

“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 ??