

D R A F T
SOCIAL MARKETING CAMPAIGN

**Monitoring, Rapport, and Communication
Between Parents and Children in Hispanic Families:
Ways to Improve Family Processes**

**Formative Research:
Focus Groups with Hispanic Parents
CDC-OSH Parenting Project: Hispanic Modification**

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D R A F T

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Monitoring, Rapport and Communication Between Parents and Children in Hispanic Families: Ways to Improve Family Processes

BACKGROUND

In 1999, the Centers of Disease Control and Prevention hired the Academy for Educational Development (AED) to develop a teen anti-smoking campaign targeting parents. Through the analysis of the relevant literature, HealthStyles data, expert interviews and focus groups session with the target audience, CDC and AED created a social marketing campaign called *Got a Minute? Give It to Your Kid*. The campaign was based on research revealing that certain parenting behaviors consistently build children's ability to resist using tobacco and other drugs. Specifically, children whose parents emphasize relationship quality, monitor their free time, set rules and offer positive role-modeling are less likely to abuse tobacco and other drugs.

Prepared for state and local tobacco control programs, the *Got a Minute?* campaign was designed to help less-involved parents become more involved with their preteens' lives. From the focus groups and other data collected, it appeared that parents—including those who are less involved with their children—did not lack the desire to do the right thing or the knowledge about what was considered important in parenting. Parents cited lack of self-efficacy and actual skills as the major barriers to becoming more involved with their children's lives. The *Got a Minute?* campaign materials (including print ads, radio spots, a presentation, a brochure and a poster) attempt to give these low-involved parents tactics to facilitate parent-child involvement. The campaign is more about helping parents than selling them on a behavior.

Upon the near-completion of the *Got a Minute?* campaign, the CDC asked AED to determine if the same approach could be adjusted and translated into Spanish and used for Hispanic parents. An initial literature review revealed that parental involvement is as important a protective factor for Hispanic adolescents' use of tobacco and other substances as for the general audience. Past research with Hispanic populations also showed that family warmth and communication are more important factors than parental control or monitoring in relation to not smoking or using drugs.

While parental involvement is considered a significant protective factor in Hispanic families, further exploration of the literature and expert interviews showed that significantly different issues are related to parental involvement in Hispanic families. Acculturation level—that is, assimilation level to the “mainstream” or “dominant” culture—of both the parents and children is a unique issue to this audience. Experts in the field describe a number of different situations of how acculturation level is a factor in parent involvement and Hispanic teen smoking rates. For example, families with low levels of acculturation deal with an overall higher level of stress which results in greater family tensions, or language and/or cultural differences between parents and children

(particularly among low-aculturated parents and more acculturated teens) may be a source of conflict between the generations.

Based on these findings, CDC and AED decided to explore the particular issues Hispanic parents face in the relationships with their children with primary research. Focus groups in Los Angeles and New York were conducted to meet this objective. The focus group sessions aimed to explore practices common in Hispanic families to monitor children, develop or improve closeness between parents and children, and strengthen communication between the two. This report details the insights gained from these focus groups.

RESEARCH QUESTIONS

The AED team conducted focus groups with Hispanic parents in order to:

- Gain insights into parental concerns in their relationship with their 9-14 year old child,
- Identify strategies and practices parents use for monitoring, communicating, and developing close relationships with their adolescent,
- Identify the barriers and benefits to best practices,
- Identify media preferences Hispanic parents use or would use for receiving information on parenting issues, and
- Gauge parental reaction to an image of a Hispanic adolescent used in the general audience *Got a Minute?* campaign materials.

These focus groups served as a venue to better understand the concerns Hispanic parents have as their children enter their pre-teen and teen years, as well as to identify unique issues mid-aculturated and low-aculturated Hispanic parents face in building closer relationships with their children. From the focus group sessions, the AED team hoped to understand better if the *Got a Minute?* campaign concepts resonated with Hispanic audiences or if different issues needed to be addressed in a campaign specifically targeting the Hispanic community. The research also explored media preferences and pretested an image of a Hispanic girl used in the *Got a Minute?* campaign to determine how useful it might be in future interventions for this audience.

