factors, and adaptive systems.

When conceptualized from a systems perspective, resilience can be manifested in multiple levels of functioning and can therefore be impacted by internal and external factors, which interact dynamically at varying levels (Masten, 2007; Masten & Narayan, 2012). Risk or vulnerability factors are often associated with poor developmental outcomes, while protective factors facilitate adaptive functioning among at-risk individuals (Shetgiri et al., 2009). Therefore it stands to reason that resilience can be promoted by a reduction of risk coupled with the presence of protective factors. Resilience models have attempted to represent the process of resilience in a more structured and systematic manner (Masten, 2011; Sapienza & Masten, 2011). Although resilience models vary in their conceptualization of this process, jointly, they have provided clarity regarding essential factors involved in development and resilience. Key factors and characteristics involved in the process of resilience have been identified at various levels, such as characteristics of the child; the child’s family; and the child’s peers, community, society, and culture (Shetgiri et al., 2009). Closer examination of these factors provides insight into the range of variables that interact dynamically in the development of a child.

Protective Factors

Protective factors have been found to impact development at varying levels (Shetgiri et al., 2009). Shetgiri and colleagues provided a comprehensive list of protective factors that have been identified over time in resilience research. For example, they noted that individual protective factors consist of those described as *intrapersonal*, such as cognitive functioning,

creativity, adaptability, self-efficacy, self-esteem, anger and impulse control, positive temperament, motivation, and purpose, as well as those characterized as *interpersonal*, such as social skills, empathy, and communication skills. Likewise, *group membership* factors, such as activism, religiosity, and racial identity, were also identified as individual protective factors. Furthermore, the authors categorized family-level protective factors as instrumental (e.g., stable family resources), social (e.g., family connectedness), and moral support and stability (e.g., spirituality and religion, high academic expectations). Moreover, Shetgiri and colleagues highlighted family-level protective factors that focus on the parent–child relationship as well as parenting skills, such as parental support, monitoring and supervision, consistent discipline, household rules and responsibilities, good family communication, and authoritative parenting style. Crucial school-level protective factors outlined by the authors include school connectedness; opportunities for children to participate in school programs; high-quality education; positive school experiences; and socially supportive, prosocial peer groups. With regard to community-level protective factors, the authors noted the significance of support systems in the community, high community expectations for children, racial diversity, low unemployment, and high levels of community resources and networks. As evidenced by Shetgiri and colleagues’ comprehensive account of possible protective factors, a plethora of characteristics and resources have been identified. Nevertheless, of the many protective factors that have been implicated in resilience processes over the years, a short list has held up to increasingly rigorous research protocols over time (Masten, Herbers, Cutuli, & Lafavor, 2008; Sapienza & Masten, 2011).

Ten commonly observed predictors of resilience in youth have been documented over time (Masten & Narayan, 2012; Masten et al., 2008; Sapienza & Masten, 2011). What is more,

these widely reported correlates of resilience in youth have been linked to key adaptive systems (Sapienza & Masten, 2011). Among the most commonly implicated adaptive systems are the following: (a) attachment system, (b) family system, (c) peer system, (d) learning and thinking system, (e) central nervous system, (f) executive function system, (g) mastery motivation, (h) reward system, (i) religion, (j) cultural system, and (k) education system. As evidenced from the wide range of implicated adaptive systems, core protective factors facilitating resilience encompass multiple levels of functioning. Following is a list of 10 core correlates of resilience in youth along with the implicated adaptive systems: (a) positive relationships with caring adults (attachment); (b) effective caregiving and parenting (attachment; family); (c) intelligence and problem-solving skills (learning and thinking systems; central nervous system); (d) self-regulation skills (executive function systems); (e) perceived self-efficacy and control (mastery motivation; reward systems); (f) achievement motivation (mastery motivation; reward systems); (g) positive friends or romantic partners (attachment, peer and family systems); (h) faith, hope, spirituality (religion; cultural systems); (i) beliefs that life has meaning (religion; cultural systems); and (j) effective teachers and schools (education systems; Masten et al., 2008; Sapienza & Masten, 2011). Given the multiple adaptive systems involved in the process of resilience, the importance of understanding the contextual circumstances surrounding youth at risk for negative developmental outcomes becomes clear.

Examination of the aforementioned protective factors suggests that adaptive capacity for resilience in the context of significant threat to adaptation and development depends to a large extent on fundamental human adaptive systems embedded in individuals, relationships, friends, communities, and cultures (Masten, 2001). Resilience, then, is the result of a confluence of factors existing within an individual, which interact dynamically with varying contextual-

environmental aspects of an individual's life. It stands to reason, then, that close examination of an individual's sociocultural and environmental context would be central to enhancing our understanding of the resiliency process. Given the potential for negative developmental outcomes associated with risk and adversity, Smokowski, Mann, Reynolds, and Fraser's (2004) finding that protective factors were more strongly associated with adolescent outcomes than risk factors among a group of multicultural inner-city youth instills hope in the possible influence of early prevention and intervention. Likewise, Vanderbilt-Adriance and Shaw's (2008) longitudinal study of the relationship among multiple child and family protective factors, neighborhood disadvantage, and positive social adjustment highlighted the importance of context when they identified child intellectual functioning, parental nurturance, and parent-child relationship quality as factors most strongly associated with positive social adjustment in early adolescence, regardless of the severity of adversity. Consequently, the authors posited that in the context of high risk, prevention and intervention targeting multiple domains might yield better outcomes, particularly with regard to the risks associated with neighborhood adversity. As such, in conceptualizing resiliency among populations exposed to increased risk, an effort must be made to identify protective factors that may assist functioning at multiple levels and within their sociocultural and environmental niches. Given prior focus on global resiliency factors, which did not account for cultural variations in populations, increased discernment in the investigation of the resiliency process among diverse communities is warranted. What is more, an understanding of the dynamic nature of sociocultural and environmental processes that impact development and may therefore come to bear on resiliency is essential.

Culture and Resilience

Historically, culture has often been defined as the common language, history, symbols, beliefs, unquestioned assumptions, and institutions that compose the heritage of members of an ethnic group (Roosa, Morgan-Lopez, Cree, & Specter, 2002). However, as cultural theory has evolved, the definition of culture has expanded to encapsulate a more comprehensive understanding of the dynamic forces that impact an individual's cultural identity. As such, in more contemporary definitions, culture has been defined by much more than race and ethnicity, as it has been proposed that a more complete definition should account for multiple dynamic identities, characteristics, and processes that create a person's reality. Consequently, gender, sexual orientation, class, religion, spirituality, disability, national origin, and immigration status are among the multiple identities and dimensions that can shape and define culture (Gallardo, Johnson, Parham, & Carter, 2009; Hays, 2009). Moreover, given the dynamic interplay of these identities and processes, as well as those that are not accounted for, culture can be viewed as a constantly evolving force. As would be expected given the central role culture plays in the lives of individuals, it comes to bear on all aspects of life. Resilience processes must therefore account for this dynamic force in an individual's life. In their comprehensive summary of the four waves of resilience research, O'Dougherty Wright, Masten, and Narayan (2013) posited,

Just as biological evolution has equipped humans with many adaptive systems, cultural evolution has produced a host of protective systems. Protective factors are often rooted in culture. Cultural traditions, religious rituals and ceremonies, and community support services undoubtedly provide a wide variety of protective functions, though these have not been studied as extensively in resilience research. Moreover, there may well be culturally specific traditions, beliefs, or support systems that function to protect individuals, families and community functioning in the context of adversity within those cultures. (pp. 26–27)

Consequently, to gain insight into resilience processes among different cultural groups, it is necessary to seek increased understanding of the culture itself. The Latino/a population is one cultural group that warrants such examination.

The Latino/a Population

As one of the most rapidly growing segments of the U.S. population, Latinos/as constitute a significant portion of contemporary American society. According to 2010 U.S. Census data, more than half the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Latino/a population. Moreover, according to 2014 U.S. Census Bureau national projections, the Latino/a population is projected to increase from 55 million in 2014 to 119 million in 2060, an increase of 115%. In 2014, Latinos/as were projected to account for 17% of the U.S. population. By 2060, it is projected that 29%, or more than one-quarter, of the total population of the United States will be Latino/a (U.S. Census Bureau, 2015). As a growing population in the United States, the Latino/a community embodies the dynamic interface that often evolves between mainstream America and those existing in a cultural niche. The 2010 U.S. Census defined Latinos/as as persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. Nevertheless, encapsulating Latinos/as under one broad category is complicated by intragroup diversity, which exists in this community as a result of national origin, immigration and migration history, varying levels of education, socioeconomic status, acculturation, and immigration status (Reyes & Elias, 2011). Implications of these differences must be considered when attempting to gain insight into the extent and nature of risk exposure, the availability of protective processes, differences in problem behavior manifestation, and opportunities for optimal developmental

outcomes among the Latino/a population (Kuperminc, Wilkins, Roche, & Alvarez-Jimenez, 2009).

Although comprising diverse national groups with varying sociocultural histories, the Latino/a community is often characterized as a population that shares key cultural values and experiences (Allen, Svetaz, Hardeman, & Resnick, 2008). For example, many of the national groups that compose the Latino/a community share experiences such as immigration and the acculturation process as well as a common native language (Allen et al., 2008; Parsai, Nieri, & Villar, 2010). Given current demographic data and projections, the Latino/a community is and will continue to be a significant subgroup within the population of the United States (U.S. Census Bureau, 2011a; U.S. Census Bureau, 2011b). As such, while being mindful of the diverse nature of the nationalities that compose this group, it is also crucial to gain a general understanding of the cultural niche occupied by the Latino/a population.

To better understand the Latino/a culture, researchers have outlined core Latino/a values that are hypothesized to influence the unique manifestation of parenting practices and outcomes evidenced in this population (Guilamo-Ramos et al., 2007; Parra-Cardona, Cordova, Holtrop, Villarruel, & Wieling, 2008; Perreira, Chapman, & Stein, 2006; Rodriguez, Davis, Rodriguez, & Bates, 2006). Among these are *familismo*, *colectivismo*, *respeto*, *personalismo*, and *simpatía*. *Familismo* refers to the cultural value that emphasizes the close and cooperative nature of families, whereas *colectivismo* stresses the importance of remaining attentive to the common good. Additionally, *respeto* highlights the need to inform all relationships based on dutiful respect as well as adherence to authority. The cultural value of *personalismo* accords great value to personal character and inner qualities and conveys the centrality of establishing meaningful interpersonal relationships. Furthermore, the cultural construct of *simpatía* refers to an emphasis

on the maintenance of harmony as well as the avoidance of controversy and conflict. In examining these core Latino/a values, it becomes abundantly clear that many aspects of Latino/a lives, including parenting, might be significantly influenced by these cultural constructs. As such, in developing culturally responsive theoretical models and interventions, it would be essential to sensitively and strategically reflect on and incorporate these values. Often viewed as protective factors among this population, these constructs could serve as a good starting point for the development of a strength-based orientation as well as strength-based interventions. More importantly, integrating cultural constructs and themes that are embraced by Latinos/as in the formulation of theories, programs, and interventions would likely facilitate their acceptance and efficacy within this community.

Although understanding the cultural values and assets of the Latino/a community is crucial to the development of comprehensive theoretical models and effective interventions, it is equally important to identify possible stressors, barriers, and/or risk factors that might significantly impact the functioning of the members of this population (Rodriguez et al., 2006). Central among the multiple stressors that could affect the overall functioning of Latinos/as is poverty, as this population's median family income is markedly below that of their European American counterparts. Per census data, Latinos/as are overrepresented among the poor, making up 28.1% of the more than 45 million poor Americans and 37% of the 14.5 million children living in poverty (U.S. Census Bureau, 2014). Stemming from the socioeconomic disadvantages that often impact members of this community are high rates of children born to teen mothers as well as high rates of uninsured. Consequently, as is often the case in communities impacted by multiple socioeconomic stressors, the Latino/a population, and its children in particular, have traditionally been underrepresented in all sectors of care, including mental health, child welfare,

juvenile justice, alcohol and drug treatment, and services for children with emotional disturbance. Moreover, according to Centers for Disease Control and Prevention (2007) statistics, Latino/a youth experience higher rates of attempted suicide, lifetime cocaine use, and unprotected sex compared to African American and European American youth. Furthermore, U.S. Department of Education (2009) data have also indicated that Latino/a youth have the highest school dropout rate. In addition, according to National Center for Mental Health Promotion and Youth Violence Prevention (2004) statistics, violence is also a major concern for Latino/a youth, as it is estimated that 9% of Latino boys between the ages of 12 and 17 years are victims of violence. Additionally, homicide is one of the leading causes of death among Latino/a youth (Shetgiri et al., 2009). Unfortunately, feeding into this trend is the fact that Latino/a gangs make up 46% of all gangs in the United States (Kuperminc et al., 2009). To add to these risk factors, research has suggested that ethnic or racial discrimination is relatively common among Latino/a youth (Kuperminc et al., 2009). Likewise, *acculturative stress*, which refers to the psychological stress resulting from the process of acculturation or the process by which immigrants and their children acquire the values, behavioral norms, and attitudes of mainstream culture, while modifying or discarding those of their culture of origin, has also been identified as a potential source of risk among Latino/a youth (Reyes & Elias, 2011). As such, in reviewing these sobering statistics, it becomes abundantly clear that preventing risk among Latino/a youth and gaining insight into how to promote resilience in this population is of utmost importance.

Latinos/as and Resilience

Although still in its nascent stage compared to resilience research focused primarily on the mainstream population, resilience research among Latinos/as harbors much potential for informing theory and practice related to improving developmental outcomes among youth who

may be at higher risk of experiencing adversity. In their investigation of protective factors among Latino/a children of illicit drug users, Gonzalez Castro and colleagues (2007) found that social responsibility and family traditionalism exerted protective effects on youth. More specifically, investigators found that even among youth whose fathers were illicit drug users, positive and close relationships did occur and served as a healthy alternative to youth alienation and separation from family. Moreover, they found that affective “Latino orientation” or affective wants and likes favorable to the Latino/a culture and its people were more strongly associated with family bonding than was “American orientation.” Interestingly, the study also suggested that a favorable affective orientation to the mainstream American culture also bore some association with family bonding. As such, the authors posited that optimal family bonding might occur among youth having bicultural orientation. In a community-based participatory research study, Shetgiri and colleagues (2009) examined perceptions of resilience among low-income Latino/a youth. Overall, participating youth identified self, family, and community factors as potential sources of support, while parents in the study indicated that success resulted primarily from a child’s desire and was bolstered by family support. In a study examining factors associated with individual and family well-being among immigrant Latina mothers, Raffaelli, Tran, Wiley, Galarza-Heras, and Lazarevic (2012) found that social capital was positively associated with life satisfaction. In this context, *social capital* was conceptualized as trust, social ties, shared norms, and relationships among people and communities (for additional information about social capital, see Aguilar & Sen, 2009; Bourdieu, 1986). Likewise, food security and economic capital were positively correlated with life satisfaction and family financial well-being. Furthermore, the authors found that although the Latina mothers in their study benefited from higher levels of capital, there was no evidence that those factors actually

diminished the negative effects of exposure to discrimination and community challenges but rather promoted well-being despite adversity. In an investigation of predictors of resilience in maltreated and nonmaltreated Latino/a children, Flores, Cicchetti, and Rogosch (2005) examined multiple aspects of functioning, personal resources, and relationships among school-aged Latino/a children. Ego-resiliency was found to be the most significant predictor of positive developmental outcomes for both maltreated and nonmaltreated children. Moreover, a moderate amount of ego-overcontrol was found to be most adaptive for both maltreated and nonmaltreated children. Additionally, the main effects of having a positive relationship with the head camp counselor and of being rated as less conflicted, warmer, and less closed/troubled were also significant in predicting adaptive functioning. Consequently, jointly, these studies have supported the centrality of relationships and social resources in the developmental outcomes of Latino/a youth.

Studies focused on academic resilience among Latino/a youth have further informed resilience processes in this population. In a study examining the academic resilience of undocumented Latino/a students, researchers found that academic success was related to both personal and environmental resources (Perez, Espinoza, Ramos, Coronado, & Cortes, 2009). What is more, investigators found that when various resources were present, academic performance was generally positive, even in the presence of multiple sources of psychosocial risk. Moreover, results indicated that compared to the protected group, the high-risk and resilient groups suffered significantly higher levels of adversity. Resilient and protected students had significantly higher academic achievement levels than high-risk students and reported higher levels of parental valuing of school, extracurricular participation, and volunteering. Overall, similar academic outcomes between the protected and resilient students suggested that the

resilient group adapted well under adversity and performed comparably to students with lower levels of psychosocial risk and higher levels of protective resources. Given the study's outcomes, the authors highlighted the importance of providing Latino/a youth opportunities to develop relationships with supportive adults and peers engaged in prosocial activities. Likewise, in a study exploring ecological factors affecting the academic success of the children of undocumented Latino/a families, Viramontez Anguiano and Lopez (2012) indicated that study participants demonstrated resilience as a result of their reliance on social capital despite facing many barriers, such as constant fear of deportation, cultural and linguistic discontinuity with schools, and frustration with gaining college access for their children as a result of their undocumented status. In this study, social capital consisted of social networks, including families, community leaders, and school personnel. As such, these studies further bolstered a focus on the familial and social aspects of Latino/a youths' lives.

Common among these studies is the importance of social resources and support offered by significant others, particularly parents or caregivers. This trend is consistent with previously cited resilience research about core protective factors, which include positive relationships with caring adults as well as effective caregiving and parenting. Therefore, given the central role parenting plays in all developmental processes, including resilience, it is crucial to gain understanding of parenting in general and the parenting process among Latinos/as in particular.

Parenting

Much has been written about the impact of parenting and child-rearing practices on child development (Bakermans-Kranenburg, van IJzendoorn, & Juffer, 2003; Luster & Okagaki, 2005). Although the primary unit of study has traditionally been the family among some researchers, there has been a move toward understanding children and their families in an

increasingly multidimensional manner. Additionally, as is often the case, researchers have approached this field of study from their various theoretical perspectives as well as from numerous disciplines, including, but not limited to, psychology, education, and anthropology (Belsky, 1984; Cheney, Osher, & Caesar, 2002; Ogbu, 1981). As a result, there are many competing theories regarding the primary factors impacting child development and overall adjustment. Furthermore, as the family is seen as the nexus of child development, research has also investigated the numerous factors that appear crucial in determining parenting styles and practices (Bronfenbrenner, 1986; Kotchick & Forehand, 2002).

Researchers from various disciplines and theoretical perspectives have identified a multitude of parenting determinants. As one of the primary theories associated with parenting and child development, the *developmental* perspective posits the importance of parent–child attachment (Belsky, 2005; Bowlby, 1978; Kotchick & Forehand, 2002). From this theoretical perspective, parenting is seen as an extension of internal working models of attachment that are primarily shaped by the ways parents themselves were treated by their own caregivers as children. As the pioneer in attachment research, Bowlby (1978) recognized the profound influence of the relationship between children and their parents—a relationship that has been the source of numerous research studies over the years. Overall, research has corroborated the contention that infants and young children establish emotionally intense, focused, and specific relationships with one or a few caregivers (Belsky, 2008). And although it is believed that all children develop attachments, they vary in their emotional quality and the sense of security they provide the child (Ainsworth, Blehar, Waters, & Wall, 1978). In general, secure attachments result when an infant or young child is assured that the parent or caregiver will be consistently available and responsive, therefore meeting the child’s emotional needs. An insecure-avoidant

attachment is evidenced in infants who tend to distance themselves emotionally from the parent, either by minimizing the signaling of attachment needs when vulnerable or by reducing and/or avoiding physical and emotional contact with the parent. Furthermore, insecure-resistant attachments are evidenced in infants who maximize or exaggerate their neediness through crying, clinging, and more overall demandingness. An insecure attachment, on the other hand, reflects the child's lack of confidence in such support and care (Belsky, 2008). As such, it is these attachment relationships that shape parents' internal working models and consequently impact their subsequent interactions with their own children. Thus, according to the developmental theoretical perspective, the parents' internal working models of attachment are the primary factors influencing parenting and child-rearing behavior.

Alternatively, Belsky's (1984) conception of the determinants of parenting stems primarily from the child maltreatment literature that traditionally examined the interplay between child characteristics (e.g., temperament), parent characteristics (e.g., attachment history and personality), and the family environment (e.g., stress and support). In her process model of parenting, Belsky posited that parenting practices result from the complex interaction of these crucial factors. Since that time, researchers have investigated the dynamic process stipulated in the model. For example, it has been found that parenting practices, beliefs, and expectations are influenced by parental personality and psychological functioning (Cummings & Davies, 1994; Luster & Okagaki, 2005). Additionally, in regard to family stress, Luster and Okagaki cited various studies documenting the detrimental impact of financial strain, marital discord and divorce, parental illness, and parenting stress. Overall, according to the process model of parenting, the determinants of parenting are dynamic and multifaceted.

According to the ecological theoretical perspective, the determinants of parenting do not stop at child, parent, and family characteristics but rather are impacted by the broader social context in which families operate (Bronfenbrenner, 1979). As a result, factors such as social class, community context, socioeconomic status, race/ethnicity, and other ecological components must be accounted for to present a holistic representation of all the forces acting on a family unit. Additionally, Ogbu's (1981) cultural-ecological model stresses the importance of examining crucial cultural imperatives that vary from culture to culture and may therefore further determine what is valued and thus incorporated into parenting practices to ensure various levels of competency. Overall, researchers and theorists approaching parenting from an ecological perspective have indicated that contextual understanding is crucial to a holistic understanding of child-rearing.

Parenting and culture. As such, researchers such as Bronfenbrenner (1979) and Ogbu (1981) have offered comprehensive accounts of the numerous contextual factors that must be considered to expand our understanding of parenting. It has been reported that cultural beliefs and heritage as well as social factors associated with ethnicity in the United States have important effects on parenting behavior (Forehand & Kotchick, 1996). Interestingly, Ogbu (1981) offered an anthropological perspective that can be applied to most societies as he outlined his theory of the origins of human competence. Overall, he postulated that culturally determined child and adult characteristics that are considered necessary for survival and success drive parenting behavior. Specifically, Ogbu noted that parenting practices are determined by the availability of resources in the environment, as they are the primary stimulus for the culturally valued competencies that are needed for survival and, optimally, for success within a given society. Additionally, he hypothesized that folk theories of child-rearing, in a sense, dictate the

customary parental practices believed to be successful in fostering culturally valued behavior. In this context, a folk theory can be conceptualized as an “explanation or hypothesis about some domain of reality or life event” and, as such, is a shared manifestation of cultural knowledge (Reid & Valsiner, 1986, p. 283). In their study of the cultural construction of child development, Harkness and Super (1983) identified three main dimensions that formulate this dynamic process: (a) culturally derived criteria for the duration of each developmental stage, (b) a set of characteristic physical and social settings, and (c) culturally shared expectations for behavior by and toward individuals in each stage. As such, Ogbu’s (1981) assertion that any meaningful understanding of parenting practices would have to go beyond defining parenting in relation to mainstream America and instead strive to gain a phenomenological perspective on the experiences of the respective ethnic/cultural groups that compose our multicultural society appears warranted.

Parenting and socioeconomic status. Often intertwined with culture are socioeconomic variables that further expand our contextual understanding of the environments in which children, parents, and their extended families must subsist (Bronfenbrenner, 1986). Of note is the plentiful research suggesting that poverty is one of the most notable forces that can act upon a family unit (Bradley, Corwyn, McAdoo, & García-Coll, 2001; Luster & Okagaki, 2005). For example, in their study, Bradley and colleagues (2001) found that poverty has a significant detrimental influence on children and their families, regardless of ethnicity. Specifically, through an analysis of National Longitudinal Survey of Youth data, the authors noted that poverty appeared to decrease the likelihood that children would be exposed to developmentally enriching materials and experiences, both inside and outside of the home. On the whole, results from their study indicate that being poor affects nearly every aspect of children’s lives. For

instance, poor mothers were found to be less likely than “nonpoor” mothers to communicate effectively with their children or to show verbal and physical affection toward their children, regardless of ethnicity. In relation to parenting practices, poor parents were more likely to use physical discipline and less likely to monitor their children than “nonpoor” parents. Overall, results of this study suggest that there are consistent differences in parenting style and behavior associated with socioeconomic status.

