

“STRENGTHENING THE VALUES OF LATINO FAMILIES: WORKING WITH THE RIGHT CURRICULUM”

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**“NO SIGNIFICANT LEARNING OCCURS
WITHOUT A SIGNIFICANT
RELATIONSHIP.”** *DR. JAMES COMER*



PROGRAM PURPOSE

- **PROVIDE PARTICIPANTS WITH SKILLS AND RESOURCES TO BUILD STRONGER, HEALTHIER RELATIONSHIPS**

**THAT WILL BENEFIT
THEIR CHILDREN,
FAMILIES,
AND SOCIETY.**



PROGRAM PURPOSE

- **IMPROVE PARTICIPANTS' CHANCES FOR RELATIONSHIP SUCCESS BY GIVING THEM THE OPPORTUNITY TO BUILD FRIENDSHIPS.**



CHALLENGES FOR LOW-RESOURCE FAMILIES

UNIVERSAL STRESSORS

- POVERTY
- NO CHILD CARE
- LACK OF MEANINGFUL EMPLOYMENT
- WORK-FAMILY CONFLICTS
- NO TRANSPORTATION
- NO HEALTH CARE



IMMIGRANTS/NEWCOMER'S STRESSOR

- LANGUAGE BARRIERS
- WORK RELATED STRESS
- LACK OF EMPLOYER UNDERSTANDING & EMPATHY
- SOCIAL/CULTURAL ENVIRONMENTAL STRESS : PERCEIVING ONESELF AS A TARGET OR VICTIM OF DISCRIMINATION BY MEMBERS OF THE DOMINANT GROUP



(JASINSKAJA-LATHI & ET AL 2006)

SITUATIONAL POVERTY

- **SITUATIONAL POVERTY**
 - **RESULTS FROM A CHANGE IN CIRCUMSTANCES – JOB LOSS, DIVORCE, DEATH OF A SPOUSE.**
 - **VALUES AND BEHAVIORS OF THE SOCIOECONOMIC CLASS FROM WHICH PEOPLE COME REMAIN WITH THEM.**
 - **TEND TO HAVE MORE RESOURCES.**
 - **MAY BE MORE EMPLOYABLE BECAUSE THEY OFTEN HAVE A HIGHER LEVEL OF EDUCATION.**

GENERATIONAL POVERTY

- **GENERATIONAL POVERTY**
 - **TWO OR MORE GENERATIONS OF THE SAME FAMILY HAVE LIVED IN POVERTY.**
 - **MAY BE BETTER ABLE TO COPE WITH LIVING IN POVERTY.**
 - **TEND TO HAVE PREDICTABLE PATTERNS OF BEHAVIOR.**

SOURCES:

PAYNE, R. K. (1998). *A FRAMEWORK FOR UNDERSTANDING POVERTY*. HIGHLANDS, TX: RFT PUBLISHING.

PAYNE, R. K., DEVOL, P. E., & SMITH, T. D. (1999). *BRIDGES OUT OF POVERTY: STRATEGIES FOR PROFESSIONALS AND COMMUNITIES*. HIGHLANDS, TX: RFT PUBLISHING.

TYRANNY OF THE MOMENT

- LIFE IS UNPREDICTABLE – EVERY DAY THERE IS A NEW CRISIS THAT MUST BE DEALT WITH.
 - LACK OF AFFORDABLE AND DEPENDABLE CHILD CARE
 - UNRELIABLE TRANSPORTATION
 - JOB STABILITY
- BECAUSE THERE ARE FEW CERTAINTIES, ONE CANNOT PLAN AHEAD



COUPLES' RETREATS

LOVE'S CRADLE CURRICULUM, BY MARY ORTWEIN &
BERNARD GUERNEY

- FOCUSES ON THE FOLLOWING SKILLS PROVIDED IN THE CURRICULUM:
 - SHOWING UNDERSTANDING
 - EXPRESSION SKILL
 - DISCUSSION SKILL
 - PROBLEM SOLVING
 - MANAGING CONFLICT



LANGUAGE DIFFERENCES

- **WHEN ATTENTION IS FOCUSED ON SURVIVAL, OTHER AREAS TEND TO SUFFER.**

Between the ages of 1 and 3, children receive the following ratio of positive to negative comments:

Professional parents	5 positive for every	2 negative
Working class	2 positive for every	1 negative
Poverty	1 positive for every	2 negative

By age 4, children are exposed to the following number of words:

Professional parents	45 million
Working class	22 million
Poverty	13 million

SOURCES:

PARIS, S. G., & STAHL, S. J. (Eds.). (2005). *CHILDREN'S READING COMPREHENSION AND ASSESSMENT*. MAHWAH, NJ: LAWRENCE ERLBAUM ASSOCIATES.

PAYNE, R. K., DeVOL, P. E., & SMITH, T. D. (1999). *BRIDGES OUT OF POVERTY: STRATEGIES FOR PROFESSIONALS AND COMMUNITIES*. HIGHLANDS, TX: RFT PUBLISHING.

WORKSHOP TOPICS

- **GETTING TO KNOW YOU**
- **LIGHTEN UP—LOVE AND LAUGHTER**
- **COUPLE COMMUNICATION**
- **FIRE PREVENTION: MANAGING CONFLICT IN RELATIONSHIPS**
- **FAMILY TIES – COMPLEX FAMILY RELATIONSHIPS**



WORKSHOP TOPICS

- **MONEY, MONEY, MONEY**
- **JUST COOL IT! MANAGING ANGER IN COUPLE RELATIONSHIPS**
- **HEALTHY RELATIONSHIPS**
- **TO WORK**
- **HEALTHY MINDS**
- **PARENTING WITH LOVE**
- **SAFETY**



- **IN WORKING WITH A LOW INCOME AUDIENCE, WHAT ARE SOME THINGS WE NEED TO DO TO BE SUCCESSFUL?**



HOW TO ADAPT PROGRAMS

What Experts Say	What We Do With CFC
Be attentive to DV concerns	DV screening at intake Consult with a DV specialist
Build partnerships with community agencies	Work with community agencies to help us recruit
Invite members of the target audience to a focus group	Invited member of the community to participate on the Advisory Board Gather feedback from participants after each session
Have plenty of food available	Have extra food and snacks at each session
Use the media	Show a video clip to start off each session

BUILDING AN INCLUSIVE PROGRAM

What Experts Say	What We Do With
Use humor	Encourage facilitators to use humor
Use simple, informal language; Casual Register	Materials are written at a 5 th grade reading level Facilitators are taught to use casual register with participants—they attend a poverty training prior to facilitating
Use incentives as a reduction to barriers	Give participants gift cards and gas cards
Be sensitive to the ‘tyranny of the moment’	Participants who do not show up are given an opportunity to attend future events
Less lecture, more activity	Lessons are activity-based

QUESTION ??