METHODS

In late February 2001, the AED team conducted a total of eight focus groups across two markets—New York City (Bronx) and Los Angeles. The participants of the focus groups were Hispanic mothers and fathers of children ages 9 to 14 years old; all recruitment calls and discussions in the focus group sessions were conducted in Spanish. Parents were screened by involvement and acculturation level. (See attached screener in English and Spanish; Spanish version only used in recruitment calls.) Parents were recruited for the focus group sessions if they were considered as having a low or high involvement level

with their children. Indicators for involvement level included how well they knew their children’s friends, how frequently they discussed their children’s activities with them, and how much time discussions about their children’s problems lasted. Parents also were screened for acculturation level, with only those considered as having low or intermediate levels of acculturation recruited for the groups. This screening decision was based on the assumption that highly acculturated parents (those who only spoke English and considered their cultural identity to be American above anything else) would be reached effectively by the general audience tobacco prevention materials prepared for the *Got a Minute?* campaign. Acculturation level was defined by four criteria: language preference in the household, language preference of children outside the household, amount of time spent in the United States and cultural identity of parents (e.g., feeling more “Hispanic” or “American.”)

The focus groups were conducted in Los Angeles and New York—cities with high concentrations of the two major Hispanic groups in the United States. That is, Hispanics living in Los Angeles predominantly originate from Mexico or Central America (El Salvador, Nicaragua, Guatemala, etc.), while Hispanics living in New York generally immigrate from Caribbean countries (Puerto Rico, Dominican Republic, Cuba, etc.)

Audience Segments by Involvement and Acculturation Level		
Focus Groups Conducted in Two Markets: Los Angeles and New York		
	Low Acculturation	Medium Acculturation
Low Involvement	2 Sessions	2 Sessions
High Involvement	2 Sessions	2 Sessions
	Number of Total Sessions:	8 Focus Group Sessions

Focus group discussions were both audio and video taped, as well as translated and transcribed into written scripts. These findings are based on a content analysis of discussions. (See attached moderator’s guide in English and Spanish; Spanish version only used in focus group sessions.)

SUMMARY OF FINDINGS

Parents of Hispanic pre-adolescents are above all parents of pre-adolescents. Many aspects of their family situations are similar to those of the general audience. Parents want to connect and communicate with their children. However, children want to spend more time with their friends than their parents, time constraints present a major barrier to family involvement, and parents do not feel like they have the knowledge or skills to bring up sensitive issues such as sex or substance abuse.

MAJOR LEARNINGS

- Acculturation issues span across each area. Hispanic parents, especially those with low-acculturation levels, also encounter very different family situations than the general audience. Many times, a language and/or cultural gap exists between parents who identify more with their native culture and children who consider themselves more “Americanized.” Parents and children may have trouble communicating with each other—literally—due to language differences. This limits participating in some activities together and engaging in certain types of conversations. Even when parents and children do speak the same language, a cultural gap may exist where parents and children do not understand each other’s values or ways of thinking. Parents with low acculturation levels also question what is considered appropriate or legal in this country involving parenting styles or disciplinary approaches. Parents are searching for ways to communicate more effectively with their children, as well as to understand the American social norms related to parenting, without losing the values of their native culture.
- **Monitoring:** Parents cited a number of strategies for monitoring—snooping in backpacks, participating in activities, insisting children’s friends come over to the house, calling cell phones, arriving to pick up children early to check on them, etc. Parents relied on relatives and neighborhood friends to help them with monitoring children. Time and financial constraints, as well as the belief that kids will always do what they want behind their parents’ backs, are among the most significant barriers to monitoring. Low acculturated parents face specific barriers to monitoring their children such as difficulty in understanding their children’s conversations with their friends and in participating in certain activities like checking homework.
- **Close Relationships:** Parents want to develop close relationships with their children, but do not always know how. Parents named a number of benefits to developing close relationships with their adolescents: a feeling of self-efficacy, enjoying time with children, feeling assured that children will seek advice from parents, and being proud of one’s legacy. The barriers in developing closeness and getting along are also numerous—difficulty in disciplining children, setting limits, and dealing with children who want to be treated as adults. Conflicts are exacerbated because of the cultural gap between Hispanic parents, rooted in their native culture, and their children, who consider themselves more “Americanized.” Many low acculturated parents have

questions regarding what is considered appropriate or legal in this country when it comes to parenting styles and disciplining children.