Closely associated with socioeconomic status is neighborhood or community context—another ecological factor that has been found to impact parenting practices. Overall, research findings have suggested that where parents live affects how they raise their children (Bronfenbrenner, 1986; Luster & Okagaki, 2005; Ogbu, 1981). For example, it has been found that residence in dangerous or impoverished neighborhoods is associated with more restrictive parenting practices (Kotchick & Forehand, 2002; Luster & Okagaki, 2005). Related to this finding is Ogbu’s (1981) observation that parents alter their parenting strategies to fit the environmental circumstances in which they are raising their children so that their children’s chances of success are maximized. As such, it would appear that parenting is a dynamic process that is continually evolving based on the transactions that take place between parents and children and between families and their environments (Kotchick & Forehand, 2002). In this manner, although disparate from what is considered the “parenting norm” in mainstream America, these parental behaviors may in some ways be adaptive modifications to increase children’s safety and chances of survival in potentially dangerous environments.

Parenting and child adjustment. Beyond considering potential determinants of parenting behavior, it is also crucial to examine the impact of parenting on child adjustment. Researchers have suggested that parenting is a critical focus for preventive interventions because

it plays a pivotal role in a wide variety of child social, emotional, behavioral, and intellectual outcomes (Taylor & Biglan, 1998). Furthermore, resource factors such as closer parental monitoring, better family functioning, higher educational aspirations, absence of maternal psychopathology, lower levels of adverse life events, higher IQ, better physical health, and a greater number of adults in the family have been associated with favorable adjustment among youth (Tiet et al., 2001). Additionally, Tiet and his associates found that high-risk youth seem more resilient in the face of maternal psychopathology if they receive more guidance and supervision from their parents or live in a better functioning family. Furthermore, in a youth health study, it was found that family connectedness provided protection from every health risk behavior, except pregnancy (Resnick et al., 1997). In this study, family connectedness was measured by the presence and participation of parents with their children in daily family routines, such as getting up in the morning, having a regular dinner and bedtime, and being involved in shared activities. As a whole, these research findings corroborate the impact of parenting on child adjustment and suggest its importance in maximizing family functioning.

Parenting and family wellness. Given the impact parenting practices have on child adjustment, it is not surprising that associations have also been found between parenting and family wellness. According to Armstrong, Birnie-Lefcovitch, and Ungar (2005), family wellness includes the dimensions of the family's organizational structure (cohesion, harmony, agreement regarding caregiving, expressiveness, and conflict), interpersonal relationships (family relationships and relationships with other family members and friends), parent psychological status, and parent self-efficacy (parent's sense of competence in dealing with his or her child's problems). Furthermore, studies have found that the constructive use of family rituals is reliably linked to family health and to psychosocial adjustment in children (e.g., Kiser, Bennett, Heston,

& Paavola, 2005). Additionally, there is evidence that family rituals, traditions, and routines are tied to basic family processes and improve the family's protective functioning. According to Kiser and his associates, family rituals encompass three general categories: (a) celebrations, such as holiday observations and rites of passage; (b) traditions, such as birthdays and anniversaries; and (c) patterned routines, such as dinner times. Therefore it appears that a family's ability to integrate these components into their daily functioning serves to improve or maintain their wellness. Overall, the researchers found that nonclinical families scored significantly higher on the index of family rituality than did treatment families. What is more, the role family ritual and routine plays in defining family relationships, both within the nuclear family and with other important adults, appeared significantly different between clinical and nonclinical families. As such, this finding stresses the importance of the "people resources" available to a family. Moreover, this research highlighted the importance of relational qualities imbedded in family rituals and routines. For example, the authors indicated that it is necessary to delineate the people who are often included in the routines and traditions of the family, the range and quality of immediate and extended family relationships, and the ability of the family to use these resources for coping and problem solving. Consequently, they noted that it is essential that parents set the tone and expectations for family life. Specifically, the researchers recommended that parents establish the meaning of relationships, communicate their hope for family members' participation in family activities, and place special emphasis on the value placed on family participation. Kiser and colleagues further posited that when implemented optimally, family time is used to maintain and support relationships, as parents often make time for talking and sharing, actually plan the nature of the family time spent on relationship building, and ensure that the maintenance of the activities makes all family members feel connected. Furthermore, they

assert that families who develop and maintain successful strategies to manage relational structures and emotional climate promote the well-being of all family members. Kiser and associates also found that many of the strategies utilized are related to the relationship dimension of family rituals, such as nurturing family togetherness and problem solving for conflict management. Overall, based on these findings, family ritual and routine can be conceptualized as a vehicle for creating and sustaining change and harmony in the family as well as for improving child adjustment.

Kiser and colleagues (2005) also highlighted the importance of extended family members in maintaining family wellness. For example, for most clinical and nonclinical families, relationships with relatives not living with the family were highly valued and often important in many aspects of the family's well-being, including, at times, financial. Furthermore, both adults and adolescents described the extended family ties among nonclinical families in particularly positive terms with regard to both regularity of contact and the positive feelings about the time spent together. Overall, it seems that families who maintain high-quality relationships with both immediate and extended family members increase the amount of social capital available to them and their ability to use such relationship resources for family problem solving. Additionally, other researchers have noted that strong and positive family connections manifested as good communication, positive interactions, caring, support and involvement, and clear roles are created and reinforced by the practice of family rituals, which are established through repeated patterns of interaction over time (Fiese, 1997). Consequently, it stands to reason that dynamic contextual factors such as sociocultural variables could significantly impact the development and practice of family rituals.

Sociocultural variations in parenting. Interestingly, research in sociocultural variations in parenting and parenting outcomes has suggested that culturally diverse families may incorporate practices that may be specific to them. For example, Cartledge, Kea, and Simmons-Reed (2002) indicated that the self-help ability of culturally diverse families comes about through the interconnectedness of extended family, community at large, fictive kinship, and racial and religious consciousness. They further noted that consideration of the following cultural factors may have special relevance to those working with diverse families: (a) Extended family consists of blood relatives that are multigenerational and ensure that the welfare of all members is provided for at all times; (b) mutual aid is a common element in the extended family life of culturally diverse families, as resources are often pulled together for survival and growth; and (c) fictive kinship among non-blood-related individuals exists in diverse communities due to common ancestry, social plight, and history. Additionally, the researchers noted that racial identity is awareness of the history of one's own cultural group and that individuals exhibit pride and dignity through the maintenance of customs and traditions. Furthermore, the authors explained that religious consciousness, which is the active participation in the cultural group's religious beliefs and practices, is a significant coping resource, as this reliance on faith and the church to support family life can often enhance family functioning. In addition, Cartledge and associates asserted that many culturally diverse families practice cooperation, sharing, and caring and strive to instill in their children these self-help skills to be passed on to future generations.

Kotchick and Forehand (2002) indicated that within group studies of parenting have allowed for an evaluation of the relevance of effectiveness of particular parenting behaviors in a specific cultural niche, thus challenging the assumption that there are universally "good" parenting strategies. For example, authoritarian parenting, characterized by high levels of

parental control, has been found to have positive effects for African American youth (Lamborn, Dornbusch, & Steinberg, 1996). Furthermore, in another study, authoritarian parenting was found to be as effective as authoritative parenting for Asian American youth (Chao, 1996). Moreover, in a cross-cultural study of parental control, no significant effects to children's psychological adjustment were evidenced among subjects in Eastern countries, while adverse effects were noted among subjects in Western countries (Dwairy & Achoui, 2010). Likewise, in a study involving subjects from nine countries, researchers found that associations between adolescents' psychological disorders and parental factors differed across cultures, both between countries and between Western and Eastern countries (Dwairy et al., 2010). As such, although optimal parenting practices are often defined through the norms established with mainstream America, it would appear that culturally diverse communities, both within and outside of the United States, might not respond similarly due to their specific ecological contexts and demands. Consequently, it is crucial to carefully examine and increase our understanding of the ecological contexts and demands that might impact parenting practices as well as developmental outcomes in children of diverse populations. The Latino/a community within the United States is one such population.

Latino/a parents. As one of the fastest growing culturally diverse communities in the United States, the Latino/a population has prompted much research interest in the area of parenting (Parra-Cardona et al., 2008). Nevertheless, as has often been the case in research that has traditionally framed mainstream European American practices as the norm, investigations related to parenting among ethnically diverse communities, including Latinos/as, have often adopted a comparative paradigm that has resulted in a deficiency orientation in conceptualizing the parenting practices and behaviors evidenced among these underrepresented populations

(Perreira et al., 2006). As a result, research outcomes have invalidated the parenting knowledge, experience, and traditions of these individuals. Although comparative research continues to elucidate similarities and differences in parenting among various culturally diverse populations, increased attention has been directed toward understanding the unique parenting experiences of Latino/a parents (Webb, 2001). And although some inconsistencies have been documented in the study of parenting among Latinos/as, research findings have generally depicted a unique manifestation of parenting values, styles, practices, and outcomes that stem, at least in part, from their cultural context (Barrueco, López, & Miles, 2007; De Von Figueroa-Moseley, Ramey, Keltner, & Lanzi, 2006; Orozco, 2008; Parra-Cardona et al., 2008; Perreira et al., 2006). Consequently, to identify optimal parenting theory and interventions to address the needs of this population, it would be essential to understand the dynamic relationship between parents, children, and culture.

To ensure optimal understanding of Latino/a parents, it is crucial to acknowledge the interplay of societal, family, and child factors. To account for the multiple factors impacting developmental outcomes, an integrative model has often been adopted for the study of developmental competencies in culturally diverse children (Perreira et al., 2006). It has been posited that the dynamic interaction of societal factors (e.g., social position, racism, discrimination, oppression, segregation, promoting and inhibiting environments), family factors (e.g., family structure and roles, family values, beliefs and goals, racial socialization within the family, and family socioeconomic resources), and child factors (e.g., age, gender, temperament, health status, and physical characteristics) results in the formulation of an adaptive culture among culturally diverse communities that involves a social system that differs from that of the dominant culture. It is through this adaptive process that culturally diverse families, and in

particular immigrants, are thought to manage diversity as well as their potentially disparate access to resources as a result of their social position. Although theoretical understanding of this process is essential, it is also crucial to give voice to the unique and dynamic experiences of culturally diverse populations currently functioning within this reality.

In an attempt to enhance the understanding of the culture of low-income immigrant Latino/a parents to facilitate their school and community involvement, Orozco (2008) stressed the importance of adopting a strength-based approach in developing interventions to tap into existing culturally based assets. Specifically, the author identified central themes in the conceptualization of parenting among the Latino/a parents represented in the study and identified characteristics that may augment our understanding of this population. For example, Orozco indicated that as immigrants, these parents are often risk takers seeking new and improved lives. As such, they are often motivated to enhance their living conditions as well as those of their children. Central themes identified by these parents as pivotal to their roles as caregivers included (a) the special place of children, (b) *saber es poder* (knowledge is power), (c) *querer es poder* (where there is a will, there is a way), and (d) the importance of culture and of being bilingual. The importance of family, in particular, the centrality of children in the lives of Latino/a parents, was evidenced throughout the parent discourse, as parents recounted making crucial decisions, including those related to migration, based primarily on their desire to provide their children with a better future. Additionally, the idea that knowledge is power appeared to drive parents' efforts to learn new skills to accommodate to their new environments and subsequently facilitate their children's adjustment. Furthermore, the "where there is a will, there is a way" mantra was often reflected in parents' assertions that to achieve, one must work hard. Parents accordingly adopted this stance in their own functioning as well as in their expectations

of their children. Finally, Latino/a parents in this study discussed the importance of knowing two languages as well as their belief that preserving their native language was a vehicle for preserving their culture. Moreover, parents communicated a sense of responsibility for ensuring that their children maintained their culture and language. However, they also spoke of intergenerational challenges and conflicts that can arise as a result of varying levels of acculturation among family members as well as from the role reversal that can often occur when children become cultural brokers for their families. Overall, the voices of the low-income Latino/a immigrant parents represented in this study suggest that in raising their children, they are often driven by beliefs and manifest behaviors largely determined by their context, including their culture and socioeconomic status.

Similarly, in a study examining Mexican American and Puerto Rican parents' values for their young disabled children, Arcia, Reyes-Blanes, and Vazquez-Montilla (2000) identified themes consistent with previously outlined core Latino/a values. Among the most cited characteristics/values were being respectful, being responsible, and internalizing parental values. Overall, the parents in this study placed high value on the social aspects of development and often characterized themselves as socializing agents within the lives of their children. Likewise, in a qualitative study investigating the life experiences that have had the greatest impact on the parenting efforts of foreign-born and U.S.-born Latino/a parents, Parra-Cardona and colleagues (2008) identified themes common to both groups. Among these are a strong desire to be good parents, a great sense of responsibility and satisfaction associated with parenthood, experiences of perceived discrimination due to their identification as Latinos/as, contextual stressors that have a negative effect on their parenting efforts, and a need to adapt parenting in contexts that may devalue their ethnicity or heritage. Moreover, the authors asserted that, as a whole, the

information provided by both groups of parents often highlighted the centrality of family life and the value of *familismo* as well as the strong motivation among this population of parents to overcome hardship and adversity. As a whole, these studies stress the importance of ensuring that parents feel that their contributions and values are honored and that they acquire increased social capital through family-driven interventions, which will allow them to derive status from a position respected by others. Only by understanding, embracing, and seeking input from the communities from which children come can professionals gain the required knowledge and insight to develop theory and interventions presented in culturally responsive formats that incorporate language and values with which they can identify.

Resilience, Parenting, and Protective Processes Among Latinos/as

Taken together, resilience and parenting research can assist in identifying themes of resilience and protective processes present among Latino/a youth, which can then inform theory and interventions that can assist in improving developmental outcomes for members of this population who are at high risk of adversity. In their book chapter, Kuperminc and colleagues (2009) proposed one method of conceptualizing Latino/a resilience in a systematic manner. The authors proposed a model of resilience

framed within a cultural-ecological-transactional model that accounts for proximal influences of cultural processes in the everyday lives of Latino youth, and views their individual well-being as interdependent with the relational and collective well-being of their families, school, and neighborhoods. (p. 227)

From this perspective, cultural processes are central to the development of resilience among Latino/a youth. What is more, protective processes are achieved through the interplay of multiple levels of a youth's unique social ecology. This inclusion of multiple levels of functioning is consistent with recent definitions of resilience as well as the ever-expanding conceptualization of forces that impact resiliency processes. In their meta-analysis investigating

common themes of resilience among Latino/a immigrant families in existing literature, Berger Cardosa and Thompson (2010) identified four major domains or themes that represent multiple levels of a youth's social ecology. Individual characteristics, family strengths, cultural factors, and community supports are identified by the authors as the four domains implicated most in resilience research among Latino/a immigrant families. Therefore Berger Cardosa and Thompson provided a comprehensive foundation from which to explore resilience and protective processes among Latinos/as as a whole. Their findings, as well as those of Kuperminc and colleagues (2009), who proposed a systematic method to conceptualize Latino/a resilience, provide guidance in analysis of research focused on resilience and protective processes in Latino/a youth that might better inform culturally responsive theory and interventions to improve developmental outcomes.

Purpose and Scope of the Literature Review

As resilience research entered its fourth wave, interest in the impact of socioecological forces, such as culture, on the developmental outcomes of diverse populations increased. Consequently, resilience research among populations who were not systematically included in studies in the past continues to increase over time. The Latino/a population is one such population. Given the unique and dynamic socioecological niche inhabited by this population, the continuous growth of the Latino/a population in the United States, and the potential for higher risk of exposure to adversity, it is essential to gain insight into resilience and protective processes that can improve developmental outcomes among Latino/a youth. Although nascent, resilience research involving Latinos/as can provide a knowledge base to inform culturally responsive theory and intervention and can therefore hold potential for enhancing developmental outcomes for Latino/a youth over time. Protective factors and processes that have been

investigated in research related to parenting as well as other areas of development with Latinos/as can serve to augment the relatively new data being generated through resilience research with this population. Although sparse, theories, models, and themes of resilience that have already been postulated for this population can serve as a foundation for further analysis of the literature.

Literature Review Intent

To further expand knowledge and understanding of resilience and protective processes among U.S.-born Latino/a youth, the current literature review seeks to integrate existing findings related to protective factors identified in research literature associated with parenting as well as other areas of development with those being generated in the field of resilience with this population.

Chapter II: Methodology

Resilience research is beginning to examine the implications of socioecological forces, such as culture, on the developmental outcomes of Latino/a youth. Coupled with findings related to protective factors and processes identified through research associated with parenting as well as other areas of development among Latinos/as, this nascent body of literature can inform theory and intervention to improve developmental outcomes among this population, which has been found to be at higher risk of exposure to adversity. Consequently, the purpose of this study is to increase knowledge and understanding of resilience and protective processes among U.S.-born Latino/a youth, which can inform future theory and intervention development in an effort to enhance developmental outcomes in this population. To achieve this, the present study sought to integrate existing research findings related to protective factors identified in the field of parenting as well as other areas of development with those being generated in the field of resilience research with the Latino/a population.

Information regarding areas of research, databases used, keywords searched, inclusion and exclusion criteria, and the primary methods of research used in this study are detailed in the sections that follow.

Databases and Dates of Publication

The following databases were used to investigate previously identified research topics: PsycINFO (1887–2015), Academic Search Complete (1985–2015), Child Development & Adolescent Studies (1880–2015), eBook Collection–EBSCOhost (up to 2015), Education Full Text (1983–2015), Education Resources Information Center (ERIC; 1966–2015), Family & Society Studies Worldwide (1970–2015), Health Source: Nursing/Academic Edition (1975–2015), Health Source: Consumer Edition (1985–2015), PsycARTICLES (1894–2015), The

Serials Directory (up to 2015), Academic Search Alumni Edition (up to 2015), Google Scholar (up to 2015), JSTOR (1880–2015), Medline (mid-1950s–2015), PubMed (mid-1950s–2015), ScienceDirect (1823–2015), Scopus (1960–2015), and Wiley Interscience (1799–2015).

Moreover, Pepperdine University's library catalog and interlibrary loan services were utilized to find and access resources. Scholarly books and textbooks related to the Latino/a culture, parenting, child development, and resilience were also examined.

Key Search Words

The following key search words were used during the course of research: resilience, resiliency, resilience/resiliency factors, resilience/resiliency and culture, resilience/resiliency and multicultural, Latino resilience/resiliency, Hispanic resilience/resiliency, immigrant resilience/resiliency, Latinos/Hispanics and protective factors, Latinos/Hispanics and protective processes, Latinos/Hispanics and resource factors, Latinos/Hispanics and risk factors, parenting, parenting style, parenting practices, Latino/Hispanic parenting, Latinos/Hispanics and parenting interventions, Latinos/Hispanics and adaptive functioning, Latino/Hispanic developmental outcomes, promotive factors, Latinos/Hispanics and development, Latino/Hispanic child development, immigrant child development, Latino/Hispanic culture, Latino/Hispanic values, immigrant paradox, Latino/Hispanic paradox, U.S.-born Latinos, second generation Latinos, U.S.-born Latinos and resilience/protective factors, and second generation Latinos and resilience/protective factors.

Inclusion and Exclusion Criteria for Research Studies

Scholarly journals, articles, book chapters, and books were investigated. Studies, meta-analyses, and theoretical works focusing on resilience and protective processes among Latinos/as were included in this review. The present study reviewed research investigating resilience and

protective factors/processes among U.S.-born Latino/a youth to determine if the results of these studies coincide with the four previously identified themes found among immigrant Latino/a families (Berger Cardosa & Thompson, 2010). Aside from studies focusing primarily on resilience processes among U.S.-born Latinos/as, this review also included studies from the field of parenting as well as other areas of development that identified protective factors and processes among U.S.-born Latino/a youth and therefore further elucidate resiliency in this population.

Primary Methods of Research

After a review of the literature related to resilience and protective factors/processes among Latinos/as, it was noted that both resilience and parenting research provide compelling findings that could inform theory and intervention to assist in improving the developmental outcomes of this population. Moreover, although limited, nascent research seeking to identify common themes of resilience among Latino/a immigrant families served as a starting point for examination of studies including other Latino/a subgroups. Consequently, using the four major domains or themes identified by Berger Cardosa and Thompson (2010) in their meta-analysis investigating common themes of resilience among Latino/a immigrant families in existing literature, which include individual characteristics, family strengths, cultural factors, and community supports, the present study reviewed studies investigating resilience and protective factors/processes among U.S.-born Latino/a youth to determine if the results of these studies coincide with the four previously identified themes found among immigrant Latino/a families.

Chapter III: Review of the Literature

Although research on the developmental progression of Latino/a youth has increased over time, a paucity of research focused on key Latino/a subgroups continues to exist (Umaña-Taylor, 2008). Such is the case with research examining resilience and protective factors/processes among U.S.-born Latino/a youth. As a result, much of the existing research examines Latinos/as globally, oftentimes in a comparative manner. Consequently, seldom do research studies focus exclusively on U.S.-born Latino/a youth. Given this phenomenon, research studies utilized for this critical review of the literature included those that identified U.S.-born Latino/a youth as one of the groups in the sample population as well as those that identified U.S.-born Latino/a youth as the majority of the sample population. Moreover, given that research focused on resilience and protective factors/processes among Latinos/as continues to be scarce, studies related to various developmental areas and outcomes were included in this review. As such, following is a review of the literature involving U.S.-born Latino/a youth using the four major domains or themes identified by Berger Cardoso and Thompson (2010) in their meta-analysis investigating common themes of resilience among Latino/a immigrant families in existing literature, which include individual characteristics, family strengths, cultural factors, and community supports.

Individual Characteristics

Individual characteristics is the first domain or theme identified by Berger Cardoso and Thompson (2010) in their meta-analysis investigating common themes of resilience among Latino/a immigrant families in existing literature. As with early resilience research, which was not focused on particular ethnic populations, a range of protective individual characteristics has been identified through research involving U.S.-born Latino/a youth (Marks, Ejesi, & García Coll, 2014). In keeping with past research, individual characteristics identified through research

with U.S.-born Latinos/as can be categorized further into intrapersonal, interpersonal, and group membership factors, much like those presented by Shetgiri and colleagues (2009).

Intrapersonal factors. Under the category of intrapersonal factors, some overlap is evidenced with research findings generated through studies involving mainstream populations as well as immigrant populations (Berger Cardosa & Thompson, 2010; Shetgiri et al., 2009). Among these intrapersonal factors are cognitive functioning, adaptability/flexibility, self-efficacy, self-esteem, emotional regulation, positive temperament, and motivation (Alfaro, Umaña-Taylor, Gonzales-Backen, Bámaca, & Zeiders, 2009; Campa, 2010; Cavazos et al., 2010; Morales, 2008; Morgan Consoli, Llamas, Cabrera, Noriega, & Gonzalez, 2014; Oades-Sese & Esquivel, 2006; Prelow & Loukas, 2003; Umaña-Taylor & Updegraff, 2007). Moreover, additional global intrapersonal protective factors that have been identified with mainstream and immigrant populations, particularly in relation to academic resilience, have also been evidenced among U.S.-born Latino/a youth. These factors include agency, persistence, internal locus of control, autonomy, and high educational goals (Cavazos et al., 2010; Morales, 2008; Morgan Consoli et al., 2014; Morgan Consoli & Llamas, 2013; Oades-Sese & Esquivel, 2006; Rivera, 2014; Sosa, 2012). As evidenced by this list of intrapersonal protective factors, many of which has been identified with mainstream as well as immigrant populations, global individual protective characteristics exist that transcend group membership. However, additional individual protective characteristics have been identified that appear to manifest differently among the Latino/a population. More specifically, research involving U.S.-born Latino/a youth points to intrapersonal factors that may have a more nuanced presentation among this population.