- **Communication:** Parents said they believe communication can be enhanced if parents take advantage of specific times with their children, provide a lending ear, bring up topics that resonate with their children, and show support and interest in their children. It is important to find topic areas of “common ground,” as well as to talk about difficult issues such as sex and substance abuse. While self-efficacy and time were cited as significant barriers to Hispanic parent-child communication as they were with the general audience, Hispanic parents encounter a number of barriers that are unique. These barriers are connected to a language and culture gap between the country of origin and the country of adoption.
- Trust, respect, honesty, and authority were concepts mentioned throughout the discussions of all the groups. Regarding trust, parents want their children to trust and confide in them. Parents often talk about this issue as reducing social distance, becoming accessible and letting their kids get closer to them, generally expressed as “*dar confianza*” in Spanish. Parents of all groups wanted to respect and be honest with their children, and have their children reciprocate these actions. Most of the parents across the groups discussed how these were essential aspects of the Hispanic culture. However, low acculturated parents were more fearful that these characteristics would be more difficult to instill in their children as their children “break away” and become more acculturated. In addition, while participants noted that it was important to be close and communicate with their children, it was also critical to maintain authority, particularly when parents felt that they needed to discipline their children.
- The image of the Hispanic girl did not always garner favorable results. Participants from Los Angeles (of Mexican or Central American origin) did not identify the girl as Hispanic, while New York residents (from Caribbean countries) did. The majority of participants also thought that because of her earrings, expression, and tweezed eyebrows, the girl was trying to look older than she actually was.
- When asked about how parents receive or would prefer to receive information on parenting issues, participants overwhelmingly opted for visual or audio formats over print. The most preferred communication channels included community talks, television shows on Spanish stations (talk shows, sitcoms), and advertisements (PSAs) on television and/or radio.

DETAILED FINDINGS

MONITORING

Actions and Tactics

Parents viewed monitoring their children as an important aspect of parenting. Actions or strategies of monitoring children were very much present, or at least reportedly present, in almost all of the families represented in the discussion groups. However, the more involved parents were more vocal in stressing the importance of monitoring their children as well as more likely to engage in stricter monitoring activities. It is not uncommon for the less involved parents to favor giving children their own space, allowing them to go out of the house to play on their own without surveillance, even if it is for short period of time. Keeping them tight under their belt, chaperoning them when they go out, calling them to find out what they are doing, and showing up early to pick up children are commonly mentioned tactics by the more involved parents.

Yet across all groups, parents use a number of various tactics to monitor their children. Many parents monitor their children subtly or by distraction. Parents may insist that children bring their friends over instead of having them going to their friends' houses; then parents can monitor their activities in a discreet fashion by bringing them food or other seemingly innocuous activities.

“I monitor them discreetly when they invite their friends home and they are talking. Pretend to be dusting, in my case I speak more Spanish and they talk in English, but I understand. They think I don't understand.” (LA, low acculturation, low involvement)

When home alone with their child, a parent may engage in a different activity such as reading a book while in the same room as the child who is watching television or using the Internet. Another method of “sugar-coating” monitoring is by participating in activities with that child. As one New York parent said, *“Mine likes the Internet, but there is always control . . . I participate (with her).”*

Both highly involved and less involved parents engaged in less discreet methods of monitoring children's school or extracurricular activities. Most parents admitted to spying or snooping around their children's possessions and clothing. For example, most mothers discussed checking the backpacks and the clothing of their children to see if they were in possession of any “unusual” items. They would then question their children if they found any items of concern.

“I check their bags. I find things even inside the pillowcase. She hides things, and I search when she is gone to school.” (NY, low acculturation, high involvement)

Some parents believed it was critical to know where their children were at all times—relying on devices such as cell phones or other people such as storeowners or extended

family to assist in keeping a watchful eye. Parents also talked about checking up on their children to make sure they were where they said they would be. For example, parents call the house to make sure the child is there after-school as intended or parents would arrive at a location 10 minutes early to pick up their children from an activity to check to see if they were indeed there. Many parents also admitted to listening in on their children's phone calls with their friends.

"If I leave him at home, I will call to make sure that he is there." (NY, medium acculturation, low involvement)

"I try to know who their friends are . . . I always have their phone number. I can always call them if I see something strange." (LA, low acculturation, low involvement)

"I am concerned sometimes with the phone because you don't always know with whom they are talking. They usually talk in English and I understand a little but not everything . . . I listen on other line." (NY, low acculturation, high involvement)

Parents indicated that they have made major family decisions based on the importance of monitoring their children. Some families decided that one parent—in these groups it was always the mother—would stay home and not work in order to look after the children. Who made this final decision—the mother or the father—differed in the various families represented in the focus groups. In other families where monitoring was considered a top priority, the mother worked, but at a job with a flexible schedule so that she could take off when needed in order to pick up her children or look after them after school, among other activities.