Research involving U.S.-born Latinos/as has identified intrapersonal protective factors that may manifest uniquely among this population (Marks et al., 2014; Morgan Consoli et al.,

2014; Umaña-Taylor, 2008). Among these individual protective characteristics is native language fluency (Chao & Kanatsu, 2008; Morgan Consoli et al., 2014; Oades-Sese & Esquivel, 2006). In a study investigating ethnic group differences in parenting through cultural and immigration processes, Chao and Kanatsu (2008) found that Mexican American youth who were more fluent in their (and thus their parents') native language (Spanish) reported higher levels of parental warmth. Likewise, in an exploratory study of thriving among Latino/a undergraduate students, most of whom self-identified as second and third generation, many participants discussed their positive feelings about being able to connect to others by speaking Spanish (Morgan Consoli et al., 2014). As such, it appears that native language fluency may serve a protective function by allowing U.S.-born Latinos/as to build relationships with people inside and outside of their families. Moreover, in a study examining resilience among at-risk Latina/o preschool children, researchers found that socially proficient preschool children were proficient in one language while gaining proficiency in a second language, whereas children at risk demonstrated limited proficiency in either language (Oades-Sese & Esquivel, 2006). Of note was the finding that preschoolers who were monolingual English speakers but were exposed to Spanish at home were also found to be at risk. As such, this study highlighted the significant role of bilingualism and maintenance of the home language in the social-emotional development of preschoolers. Consequently, it would appear that native language maintenance and fluency could be considered protective intrapersonal factors, as they may facilitate increased connection with both family and community members. This increased connection with individuals within and outside of the family may in turn increase opportunities for bonding and relationship building, which could augment the social supports available to U.S.-born youth. Thus native language maintenance and fluency could assist U.S.-born Latino/a youth in building

interpersonal protective factors, which relates to another subcategory of individual protective factors identified through past research (Shetgiri et al., 2009).

Interpersonal factors. Among global interpersonal protective factors that have been identified through past research with mainstream and immigrant populations are social skills, social competence, and empathy (Berger Cardosa & Thompson, 2010; Masten et al., 2008; Sapienza & Masten, 2011; Shetgiri et al., 2009). Social competence consists of sociability and prosocial orientation (Prelow & Loukas, 2003). In a study examining resource and protective factors in the adjustment of Latino youth in low-income families as mediated by maternal linguistic acculturation, researchers found that social competence served a protective function primarily for U.S.-born sons of mothers high in linguistic acculturation (Loukas, Suizzo, & Prelow, 2007). Likewise, the related construct of socioemotional competence, which refers to youths' ability to meet the social and emotional demands in their environment and requires a range of skills, such as forming and maintaining social relationships, behaving appropriately in social situations, being sensitive to the emotions of others, and effectively managing their emotions, has also been cited as a protective factor over the years (Barbarin et al., 2013; Low, Cook, Smolkowski, & Buntain-Ricklefs, 2015). In a study examining the role of resource, protective, and risk factors on academic achievement-related outcomes of economically disadvantaged Latino/a youth, early adolescents higher in socioemotional competence reported engaging in lower levels of school problem behaviors (Prelow & Loukas, 2003). As such, both social and socioemotional competence appear protective to the functioning of U.S.-born Latinos/as, which is consistent with findings involving mainstream and immigrant populations. Moreover, these interpersonal factors appear to facilitate the adaptive functioning of U.S.-born Latino/a youth within the various niches or groups to which they belong.

Group membership. The last of the subcategories of individual characteristics that have been identified in past research is group membership (Shetgiri et al., 2009). Shetgiri and colleagues included factors such as racial identity and religiosity under this subcategory. Moreover, Berger Cardosa and Thompson (2010) cited the protective nature of positive ethnic identity and religiosity for immigrant youth based on their review of the literature. Likewise, much evidence exists that ethnic identity and religiosity are protective individual characteristics for U.S.-born Latinos/as (Berkel et al., 2010; Doğan-Ateş & Carrión-Basham, 2007; French & Chavez, 2010; Hodge, Marsiglia, & Nieri, 2011; Holleran & Jung, 2008; Holleran & Waller, 2003; Iturbide, Raffaelli, & Carlo, 2009; Ong, Phinney, & Dennis, 2006; Umaña-Taylor & Guimond, 2012; Umaña-Taylor, Tynes, Toomey, Williams, & Mitchell, 2015; Umaña-Taylor & Updegraff, 2007).

Ethnic identity. From a developmental perspective, ethnic identity can be conceptualized as the exploration of one's ethnic background (exploration), resolution of the personal meaning of one's ethnicity (resolution), and the degree to which one feels positively or negatively about one's ethnicity (affirmation; Umaña-Taylor & Guimond, 2012). Ethnic identity has long been identified as a protective mechanism in the development of culturally diverse populations, including Latinos/as (Umaña-Taylor & Updegraff, 2007). In a study examining the relationship of ethnicity-related stressors and Latino/a ethnic identity to well-being, researchers found that ethnic identity was positively associated with well-being (French & Chavez, 2010). Specifically, the centrality of Latino/a college students' ethnic identity to self-image and the feeling that others believed Latinos/as were good (public regard) were associated with lower levels of depression. Likewise, in a study examining the protective effects of ethnic identity on Mexican American college students' psychological well-being, researchers found that ethnic identity

moderated the relationship between acculturative stress and psychological adjustment when acculturative stress was low (Iturbide et al., 2009). More specifically, among Latina students in this study, increased ethnic identity achievement and affirmation was negatively associated with levels of depression when acculturative stress was low. Additionally, in an examination of cultural risk and protective factors associated with Latino/a adolescents' perceived discrimination in online and offline settings, researchers found that all three components of ethnic identity (exploration, resolution, and affirmation) were significant predictors of better adjustment after accounting for the negative impact of risk (Umaña-Taylor et al., 2015). Moreover, in another study, increased levels of ethnic identity exploration and resolution predicted increased levels of self-esteem for both Latino and Latina youth (Umaña-Taylor & Updegraff, 2007). As such, ethnic identity appears protective of U.S.-born Latino/a youths' overall mental health functioning. What is more, ethnic identity has also been identified as protective of the academic functioning of Latino/a youth (Ong et al., 2006). Specifically, in a study exploring the protective influence of parental support and ethnic identity on Latino/a college students, researchers found that ethnic identity moderated the effects of low socioeconomic status on academic achievement. Likewise, in ethnographic studies that explored the relationship between ethnic identity and Chicano/a adolescents' perceptions of life challenges as well as the relationship between acculturative stress, violence, and resilience among Mexican American youth, researchers identified ethnic identity and ethnic pride as prevalent themes communicated by study participants as protective factors facilitating resilience (Holleran & Jung, 2008; Holleran & Waller, 2003). Consequently, ethnic identity appears to be protective of U.S.-born Latino/a youths' overall development and functioning, consistent with what has been found

among immigrant Latino/a youth (Berger Cardosa and Thompson, 2010). Related to the concept of ethnic identity is biculturalism, which has also been cited as protective of Latino/a youth.

Biculturalism. Although some studies have promulgated the protective benefits of ethnic identity development, others have also stressed the importance of U.S.-born Latino/a youth being able to exist between their culture and their parents' native culture (Buckingham & Brodsky, 2015; Campa, 2010). As a result, more attention has been given to the protective effects of biculturalism or bicultural orientation (Acevedo-Polakovich et al., 2014; Buckingham & Brodsky, 2015; Campa, 2010; Carvajal, Hanson, Romero, & Coyle, 2002; Clauss-Ehlers, 2004; French & Chavez, 2010; Gonzalez, Stein, & Huq, 2012). In a study using two asset variables (leadership and social responsibility) to test hypotheses about the role of biculturalism in adaptive functioning among U.S. Latino/a youth, researchers found that bicultural identity was meaningfully associated with asset variables, while bicultural involvement was not (Acevedo-Polakovich et al., 2014). As such, the authors posited that U.S. Latino/a youth with strong ethnic identification as well as a strong American identification possess an overall identity that may prove beneficial to their development. Likewise, in a study exploring the relationship between ethnicity-related stressors and Latino/a ethnic identity to well-being, researchers found that other-group orientation when own-group conformity pressure was low resulted in lower levels of depression and feelings of loss of control (French & Chavez, 2010). This finding was coupled with results suggesting the protective nature of ethnic identity to overall well-being. Consequently, the researchers posited that a bicultural orientation might prove most protective to the subjects' well-being. Moreover, in a study investigating behavioral risk and protective factors among Latino/a and non-Latino/a White adolescents, researchers found that the bicultural group among Latino/a adolescents was more likely to have an optimistic outlook than the

marginalized group (Carvajal et al., 2002). Additionally, the researchers found that the most consistent indicators of mental well-being were found among subjects with a bicultural orientation. As such, they exalted the benefits of maintaining ethnic identity while at the same time adopting an other-group orientation. Similarly, in a study examining the influence of cultural identity and perceived barriers on college-going beliefs and aspirations of Latino/a youth in emerging immigrant communities, researchers found a positive significant correlation between Anglo orientation and Latino orientation, suggesting that students did not have to reject their heritage culture to identify with Anglo culture and benefit from college planning (Gonzalez et al., 2012). Additionally, in a qualitative study examining the critical resilience, school processes, and academic success of Mexican American community college students, the researcher found that the students' cultural flexibility or biculturalism often enabled their school success (Campa, 2010). As such, overall, research has supported the protective nature of biculturalism for U.S.-born Latinos/as.

Religiosity. Although religiosity can be considered an individual, cultural, and community protective factor given its salience to multiple aspects of a person's life, the internalization of religious beliefs can best be understood as an individual protective characteristic. Religiosity is a multidimensional construct that often involves internal, personal, and emotional expression of sacred scriptures as well as formal, institutional, and outward expression of sacred scripture and doctrine (Cotton et al., 2012). For some Latinos/as, religiosity manifests through participation in organized religion, such as Catholicism (Morgan Consoli & Llamas, 2013). Research with U.S.-born Latinos/as has highlighted the protective nature of religiosity on youth (Berkel et al., 2010; Doğan-Ateş & Carrión-Basham, 2007; Hodge et al., 2011; Holleran & Jung, 2008; Holleran & Waller, 2003; Smith, 2015). In a study examining the

benefits of culturally related values to the adjustment of Mexican American adolescents exposed to discrimination, researchers found that religiosity, among other cultural values, resulted in reduced risk of negative mental health symptoms over time and increases in academic self-efficacy (Berkel et al., 2010). As such, the overall psychosocial functioning of U.S.-born Latinos/as appears to benefit from religiosity. Likewise, in a study examining the protective influence of religion on substance use among youth of Mexican heritage in the American Southwest, researchers found that religious attendance predicted less likelihood of using marijuana and inhalants on both 30-day and lifetime measures (Hodge et al., 2011). Moreover, religious salience (trust in or internalization of religious values) predicted less likelihood of using cigarettes and marijuana. As such, the researchers posited that religion may be one factor that inhibits substance use among Mexican heritage youth. Additionally, in a study investigating the role of three groups of risk and protective factors associated with teen pregnancy, researchers found that nonpregnant Latina teenagers attended religious services more frequently than did pregnant peers in the study (Doğan-Ateş & Carrión-Basham, 2007). Overall, researchers found that nonpregnant adolescents had stronger religious beliefs and attended service more regularly than did pregnant teens. Similarly, in a study examining the impact of acculturation and religiosity on risky sexual behavior among Latinas, researchers found that Latinas with higher levels of intrinsic religiosity were less likely to engage in risky sexual behavior (Smith, 2015). What is more, in ethnographic studies that explored the relationship between ethnic identity and Chicano/a adolescents' perceptions of life challenges as well as the relationship between acculturative stress, violence, and resilience among Mexican American youth, researchers identified religiosity and an undercurrent of spirituality as prevalent themes communicated by study participants as protective factors facilitating resilience (Holleran & Jung, 2008; Holleran &

Waller, 2003). Consequently, religiosity and/or spirituality appear to offer protective benefits to U.S.-born Latino/a youth across various areas of development.

Gender. Although often not the central construct being examined in research studies related to resilience and protective factors, gender is often considered when interpreting findings. A number of studies involving U.S.-born Latinos/as have generated comparable findings between female and male participants, suggesting that protective factors impact youth despite gender differences (Alfaro et al., 2009; Cupito, Stein, & Gonzalez, 2015; Davis, Carlo, & Knight, 2015; Umaña-Taylor & Guimond, 2012; Umaña-Taylor & Updegraff, 2007). However, some studies have documented disparate findings between Latina and Latino youth, most of which suggest better developmental outcomes for female participants (DeCarlo Santiago, Gudiño, Baweja, & Nadeem, 2014; Lac et al., 2011; Pagan-Rivera & DePaulo, 2013; Torres Stone & Meyler, 2007). In a study examining the role of family support and parental monitoring as mediators in Mexican American adolescent drinking, researchers found that Latinos demonstrated greater risk of using alcohol compared to Latinas whether or not they experienced high levels of family support and parental monitoring (Pagan-Rivera & DePaulo, 2013). Additionally, Latino youth were found to have a higher frequency of alcohol use and were significantly more likely than Latinas to experience social problems as a result of drinking. Likewise, in a study exploring cultural aspects and potential risk and protective factors for early onset of alcohol use among Latino/a youth, researchers found that cultural expectations may serve as protective factors to early onset of alcohol use for Latina youth but not for Latino youth (Torres Stone & Meyler, 2007). Moreover, in a study examining gender differences in protective familial factors associated with marijuana use among Latino/a adolescents, researchers found that Latinas reported higher levels of parental monitoring, parental communication, and familism

than boys (Lac et al., 2011). Notably, parental monitoring and parental communication emerged as protective factors, even after controlling for the risk factors of peer marijuana norms, past marijuana use, and demographic covariates. Given the diverse outcomes based on gender, researchers posited that gender-specific parenting, which consists of disparate socialization and expectations for Latinos and Latinas, may partly explain gender differences noted in study outcomes. Similarly, in a study investigating proximal risk and protective factors contributing to academic achievement among immigrant and U.S.-born Latino/a adolescents, researchers found that higher levels of parental monitoring, English language proficiency, and female gender were associated with higher grades (DeCarlo Santiago et al., 2014). Consequently, overall, these studies have pointed to better developmental outcomes for Latina youth compared to Latino youth, which suggests a more nuanced manifestation of protective processes among boys in this population that may result from gender-specific parenting practices.

In general, individual characteristics associated with resilience and/or protective processes among U.S.-born Latinos/as can be further categorized into intrapersonal, interpersonal, and group membership. Although some overlap exists between resilience and protective factors identified through research with mainstream and immigrant populations, unique protective processes are also evidenced among U.S.-born Latino/a youth. However, in examining resilience and protective developmental processes/factors, it is essential to look beyond youth themselves to account for important influences in the ecological contexts in which they exist. The family unit is perhaps the most salient ecological context that can impact youth development and functioning.

Family Strengths

Family strengths is the second major domain or theme identified by Berger Cardosa and Thompson (2010) in their meta-analysis investigating common themes of resilience among Latino/a immigrant families in existing literature. Many aspects of family functioning have been implicated as resilience and/or protective factors among mainstream and immigrant populations (Berger Cardosa & Thompson, 2010; Masten et al., 2008; Sapienza & Masten, 2011; Shetgiri et al., 2009). Among these factors are the quality of parenting, parenting behaviors, the quality of the parent–child relationship, and family cohesiveness.

Quality of parenting. The quality of parenting has been identified as a potential resilience or protective factor across populations (Berger Cardosa & Thompson, 2010; Masten et al., 2008; Sapienza & Masten, 2011; Shetgiri et al., 2009). The importance of parenting in the development of U.S.-born Latinos/as is also supported (Conger et al., 2012; Davis et al., 2015; Doğan-Ateş & Carrión-Basham, 2007; Loukas, Prelow, Suizzo, & Allua, 2008). In a study examining whether positive parenting and deviant peer associations mediated the relations between cumulative risk effects for Latino/a youth, researchers found that the quality of parenting contributed indirectly to subsequent youth externalizing and internalizing problems through deviant youth associations (Loukas et al., 2008). Likewise, in a study investigating perceived maternal parenting styles, cultural values, and prosocial tendencies among Mexican American youth, researchers found that supportive parenting, characterized by high levels of warmth, positive affect, and a child-centered orientation, was positively associated with prosocial tendencies for both male and female Mexican American youth (Davis et al., 2015). Moreover, firm parenting, characterized by high parental expectations for children and repercussions when children do not meet required standards as well as high parental monitoring, was found to be

positively associated with emotional and compliant prosocial tendencies for both Latino and Latina youth. As can be evidenced by these studies, parenting style, which can in turn affect developmental outcomes of U.S.-born Latinos/as, can impact quality of parenting.

Parenting skills and behaviors have also been found to impact resilience and protective processes among U.S.-born Latino/a youth. In a study examining the resilience and vulnerability of Mexican-origin youth and their families, researchers found that mothers' child management skills were positively related to three child outcomes (attachment to school, educational expectations, and grade point average), whereas fathers' parenting behavior predicted all outcomes with the exception of educational expectations (Conger et al., 2012). Similarly, in a study investigating the role of three groups of risk and protective factors associated with teen pregnancy, researchers found that nonpregnant Latina teenagers were more likely to live with both parents, spend more time with their mothers, and report more parental supervision and rules than did pregnant peers in the study (Doğan-Ateş & Carrión-Basham, 2007). Additionally, multiple studies have highlighted the benefits of maternal and paternal monitoring to the behavioral and psychological adjustment of Latino/a youth as well as their academic achievement (Chao & Kanatsu, 2008; DeCarlo Santiago et al., 2014; Loukas et al., 2008; Pagan-Rivera & DePaulo, 2013). Furthermore, maternal academic interest, perceived paternal connectedness, and parental caring have been found to be protective of Latina adolescents' suicidal ideation (Piña-Watson, Castillo, Rodriguez, & Ray, 2014). In addition, parental involvement and parent-child communication were found to be protective of Latino/a adolescents' gateway drug use, while maternal academic involvement within the home was associated with better achievement-related outcomes for disadvantaged Latino/a youth (Lac et al., 2011; Prelow & Loukas, 2003; West et al., 2011). As evidenced by these findings, parenting

quality and behaviors are key to the optimal development of U.S.-born Latino/a youth and possess powerful protective benefits.

Parental and familial support. Aside from parenting quality and behaviors, research among U.S.-born Latino/a youth has suggested that youths' perceptions of parental and familial support are crucial resilience and/or protective factors (Bámaca, Umaña-Taylor, Shin, & Alfaro, 2005; Campa, 2010; Cavazos et al., 2010; Morgan Consoli et al., 2014; Ong et al., 2006; Pagan-Rivera & DePaulo, 2013). In a study examining the relationship between Latino/a adolescents' perception of parenting behaviors, self-esteem, and neighborhood risk, researchers found that maternal and paternal support was associated with increased levels of self-esteem among male and female participants (Bámaca et al., 2005; Campa, 2010). Likewise, in a longitudinal study investigating the protective influence of parental support and ethnic identity on Latino/a college students, researchers found that parental support moderated the effects of low socioeconomic status on academic achievement (Ong et al., 2006). Additionally, parental and familial support and encouragement were found to be key to students' resilience and success in qualitative studies exploring resilience among Latino/a college students (Campa, 2010; Cavazos et al., 2010). Similarly, in an exploratory study of thriving involving Latino/a undergraduate students, all participants discussed social support provided by family as an aid for overcoming adversity (Morgan Consoli et al., 2014). What is more, in a study examining the role of family support in Mexican American adolescent drinking, family support and attention as well as youths' feelings of being understood by family were found to be protective against drinking (Pagan-Rivera & DePaulo, 2013). As such, parental and familial support is a critical resilience and protective factor that can assist the development of U.S.-born Latino/a youth.

Family cohesion. Beyond family support, family cohesion, defined as strong emotional bonds or closeness between family members, appears to be a key resilience and protective factor among U.S.-born Latino/a youth (Ai, Weiss, & Fincham, 2014; Bacio, Mays, & Lau, 2013; Campa, 2013; Estrada-Martínez, Padilla, Howard Caldwell, & Schulz, 2011; Holleran & Jung, 2008; Lac et al., 2011; Marsiglia, Miles, Dustman, & Sills, 2002; Torres Stone & Meyler, 2007). In a qualitative study exploring how social contexts, especially families and schools, affect Latino/a preadolescent substance use in the urban Southwest, researchers found that family bonding and the presence and strength of families in subjects' lives were the cornerstone of their resilience (Marsiglia et al., 2002). Likewise, in studies examining risk and protective factors associated with metropolitan and nonmetropolitan Latino/a youth drinking initiation and use, researchers identified family ties and closeness as protective (Bacio et al., 2013; Torres Stone & Meyler, 2007). Moreover, family cohesion was found to be the strongest protective factor in a study investigating associations between family factors and marijuana use among Latino/a adolescents in Southern California (Lac et al., 2011). Consequently, family cohesion appears to be a strong protective factor against substance use.

Furthermore, similar protective effects were noted in a comparative study examining the influence of family environments on youth violence, which included Mexican, Puerto Rican, Cuban, non-Latino Black, and non-Latino White adolescents (Estrada-Martínez et al., 2011). Of note is the fact that family cohesion was found to be protective of youth violence among all subgroups in this study. What is more, the presence of extended adult kin in the home was also found to be protective of all subgroups. Moreover, strong family ties were also cited as facilitating resilience among Mexican American youth in an ethnographic study investigating associations between acculturative stress, violence, and resilience (Holleran & Jung, 2008). In

another study examining family factors that contribute to general anxiety disorder and suicidal ideation among Latina Americans, researchers found that family cohesion appeared to be protective against general anxiety disorder (Ai et al., 2014). Additionally, in a qualitative study exploring cultural resources that foster resilience among Mexican American community college students, every study participant cited family ties as a factor facilitating resilience (Campa, 2013). As such, family cohesiveness appears to be a key resilience and protective factor among U.S.-born Latino/a youth that can impact their overall development.

Ethnic socialization. Among the many important functions parents and families fill in facilitating the development of U.S.-born Latino/a youth is ethnic socialization (Buckingham & Brodsky, 2015; Grindal & Nieri, 2015; Umaña-Taylor & Guimond, 2012). Given the previously discussed protective benefits of ethnic identity, it follows that families who assist Latino/a youth in exploring their ethnic identity may nurture current and future resilience. In a longitudinal examination of parenting behaviors and perceived discrimination predicting Latino/a adolescents' ethnic identity, researchers found that familial ethnic socialization predicted future levels of ethnic identity exploration, resolution, and affirmation for both male and female participants (Umaña-Taylor & Guimond, 2012). Likewise, in a study examining the multidimensional role of parental ethnic-racial socialization on the ethnic identity and academic performance of Latino/a adolescents, researchers found that parental strategies stressing cultural socialization over promotion of mistrust may be optimal for facilitating ethnic identity development and positive academic outcomes (Grindal & Nieri, 2015). In this study, cultural socialization consisted of parents teaching their children about the history of their ethnic group, among other things, while the promotion of mistrust scale consisted of items measuring behaviors such as parents saying and/or doing things that encouraged their children not to trust

people of other races. Consequently, it would appear that parents and families that actively engage in ethnic-cultural socialization bolster ethnic identity development in youth and indirectly impact developmental outcomes and resilience over time. Of note is the insight provided by the latter study, which identified optimal strategies to enhance ethnic identity development. More specifically, researchers found that when promotion of mistrust was prominent in ethnic socialization, a strong ethnic identity was negatively associated with academic performance, whereas when promotion of mistrust was not prevalent, an adolescent's ethnic identity was positively associated with academic performance. As such, researchers have postulated that parental strategies emphasizing cultural socialization over the promotion of mistrust may be optimal for promoting ethnic identity developmental and positive academic outcomes in Latino/a youth. What is more, these findings emphasize the importance of parents taking an active role in the ethnic-cultural socialization of their children.