"I chose a job that allows me to look out for my kids." (NY, low acculturation, high involvement)

Benefits and Barriers

Parents indicated that peace of mind was one of the most important benefits to monitoring their children. If they did not know where their children were or what they were doing, they would worry that the children would get hurt or would get in trouble. Parents needed to know that children were safe and were also being "good"—not taking drugs, not getting pregnant, not skipping school, etc.

Time and financial constraints, as well as the belief that kids will always do what they want behind their parents' backs, are among the most significant barriers to monitoring. Many parents, particularly single mothers, responded that they had to work long hours for financial reasons, and their inflexible work hours or lack of extended family or social networks made it difficult to monitor their children. As a New York single mother said, *"If you are alone you have to give 100% and sometimes that is not possible. In the case of a single mother, it's difficult."* Many of these parents believe that monitoring is an important activity, but is not always possible considering their schedules and family

situations. Particularly in Los Angeles, many parents also felt that not having a car was a major barrier to monitoring since they were not able to pick up their children from activities or check up on them easily.

Parents indicated that they sometimes felt like they lacked control to monitor their children all of the time. Much of their children's days are spent in school, where parents are not present to know what activities their children engage in. In addition, much of this time is spent with friends, who parents viewed as not always being the best influences on their children. This was particularly the case with low acculturated parents who felt a larger cultural gap with their children and who could not always understand their children's conversations with their friends.

"It is difficult for me to know what they do in school. That is where kids have the most problems. They spend most of the time there." (NY, medium acculturation, high involvement)

"A friend will tell him he does not have to tell his mother where they are going. . . Friends have a terrible influence on kids." (NY, low acculturation, high involvement)

The viewpoint that "kids will be kids" was also evident. Some parents indicated that no matter how much parents try to monitor activities, adolescents always seem to find a way to do what they want to do, which many times means engaging in risky behavior or getting in trouble.

"I know children are not saints, they will always do what they want behind our backs." (LA, medium acculturation, less involvement)

Low acculturated parents face specific barriers to monitoring their children. In addition to not being able to understand their children's conversations with their friends, low acculturated parents sometimes found it difficult to participate in certain activities—such as helping them with their homework or watching English-language television—because the parents could not understand.

Many low acculturated parents also questioned what were the American laws related to disciplining and what were the social norms regarding parenting practices in the U.S. They did not feel comfortable that they understood what was considered "American" or not, and what types of parenting behaviors were appropriate in this country. Many parents mentioned that their children often said, "*They don't do that here in America*" or that their American friends' parents do not enforce strict rules and "*let them do whatever they want.*" Parents did not know if their children were just saying that to rattle them or if it was actually true.

"There is something that impedes often that we have direct communication with our children: laws of this country. You know that children grow up and at a certain age they have the right to have a life and they look down on you with lack

of respect. . . the school teaches them different from what we teach at home. We have to make our culture prevail. . .” (NY, low acculturation, high involvement)

Throughout all of the focus group sessions, the concept of “trust” entered the conversation when discussing monitoring. Due to the qualitative nature of the research, it was difficult to establish a correlation between parents who strictly monitored their children and their level of trust in their children. However, many parents, who responded that they felt that they could not monitor their children closely because of time constraints, discussed how they were forced to trust their children more. They did not see any other choice due to their time constraints and, in some instances, lack of extended family or social networks.

Referents

Parents cited a number of other people they used to help them monitor their children’s activities. Since parents cannot be present during many of their children’s activities, parents relied on those adults who are involved in those activities to keep them informed. Many parents mentioned that they have become friendly with neighborhood storeowners or their children’s friends’ parents in case there are any problems when their children are playing in the neighborhood. Some parents, particularly those living in California, kept close ties with the school, calling teachers frequently for updates on their children’s progress and behavior.