As evidenced by previously cited research, family strengths are crucial to the developmental outcomes and resilience of U.S.-born Latino/a youth. As the primary socializing unit, families hold much potential as a source of protection and resilience in the short- and long-term development of youth. Significantly, among the values often cited as central to the Latino/a culture is familism (Marks et al., 2014). As such, cultural factors are another theme identified by Berger Cardosa and Thompson (2010) as prevalent in resilience research among Latino immigrant families and will now be explored among U.S.-born Latino/a youth.

Cultural Factors

U.S.-born Latinos/as often develop in cultural niches and are therefore often impacted by cultural aspects of their environment (Arrington & Wilson, 2000). Among cultural factors impacting U.S.-born Latinos/as are Latino/a cultural values as well as acculturation processes

(Barrett, Kuperminc, & Lewis, 2013; Brittian et al., 2013; Smokowski, Buchanan, & Bacallao, 2009). As such, to better understand developmental processes and outcomes among U.S.-born Latinos/as, including resilience, it is crucial to examine the impact of culture.

Cultural values. Research among Latinos/as has generated a list of core cultural values that are thought central to this community (Guilamo-Ramos et al., 2007; Parra-Cardona et al., 2008; Perreira et al., 2006; Rodriguez et al., 2006). As discussed in earlier sections of this review, although differences are evidenced between Latino/a subgroups based on nationality, among other things, the following cultural values are often cited as core to the overall Latino/a population: *familismo*, *colectivismo*, *respeto*, *personalismo*, and *simpatía*. Mounting research related to resilience and protective factors among Latino/a youth has suggested that specific cultural values may enhance developmental outcomes. For example, in a study examining the mediating role of Mexican American values on associations between adolescents' perceived discrimination and prosocial tendencies, researchers found that Mexican American values, such as familism, respect, and religiosity, served a compensatory function, which resulted in prosocial behavior despite the presence of perceived discrimination (Brittian et al., 2013). Likewise, in another study, the culturally related values of familism, respect, and religiosity resulted in reduced risk of negative mental health symptoms over time and increased academic self-efficacy, which was in turn associated with higher teacher-reported grades in a sample of Mexican American adolescents (Berkel et al., 2010). The cultural value of respect predicted several forms of prosocial tendencies, including emotional, direct, anonymous, and compliant, in a study examining the associations between perceived maternal parenting styles, cultural values, and prosocial tendencies among Mexican American youth (Davis et al., 2015). Similarly, in a study investigating the relationship between Mexican American cultural values and resilience among

Mexican American college students, researchers found that traditional Mexican American cultural values, such as familism, respect, religiosity, and traditional gender roles, predicted resilience, with familism accounting for most of the variance (Morgan Consoli & Llamas, 2013). As such, although several Latino/a cultural values appear to offer protection against negative developmental outcomes despite adversity, it appears that familism is key among these and therefore warrants further examination.

Familism. Among the cultural values implicated in protective processes among U.S.-born Latinos/as, familism appears to be the most prevalent and potent (Aretakis, Ceballo, Suarez, & Camacho, 2015; Cupito et al., 2015; Germán, Gonzalez, & Dumka, 2008; Holleran & Waller, 2003; Kennedy & Ceballo, 2013; Telzer, Gonzales, & Fuligni, 2014). In a study examining the relationship between adolescent, maternal, and paternal familism values and deviant peer affiliation, researchers found that adolescent, maternal, and paternal familism values interacted protectively with deviant peer affiliations to predict lower levels of externalizing problems according to teacher reports (Germán et al., 2008). Similarly, in a study investigating after-school activities and familism as risk and protective factors associated with Latino/a adolescents' community violence exposure, researchers found that higher levels of familism were associated with lower rates of victimization and witnessing community violence (Kennedy & Ceballo, 2013). Additionally, greater endorsement of familism in this study was also linked to fewer symptoms of depression and posttraumatic stress disorder, suggesting better psychological well-being. Likewise, in a study examining the impact of family obligation values and family assistance behaviors on Mexican American adolescents' substance use, researchers found that family obligation values were protective and related to lower substance use (Telzer et al., 2014). Interestingly, family assistance behavior in low-conflict homes was associated with less

marijuana use, while it was related to increased substance use in high-conflict homes, again pointing to the importance of the quality of home environments. What is more, in a study examining the relationship between familial cultural values, depressive symptoms, school belonging, and grades in Latino/a adolescents, greater familism was associated with fewer depressive symptoms and greater feelings of school belonging among female and male participants (Cupito et al., 2015). Moreover, moderate levels of filial obligation among study participants were associated with better grades for both Latino and Latina adolescents. Additionally, research related to Latino/a adolescents' academic attitudes has found that greater endorsement of traditional cultural values, such as familism and family obligation, was significantly related to adolescents' educational values and school effort (Aretakis et al., 2015). Consequently, it appears that adherence to traditional Latino/a cultural values, particularly familism, offers many protective benefits to U.S.-born Latino/a youth. However, although maintenance of and adherence to these cultural values appear crucial, so is the ability to maneuver culturally among mainstream society.

Acculturation. Definitions of acculturation have changed over time (Lawton & Gerdes, 2014). Acculturation can be conceptualized as the “dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members” (Berry, 2005, p. 698). As can be expected, acculturation is often identified as central to U.S.-born Latinos/as' development (Lawton & Gerdes, 2014). However, much variability exists in research outcomes related to potential risk and protective processes involved in acculturation among Latino/a youth. In particular, studies examining the association between acculturation and resilience among U.S.-born Latino/a youth have offered conflicting findings. For example, in a longitudinal study investigating the relationship between acculturation,

familism, and alcohol use among Latino adolescent boys, researchers found that high acculturation appeared to reduce acculturation stressors as well as language conflicts (Gil, Wagner, & Vega, 2000). Nevertheless, the study further noted that increased acculturation among U.S.-born Latinos also reduced traditional values of familism and parental respect, which in turn were strongly inversely related to disposition to deviance. As such, conflicting findings within this study point to the complexity of the acculturative process. In a study examining the association of acculturation and religiosity to risky sexual behavior among Latinas, lower levels of acculturation were related to decreased engagement in risky sexual behavior and were therefore identified as protective (Smith, 2015). Given the existence of conflicting findings related to acculturation, researchers often advocate biculturalism (Acevedo-Polakovich et al., 2014; Buckingham & Brodsky, 2015; Campa, 2010; Carvajal et al., 2002; Clauss-Ehlers, 2004; French & Chavez, 2010; Gonzalez et al., 2012) and stress the importance of having access to cultural traditions (Torres Stone & Meyler, 2007) as well as involvement in the culture of origin (Smokowski et al., 2009). Moreover, other researchers have highlighted the importance of family flexibility in ensuring a more fluid process in dealing with possible acculturation gaps in multigenerational Latino/a families to optimize developmental outcomes for U.S.-born youth (Buckingham & Brodsky, 2015; Campa, 2010).

As evidenced, cultural factors are key to the resilience and optimal development of U.S.-born Latino/a youth. In line with Berger Cardosa and Thompson's (2010) review of resilience research among Latino immigrant families, studies involving U.S.-born Latino/a youth have also pointed to the significance of factors and processes outside of individual characteristics, family strengths, and cultural factors.

Community Supports

The last of the themes identified by Berger Cardosa and Thompson (2010) in resilience research among Latino/a immigrant families is community supports. Research among U.S.-born Latinos/as has also highlighted the importance of community supports in resilience processes (Marsiglia et al., 2002; Umaña-Taylor, 2008). As expected, given the multiple spaces that U.S.-born Latino/a youth occupy, community supports can be found in various environments, including school, neighborhood, and larger community, and can be imparted by a number of individuals, such as peers, teachers, and other school and/or agency personnel (Holleran & Waller, 2003; Leong, Park, & Kalibatseva, 2013; Marsiglia et al., 2002; Maurizi, Ceballo, Epstein-Ngo, & Coritna, 2013).

Social ties and belonging. Just as the family can serve a protective function for U.S.-born Latino/a youth, so can entities outside of the family. In particular, research has suggested that social ties and feelings of belonging can serve a protective role, which enhances resilience in the short and long term (Marsiglia et al., 2002; Maurizi et al., 2013). In a study exploring how social contexts affect Latino/a preadolescent substance use, researchers found that a high degree of attachment and strong ties to parents and school environments was protective against drug use (Marsiglia et al., 2002). Similarly, in a study investigating potential risk and protective factors among nonmetropolitan Latino/a youth related to substance use, family and social ties were cited as crucial protective factors (Torres Stone & Meyler, 2007). As such, it appears that social ties within the community could be protective of substance use among U.S.-born Latino/a youth. What is more, social networking was associated with lower levels of psychological disorder in a comparative study involving Latinos/as and Asian Americans of varying generational statuses (Leong et al., 2013). It appears, then, that these community ties could enhance overall

psychosocial functioning among Latino/a youth. Moreover, in a study examining school and neighborhood belonging as protective factors for Latino/a adolescents, school belonging was associated with increased academic aspirations and expectations, self-reported grades, educational values, and school effort as well as with lower reported levels of anxiety and depression (Maurizi et al., 2013). Additionally, neighborhood belonging was related to lower reported levels of depression. Consequently, strong social ties and feelings of belonging within school and neighborhood communities could provide protection to U.S.-born Latino/a youth facing a wide range of developmental risks. Nevertheless, beyond feeling connected to their school and neighborhood communities, research has suggested that U.S.-born Latino/a youth also benefit from social support provided via peers and key community members.

Close relationships and social support. Research has suggested that social support offered by prosocial peers can serve U.S.-born Latino/a youth as a protective mechanism against a host of developmental risks (Doğan-Ateş & Carrión-Basham, 2007; Rivera, 2014; West et al., 2011). In a study examining how parent and child reports of parenting practices differentially predict adolescent gateway drug use among Latino/a youth, researchers found that reports of the adolescent having a lot of close friends were protective against gateway drug use (West et al., 2011). Likewise, in a study investigating risk and protective factors associated with teenage pregnancy among Latinas, nonpregnant teens reported more close friends who modeled conventional behavior and reported being highly satisfied with their relationships with close friends (Doğan-Ateş & Carrión-Basham, 2007). As such, it appears that adolescents' positive perceptions of the quality and nature of their friendships can be protective of their functioning. Interestingly, in another study involving a group of high-achieving college-eligible Latino/a students, peer resources had a direct and significant relationship with applying to a 4-year

college (Rivera, 2014). Consequently, the presence of close prosocial friends whom youth can use as resources may serve as a community support for U.S.-born Latino/a youth. Nevertheless, peer relationships are not the only source of social support evidenced in research involving U.S.-born Latino/a youth.

U.S.-born Latino/a youth also benefit from close relationships with key community members, such as teachers and other school personnel (Morgan Consoli et al., 2014; Sosa, 2012). In a qualitative study examining resilience among students of Mexican descent, relationships with teachers and existence of safe spaces at school were cited as key protective factors for participants' school engagement (Sosa, 2012). Likewise, in a study exploring thriving in Latino/a undergraduate students, social support offered by family, peers, and school personnel was discussed by all participants in the study as an aid for overcoming adversity (Morgan Consoli et al., 2014). As such, it appears that relationships developed outside of the home environment with key community members can serve as powerful protective factors for U.S.-born Latino/a youth.

Beyond feeling connected with their communities and benefitting from close relationships and social support offered by peers and key community members, U.S.-born Latino/a youth are also aided by community resources, such as extracurricular activities (Doğan-Ateş & Carrión-Basham, 2007; Prelow & Loukas, 2003). In a study examining the effects of cumulative risk, resource, and protective factors on the language and math achievement scores and school problems of economically disadvantaged Latino/a youth, involvement in extracurricular activities was associated with better achievement-related functioning among female and male participants (Prelow & Loukas, 2003). Likewise, in a study investigating risk and protective factors associated with teenage pregnancy among Latinas, nonpregnant teens were

more likely to participate in extracurricular activities during their free time than were pregnant teens (Doğan-Ateş & Carrión-Basham, 2007). As such, it would appear that community resources, such as organized extracurricular activities, could provide protective benefits to U.S.-born Latino/a youth.

In summary, community supports offer yet another vehicle that could facilitate resilience in U.S.-born Latino/a youth. As can be evidenced in this review of the literature related to resilience and protective factors/processes affecting this population, there are many points of intervention available for enhancing youths' overall development.

Chapter IV: Discussion

The purpose of this critical review of the literature was to establish whether the common themes of resilience outlined by Berger Cardosa and Thompson (2010) in their systematic review of the literature involving research with Latino immigrant families would also be evidenced in research of resilience and protective processes among U.S.-born Latino/a youth. By and large, research included in the current review of the literature coincided with the four themes presented in the aforementioned study; namely, studies related to resilience and protective processes among U.S.-born Latino/a youth generally fell into the following four themes: individual characteristics, family strengths, cultural factors, and community supports. As such, in line with what has been evidenced among mainstream and immigrant populations, resilience and protective processes among U.S.-born Latino/a youth involve characteristics of the child, the child's family and culture, and the child's community. Consequently, although some of the factors and protective processes involved in resilience are not unique to U.S.-born Latinos/as, what is specific to them is a nuanced manifestation of culture within the spaces they occupy. Moreover, although overlap exists between processes involved in the development of immigrant and U.S.-born Latino/a youth due to shared cultural values and experiences, differences also exist as a result of nativity and generational status. What is more, these demographic and cultural variations have been proven to impact developmental outcomes in U.S.-born Latino/a youth and therefore appear to result in a more nuanced manifestation of resilience and protective processes across individual, family, cultural, and community factors.

Within the realm of individual characteristics, U.S.-born Latino/a youth must contend with identity development in a context that might result in increased pressure and conflict compared to immigrant Latino/a youth as a result of their nativity and generational status.

Specifically, U.S.-born Latino/a youth may have to maneuver issues related to native language fluency, ethnic identity, bilingualism/biculturalism, religiosity, and gender within the reality of having been born in a country with a mainstream culture that may not encourage or value these attributes as central to optimal child development, and may in some cases perceive the manifestation of some these characteristics as contrary to mainstream American values. For example, mainstream perceptions of native language fluency and bilingualism/biculturalism have historically hinged on constantly shifting sociopolitical forces, which have, over the years, veered away from promoting maintenance of native language through programs such as bilingual education (Kim, Hutchinson, & Winsler, 2015). What is more, in the not too distant past, native language maintenance through educational programming was subject to great public debate across the United States and resulted in legislation passed in some states banning the use of students' primary language within the school setting (García & Curry-Rodriguez, 2000; Yamagami, 2012). Consequently, under these circumstances, it is possible that Latino/a parents may have avoided teaching U.S.-born Latino/a youth their native language in hopes of having their children assimilate into English-dominant environments and therefore avoid persecution. Given that native language maintenance and fluency have been implicated in resilience and protective processes among U.S.-born Latino/a youth, monolingual youth may have therefore been deprived of a potential resilience/protective factor. As such, as can be evidenced from this example, U.S.-born Latino/a youth and their parents must maneuver forces in the mainstream culture as they nurture and acquire or manifest individual characteristics that have been deemed protective of their development.

Likewise, family strengths that have been identified as protective to the development of U.S.-born Latino/a youth may also manifest uniquely given the dissonance that might exist

between Latino/a families and American mainstream culture. Although much overlap is evidenced in resilience research between the mainstream and U.S.-born Latino/a youth population with regard to family strengths, similar challenges as those discussed with regard to individual characteristics exist. Most notably, given that mainstream American culture perceives child independence and individuation as central to developmental processes, the centrality of family and the value of familism, which promotes putting family needs ahead of individual needs, may result in discord in the development of U.S.-born Latino/a youth who inhabit the space between these two disparate cultures and values. What is more, given the centrality of individuation to mainstream views of optimal child development, manifestations of familism among U.S.-born Latino/a youth may be perceived as pathological and/or contrary to positive development and might therefore be subject to treatment or intervention in the hands of professionals who may not be privy to information about the protective benefits of familism to the development of U.S.-born Latino/a youth. Consequently, U.S.-born Latino/a youth and their families are faced with having to maneuver this schism to ensure optimal developmental outcomes for this unique population.

Although much overlap exists between immigrant and U.S.-born Latino/a youth with regard to the cultural factors that facilitate resilience and protective processes, nuances are also evidenced in their manifestation among U.S.-born Latino/a youth. Given that adherence to traditional cultural values such as *familismo* and *respeto* has been found to offer protective benefits to U.S.-born Latino/a youth, maintaining these values as subsequent generations of youth are born in the United States may prove challenging as new generations may become far removed from the values promulgated by first-generation immigrant parents. As the acculturation process progresses among Latino/a families who have resided in the United States

for multiple generations, the challenge becomes maintaining connection with the immigrant native culture, while at the same time also developing an other-group or mainstream American orientation. Consequently, it would appear that to ensure optimal developmental outcomes in U.S.-born Latino/a youth, teaching or assisting them to navigate between two cultures is crucial.

With regard to community-level supports that assist resilience and protective processes among U.S.-born Latino/a youth, perhaps the biggest challenge for U.S.-born Latino/a youth is to feel connected and as if they belong in key community contexts. Research has suggested that public ethnic regard and perceived discrimination may be more impactful for U.S.-born Latino/a youth, perhaps as a result of having been born in the United States and expecting to be accepted as native citizens (Alfaro et al., 2009; Brittian et al., 2013; Gonzalez et al., 2012). Given these findings, it would appear that U.S.-born Latino/a youth would benefit greatly from feeling that they are a valued part of the larger community without discrimination or concerns about negative public perceptions of their culture. Nevertheless, as previously noted, sociopolitical forces often impact the rhetoric that surrounds issues of race and culture as well as legislation and policies that determine how U.S.-born Latino/a youth live their daily lives. For example, rhetoric related to Latino/a immigration has long sparked debate in the United States (Valentino, Bradler, & Jardina, 2013). As such, depending on the level of acculturation and the generational status of U.S.-born Latino/a youth, they may be faced with constant concerns related to issues such as their parents' immigration status and laws that may threaten family unity. Given the loaded sociopolitical messages often associated with undocumented immigrant status, U.S.-born Latino/a youth may frequently be exposed to negative messages about their culture and suffer discrimination as a result. This situation might then compromise the need of U.S.-born Latino/a youth to feel connected and as if they belong in their respective communities, therefore

compromising their development. As such, U.S.-born Latino/a youth and their parents are charged with navigating these powerful sociopolitical forces in the larger community, which can be emotionally and psychologically taxing. Consequently, aside from being deprived of another possible resilience and/or protective factor, U.S.-born Latino/a youth might then be faced with yet another risk factor.

The four themes of resilience outlined for research with Latino/a immigrant families by Berger Cardosa and Thompson (2010) and confirmed by the current critical review of the literature with research involving U.S.-born Latino/a youth provide guidance about points of intervention to assist the resilience and positive developmental outcomes of U.S.-born Latino/a youth. Given that sources of resilience and protective processes occur at the individual, family, cultural, and community levels, society is charged with providing support and intervention to assist the developmental outcomes of U.S.-born Latino/a youth at all levels.

Resilience processes at the individual level might be facilitated by programs encouraging and imparting native language education to ensure native language maintenance over time and across generations as well as parenting programs educating Latino/a parents about optimal ethnic socialization strategies. Moreover, enhancement of key family strengths, such as quality of parenting and family cohesiveness, could be achieved through parenting programs as well as family-level prevention or therapeutic interventions. Likewise, cultural-level resilience processes could be optimized through programs educating parents and youth about the protective effects of key cultural values as well as through collaborative strategies aimed at easing possible difficulties arising from the acculturation process and possible conflicts resulting from acculturation gaps. Lastly, with regard to community-level supports, ensuring equal access to community-based organized activities for U.S.-born Latino/a youth would be paramount. What

is more, to enhance feelings of connection and belonging among these youth in the larger community, it is essential that sociopolitical doctrine avoid divisive stances that criminalize Latino/a immigrants and, in doing so, often encourage xenophobia and racial discrimination. If the United States is to continue on its course of being a world leader, it must ensure that all populations, including Latinos/as, have the opportunity to contribute to its future growth. To accomplish this, proactive program development is necessary to optimize the developmental outcomes of one of the nation's growing populations, namely, U.S.-born Latino/a youth.

Limitations and Recommendation for Future Research

The focus of this review of the literature was to determine if current resilience research involving U.S.-born Latino/a youth coincides with the four themes identified by Berger Cardosa and Thompson (2010) related to research involving Latino/a immigrant families, in hopes of increasing understanding of resilience and protective processes prevalent in U.S.-born Latino/a youth, which could then inform program and intervention development and implementation aimed at enhancing developmental outcomes for this population. Although meaningful information was garnered through this review of the literature, limitations exist. To begin, given the limited availability of research studies focused exclusively on resilience and protective factors/processes among U.S.-born Latino/a youth, the scope of studies included in this review was expanded to include those that identified U.S.-born Latino/a youth as one of the groups in the sample population as well as those that identified U.S.-born Latino/a youth as the majority of the sample population. Consequently, given the diversity of sample populations included in the various studies utilized in this review, study outcomes might in part result from sampling differences, which might limit the generalizability of findings to U.S.-born Latino/a youth in general. Moreover, given that research focused on resilience and protective factors/processes

among Latino/a youth continues to be scarce, studies related to various developmental areas and outcomes were included in this review (e.g., substance use, teenage violence, and teenage pregnancy). Therefore the conceptualization of resilience may have been unique to said developmental domains and may have therefore resulted in measurement of diverse concepts and processes. As a result, although meaningful to the advancement of knowledge related to resilience and protective processes among U.S.-born Latino/a youth, the results of this review of the literature must be interpreted with caution to avoid overgeneralizing findings that may not reflect resilience phenomena accurately due to sampling limitations.

Limitations also exist in the studies included in this review. To begin, some studies utilized convenience sampling, which therefore limits the generalizability of the results to the overall U.S.-born Latino/a youth population. Likewise, owing to modest sample sizes in some studies, descriptive statistics were not provided to identify possible differences among subgroups included in the study. For example, although some studies included information about the generational status of the U.S.-born Latino/a youth included in the study, some did not, making it difficult to decipher any possible differences in resilience and protective processes among youth of varying generations. Similarly, some of the comparative studies provided limited information about the Latino/a sample and instead presented them as a homogenous sample. Also, some studies relied entirely on youth self-report, which might have resulted in biased and/or inaccurate results. Moreover, many of the studies generated cross-sectional data, therefore limiting researchers' abilities to determine causal links between variables. Additionally, some studies provided limited or vague information about how they conceptualized constructs being researched, such as familism and social-emotional competence, therefore making it difficult to interpret research findings. As such, although much of the research presented in this review

further understanding of resilience and protective processes among U.S.-born Latino/a youth, refinement in future studies would greatly enhance the generalizability of the data being generated in this field of study, which is crucial to the optimal development of U.S.-born Latino/a youth as well as to the future of the United States, given current demographic trends.

Given the limitations of this review and of existing resilience research among U.S.-born Latino/a youth, the following recommendations are outlined for future research. To begin, future research would benefit from examining resilience processes among specific subpopulations, such as U.S.-born Latino/a youth from different national groups, such as Puerto Rican and Cuban, while also providing descriptive statistics of key demographic characteristics, such as generational status and language proficiency in both Spanish and English. Moreover, given that many studies rely only on youth self-report, future studies would benefit from including multiple informants who can provide information about youths' functioning across settings. Likewise, utilizing various forms of data collection, including, but not limited to, focus groups, surveys, and direct observation, would also benefit future research with U.S.-born Latino/a youth. Similarly, increased longitudinal studies would enhance our understanding of how resilience and protective processes play out over time. Lastly, continued focus on identifying and understanding pathways to resilience among U.S.-born Latino/a youth in a comprehensive manner is critical given the increased risk that has existed historically among this population. By taking a proactive stance in identifying and examining resilience processes among U.S.-born Latino/a youth, researchers could enhance the developmental outcomes of this population and, in doing so, impact the future of the United States.

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APPENDIX A

Literature Table

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
<p>Acevedo-Polakovich, I. D., Cousineau, J. R., Quirk, K. M., Gerhart, J. I., Bell, K. M., & Adomako, M. S. (2014)</p> <p>Toward an asset orientation in the study of U.S. Latino/a youth: Biculturalism, ethnic identity, and positive youth development.</p>	Two specific asset variables, leadership and social responsibility, were used to test hypotheses about the role of biculturalism in adaptive psychological functioning among U.S. Latino/a youth.	Latino/a youth participated in the study. (N=124)	Measures included the following: Demographic Survey, Hispanic Involvement and American Involvement Scale of the Bicultural Identification Questionnaire, 7 questions from the Multigroup Ethnic Identity Measure's ethnic identification scale, 5 items from the Youth Social Responsibility Scale, and a scale created to measure leadership.	Quantitative, Cross-sectional Design	Bicultural identity was meaningfully associated with asset variables, whereas bicultural involvement was not.
<p>Aguilar, J. P., & Sen, S. (2009)</p> <p>Comparing conceptualizations of social capital.</p>	Reviewed how prominent theorists discuss social capital and offer guidance for community practitioners based on these conceptualizations.	N/A	N/A	N/A	Social capital is a versatile concept that can be used equally well in both micro and macro level practices.
<p>Ai, A. L., Weiss, S. I., & Fincham, F. D. (2014)</p> <p>Family factors contributing to general anxiety disorder and suicidal ideation among Latina Americans.</p>	The study explored psychosocial risk and protective factors for major depressive disorder, general anxiety disorder, and suicidal ideation among Latinas participating in the first national mental health epidemiological survey of Latina Americans.	<p>Latina Americans participated in the study. (N=1,427)</p> <p>36.64% U.S.-born</p>	Measures included the following: Sociodemographic survey, World Mental Health Survey Initiative version of the WMH-CIDI, Acculturation scale, Discrimination scale, Psychosocial Risk scale, Social Support scale, Negative Family Interaction scale, Family	Quantitative, Cross-sectional design	Family cohesion found to be protective against general anxiety disorder.

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			Cohesiveness scale, and Racial and Ethnic Identity scale.		
Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978) <i>Patterns of attachment: A psychological study of the strange situation.</i>	Described the studies that have tested several major postulates of the ethological perspective on social development as applied to the study of infant social development.	N/A	N/A	N/A	Seminal work which laid the foundation for further exploration of attachment patterns among infants.
Alfaro, E. C., Umaña-Taylor, A. J., Gonzales-Backen, M. A., Bámaca, M. Y., & Zeiders, K. H. (2009) Latino adolescents' academic success: The role of discrimination, academic motivation, and gender.	Examined whether Latino/a adolescents' experiences with discrimination would be directly and/or indirectly associated with academic success through academic motivation.	Latino/a adolescents participated in the study. (N=323 Wave 1, N=273 Wave 2, N=267, Wave 3) 70.6% U.S.-born	Measures included the following: Revised version of the Perceived Discrimination Scale, Academic Motivation Scale, Students' GPA, Demographic survey, and a subscale of the Bidimensional Acculturation Scale for Hispanics.	Quantitative, Longitudinal Design	Academic motivation was positively related to male and female participants' concurrent academic success, measured via grade point average.
Allen, M., Svetaz, M. V., Hardeman, R., & Resnick, M. D. (2008) <i>What research tells us about Latino parenting practices and their relationship to youth sexual behavior.</i>	This report summarizes research assessing the ways Latino/a parents' values, beliefs, and parenting practices shape their adolescent children's sexual behavior.	N/A	N/A	N/A	Key findings include the following: 1) Latino/a parents have many strengths, 2) Both the social environment and the complex processes of acculturation may make effective parenting challenging for Latino/a parents, and 3) More research is needed in a number of key areas to better understand the

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
					relationship between parenting and Latino/a teen sexual behavior.
Arcia, E., Reyes-Blanes, M. E., & Vazquez-Montilla, E. (2000) Constructions and reconstructions: Latino parents' values for children.	Reconstructed child-related values of a sample of Mexican American and Puerto Rican parents of young children with disability to describe parent-held values and to examine the extent to which having a child with a disability impacted these values.	250 parents total participated in the study. *50 Mexican couples *50 Puerto Rican couples *25 single Mexican mothers *25 single Puerto Rican mothers	Measures included the following: a semi-structured interview of open-ended questions and Q-Sort of Parental Values.	Qualitative and Quantitative, Mixed Method Design	Disability appeared to have a small and diffused impact on child-related values. Ratings differed significantly on the basis of the language of interview, and the definitions that parents offered also showed an effect of interaction with the Anglo American culture, mostly as related to labeling. The basic values of parents remained fairly consistent.
Aretakis, M. T., Ceballo, R., Suarez, G. A., & Camacho, T. C. (2015) Investigating the immigration paradox and Latino adolescents' academic attitudes.	Examined whether the immigrant paradox exists with regard to Latino/a adolescents' educational values and school effort and whether cultural values serve as a protective factor for Latino/a youth.	Latino/a 9 th graders participated in the study. (N=212) 76% U.S.-born	Measures included the following: Demographic Questionnaire, Familism Values Scale, one item from the Familism scale of the Multiphasic Assessment of Cultural Constructs-Short Form, Family Current Support measure, Educational Values items, and the School Effort Scale.	Quantitative, Cross-sectional Design	Greater endorsement of traditional values, such as <i>familismo</i> and family obligation, was significantly related to adolescents' educational values and school effort.
Armstrong, M. I., Birnie-Lefcovitch, S., & Ungar, M.T. (2005) Pathways between	Identifies key findings from social support theory and research, including the impact of	N/A	N/A	N/A	Social support is constructed as a protective mechanism with main and buffering effects

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social support, family well-being, quality of parenting, and child resilience: What we know.	social support on family well-being and the parent's capacity to parent, and the experience of parental social support in families with a disability.				that can impact family well-being, quality of parenting, and child resilience at a number of junctures.
Arrington, E. G., & Wilson, M. N. (2000) A re-examination of risk and resilience during adolescence: Incorporating culture and diversity.	Explores conceptual and definitional issues involved with the role of culture and diversity in specifying risk and resilience factors for youth of African, Asian, Latino/a, and Native American descent.	N/A	N/A	N/A	The authors conceptualize a model of risk and resilience as multidimensional, particularly when accounting for these processes among culturally diverse youth. They also explore the relevance of culture and diversity among these populations from a developmental perspective, which also incorporates community psychology principles.
Bacio, G. A., Mays, V. M., & Lau, A. S. (2013) Drinking initiation and problematic drinking among Latino adolescents: Explanations of the immigration paradox.	Examined whether the immigrant paradox applies to drinking initiation and problematic drinking among Latino/a adolescents, and tested whether generational differences in family protective factors and peer risk factors might explain the immigrant paradox.	Latino/a 7 th - 12 th graders participated in the study. (N=2,482) 79% U.S.- born	Measures included the following: Demographic interview questions along with items related to initiation of drinking, problematic alcohol use, perceived family closeness and parental monitoring, as well as association with substance- using peers.	Quantitative, Longitudinal Design	Differences in family closeness, across generations, but not parental monitoring, played an important role in explaining generational differences in drinking patterns.
Bakermans- Kranenburg, M. J., van IJzendoorn, M.	Explored whether early preventive intervention is effective in	N/A	Seventy studies were traced, producing 88 intervention	Meta- Analysis	Randomized interventions appeared rather effective in

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H., & Juffer, F. (2003) Less is more: Meta-analysis of sensitivity and attachment interventions in early childhood.	enhancing parental sensitivity and infant attachment as well as what type of intervention is most successful.		effects on sensitivity and/or attachment.		changing insensitive parenting and infant attachment insecurity. The most effective interventions used a moderate number of sessions and a clear-cut behavioral focus in families with, as well as without, multiple problems.
Bámaca, M. Y., Umaña-Taylor, A. J., Shin, N., & Alfaro, E. C. (2005) Latino adolescents’ perception of parenting behaviors and self-esteem: Examining the role of neighborhood risk.	Examined the relations among parenting behaviors, adolescents’ self- esteem, and neighborhood risk with a Midwestern sample of 324 Latino/a adolescents.	Latino/a 9 th and 10 th graders participated in the study. (N=324) 71.9% U.S.- born	Measures included the following: Demographic Survey, Rosenberg Self- Esteem Scale, Parent Behavior Measure, and Neighborhood Risk Scale.	Quantitative, Cross- sectional Design	Perceived maternal and paternal support was positively associated with female and male participants’ self- esteem.
Barbarin, O., Iruka, I. U., Harradine, C., Winn, D. M. C., McKinney, M. K., & Taylor, L. C. (2013) Development of social-emotional competence in boys of color: A cross-sectional cohort analysis from pre-k to second grade.	Explores the development of psychosocial competence in boys of color.	226 African American and 109 Latino boys in grades pre-K through first participated in the study.	Measures included the following: Attention Scale, items adapted from the Student- Teacher Rating Scale, The Social Competence Scale, Children’s Feelings About School scale, The Academic Rating Scale, Literacy Proficiency measure, Mathematics Proficiency measure, Test of Early Mathematics	Quantitative, Cross- sectional Sequential Design	Boys of color evidenced high levels of psychosocial competence, especially on self- regulation, which was related to both math and reading achievement. Although emotional self- regulation was stable, declines were observed in self-regulation of attention, quality of peer relationships, teacher-rated

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
			Ability-3 rd Edition, and The Woodcock-Johnson Test of Achievement, 3 rd Edition.		closeness, and satisfaction with life at school, especially over the transition from pre-K to second grade.
Barrett, A. N., Kuperminc, G. P., & Lewis, K. M. (2013) Acculturative stress and gang involvement among Latinos: U.S.-born versus immigrant youth.	Explored links between acculturative stress and gang involvement among immigrant and U.S.-born middle school students.	Latino/a middle school students participated in the study. (N=199) 21% U.S.-born	Measures included the following: SAFE scale for acculturative stress, Abbreviated version of the Piller and Hoewig-Roberson Gang Membership Inventory, and four short-answer vignettes.	Quantitative and Qualitative	U.S.-born youth experiencing high levels of discrimination stress were more susceptible to gang involvement than those experiencing low levels of discrimination stress.
Barrueco, S., López, M. L., & Miles, J. C. (2007) Parenting behaviors in the first year of life: A national comparison of Latinos and other cultural communities.	Examined Latino/a parenting building upon previous studies on book reading, storytelling, singing, and teaching behaviors.	This was a nationally representative sample of 10,498 children who participated in the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B). This study utilized data from the data set of the ECLS-B.	Primary caregiver interviews, direct child assessment, and videotaped parent-child interactions during semi-structured tasks were utilized in this study. Instruments included the following: sociodemographic items, a partner conflict scale, Knowledge of Infant Development Inventory, Center for Epidemiologic Studies-Depression scale, the Nursing Child Assessment Teaching Scale parenting behavior as well as items related to hours per week of nonparental care, attendance at	Quantitative and Qualitative	Findings suggest that once factors pertaining to family resources and characteristics have been accounted for, there are relatively few differences in the examined parenting behaviors across ethnic groups, with the exception of less frequent book reading and storytelling among mothers of Latino/a infants.

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
			religious services, frequency of book reading, storytelling, and singing, and linguistic engagement.		
Belsky, J. (1984) The determinants of parenting: A process model.	The domains of parenting determinants are identified and a process model of competent parental functioning is offered on the basis of the analysis.	N/A	N/A	N/A	The model presumes that parental functioning is multiply determined, that sources of contextual stress and support can directly affect parenting or indirectly affect parenting by first influencing individual psychological well-being. It further posits that personality influences contextual support/stress, which feeds back to shape parenting, and that in order of importance, the personal psychological resources of the parent are more effective in buffering the parent-child relation from stress than are contextual sources of support, which are themselves more effective than characteristics of the child.
Belsky, J. (2005)	Explored the implications of	N/A	N/A	N/A	The most important

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Social-contextual determinants of parenting. In R. E. Tremblay, R. G. Barr, & R. D. V. Peters (Eds.), <i>Encyclopedia on early child development</i> (pp. 1–6)	social-contextual determinants of parenting as well as other forces that shape parenting.				implication is that there should be no single way to promote growth- fostering parenting.
Belsky, J. (2008) Family influences on psychological development.	Examines the effects of parenting and the parent-child relationship on child well-being.	N/A	N/A	N/A	Some evidence indicates that effects of parenting vary by family race- ethnicity and by child emotional and genetic characteristics. Also contributing to children's development is the quality of marital relations and the stability of family life.
Berger Cardosa, J., & Thompson, S. J. (2010) Common themes of resilience among Latino immigrant families: A systematic review of the literature.	This is a systematic review of the literature exploring common themes of resilience among Latino/a immigrant families.	N/A	N/A	Meta- analysis	Research on resilience among Latino immigrant families indicates four major domains: individual characteristics, family strengths, cultural factors, and community support.
Berkel, C., Knight, G. P., Zeiders, K. H., Tein, J. Y., Roosa, M. W., Gonzales, N. A., Saenz, D. (2010) Discrimination and adjustment for Mexican American adolescents: A	Examined two possible mechanisms by which Mexican American values may support positive outcomes in the context of discrimination; a protective factor or risk reducer.	5 th -grade Latino/a students and their families participated in the study. (N=750) 70.3% U.S.- born	Measures included the following: Items designed to assess discrimination, Mexican American Cultural Values Scale, Adaptation of the 10-item Ethnic Socialization Scale from the Ethnic Identity	Quantitative, Longitudinal Design	Greater endorsement of Mexican American values was associated with reduced risk of negative mental health symptoms over time and increases in academic self- efficacy, which in turn was

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prospective examination of the benefits of culturally related values.			Questionnaire, 4-item Ethnic Pride scale, computerized version of the Diagnostic Interview Schedule for Children, Patterns of Adaptive Learning Survey, and Teacher survey.		associated with higher teacher-reported grades.
Berry, J. W. (2005) Acculturation: Living successfully in two cultures.	Theoretically examines the cultural and psychological aspects of conflict and negotiation that take place during the process of acculturation.	N/A	N/A	N/A	Posits that those who pursue integrative strategies in terms of attitudes, identities, and behaviors will achieve better adaptations than those who acculturate in other ways, especially those who are diffuse or marginal in their way of acculturating.
Bourdieu, P. (1986) The forms of capital. In J. G. Richardson (Ed.), <i>Handbook of theory and research for the sociology of education</i> (241-258)	Theoretical work exploring the various types and subtypes of capital, among which are cultural capital and social capital.	N/A	N/A	N/A	Proposes that cultural capital can exist in three states or forms: embodied, objectified, and institutionalized, while social capital is defined as the aggregate of the actual or potential resources which are linked to membership in a group, which provides each of its members with the backing of the collectively owned capital.
Bowlby, J. (1978)	Defines and describes	N/A	N/A	N/A	Sets forth four principles of

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Attachment theory and its therapeutic implications.	attachment theory. It deals with the affectional bonds between individuals, their origins in childhood and adolescent relationships, the distress caused by involuntary severance of such bonds or by their faulty development, and the treatment of these disturbances. Many family situations are described in which the formation of personal bonds can be prevented or distorted by parental behavior, not only in childhood but in later life.				therapeutic intervention on the basis of attachment theory. These include the following: 1) The therapist must provide the patient with a secure base from which to explore past and current experience, 2) The therapist must join the patient in exploring the situations in which the patient finds him or herself, 3) The patient must be helped to understand the therapist's feelings and actions toward the patient, and 4) The patient must be helped to understand his or her current situations and to interpret them in terms of childhood experiences with attachment figures.
Bradley, R. H., Corwyn, R. H., McAdoo, H. P., & Garcia Coll, C. (2001) The home environments of children in the United States. Part I: Variations by age, ethnicity, and poverty	Analyzed what constitutes a typical home environment in the United States and how this differs across ethnic groups and poverty status.	N/A	Dataset analysis: Analyzed item-level data from the National Longitudinal Survey of Youth on four age-related versions of the Home Observation for Measurement of the Environment-Short Form	Quantitative	For the majority of the items at all four age levels, differences between poor and non-poor families were noted. Differences were also obtained among African American, European American, and

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status.			(HOME-SF) from five biennial assessments (for the total sample and four ethnic groups-European Americans, Asian Americans, African Americans, and Latinos/as).		Latino families, but the magnitude of the effect for poverty status was greater than for ethnicity, and usually absorbed most of the ethnic group effects on HOME-SF items.
Brittian, A. S., O'Donnell, M., Knight, G. P., Carlo, G., Umaña-Taylor, A. J., & Roosa, M. W. (2013) Associations between adolescents' perceived discrimination and prosocial tendencies: The mediating role of Mexican American values.	Examined the influence of perceived discrimination on the emergence of Mexican American adolescents' later prosocial tendencies and examined the mediating role of Mexican American values.	5 th , 7 th , 10 th -grade Mexican American students and their families participated in the study. (N=749) 70% U.S.-born	Measures included the following: Created 9-item scale for perceived discrimination, The Mexican American Cultural Values Scale, and The Prosocial Tendencies Measure.	Quantitative, Longitudinal Design	Associations between perceived discrimination and most prosocial tendencies were mediated by youths' Mexican American values. Perceived discrimination at Time 1 contributed to an increase in Mexican American values at Time 2, which in turn had a compensatory relationship with most prosocial tendencies.
Bronfenbrenner, U. (1979) <i>The ecology of human development: Experiments by nature and design.</i>	Presents a theoretical perspective for ecological research on human development. Presents models for specifying the interdependencies and interactions among the person, the environment, and the structure of the environmental settings.	N/A	N/A	N/A	Generates a series of hypotheses on how the environment affects the child and how the child restructures the environment. Four environmental levels are distinguished: microsystems, mesosystems, exosystems, and macrosystems.
Bronfenbrenner, U. (1986)	Examines critically a body of research on the	N/A	N/A	N/A	Concludes that for every study that documents the

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Ecology of the family as a context for human development: Research perspectives.	influence of external environments on the functioning of families as contexts of human development.				power of disruptive environments, there is a control group that testifies to the existence and unrealized potential of ecologies that sustain and strengthen constructive processes in society, the family, and the self.
Buckingham, S. L., & Brodsky, A. E. (2015) “Our differences don’t separate us”: Immigrant families navigate intrafamilial acculturation gaps through diverse resilience processes.	Explored the complexity of acculturation gaps and their navigation by examining the ways families described and understood acculturation gaps, determined whether gaps were benign, potentially problematic, or useful for the family, and navigated gaps depending on their determined valence.	2 mixed-generation Salvadoran immigrant families participated in the study.	Semi-structured interviews	Qualitative	Families were observed to use their belief systems, organizational patterns, communication and problem-solving strategies, and methods of escape to effectively navigate acculturation gaps.
Campa, B. (2010) Critical resilience, schooling processes, and the academic success of Mexican Americans in a community college.	Explored how a group of students overcame obstacles and achieved success at a particular community college.	5 community college students participated in the study. (4 U.S.-born)	Interviews, focus groups, and classroom observations	Qualitative	Participants’ critical resilience was promoted by focusing on the cultivation of a larger purpose connected to the social uplift of their families and communities.
Campa, B. (2013) Pedagogies of survival: Cultural resources to foster	Explored how five Mexican-American community college students used their	5 community college students participated in the study.	Interviews, focus groups, and classroom observations	Qualitative	Pedagogies of survival arise from social, cultural, economic, and

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resilience among Mexican-American community college students.	pedagogies of survival to build resistance and navigate through barriers of the community college.	(4 U.S.-born)			historical struggles of the students, their families and their communities, which engender pride and wisdom and foster their resilience.
Cartledge, G., Kea, C., & Simmons-Reed, E. (2002) Serving culturally diverse children with serious emotional disturbance and their families.	Presents the need for culturally competent practitioners in the area of serious emotional disturbance, ways in which service providers can increase their cultural knowledge, and strategies for more effective service with this population.	N/A	N/A	N/A	Authentic family-centered practices will emerge only after service providers have an understanding of the families' experience within their sociocultural context, recognize the families' strengths and resilience, listen to their voices, and establish meaningful relationships with diverse families.
Carvajal, S. C., Hanson, C. E., Romero, A. J., & Coyle, K. K. (2002) Behavioural risk factors and protective factors in adolescents: A comparison of Latinos and non-Latino Whites.	Investigated differences in the behavioral health protective and risk factors in U.S. Latino/a and non-Latino White adolescents as well as differences among Latinos/as with different levels of acculturation using a bicultural acculturation model.	Middle school students participated in the study. (N=1119) (n=705 Latinos/as) 87% U.S.-born	Measures included the following: Self-report questionnaire assessing health-related behaviors and mental health factors and a 7-item measure of cultural orientation.	Quantitative, Cross-sectional Design	Among Latino/a youth, the bicultural group was more likely to have an optimistic outlook than the marginalized group. The most consistent indicators of mental well-being were for those with a bicultural orientation.
Cavazos, J., Johnson, M. B., Fielding, C., Cavazos, A. G., Castro, V., & Vela, L. (2010) A qualitative study of resilient Latino/a college	Explored how a group of college students developed a sense of resilience.	11 Latino/a college students participated in the study.	Personal interviews	Qualitative	Five factors played an important role in students' high academic achievement: high educational goals, support and encouragement from parents,

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students.					intrinsic motivation, internal locus of control, and high self-efficacy.
Centers for Disease Control and Prevention. (2007) <i>National Youth Risk Behavior Survey: Health risk behaviors by race/ethnicity.</i>	Provides data about health risk behaviors among high school students.	The sampling frame for the 2007 National Youth Risk Behavior Survey consisted of all public and private schools with students in at least one of grades 9-12 in the 50 states and the District of Columbia.	The sampling frame was obtained from the Quality Education Data, Inc. database. The database includes information on both public and private schools and the most recent data from the Common Core of Data from the National Center for Education Statistics.	Quantitative	Provides statistics about health risk behavior of youth by race/ethnicity, further elucidating the risk factors to which culturally diverse populations are exposed.
Chao, R. K. (1996) Chinese and European American mothers' beliefs about the role of parenting in children's school success.	Explored the perspectives of Chinese and European American mothers regarding the role of parenting in their children's school success.	48 immigrant Chinese and 50 European American mothers of preschool-aged children participated in the study.	Mothers were interviewed face to face about how they felt their parenting or childrearing affected their children's school achievement.	Qualitative	Chinese mothers placed a great degree of value on education and the investment and sacrifice they feel they need to offer. They also engaged in a more direct intervention approach to their children's schooling and learning, and held the belief that they play a significant role in the school success of their children. European American mothers primarily expressed a negation of the importance of academics or academic skills, instead emphasizing the importance of social skills.

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					They also demonstrated a less directive approach to learning and a concern for building their children's self-esteem.
Chao, R., & Kanatsu, A. (2008) Beyond socioeconomic: Explaining ethnic group differences in parenting through cultural and immigration processes.	Examined both socioeconomic and cultural factors in explaining ethnic differences in monitoring, behavioral control, and warmth.	9 th graders participated in the study. (N=2,924) (n=597 Latino/a youth) 73% U.S.-born	Measures included the following: Demographic items, items from the Children's Report of Parent Behavior Inventory, and a Shortened version of the Self-Construct Scale.	Quantitative, Cross-sectional Design	Among Latinos/as, cultural values for interdependence were most strongly related to parental monitoring and warmth. Youths' fluency in their native language was also related to parental warmth.
Cheney, D., Osher, T., & Caesar, M. (2002) Providing ongoing skill development and support for educators and parents of students with emotional and behavioral disabilities.	Identified themes that support ongoing skill development for educators and parents of students with emotional and behavioral disabilities.	N/A	N/A	N/A	Four underlying themes that support ongoing skill development of providers and parents include: building capacity of providers, decreasing isolation of school staff, gaining commitment of all school staff to support students with challenging behavior, and including parents and family members in staff development activities.
Clauss-Ehlers, C. C. (2004) A framework for school-based mental health promotion with bicultural Latino children: Building	Discusses different acculturative styles and reviews literature on the stressors and strengths related to the bicultural experience.	N/A	N/A	N/A	Being able to preserve one's cultural/ethnic heritage while also engaging with mainstream culture provides the best psychological

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
on strengths to promote resilience.					outcome.
<p>Conger, R. D., Songer, H., Stockdale, G. D., Ferrer, E., Widaman, K. F., & Cauce, A. M. (2012)</p> <p>Resilience and vulnerability of Mexican origin youth and their families: A test of a culturally informed model of family economic stress.</p> <p>In P. K. Kerig, M. S. Schulz, & S. T. Hauser (Eds.), <i>Adolescence and beyond: Family processes and development</i> (pp. 268–286)</p>	Report early findings from a study of Mexican-origin youth and their families that examine pathways to successful development despite the significant adversities often faced by Latinos/as.	<p>5th grade Mexican origin youth participated in the study. (N=650)</p> <p>1st-3rd generation youth as well as their mothers, and in most cases, their father participated in the study.</p>	This study used a dataset from the California Families Project, which consisted of interviews with child, mother, and in most cases, father.	Qualitative	Mothers' child management skills positively related to 3 child outcomes: attachment to school, educational expectations, and GPA. Fathers' parenting behavior predicted all but educational expectations.
<p>Cotton, S., Weekes, J. C., McGrady, M. E., Rosenthal, S. E., Yi, M. S., Pargament, K., Succop, P., Humenay Roberts, Y., & Tsevat, J. (2012)</p> <p>Spirituality and religiosity in urban adolescents with asthma.</p>	Assessed predictors of multiple dimensions of spirituality/ religiosity and adolescents' preferences for having spirituality/ religiosity addressed in hypothetical medical settings.	<p>151 adolescents participated in the study (mean age=15.8)</p> <p>*60%Female</p> <p>*85% African-American</p> <p>*9% European American</p> <p>*3% Biracial</p> <p>*2% Other</p> <p>*1% Asian or Pacific Islander</p> <p>*1% Native American or Alaskan Native</p>	Measures included the following: Demographic questionnaires, which included items related to age, sex, race/ethnicity, education level, parental education level (for the more highly educated primary caregiver), insurance status (as a proxy for socio-economic status), and the adolescent's religious preference (administered to adolescents).	Quantitative and Qualitative, Mixed-Method Design	81% of adolescents said they were religious and spiritual, 58% attended religious services in the past month, and 49% prayed daily. African-American race/ethnicity and having a religious preference were associated with higher levels of spirituality/ religiosity. Adolescent preferences for including spirituality/ religiosity in the medical setting increased with the

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			Providers rated asthma severity at the time of the study visit according to the National Heart, Lung, and Blood Institute criteria. Additional measures included: Functional Assessment of Chronic Illness Therapy-Spirituality scale, Brief RCOPE, Spiritual Well-Being Scale, Brief Multidimensional Measure of Religiousness/Spirituality, Religiosity scale, and the Clinical Encounter Preferences scale.		severity of the clinical situation.
Cummings, E. M., & Davies, P. T. (1994) Maternal depression and child development.	This review emphasizes familial factors and processes implicated in relations between parental depression and child psychopathology, while recognizing that biological factors are also vital to a complete explanation.	N/A	N/A	N/A	Posits that environmental factors in the family contribute to the elevated occurrence of psychopathology in children of depressed parents. Presents evidence, which continues to build, regarding specific process relations between maternal depression, family functioning, and child outcomes.
Cupito, A. M., Stein, G. L., & Gonzalez, L. M. (2015) Familial cultural values, depressive symptoms, school	Examined the relationship between familial cultural values, gender, depressive symptoms, and school outcomes.	7 th -10 th grade Latino/a adolescents participated in the study. (N=176) 60.3% U.S.-	Measures included the following: Attitudinal Familism Scale, Filial Obligation Scales, Affiliative Obedience versus	Quantitative, Cross-sectional Design	Moderate levels of filial obligation were associated with higher self-reported grades. Familial obligation and familism were

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belonging and grades in Latino adolescents: Does gender matter?		born	Self-affirmation Scale, The Mood and Feelings Questionnaire, Demographic items, and Psychological Sense of School Membership scale.		also predictive of greater school belonging regardless of gender.
Davis, A. N., Carlo, G., & Knight, G. P. (2015) Perceived parenting styles, cultural values, and prosocial tendencies among Mexican American youth.	Examined the effects of maternal nativity on mothers' support and firmness, and perceived mothers' support and firmness on Mexican American adolescents' prosocial behaviors via the adolescents' respect and traditional gender role values.	Mexican American adolescents participated in the study. (N=207) 69.1% U.S.-born	Measures included the following: Parenting Styles Inventory II, Mexican American Cultural Value Scale, Prosocial Tendencies Measure-Revised, and Demographic items.	Quantitative, Cross-sectional Design	Supportive parenting and the respect value positively were associated with prosocial tendencies. Firm parenting was associated with emotional and compliant prosocial tendencies.
DeCarlo Santiago, C., Gudiño, O. G., Baweja, S., & Nadeem, E. (2014) Academic achievement among immigrant and U.S.-born Latino adolescents: Associations with cultural, family, and acculturation factors.	Examined proximal risk and protective factors that contribute to academic achievement among Latino/a students.	Latino/a middle school students participated in the study. (N=130) 66.2% U.S.-born	Measures included the following: Demographic questionnaire, The Parental Monitoring Scale, Mexican American Cultural Values Scale, Bicultural Stressors Scale, California English Language Development Test, and school records.	Quantitative, Cross-sectional Design	Students who reported higher levels of parental monitoring and English language proficiency earned higher grades.
De Von Figueroa-Moseley, C., Ramey, C. T., Keltner, B., & Lanzi, R. G. (2006) Variations in Latino parenting practices and their	Examined variations in parenting and its effects on child cognitive outcomes across Latino subgroups.	This analysis is based on a subset of participants from the National Head Start programs. Specifically, this study	The following measures were used: direct assessments and interviews with the child; teacher interview ratings of school, classroom, and children;	Qualitative and Quantitative	Differences were found among Latino subgroups in the areas of nurturance and consistency. Puerto Rican parents scores higher on nurturance and

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
effects on child cognitive developmental outcomes.		analyzed a subgroup of 995 Latino parents and children.	interviews with families; interviews with members of the family concerning their children; direct classroom observations; reviews of children's school records; and principal's ratings of the school.		consistency than Mexican American and El Salvadorans. Results also revealed a positive relationship between responsiveness to child inputs and higher academic achievement scores for each Latino subgroup. Overall, findings suggested that intracultural variations in parenting and academic achievement within the Latino population exist and confirm previous findings that parenting is related to positive child cognitive outcomes.
Doğan-Ateş, A., & Carrión-Basham, C. Y. (2007) Teenage pregnancy among Latinas: Examining risk and protective factors.	Investigated the role of three groups of risk and protective factors that are associated with teen pregnancy.	Latina adolescents participated in the study. (N=94) 84% U.S.-born	Measures included the following: Adolescent Profile, Rosenberg's Self-Esteem Scale, and The Nowicki-Strickland Locus of Control Scale.	Quantitative, Cross-sectional Design	Individual, family, and extrafamilial protective factors were identified for non-pregnant teens, such as; more time spent with mother, more close friends who model conventional behavior, and more attendance at religious services.
Dwairy, M., & Achoui, M. (2010) Parental control: A second cross-cultural research	Examined parental control and its impact on psychological adjustment among children from different cultures.	2,884 Arab, Indian, French, Polish, and Argentinean adolescents participated in	Dwairy's Parental Control and Inconsistency Scale.	Quantitative	Results showed that parental control differs across cultures. Parental control was higher in eastern than

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
on parenting and psychological adjustment of children.		the study.			western countries. Mothers, particularly in the west, were more controlling than fathers. Fathers' rather than mothers' control was associated with adolescents' psychological disorders in the west, but not in the east. Inconsistent parental control was associated with psychological disorders.
Dwairy, M., Achoui, M., Filus, A., Rezvan nia, P., Casullo, M. M., & Vohra, N. (2010) Parenting, mental health and culture: A fifth cross-cultural research on parenting and psychological adjustment of children.	Examined psychological disorders across cultures and their associations with parental factors.	2,884 Arab, Indian, French, Polish, and Argentinean adolescents participated in the study.	The Psychological State Scale	Quantitative	Results showed that psychological disorders differ across cultures. Parental factors were associated with each other and had a great deal of shared variance. Psychological disorders were significantly associated with maternal control, paternal temporal inconsistency, maternal situational inconsistency, paternal rejection, and maternal rejection.
Estrada-Martínez, L. M., Padilla, M. B., Howard Caldwell, C., & Schulz, A. J. (2011) Examining the influence of family	Examined differences in the risk of severe youth violence as well as its association with family cohesion, parental engagement, adolescent	Adolescents participated in the study. (N=16,642 overall) n=2,622 Latinos/as 67.9%-90.7%	Dataset from the National Longitudinal Study of Adolescent Health	Quantitative and Qualitative, Longitudinal Design	Family cohesion was protective among all subgroups, as was the presence of extended adult kin in the household.

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environments on youth violence: A comparison of Mexican, Puerto Rican, Cuban, non-Latino Black, and non-Latino White adolescents.	autonomy, household composition, and immigrant generation among Mexican, Puerto Rican, Cuban, non-Latino Black, and White adolescents.	U.S.-born			
Fiese, B. H. (1997) Family context in pediatric psychology from a transactional perspective: Family rituals and stories as examples.	Reviewed the transactional model as applied to the family context of pediatric psychology.	N/A	N/A	N/A	The work proposes that families are regulated by practices that are proximal to the child's experience as well as representations that are more distal to the child's experience. Family practices are examined through family routines and rituals, while family representations are examined through family stories. Guidelines for assessing family organization through family rituals and family meaning-making in the telling of family stories are also presented.
Flores, E., Cicchetti, D., & Rogosch, F. A. (2005) Predictors of resilience in maltreated and nonmaltreated Latino children.	Examined multiple aspects of functioning, personal resources, and relationship features among school-age maltreated and non-maltreated Latino children.	133 Latino/a children participated in the study.	Measures included the following: Maltreatment Classification System, Pupil Evaluation Inventory, Teacher Report Form of the Child Behavior	Quantitative	Maltreated children were found to have fewer areas of resilient functioning. Ego-resiliency and ego-control, as personal resources, and the ability to form a

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			Checklist, California Child Q-Set, Student-Teacher Relationship Scale, Peer Nominations, and Peabody Picture Vocabulary Test-Revised.		positive relationship with an adult figure outside the immediate family predicted resilience.
Forehand, R., & Kotchick, B. A. (1996) Cultural diversity: A wake-up call for parent training.	Examined the cultural context of parenting for four ethnic groups, considering the influence of cultural factors on parent training.	N/A	N/A	N/A	Cultural values may not necessarily impede, but rather may enhance, the learning and use of parenting skills to change child behavior.
French, S. E., & Chavez, N. R. (2010) The relationship of ethnicity-related stressors and Latino ethnic identity to well-being.	Examined the effect of ethnicity-related stressors and ethnic identity on the well-being of Latino/a American college students.	Latino/a college students participated in the study. (N=171) 75.4% U.S.-born	Measures included the following: The Adolescent Discrimination Distress Index, Own-group Conformity Pressure measure, Stereotype Confirmation Concern measure, adapted version of Multidimensional Inventory of Black Identity Measure, and Mental Health Inventory.	Quantitative, Cross-sectional Design	Ethnic identity was positively associated with well-being. High levels of centrality and public regard were associated with fewer symptoms of depression. Higher levels of public regard were associated with fewer symptoms of depression and loss of control.
Gallardo, M. E., Johnson, J., Parham, T. A., & Carter, J. A. (2009) Ethics and multiculturalism: Advancing cultural and clinical responsiveness.	Explores how conflicts may arise between efforts to meet ethical standards and being culturally responsive, how the application of outdated theoretical constructs may result in harm to diverse clients, and how we must	N/A	N/A	N/A	Asserts that a cultural framework should guide all aspects of the profession and should serve as the filter through which everything, including ethics codes and minimum standards for practice, are processed.

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	develop more culturally responsive views of client needs, of boundaries and multiple relationships, and of treatment interventions.				Commentators then expand on this premise and propose possible ways to address this need in a systemic as well as individualized manner.
García, E. E., & Curry-Rodriguez, J. E. (2000) The education of limited English proficient students in California schools: An assessment of the influence of Proposition 227 in selected districts and schools.	Examined the influence of Proposition 227 on the education of limited English proficient students in selected districts and schools in California by exploring the results of two past studies.	Pilot Study participant included: 8 school district personnel, 8 principals, and 16 elementary school teachers	The study utilized datasets from two studies, which were obtained through in-depth interviews.	Qualitative	In both the pilot study and random district analyses, previous policies regarding the use of education strategies for ELL students were adapted to conform to Proposition 227 and related program practices were not significantly affected by those adaptations.
Germán, M., Gonzales, N. A., & Dumka, L. (2008) Familism values as a protective factor for Mexican-origin adolescents exposed to deviant peers.	Examined interactive relations between adolescent, maternal, and paternal familism values and deviant peer affiliations in predicting adolescent externalizing problems within low-income Mexican-origin families.	Mexican-origin adolescents and their families participated in the study. (N=598) 79.1% U.S.-born	In-home interviews were conducted to administer survey questions including items form a Deviant Peer Affiliations measure, items from the Mexican American Cultural Values Scale, Child Behavior Checklist, and demographic items. Teacher questionnaires were also administered.	Quantitative and Qualitative	Adolescent, maternal, and paternal familism values function interactively with deviant peer affiliation to protect adolescents from higher levels of externalizing problems as reported by teachers.
Gil, A. G., Wagner, E. F., & Vega, W. A. (2000) Acculturation, familism, and	Explored the effects of acculturation and acculturative stress on the intensity of alcohol use among immigrant and	Latino adolescents and their parents participated in the study.	Students were administered self-report questionnaires and parents were interviewed by telephone.	Quantitative and Qualitative, Longitudinal Design	Acculturation among U.S.-born Latinos reduced traditional values of familism and parental respect, which was then

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alcohol use among Latino adolescent males: Longitudinal relations.	U.S.-born Latino males attending middle school in South Florida.	(<i>n</i> =1,051) Immigrant Latinos (<i>n</i> =968) U.S.-born Latinos	Measures included the following: Self-report measure including demographic variables, items related to alcohol involvement and acculturation, as well as a Familism and Disposition to Deviance scale.		associated with stronger disposition to deviance.
Gonzalez, L. M., Stein, G. L., & Huq, N. (2012) The influence of cultural identity and perceived barriers on college-going beliefs and aspirations of Latino youth in emerging immigrant communities.	Examined what impact cultural identity variables, in addition to perceptions of barriers to college entrance, would have on the educational aspirations and college-going self-efficacy beliefs of Latino adolescents.	7 th -10 th grade Latino/a students participated in the study. (<i>N</i> =190) 57.9% U.S.-born	Measures included the following: College-Going Self-Efficacy Scale, Perceptions of Barriers measure, adapted Multidimensional Inventory of Black Identity, Acculturation Rating Scale for Mexican Americans-II, and demographic items.	Quantitative, Cross-sectional Design	Feeling culturally validated by others at school (public ethnic regard) was associated with more confidence in college-planning tasks for participants.
Gonzalez Castro, F., Garfinkle, J., Naranjo, D., Rollins, M., Brook, J. S., & Brook, D. W. (2007) Cultural traditions as “protective factors” among Latino children of illicit drug users.	Examined family bonding among Latino adolescents whose fathers are illicit drug users to ascertain whether such adolescents maintain close affective family ties or alienate themselves from their families given fathers’ use of illicit drugs and referral to a drug screening and treatment program.	23 Latino/a youth-father pairs who participated in a larger study of the father’s drug use and risk of HIV/AIDS infection, participated in the study.	Measures included the following: Family Bonding scale, Social Responsibility scale, Level of Acculturation in Middle School scale, Family Traditionalism scale, American Orientation scale, Latino Orientation scale, Father’s Marijuana Use Past Year, and Father’s Methamphetamine Use Past Year.	Quantitative	Father’s level of marijuana and/or methamphetamine use was unrelated to youth family bonding. Latino and American cultural orientations and level of acculturation in middle school were not associated with family bonding. Social responsibility and family traditionalism were significantly associated with family bonding.

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
Grindal, M., & Nieri, T. (2015) An examination of ethnic identity and academic performance: Assessing the multidimensional role of parental ethnic-racial socialization among a sample of Latino adolescents.	Examined how a child's ethnic identity and three dimensions of ethnic-racial socialization conjointly influence academic performance.	9 th -grade Latino/a students participated in the study. (N=193) 97% U.S.- born	Subset of dataset; The measure included items associated with cultural socialization, promotion of mistrust, preparation for bias, and demographics. Additional measures included: the Multigroup Ethnic Identity Measure- Revised and a subset of items from the Parental Socio-emotional Support for Adolescents Scale.	Quantitative, Cross- sectional Design	Cultural socialization was positively associated with ethnic identity. When promotion of mistrust was prominent, a strong ethnic identity was negatively associated with academic performance, whereas when promotion of mistrust was not prominent, an adolescent's ethnic identity was positively associated with academic performance.
Guilamo-Ramos, V., Dittus, P., Jaccard, J., Johansson, M., Bouris, A., & Acosta, N. (2007) Parenting practices among Dominican and Puerto Rican mothers.	Explored parenting practices among Dominican and Puerto Rican mothers in an urban context to integrate the literature on parenting styles with Latino cultural constructs to better inform social work practice with these populations.	*63 mother and adolescent pairs participated in the study. -44 pairs were Dominican -19 pairs were Puerto Rican -Adolescents sampled were all between the ages of 11 and 14.	Focus Groups- Moderators presented each mothers' focus group with questions about their perceived effective parenting practices for an adolescent in middle school. Adolescent groups were presented a similar set of questions.	Qualitative	Content analysis of parents' focus group revealed five essential Latino parenting practices: 1) ensuring close monitoring of adolescents, 2) maintaining warm and supportive relationships characterized by high levels of parent-adolescent interaction and sharing, 3) explaining parental decisions and actions, 4) making an effort to build and improve relationships, and 5) differential parenting practices based on adolescents' gender.

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
Harkness, S., & Super, C. M. (1983) The cultural construction of child development: A framework for the socialization of affect.	Explores cultural variations in expressive behavior and the cultural constructs that impact child development.	N/A	N/A	N/A	In each life stage, the physical and social parameters of the developmental niche, and the beliefs and values attached to it, will add new elements to the cultural constructions of human development.
Hays, P. A. (2009) Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice.	Describes the advantages and potential limitations involved in the integration of Cognitive Behavioral Therapy and multicultural considerations, with limitations reframed as opportunities to improve the relevance and effectiveness of psychotherapy.	N/A	N/A	N/A	Ten suggestions are provided for integrating multicultural considerations into the clinical practice of cognitive-behavior therapy.
Hodge, D. R., Marsiglia, F. F., & Nieri, T. (2011) Religion and substance use among youths of Mexican heritage: A social capital perspective.	Examined the protective influence of religion on substance use among a school-based sample of youths of Mexican heritage in the American Southwest.	Low-income Latino/a youth participated in the study. (N=804)	A survey including items associated with religious norms, integration into religious networks, internalization of religious values, recent and lifetime substance use, and demographic variables was utilized in the study.	Quantitative, Prospective Design	Religious attendance predicted less likelihood of marijuana and inhalant use. Religious salience predicted less likelihood of using cigarettes and marijuana.
Holleran, L. K., & Jung, S. (2008) Acculturative stress, violence, and resilience in the lives of	Examined the experiences of Mexican American youth in the Southwest, illuminating a number of	18 Mexican American adolescents participated in the study.	Observation, semi-structured interviews, and focus groups were utilized in the study.	Qualitative, Ethnographic Study	Resilience existed among participants despite multiple stressors and was influenced by ethnic identity,

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Mexican-American youth. In B. E. Bribe & S. E. MacMaster (Eds.), <i>Stress, trauma, and substance use</i> (pp. 29–52)	stressors, traumas, and strengths.				ethnic pride, strong family ties, an undercurrent of spirituality, and the belief that life's hardships prepare participants for adulthood.
Holleran, L. K., & Waller, M. A. (2003) Sources of resilience among Chicano/a youth: Forging identities in the borderlands.	Explores the relationship between ethnic identity, particularly identification with traditional Mexican values and beliefs, and contemporary Chicano/a adolescents' perceptions of life challenges.	18 Mexican American adolescents participated in the study.	Observation, semi-structured interviews, and focus groups were utilized in the study.	Qualitative, Ethnographic Study	A strong, positive ethnic identity may be protective and contribute to resilience along with collectivism and related values, including religiosity.
Iturbide, M. I., Raffaelli, M., & Carlo, G. (2009) Protective effects of ethnic identity on Mexican American college students' psychological well-being.	Investigated whether different ethnic identity components moderate the associations between acculturative stress and psychological adjustment among Mexican American college students.	Mexican/ Mexican American college students participated in the study. (N=148) 84% U.S.- born	Self-report surveys including demographic variables and multi-item scales were used. Measures also included the following: Societal, Attitudinal, Familial, and Environmental Acculturative Stress Scale, Multigroup Ethnic Identity Measure, The Center for Epidemiologic Studies- Depression Scale, and Rosenberg's Self-Esteem measure.	Quantitative, Cross-sectional Design	Ethnic identity moderated the relationship between acculturative stress and psychological adjustment only when acculturative stress was low. For female participants, ethnic identity was negatively associated with depression. For male participants, high levels of other-group orientation were positively associated with self-esteem only when acculturative stress was low.
Kennedy, T. M., & Ceballo, R. (2013)	Examined what type of after-school activity	9 th -grade Latinos/as participated in	A survey including demographic	Quantitative, Cross-sectional	Endorsement of familism was directly

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Latino adolescents' community violence exposure: After-school activities and <i>familismo</i> as risk and protective factors.	participation increase or reduce adolescents' risk for violence exposure and the role of the cultural value of <i>familismo</i> in moderating the impact of violence exposure on adolescents' psychological well-being.	the study. (N=223) 76% U.S.-born	variables as well as items related to unstructured time with peers, extracurricular activities, and employment was used. Measures also included the following: Multiphasic Assessment of Cultural Constructs, The Survey of Exposure to Community Violence, The Child Depression Inventory, and The Child Posttraumatic Stress Reaction Index.	Design	associated with less violence exposure while buffering the negative link between violence exposure and psychological well-being.
Kim, Y. K., Hutchinson, L. A., & Winsler, A. (2015) Bilingual education in the United States: An historical overview and examination of two-way immersion.	Reviewed five types of bilingual education implemented in the United States. Also provides a brief history of policy evolution of bilingual education in the United States.	N/A	N/A	N/A	Research reviewed suggests that students in two-way immersion programs are better off in terms of achievement and in primary and secondary language development.
Kiser, L. J., Bennett, L., Heston, J., & Paavola, M. (2005) Family ritual and routine: Comparison of clinical and non-clinical families.	Explores the relationship between family rituals and child well-being.	Two samples participated in the study: 21 families whose adolescent was receiving psychiatric treatment and 21 families in which the adolescent was a public school student.	Demographic data was collected from the parent via telephone contact. Parent then completed questionnaires including: Child Behavior Checklist and Family Environment Scale. Adolescents completed the following scales:	Quantitative and Qualitative, Mixed Method Design	The non-clinical families scored significantly higher on the index of family rituality than did the treatment families. Analysis also pointed to people resources as a robust dimension in its association to adolescent functioning. The role family ritual

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
			Youth Self-Report and Family Environment Scale. Independent interviews were then conducted with the identified adolescent and primary caretaker adult(s).		and routine plays in defining family relationships, both within the nuclear family and with other important adults, was significantly related to clinical status.
Kotchick, B. A., & Forehand, R. (2002) Putting parenting in perspective: A discussion of the contextual factors that shape parenting practices.	Examines the literature on variables that comprise the context in which parenting occurs, and summarizes what is known about how three contextual factors influence parenting practices.	N/A	N/A	N/A	With regard to ethnicity/culture the authors posit that no “universally good” parenting exists. Regarding family socio-economic status, the authors indicate that financial hardship places a great strain on the emotional resources of parents, often resulting in decrements in psychological functioning that then lead to impaired parenting. In regard to neighborhood/ community context, the authors note that parents alter their parenting strategies to fit the environmental circumstances in which they are raising their children so that their children’s chances of success are maximized.
Kuperminc, G. P.,	Proposes a	N/A	N/A	N/A	Protective

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<p>Wilkins, N. J., Roche, C., & Alvarez-Jimenez, A. (2009)</p> <p>Risk, resilience, and positive development among Latino youth.</p> <p>In F. Villarruel, G. Carlo, J. M. Grau, M. Azmitia, N. J. Cabrera, & T. J. Chahin (Eds.), <i>Handbook of U.S. Latino psychology: Developmental and community-based perspectives</i> (pp. 213–233)</p>	<p>cultural-ecological-transactional model to better conceptualize Latino resilience.</p>				<p>processes are found at each level of the social ecology and include internalization of cultural and religious values and beliefs, involvement in maintaining the well-being of the family, and development of a bicultural identity. Supportive relationships in the family, peer group, school, and neighborhood, reinforced by relationships that bridge those important settings of development, are also critical.</p>
<p>Lac, A., Unger, J. B., Basáñez, T., Ritt-Olson, A., Soto, D. W., & Baezconde-Garbanati, L. (2011)</p> <p>Marijuana use among Latino adolescents: Gender differences in protective familial factors.</p>	<p>Examined associations between family factors and marijuana use among Latino adolescents in Southern California.</p>	<p>9th and 11th-grade Latino/a students participated in the study. (N=1,369)</p> <p>88.4% U.S.-born</p>	<p>A survey including items related to demographic variables, peer marijuana norms, parental monitoring, parental communication, family cohesion, familism, and marijuana use was utilized in the study.</p>	<p>Quantitative, Longitudinal Design</p>	<p>Parental monitoring, parent-child communication, and family cohesion were identified as protective factors against marijuana use.</p>
<p>Lamborn, S. D., Dornbusch, S. M., & Steinberg, L. (1996)</p> <p>Ethnicity and community context as moderators of the relations between family decision-making and</p>	<p>Investigated whether ethnicity, community context, or both moderated the impact of three types of family decisions making on the adjustment of 14-16-year-old youth.</p>	<p>3,597 students from six California high schools participated in the study.</p>	<p>Measures included the following: Census tract data, Demographic survey, Decision making scale, Work orientation, self-reliance, and self-esteem scales, as well as Drug and Alcohol Use,</p>	<p>Quantitative</p>	<p>For joint and unilateral youth decision making, community context interacted with ethnicity in three patterns of influence: for Latino/a youth, variations in decision making had a stronger</p>

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adolescent adjustment.			School Misconduct, and Antisocial Behavior scales.		impact in ethnically mixed than in predominantly white communities; for African- American youth, the negative impact of unilateral youth decision making was stronger in predominantly white communities; and for Asian- and European- American youth, community context did not make a difference.
Lawton, K. E., & Gerdes, A. C. (2014) Acculturation and Latino adolescent mental health: Integration of individual, environmental, and family influences.	Examined and critiqued research linking acculturation and mental health outcomes for Latino youth and integrated individual, environmental, and family influences of this relationship.	N/A	N/A	N/A	Overall research suggests that acculturation plays a direct role in family functioning for Latino families, with some evidence that adolescents' maintenance of traditional Latino culture may be protective of family functioning.
Leong, F., Park, Y. S., & Kalibatseva, Z. (2013) Disentangling immigrant status in mental health: Psychological protective and risk factors among Latino and Asian American immigrants.	Examined psychological mechanisms underlying immigrant status by testing a model of psychological protective and risk factors to predict the mental health prevalence rates among Latino and Asian American immigrants based	Latinos/as and Asian Americans participated in the study. (N=2,554) Latinos/as 42.9% U.S.- born	The study utilized selected measures from the NLAAS that operationalized the following variables: lifetime and 12-month DSM-IV diagnoses, social networking, ethnic identity, family cohesion, language	Quantitative, Cross- sectional Design	Social networking was associated with lower levels of psychological disorders.

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
	on secondary analysis of the National Latino and Asian American Study.		proficiency, discrimination, acculturative stress, family conflict, and socioeconomic status.		
Loukas, A., Prelow, H. M., Suizzo, M. A., & Allua, S. (2008) Mothering and peer associations mediate cumulative risk effects for Latino youth.	Examined whether positive parenting and deviant peer associations mediated the relations between cumulative risk composite, financial strain, neighborhood problems, maternal psychological distress, and subsequent youth adjustment problems.	Latino/a youth and one of their parents participated in the study. (N=449) 88.2% U.S.-born	Used a subset of a dataset from the Welfare, Children, and Families: A Three City Study. Data was obtained via interviews, which included items related to cumulative risk, positive parenting, association with deviant peers, and adolescent adjustment.	Quantitative, Longitudinal Design	Quality of parenting contributed indirectly to subsequent youth internalizing and externalizing problems through deviant peer associations.
Loukas, A., Suizzo, M. A., & Prelow, H. M. (2007) Examining resource and protective factors in the adjustment of Latino youth in low income families: What role does maternal acculturation play?	Examined whether the risk and positive factors contributing to the delinquent behaviors and internalizing problems of Latino adolescents varied across maternal linguistic acculturation and adolescent gender.	10-14-year-old Latino/a adolescents and one of their parents (N=454)	A survey containing items associated with linguistic acculturation, cumulative risk, perceived financial strain, neighborhood problems, maternal psychological distress, maternal parenting stress, family routines, maternal monitoring, mother-adolescent relationship quality, adolescent social competence, delinquent behaviors, and internalizing problems, was utilized in the study.	Quantitative, Longitudinal Design	Increased consistency of family routine was negatively associated with boys' and girls' delinquent behavior at Wave 1 and Wave 2 and with boys' Wave 2 internalizing problems. Maternal monitoring was the only predictor of girls' delinquent behavior and offset cumulative risk effects for boys in the high acculturation group. Social competence was protective for boys of mothers with high linguistic acculturation.

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
Low, S., Cook, C. R., Smolkowski, K., Buntain-Ricklefs, J. (2015) Promoting social-emotional competence: An evaluation of the elementary version of Second Step.	Conducted a randomized controlled trial investigating the impact of the 4 th Edition Second Step program on social-behavioral outcomes over a one-year period when combined with a brief training on proactive classroom management.	Kindergarten through second-grade students in 61 schools across six school districts participated in the study.	Measures included the following: School demographics and archival data, Devereux Student Strengths Assessment-Second Step Edition, Strengths/Difficulties Questionnaire, Behavioral Observation of Students in Schools, and the Proactive Classroom Management Rating Form.	Quantitative	The majority of significant findings were moderated effects, with 8 out of 11 outcome variables indicating the intervention resulted in significant improvements in social-emotional competence and behavior for children who started the school year with skill deficits relative to peers.
Luster, T., & Ogakaki, L. (Eds.). (2005) <i>Parenting: An ecological perspective</i> , second edition.	Utilizes an ecological framework to answer critical question related to parenting. Guided by Belsky's process model of parenting, this book explores characteristics of the parent, characteristics of the child, and contextual influences on the parent-child relationship based on research in these areas.	N/A	N/A	N/A	Summarizes some of the latest research findings on parenting from an ecological perspective. Reiterates that the lives of parents and children are interconnected, and that understanding influences on parents is imperative for understanding the experiences of children.
Marks, A. K., Ejesi, K., & García Coll, C. (2014) Understanding the U.S. immigrant paradox in childhood and adolescence.	Offers insight into studies to explain why the immigrant paradox occurs in the United States with the Latino population from the standpoint of risk and resilience.	N/A	N/A	N/A	The more we focus on the difficulties experienced by second-generation youth, the more we fail to realize their potential and the more we risk perpetuating the paradox in future generations.
Marsiglia, F. F.,	Explored how	Survey	The survey	Quantitative	The vast majority

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Miles, B. W., Dustman, P., & Sills, S. (2002) Ties that protect: An ecological perspective on Latino/a urban pre-adolescent drug use.	social contexts, especially the role of families and schools, are affecting Latino/a pre-adolescent substance use in the urban Southwest.	participants included 2,125 Latino/a adolescents. Interview participants included 60 Latino/a adolescents.	included items associated with demographic variables, substance use, anti-drug personal norms, descriptive norms, anti-drug use intentions, parent injunction norms, friend injunction norms, personal norms, self-efficacy, personal intentions, and substance use expectancies.	and Qualitative, Mixed Research Design	of students did not use hard drugs and agreed that alcohol use was inappropriate at their age. A high degree of attachment and strong ties to their parents and their school environment emerged as a shared protective factor.
Masten, A. S. (2001) Ordinary magic: Resilience processes in development.	Explores the notion that resilience is common and that it usually arises from the normative functions of human adaptational systems, with the greatest threats to human development being those that compromise these protective systems.	N/A	N/A	N/A	The conclusion that resilience is made of ordinary rather than extraordinary processes offers a more positive outlook on human development and adaptation. It also provides direction for policy and practice aimed at enhancing the development of children at risk for problems and psycho- pathology.
Masten, A. S. (2007) Resilience in developing systems: Progress and promise as the fourth wave rises.	Discusses perspectives based on the first three waves of resilience research with the goal of informing the fourth wave of work, which is characterized by a focus on multilevel analysis and the dynamic of adaptation and change.	N/A	N/A	N/A	Adaptive systems implicated in resilience research suggest that resilience has a great deal to do with regulatory processes, including self- regulation and regulatory capacities built into social and cultural systems.
Masten, A. S. (2011)	Delineates parallel frameworks that	N/A	N/A	N/A	Discusses the potential for a

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Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy.	grew out of the research on risk and resilience over the past four decades, a framework for research and a framework for practice, and discusses the promise of an emerging synthesis.				synthesis of basic and applied resilience framework as the next steps toward realizing the original objective and promise of resilience science.
Masten, A. S., Herbers, J. E., Cutuli, J. J., & LaFavor, T. L. (2008) Promoting competence and resilience in the school context.	This article defines resilience and identifies key promotive and protective roles of schools and school personnel.	N/A	N/A	N/A	The authors discuss implications of a resilience framework for schools, which include positive approaches to mission statements, models of change, measuring positive progress, and mobilizing powerful systems to change the direction of human development.
Masten, A. S., & Narayan, A. J. (2012) Child development in the context of disaster, war, and terrorism: Pathways of risk and resilience.	Reviews conceptual advances in terms of prevailing risk and resilience frameworks that guide basic and translational research.	N/A	N/A	N/A	Capacity for resilience in a given child will depend on a confluence of myriad factors, including the developmental status and capabilities of the child, capacities embedded in the child's relationships and community connections, and many other potential adaptive systems.
Masten, A. S., & Tellegen, A.	Discusses the contributions of	N/A	N/A	N/A	Study findings corroborated the

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
(2012) Resilience in developmental psycho-pathology: Contributions of the Project Competence Longitudinal Study.	the Project Competence Longitudinal Study to resilience science and developmental psychopathology.				feasibility of studying adaptation in a normative group of school children as well as identifying patterns of resilience, competence, and maladaptive paths through life.
Maurizi, L. K., Ceballo, R., Epstein-Ngo, Q., & Coritna, K. S. (2013) Does neighborhood belonging matter? Examining school and neighborhood belonging as protective factors for Latino adolescents.	Explored factors that contribute to adolescents' sense of neighborhood as well as school belonging and investigates how belonging in both contexts is related to Latino adolescents' academic and psychological functioning.	202 9 th -grade Latino adolescents residing in low-income, urban neighborhoods participated in the study.	Measures included the following: Classroom Environment Scale, Inventory of Parent and Peer Attachment, What I Think and Feel Scale, The Child Depression Inventory as well as items related to involvement in school-based activities and neighborhood-based activities, neighborhood peer support, school belonging, neighborhood belonging, academic aspirations, academic expectations, grades, educational values, and school effort.	Quantitative	Neighborhood peer support was significantly associated with adolescents' sense of neighborhood belonging, whereas teacher support and school peer support were related to school belonging. Both school and neighborhood belonging were associated with better psychological functioning as manifested by lower reported levels of depression.
Morales, E. E. (2008) Academic resilience in retrospect: Following up a decade later.	Assessed the interim progress of Dominican American students identified as resilient in a study conducted 10 years prior to the current study and explored how their	5 Dominican Americans participated in the study.	Ethnographic Interviews	Qualitative, Longitudinal Design	Themes of persistence, flexibility, adaptiveness, metacognitive ability, and social capital were associated with enduring resilience.

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	educational and professional achievement evolved over time.				
Morgan Consoli, M. L., & Llamas, J. D. (2013) The relationship between Mexican American cultural values and resilience among Mexican American college students: A mixed method study.	Investigated the role of cultural values in the resilience of Mexican American college students.	Mexican American college students participated in the study. (N=124) 88% U.S.-born	Measures included the following: Demographic questionnaire, The Resilience Scale, The Mexican American Cultural Values Scale, and open-ended questions to examine cultural values and resilience.	Quantitative and Qualitative, Mixed Method Design	Mexican American traditional cultural values predicted resilience, with familism accounting for the majority of the variance. The themes of familism, ethnic identity, religiosity, perseverance, and respect were also identified as providing strength for overcoming adversity.
Morgan Consoli, M. L., Llamas, J. D., Cabrera, A. P., Noriega, E., & Gonzalez, N. (2014) An exploratory study of thriving in Latina/o undergraduate students in the U.S.	Investigated thriving in Latino/a undergraduate students.	Latino/a college students participated in the study. (N=7) 6 U.S.-born	Semi-structured Interviews	Qualitative	All participants discussed social support offered by family, peers, and school personnel as an aid for overcoming adversity.
National Center for Mental Health Promotion and Youth Violence Prevention. (2004, April) <i>Meeting the needs of Latino youth.</i>	Provides statistics on risk factors among Latino/a youth.	N/A	N/A	N/A	Latino/a youth are often exposed to multiple increased risk factors when compared to youth of other ethnic backgrounds.
Oades-Sese, G. V., & Esquivel, G. B. (2006) Resilience among	Combined cognitive, psychosocial, and cultural-linguistic factors to	Latino/a preschoolers participated in the study. (N=207)	Measures included the following: Stanford-Binet Intelligence	Quantitative and Qualitative, Mixed Method	IQ, maintenance of home language, temperament, autonomy,

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at-risk Hispanic American preschool children.	determine patterns of resilience and vulnerability among 207 economically disadvantaged Latino/a preschool children from 50 early childhood classrooms, as gauged by their social competence during play.		Scales-Fifth Edition, Temperament Assessment Battery for Children-Revised Teacher Form, Emotion Regulation Checklist, Woodcock Language Proficiency Battery-Revised, Woodcock Language Proficiency Battery-Revised Spanish Form, Dependent/ Autonomous Scale of the Social Competence and Behavior Evaluation-Teacher Form, adapted version of the Short Acculturation Scale for Hispanic Youth, and the Penn Interactive Peer Play Scale.	Design	emotional regulation, and bilingualism were found to be associated with resilience.
O'Dougherty Wright, M., Masten, A. S., & Narayan, A. J. (2013) Resilience processes in development: Four waves of research on positive adaptation in the context of adversity. In S. Goldstein & R. B. Brooks (Eds.), <i>Handbook of resilience in</i>	Offers a comprehensive summary of the four waves of resilience research.	N/A	N/A	N/A	The past forty years of research on resilience have shed light on the fundamental adaptive systems supporting human development and on identifying complex, multisystemic interactions that might shape both positive and pathological outcomes following adversity.

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
<i>children</i> (pp. 15–37)					
Ogbu, J. U. (1981) Origins of human competence: A cultural-ecological perspective.	Argues that child rearing in the family and similar micro settings in the early years of life and subsequent adolescent socialization are geared toward the development of instrumental competencies required for adult economic, political, and social roles.	N/A	N/A	N/A	For cross-cultural research, a cultural-ecological model is proposed which is not ethnocentric and studies competence in the context of the cultural imperatives in a given population.
Ong, A. D., Phinney, J. S., & Dennis, J. (2006) Competence under challenge: Exploring the protective influence of parental support and ethnic identity in Latino college students.	Examined the protective influence of psychological and family factors on academic achievement in Latino/a college students.	Latino/a college students participated in the study. (N=123) 83% U.S.-born	Measures included the following: Demographic questionnaire, Parental Support Scale, Family Interdependence Scale, and Multigroup Ethnic Identity Measure.	Quantitative, Longitudinal Design	Both ethnic identity and parental support moderated the effects of low socioeconomic status on academic achievement.
Orozco, G. (2008) Understanding the culture of low-income immigrant Latino parents: Key to involvement.	This articles described a qualitative case analysis that examined what low-income immigrant parents had to say about their parenting roles on a call-in radio talk show.	The data of 18 low-income immigrant (16 first generation and 2 second generation) Latino parents who called in to the talk show were included in this study.	11 hours of archival material containing 11 talk shows of <i>La Placita Bilingüe</i> , a live call-in radio talk show produced by Radio Bilingüe, the national Latino public radio network, were used as data in this study.	Qualitative-Grounded Theory Approach	Four themes emerged from the analysis that reflected parent values: (1) the special place of children, (2) <i>saber es poder</i> -knowledge is power, (3) <i>querer es poder</i> - where there is a will there is a way, and (4) the importance of culture and of being bilingual.
Pagan-Rivera, M., & DePaulo, D. (2013)	Explored the role of family relationships as a mediator against	7 th -12 th grade Mexican American youth	Secondary analysis of National Longitudinal	Quantitative	The following protective factors were identified for adolescent

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The role of family support and parental monitoring as mediators in Mexican American adolescent drinking.	alcohol use.	participated in the study. (N=1,424) 76% U.S.-born	Study of Adolescent Health (only examined Wave 1 in-home interview data)		drinking: family support and attention, feeling understood by family and not wanting to leave home, maternal presence after school, and maternal presence before bed.
Parra-Cardona, J. R., Cordova, D., Jr., Holtrop, K., Villarruel, F. A., & Wieling, E. (2008) Shared ancestry, evolving stories: Similar and contrasting life experiences described by foreign born and U.S.-born Latino parents.	Explored the life experiences of foreign born and U.S.-born Latino parents.	64 parents participated in the study. -36 parents born in Latin America -28 parents born in the United States	Focus groups and demographic questionnaires were utilized in this study.	Qualitative-Grounded Theory Approach and Quantitative	Similar and contrasting themes were identified based on participants' nativity. Findings described the participants' commitment to being good parents, as well as the ways in which their parenting efforts are influenced by experiences of adversity and discrimination, Latino cultural values, gender roles, and resilience.
Parsai, M., Nieri, T., & Villar, P. (2010) Away from home: Paradoxes of parenting for Mexican immigrant adults.	Explores immigrant parents' experiences of raising children in the United States.	One parent and one adolescent from 30 families with at least one immigrant parent from Mexico participated in the study.	A subset of data from the Immigrant Parent Project, a larger study of immigrant parents from 6 nations, was utilized. Face-to-face interviews were conducted with one parent and one adolescent from each family in the study.	Qualitative	Parents experience several paradoxes related to freedom and control, American culture and Mexican culture, the provider and servant roles, as well as dreams for the future.
Perez, W., Espinoza, R., Ramos, K. Coronado, H. M.,	Examined the academic resilience of undocumented	110 undocumented Latino high school,	An online survey containing open-ended questions and scales for the	Quantitative and Qualitative	Despite specific risk factors, undocumented students who have

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& Cortes, R. (2009) Academic resilience among undocumented Latino students.	immigrant Latino students.	community college, and university students from across the United States participated in the study.	following variables was used: risk factors, high school employment, parental education, family size, rejection due to undocumented status, personal factors, distress, bilingualism, valuing of school, environmental protective factors, extracurricular activities, volunteer activities, family composition, parent valuing of schooling, friends valuing of schooling, academic outcomes, GPA, school awards, and honors and AP courses.		high levels of personal and environmental protective factors reported higher levels of academic success than students with similar risk factors and lower levels of personal and environmental resources.
Perreira, K. M., Chapman, M. V., & Stein, G. L. (2006) Becoming an American parent: Overcoming challenges and finding strength in a new immigrant Latino community.	Explores ways in which Latino/a immigrant parents with adolescent children cope with their new environment and how that environment shapes their parenting practices.	18 first-generation Latino/a immigrant parents living in North Carolina participated in the study.	Measures included the following: Interviews, which were conducted as part of a larger study that included in-depth interviews with one adolescent child of each parent and a survey that included questions on socioeconomic background, acculturation, and mental health.	Qualitative and Quantitative	Two primary themes emerged: overcoming new challenges and finding new strengths. Immigrant parents discussed the challenges of overcoming fears of the unknown; navigating unfamiliar work, school, and community environments; encountering and confronting racism; and losing family connections and other forms of social capital. In response, the

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					parents discuss developing bicultural coping skills, increasing parent-child communication, emphasizing with and respecting their adolescent children, and fostering social supports.
Piña-Watson, B., Castillo, L. B., Rodriguez, K. M., & Ray, S. (2014) Familial factors related to suicidal ideation of Latina adolescents in the United States.	Examined whether a Latina adolescent's perception of mother connectedness, father connectedness, parental caring, autonomy granting from parents, and parental interest in their child's school life predicts suicidal ideation above and beyond known risk factors of adolescent depression and acculturation.	Latinas between the ages of 13-18 participated in the study. (N=224) 74.8% U.S.-born	Secondary analysis of National Longitudinal Study of Adolescent Health (only examined Wave 1 interview data)	Quantitative	Mother and father connectedness was negatively correlated with suicidal ideation. Parental interest in adolescent's school life was a significant predictor of suicidal ideation.
Prelow, H. M., & Loukas, A. (2003) The role of resource, protective, and risk factors on academic achievement-related outcomes of economically disadvantaged Latino youth.	Examined the effects of cumulative risk, resource, and protective factors on the language and math achievement scores and school problem behaviors of a sample of economically disadvantaged Latino/a youth.	10-14-year-old economically disadvantaged Latinos/as participated in the study. (N=549)	Secondary analysis of the Welfare, Children, and Families: A Three-City Study, which included a survey, developmental study, and ethnographic study. (only examined Wave 1 survey data)	Quantitative	Higher levels of maternal monitoring, maternal academic involvement, youth social-emotional competence, and extracurricular activity participation were associated with increased achievement.
Raffaelli, M., Tran, S. P., Wiley, A. R., Galarza-Heras, M., & Lazarevic, V. (2012)	Examined factors associated with individual and family well-being among immigrant Latina mothers.	112 immigrant Latina mothers participated in the study.	Data were collected as part of a larger study focused on families living in six counties in	Qualitative and Quantitative	The study found that mothers who reported a more negative community climate reported

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Risk and resilience in rural communities: The experience of immigrant Latina mothers.		(93% Mexican) (Mean age 34.5 years)	central Illinois. The larger study examined immigrant Latino parents' beliefs about child-care services. Individual interviews lasted 1.5-3 hours and consisted of open-ended questions and structured measures. Structured measures included the following: Community Challenges measure, Capital Assets measure, and the Indicators of Well-being measure.		lower levels of individual and family well-being. Also, composite measures of economic and social capital were positively related to family well-being. Interestingly, mothers with higher levels of human capital reported lower levels of life satisfaction.
Reid, B. V. & Valsiner, J. (1986) Consistency, praise, and love: Folk theories of American parents.	This theoretical article reports findings from a study about how parents think about their ways of handling children, and how their reasoning relates to existing knowledge about everyday thinking that has accumulated in the field of psychological anthropology.	49 families residing in Durham County, North Carolina participated in the study. 40 families were European American and 9 were African American. *21 female children *29 male children	2 one-hour long telephone interviews were conducted one year apart with parents. Questions asked were about the first-born child to the mother of each family. The first interview consisted of collecting demographic data and then posing nine hypothetical child-related problems. In the second interview, parents were asked to update information about the child's development for the target child over the course of the past year and asked to talk about their	Qualitative	Middle-class American participants admitted to using a range of parenting techniques to address child misbehavior. The general parenting goal that emerged was teaching the child right from wrong. Concepts that recurred in parent interviews and appeared widely accepted by parents included: consistency, praise, love, and reward. Parents also manifested an understanding of the importance of context in disciplining children.

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			philosophy of childrearing. They were also presented with four hypothetical problems.		
Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., et al. (1997) Protecting adolescents from harm: Findings from the national longitudinal study on adolescent health.	Identified risk and protective factors at the family, school, and individual levels as they relate to four domains of adolescent health and morbidity: emotional health, violence, substance use, and sexuality.	12,118 adolescents in grades 7 through 12 drawn from an initial national school survey of 90,118 adolescents from 80 high schools plus their feeder middle schools participated in the study.	Interview data from the National Longitudinal Study of Adolescent Health was analyzed. Eight areas were assessed: emotional distress; suicidal thoughts and behaviors; violence; use of three substances; as well as two types of sexual behaviors. Independent variables included measures of family context, school context, and individual characteristics.	Quantitative, Cross- sectional Analysis	Parent-child connectedness and perceived school connectedness were protective against every health risk except history of pregnancy. Parental expectations regarding school achievement were associated with lower levels of health risk behaviors; parental disapproval of early sexual debut was associated with a later age of onset of intercourse.
Reyes, J. A., & Elias, M. J. (2011) Fostering social- emotional resilience among Latino youth.	Considers conceptual issues related to resilience and culture as well as risk and protective factors relevant to Latinos and the role schools play in promoting resilience.	N/A	N/A	N/A	Attention will have to be paid toward school culture and climate assessment and interventions, engaging parents in sustained and respectful ways, particularly those for whom English language and American culture are not primary, and providing students with more project- based and experiential learning, service- learning, as a

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					vehicle for engagement in school and activation of altruistic and interdependence processes that are so much a part of many cultures, especially the Latino/a culture.
Rivera, G. J. (2014) What high-achieving Latino students need to apply to college: Environmental factors, individual resiliency, or both?	Investigated how well environmental and individual factors predicted college-going behavior for college eligible Latino/as.	College-eligible 12 th grade Latino/a students participated in the study. (N=124) 84% U.S.-born	A survey including items related to demographic variables as well as college application submission status, environmental factors, and individual resiliency characteristics, was utilized in the study.	Quantitative	The odds of submitting a college application were dependent on a combination of individuals' agency scores and peer resources, with the latter serving a moderating role.
Rodriguez, M. D., Davis, M. R., Rodriguez, J., & Bates, S. C. (2006) Observed parenting practices of first-generation Latino families.	Examined he parenting practices of first-generation Latino/a parents of children 4 to 9 years of age.	50 Spanish speaking families participated in the study. (48 fathers, 49 mothers, and 50 children)	Families participated in cooperative, problem-solving, and skills-building tasks. Researchers used the Parent Peer Process Code (PPPC) to observe families. The parents also completed questionnaires. The following measures were used: the Child Behavior Checklist, the Acculturation Rating Scale for Mexican Americans-II, Hot Topics list, Alabama Parenting scale, Should-Should	Qualitative and Quantitative	Findings revealed that this behavioral observation methodology was feasible to use with Spanish-speaking immigrant families, that the PPPC is useful in understanding parent-child interactions, and that the coded parent-child interactions predicted differential child outcomes.

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			Not scale, and demographic measure.		
<p>Roosa, M. W., Morgan-Lopez, A. A., Cree, W. K., & Specter, M. M. (2002)</p> <p>Ethnic culture, poverty, and context: Sources of influence on Latino families and children.</p> <p>In J. Contreras, A. Neal-Barnett, & K. Kerns (Eds.), <i>Latino children and families in the United States: Current research and future directions</i> (pp. 27–44)</p>	<p>Reviewed literature on the values and parenting beliefs and practices of the three most commonly studied Latino groups in the United States; Mexican Americans, Puerto Ricans, and Cuban Americans.</p>	N/A	N/A	N/A	<p>The most common profile of Latinos underestimates the diversity within Latinos as a whole as well as within Latino subgroups.</p>
<p>Sapientza, J. K., & Masten, A. S. (2011)</p> <p>Understanding and promoting resilience in children and youth.</p>	<p>Reviews recent theory, findings, and implications of resilience research on young people.</p>	N/A	N/A	N/A	<p>Growing evidence indicates individual differences in biological sensitivity to negative and positive experiences, including interventions. Studies of developmental cascades demonstrate spreading effects of competence and symptoms over time, with important implications for the timing and targeting of interventions.</p>
<p>Shetgiri, R., Kataoka, S. H., Ryan, G. W.,</p>	<p>Examined perceptions of resilience among</p>	<p>Study participant included 20</p>	<p>Semi-structured interviews were utilized in the</p>	<p>Qualitative-Community-based</p>	<p>Participants identified self, family, and</p>

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Miller Askew, L., Chung, P. J., & Schuster, M. A. (2009) Risk and resiliency in Latinos: A community-based participatory research study.	Latino/a young people in low- income households.	Latino/a youth, 10 parents of participating youth, and 8 representatives from local community- based organizations.	study.	Participatory Research	community factors as potential sources of support, while parents appeared to de-emphasize community resources, expressing that success resulted primarily from a child's individual desire, bolstered by family support. All stakeholder groups perceived peers more as potential barriers to achieving success than as potential sources of support.
Smith, S. J. (2015) Risky sexual behavior among young adult Latinas: Are acculturation and religiosity protective?	Explored how intrinsic and extrinsic religiosity as well as acculturation predicts risky sexual behavior among Latinas.	7 th -12 th grade Latinas participated in the study. (N=1,168) 75.42% U.S.- born	This study consisted of a secondary analysis of National Longitudinal Study of Adolescent Health data. (only examined Wave 1 and 3 survey data)	Quantitative	Lower levels of acculturation and higher levels of intrinsic religiosity were associated with less likelihood of Latina youth engaging in risky sexual behavior.
Smokowski, P. R., Buchanan, R. L., & Bacalloa, M. L. (2009) Acculturation and adjustment in Latino adolescents: How cultural risk factors and assets influence multiple domains of adolescent mental health.	Examined the relationships among risk factors, cultural assets, and Latino adolescents' mental health outcomes.	Latino/a adolescents and one of their parents participated in the study. (N=281) 21% U.S. born	Interview protocols consisted of commonly used psychosocial measures asking about cultural involvement, discrimination, familism, parent- adolescent conflict, and a wide range of adolescent mental health issues. Surveys were used for follow-up data collection. Items from the	Qualitative and Quantitative, Longitudinal Design	Increased parental U.S. involvement was associated with less anxiety, aggression, and social problems among adolescents. Increased adolescent culture of origin involvement was associated with increased self- esteem as well as decreased aggression, social problems, and hopelessness,

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			following measures were utilized: Bicultural Involvement Questionnaire, The Rosenberg Self-Esteem Scale, Beck Hopelessness Scale, Youth Self-Report, and School Success Profile.		especially among U.S.-born youth.
Smokowski, P. R., Mann, E. A., Reynolds, A. J., & Fraser, M. W. (2004) Childhood risk and protective factors and late adolescent adjustment in inner city minority youth.	Examined longitudinal relationships among childhood risk and protective factors, and academic, social, and mental health outcomes in late adolescence.	1,539 disadvantaged Kindergarten students participated in the study. (93% African American and 7% Latino or Other)	Data drawn from the Chicago Longitudinal Study, a research study that has tracked a cohort of impoverished inner-city youth from birth to young adulthood was used. Measures included the following: family risk, child attributes and characteristics, early perceived school competence, early classroom adjustment, middle childhood competencies and problems, parental involvement in elementary school, and early childhood intervention. Follow-up data was collected on the following: educational attainment, social functioning, and mental health.	Quantitative, Longitudinal Design	Cumulative family risk from birth to age 12 significantly predicted increases in juvenile court petitions and decreases in high school or GED completion. Early childhood intervention in preschool had the widest ranging protective effects on all three adolescent outcomes. The probability of high school or GED completion was significantly increased by preschool intervention, by parents participating in the child's elementary school experience, by satisfactory elementary school grades, and by the child's ability to be task oriented.
Sosa, T. (2012)	Examines the ways in which 12	12 juniors and seniors of	Semistructured Interviews	Qualitative	Students cite the importance of

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Showing up, remaining engaged, and partaking as students: Resilience among students of Mexican descent.	high school students of Mexican descent remain resilient amid difficult and stressful realities.	Mexican descent participated in the study.			relationships with teachers and existence of safe spaces at school to their school engagement.
Taylor, T. K., & Biglan, A. (1998) Behavioral family interventions for improving child-rearing: A review of the literature for clinicians and policy makers.	Reviews evidence that behavioral family interventions are effective at improving child-rearing in distressed families and families with children exhibiting disruptive behavior.	N/A	N/A	N/A	Research provides much evidence that behavioral family interventions are effective at influencing the child-rearing practices of families and are therefore helpful for families with children exhibiting high levels of disruptive behavior.
Telzer, E. H., Gonzales, N., & Fuligni, A. J. (2014) Family obligation value and family assistance behaviors: Protective and risk factors for Mexican-American adolescents' substance use.	Examined how family obligation values and family assistance behaviors may be a source of protection or risk for substance use among Mexican-American adolescents.	9 th -10 th grade Mexican American adolescents participated in the study. (N=385) 87.5% U.S.-born	A questionnaire and daily diary were utilized. The following measures were included: Center for Disease Control and Prevention Youth Risk Behavior Survey Questionnaire, Family Assistance Behavior index, Family Obligation Values scale, Deviant Peer Association index, Adolescent Disclosure scale, Parent-Child Conflict scale, Economic Strain scale, and items related to demographic variables.	Quantitative and Qualitative, Mixed Method Design	Family obligation value was associated with lower substance use. Family assistance behavior in low-conflict homes was associated with lower marijuana use.

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
Tiet, Q. Q., Bird, H. R., Hoven, C. W., Wu, P., Moore, R., & Davies, M. (2001) Resilience in the face of maternal psychopathology and adverse life events.	Identified factors that predicted resilience among youth who were exposed to adverse life events and examined whether the same factors protected youth against maternal psychopathology and adverse life events.	The sample included 1,285 youth aged 9 through 17 each participating with one caretaker. The participating sample was from four different geographic sites.	Measures included the following: the NIMH Diagnostic Interview Schedule for Children Version 2.3, The Child Global Assessment Scale, the Family History Screen for Epidemiologic Studies, and a scale assessing demographic variables.	Quantitative	On average, children demonstrated a greater degree of resilience when they had higher IQ, closer parental monitoring, better family functioning, higher educational aspiration, and were female. Moreover, higher IQ was a protective factor against both maternal psychopathology and adverse life events; whereas being a girl seemed to be a protective factor against maternal psychopathology, but not adverse life events.
Torres Stone, R. A., & Meyler, D. (2007) Identifying potential risk and protective factors among non-metropolitan Latino youth: Cultural implications for substance use research.	Explores cultural aspects and potential risk and protective factors for early onset of alcohol use for Latino/a youth.	12-16-year-old Latinos/as participated in the study. (N=49)	Focus groups with semi-structured discussions were used in this study.	Qualitative	Social and family ties, strong sense of cultural identity, access to cultural traditions, and cultural expectations were identified as protective themes.
Umaña-Taylor, A. J. (2008) Research with Latino early adolescents: Strengths, Challenges, and directions for	Reflects on the state of the literature with respect to Latino/a early adolescents.	N/A	N/A	N/A	Articulates directions for future research, which include utilizing assessments from multiple informants, accounting for the

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
future research.					diverse demographic characteristics of Latinos/as, and focusing more prominently on resilience and how Latino/a adolescents' culturally related strengths may minimize the negative effects of commonly experienced stressors.
Umaña-Taylor, A. J., & Guimond, A. B. (2012) A longitudinal examination of parenting behaviors and perceived discrimination predicting Latino adolescents' ethnic identity.	Examines characteristics of familial and societal context as predictors of Latino/a adolescents' ethnic identity.	Latino/a high school students participated in the study. (N=323) 71.8% U.S.-born	A self-administered survey containing the following measures was utilized: The Family Ethnic Socialization Measure, The Parental Support subscale of the Parent Behavior Measure, adapted version of Whitbeck, Hoyt, McMorris, Chen, and Stubben's measure of discrimination, and the Ethnic Identity Scale.	Quantitative, Longitudinal Design	Familial ethnic socialization predicted future levels of ethnic identity exploration, resolution, and affirmation. Paternal warmth and support predicted male adolescents' ethnic exploration.
Umaña-Taylor, A. J., Tynes, B. M., Toomey, R. B., Williams, D. R., & Mitchell, K. J. (2015) Latino adolescents' perceived discrimination in online and offline settings: An examination of cultural risk and protective factors.	Examined the associations between Latino/a adolescents' perceptions of ethnic discrimination in multiple stages and several domains of adjustment, and tested whether developmentally salient cultural assets directly prompted youth	6 th -12 th grade Latinos/as participated in the study. (N=219) 65.8% U.S.-born	Online surveys; The following measures were utilized: shortened Perceived Discrimination by Adults/Peers Scale, Online Victimization Scale, The Ethnic Identity Scale, Center for Epidemiologic Studies Depression Scale-12, Rosenberg	Quantitative, Cross-sectional Design	Each of the three ethnic identity components (exploration, resolution, and affirmation) promoted better adjustment among Latino/a youth after accounting for the negative impact of risk. Interactions were found with self-esteem, externalizing

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	adjustment or moderated the negative impact of discrimination on adjustment.		Self-Esteem Scale, Youth Self-Report of the Child Behavior Checklist, Patterns of Adaptive Learning Scales, and The Bidimensional Acculturation Scale.		problems, academic values, and academic efficiency.
Umaña-Taylor, A. J., & Updegraff, K. A. (2007) Latino adolescents' mental health: Exploring the interrelations among discrimination, ethnic identity, cultural orientation, self-esteem, and depressive symptoms.	Examined the degree to which Latino adolescents' self-esteem, ethnic identity, and cultural orientation mediated or moderated the relation between perceived discrimination and depressive symptoms.	Latino/a adolescent high school students participated in the study. (N=274) 72% U.S.-born	Secondary analysis of larger longitudinal study focused on Latino adolescents' ethnic identity formation. (Only examined wave 2 self-administered questionnaire data)	Quantitative	Higher levels of ethnic identity exploration and resolution predicted higher levels of self-esteem. Self-esteem partially mediated the relationship between perceived discrimination and depressive symptoms.
U.S. Census Bureau. (2011a, May) <i>The Hispanic population: 2010</i> (2010 Census Brief No. C2010BR-04)	Examines socioeconomic trends among the Latino population in the United States.	Census participants	Utilizes 2010 U.S. Census data.	Quantitative	Provides a snapshot of the Latino population in the United States as well as socioeconomic trends impacting this community.
U.S. Census Bureau. (2011b) <i>Income, poverty, and health insurance coverage in the United States: 2010</i> (Consumer Population Report No. P60-239)	This report presents data on income, poverty, and health insurance coverage in the United States based on information collected in 2011 and earlier Current Population Survey Annual Social and Economic Supplements conducted by the U.S. Census	Census participants	Utilizes 2010 U.S. Census data as well as supplemental data.	Quantitative	Provides essential information about socioeconomic trends impacting diverse groups that compose the U.S. population.

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
	Bureau.				
U.S. Census Bureau. (2014) <i>Income and poverty in the United States: 2013 current population reports.</i>	This report presents data on income and poverty in the United States based on information collected in the 2014 and earlier Current Population Survey Annual Social and Economic Supplements conducted by the U.S. Census Bureau.	Census participants	Utilizes U.S. Census data as well as supplemental data.	Quantitative	Real median household income increased for Latino/a households, households maintained by a noncitizen, and households maintained by a householder aged 15 to 24 or aged 65 and older. The 2013 poverty rates decreased for all people and for these groups: Latinos/as, males and females, children under age 18, the foreign born, people outside metropolitan statistical areas, all families, and married-couple families.
U.S. Census Bureau. (2015) <i>Projections of the size and composition of the U.S. population: 2014 to 2060 population estimates and projections</i> (Current Population Report No. P25-1143)	This report summarizes results from the U.S. Census Bureau's 2014 National Projections, with a focus on changes in the age structure and shifts in the racial and ethnic composition of the population—both the total population as well as the native and foreign born.	Census participants	Utilizes U.S. Census data as well as official estimates through 2013.	Quantitative	Provides important information regarding demographic trends that might impact the United States.
U.S. Department of Education, National Center for Education Statistics. (2009) <i>The condition of education 2009</i>	This report presents 46 indicators of important developments and trends in U.S. education.	N/A	N/A	N/A	Provides essential information regarding participation and persistence in education, student performance and other measures of

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(NCES Publication No. 2009-081)					achievement, the environment for learning, and resources for education.
Valentino, N. A., Bradler, T., & Jardina, A. E. (2013) Immigration opposition among U.S. Whites: General ethnocentrism or media priming of attitudes about Latinos?	Predicted that group-specific affect, not general ethnocentrism, should most powerfully shape immigration policy opinion in the contemporary United States.	N/A	Content analyses of news coverage, survey data from 1992 to 2008, a survey experiment, and official statistics were used in this analysis.	Content Analysis	Mentions of Latinos/as in news coverage of immigration outpace mentions of other groups beginning in 1994, the year when Proposition 187 garnered significant national attention. While ethnocentrism dominates economic concerns in explanations of Whites' immigration policy opinions, attitudes toward Latinos/as in particular account for nearly all of the impact of ethnocentrism since 1994.
Vanderbilt- Adrianne, E., & Shaw, D. S. (2008) Protective factors and the development of resilience in the context of neighborhood disadvantage.	Examined relations among multiple child and family protective factors, neighborhood disadvantage, and positive adjustment in a sample of urban, low socio- economic status boys followed from infancy to early adolescence.	226 urban, low socio- economic status boys participated in the study. *Original sample of 310 infant boys *53% European American *36% African American *5% Biracial *6% of other races (e.g. Latino/a	Parents completed questionnaires regarding socio- demographic characteristics, family issues, and child behavior, including the Adult-Child Relationship Scale, Marital Adjustment Test, Child Positive Social Adjustment measure, and Social Skills Rating Scale. Teachers completed several questionnaires on	Quantitative and Qualitative, Longitudinal Design	Child IQ, nurturant parenting, and parent-child relationship, measured early childhood, were all significantly associated with a composite measure tapping low levels of antisocial behavior and high levels of social skills at ages 11 and 12. Parental romantic partner relationship quality was only

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		American or Asian American)	the child's adjustment, including the Social Skills Rating System. The Home Observation for Measurement of the Environment was utilized when boys were 2 years old. Children were interviewed beginning at age 5.5. IQ testing with boys using the Wechsler Preschool and Primary Scale of Intelligence-Revised also occurred at age 5.5. At age 11 and 12 children completed an adapted version of the Self-Report of Antisocial Behavior questionnaire.		significantly related to positive social adjustment in the context of low levels of neighborhood disadvantage.
Viramontez Anguiano, R. P., & Lopez, A. (2012) El miedo y el hambre: Understanding the familial, social, and educational realities of undocumented Latino families in North Central Indiana.	Explored how different ecological factors, within and outside of the family, affected the educational success of the children of undocumented families.	63 immigrant Latino parents from 40 families who resided in North Central Indiana participated in the study.	Observations, interviews, and multiple interactions were utilized to collect data in the study. These activities were presented as a mutual learning experience to parents.	Qualitative, Ethno-graphic Research Design	Findings demonstrated that immigration laws were affecting the educational success of the children of undocumented families. Most parents expressed lack of familiarity of the American educational system and that they had culture and language barriers. Undocumented families were adapting to their realities in their families and communities.

Author/Year Title	Objective/ Purpose	Sample	Instruments	Research Approach/ Design	Major Findings
Webb, N. B. (2001) Working with culturally diverse children and families. In N. B. Webb (Ed.), <i>Culturally diverse parent-child and family relationships: A guide for social workers and other practitioners</i> (pp. 3–28)	This chapter, which serves as the introduction of the book, focuses on the influence of cultural factors on parent-child and family relationships.	N/A	N/A	N/A	Emphasizes the importance of practitioner’s self-awareness as the starting point for trying to understand others, whether they are of similar or different cultural backgrounds. Additionally, the author posits that families reveal their values in the way they socialize their children.
Werner, E. E. (1993) Risk, resilience, and recovery: Perspectives from the Kauai Longitudinal Study.	Summarizes major findings of a longitudinal study that traced the developmental paths of a multiracial cohort of children who had been exposed to perinatal stress, chronic poverty, and a family environment troubled by chronic discord and parental psychopathology.	Followed all children born in 1955 (N=698) on a Hawaiian island from the perinatal period to ages 1, 2, 10, 18, and 32 years. A mixture of ethnic groups participated in the study-most of Japanese, Filipino, and Hawaiian descent.	Data from the Kauai Longitudinal Study was utilized in this study.	Quantitative and Qualitative-Prospective Longitudinal Study	The transaction across time between constitutional characteristics of the individual and aspects of the caregiving environment that were supportive or stressful determined the quality of adult adaptation in different domains-at work, in interpersonal relationships, and in the person’s overall satisfaction with life. The promotion of competence and self-esteem in a young person is probably one of the key ingredients in any effective intervention process.
West, J. H., Blumberg, E. J., Kelley, N. J., Hill, L., Sipan, C. L.,	Compared how parent and adolescent reports of parenting	Latino/a adolescents and one of their parents	Interviews exploring gateway drug use, demographic	Qualitative	Adolescents’ perceptions of parental involvement and

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<p>Schmitz, K., Kolody, B., Madlensky, L., & Hovell, M. F. (2011)</p> <p>Latino parenting practices: A comparison of parent and child reports of parenting practices and the association with gateway drug use.</p>	behaviors differentially predict adolescent gateway drug use.	<p>participated in the study. (N=252)</p> <p>57.9% U.S.-born</p>	variables, parenting variables, school influence, and peer influence were utilized in this study.		having a lot of prosocial close friends were associated with lower gateway drug use.
<p>Yamagami, M. (2012)</p> <p>The political discourse of the campaign against bilingual education: From Proposition 227 to Horne v. Flores.</p>	Examines the political discourse of the campaign of Proposition 227 in California- particularly, the key social representations of languages, their speakers, and the main political actors in the campaign.	N/A	Interpretive Policy Analysis	Interpretive Policy Analysis	One major consequence of the Proposition 227 campaign was that English-only proponents found that they could represent assimilationist policies as a non-racist, pro-immigration position. It also established a framework for the public to debate over bilingual education that placed teaching English at the center; teaching English rapidly should be the single most important objective of bilingual education and other language programs for English learners.

APPENDIX B

IRB Exemption Notice

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

March 8, 2016

Darlene Moreno

Project Title: Promoting Resilience in Latino/a Youth: An Examination of Resilience Research and Its Implications for the Developmental Outcomes of U.S.-Born Latino/a Youth

Re: Research Study Not Subject to IRB Review

Dear Ms. Moreno:

Thank you for submitting your application, *Promoting Resilience in Latino/a Youth: An Examination of Resilience Research and Its Implications for the Developmental Outcomes of U.S.-Born Latino/a Youth*, to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). After thorough review of your documents you have submitted, the GPS IRB has determined that your research is **not** subject to review because as you stated in your application your dissertation **research** study is a "critical review of the literature" and does not involve interaction with human subjects. If your dissertation research study is modified and thus involves interactions with human subjects it is at that time you will be required to submit an IRB application.

Should you have additional questions, please contact the Kevin Collins Manager of Institutional Review Board (IRB) at 310-568-2305 or via email at kevin.collins@pepperdine.edu or Dr. Judy Ho, Faculty Chair of GPS IRB at gpsirb@pepperdine.edu. On behalf of the GPS IRB, I wish you continued success in this scholarly pursuit.

Sincerely,



Judy Ho, Ph. D., ABPP, CFMHE
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Mr. Brett Leach, Compliance Attorney
Dr. Miguel Gallardo, Faculty Advisor