“[Others] will tell me on the street that they saw my child . . . they will tell you because you are in a neighborhood.” (NY, low acculturation, low involvement)

“I, not always, but maybe once a week, I call the teacher to find out how they are doing.” (NY, low acculturation, low involvement)

Most importantly, parents relied on their extended family to help them with monitoring activities. Parents, especially single mothers, cited their male relatives—brothers, fathers, brothers-in-laws—as helping them greatly in these efforts. Other parents also mentioned that it was beneficial to receive assistance from relatives who have been living in the U.S. for a longer period of time than they have.

MONITORING: SUMMARY FINDINGS		
<p><u>Actions and Tactics</u></p> <ul style="list-style-type: none"> • Monitoring by distraction (bringing food to children and friends) • Participatory activities (Surfing the Internet together) • Snooping • Flexible work schedules • Friendly with storeowners and parents of friends • Technology (cell phones) 	<p><u>Benefits</u></p> <ul style="list-style-type: none"> • Peace of mind • Children are not getting in trouble 	<p><u>Barriers</u></p> <ul style="list-style-type: none"> • Time constraints (particularly single mothers) • Inflexible work schedules • Lack of control (in-school activities, friends’ influences) • Not driving • Language gap • Confusion about social norms and legal constraints
<p><u>Referents</u></p> <ul style="list-style-type: none"> • Neighborhood networks (storeowners, children’s friends’ parents) • Relatives (particularly male ones and those living in U.S. longer) 		

CLOSENESS

Actions and Tactics

Parents in all focus group sessions overwhelmingly believed that it was important to establish close relationships with their children. However, these close relationships can be difficult to establish, particularly in children's pre-teen years, when they would rather spend more time with their friends than their parents. Parents responded that it is easier for parents and children to develop closer relationships when parents listen to them, try to gain their trust and also trust them, and punish them less or at least use less severe punishments. In more than one occasion, mothers mentioned that although they tend to be more accessible to their children and are more readily available to listen to them than fathers, they are also the ones to enforce rules and be stricter with their children. Consequently, in some families fathers may develop closer relationships with their children because they are not the daily rule-enforcer.

Parents discussed numerous strategies to develop close relationships with children. One of the most cited strategies for developing closeness was participating in activities with children. Parents recommended doing daily activities such as watching television or eating dinner together as well as participating in more "special" activities such as playing sports or going to events. For example, one mother explained that her daughter loves dancing, so as a special activity they went to the ballet together. Parents said that participating in these activities together allows more of a friendship to develop between parent and child.

"I play with my son, soccer, baseball. We do that to be together as friends, not as father and son. To gain his trust." (LA, medium acculturation, low involvement)

Parents believed that closeness is a result of their reactions and words in everyday interactions and conversations with their children. For example, parents from all groups considered it important to show support, make adolescents feel they are important, give them advice, and show them physically that their parents love them by hugging or kissing them.

"When they bring [home] something they did in school, I put it on the fridge to show that I'm proud of their work . . . Everyone that comes in will see their grades . . . He feels important." (LA, medium acculturation, low involvement)

"When they do something well you praise them. . . You did that well. Give them motivation, stimulate them, the teenager feels good" (NY, low acculturation, low involvement)

"Respect is very important. Children will learn to respect and to be respected. We have to learn to respect their space. If not, they learn not to respect anyone." (LA, low acculturation, low involvement)

“I may be in a disagreement with him, but there is not a day that I don't tell my son that I love him, that he is important to me.” (NY, low acculturation, high involvement)

Benefits and Barriers

Parents named a number of benefits to developing close relationships with their adolescents such as a feeling of self-efficacy, enjoying time spent with children, feeling assured that children will seek help from parents if needed, and being proud of one's legacy.

“My son has my blood and I want him to be the best.” (NY, low acculturation, low involvement)

The barriers in developing closeness and getting along are also numerous—difficulty in disciplining children, setting limits, and dealing with children who want to be treated as adults. There are some parents that clearly expressed their desire to be in control and retain their level of authority over their children. The sense of authority is connected to delivering disciplinary actions and punishment; questions and doubts of these disciplinary actions in the American context was an area of concern for some Hispanic parents. Parents talked about how they walk a fine line when they are trying to discipline children who have misbehaved. Hispanic parents, particularly less acculturated parents, may have a different disciplinary approach than the parents of their children's friends. For example, some Hispanic parents talked about how they were used to spanking or yelling at children when they misbehaved. Their children would retort back that this was not the disciplinary approach in America and they would get their parents in trouble. Less acculturated parents felt that they did not have the knowledge or awareness of what is considered appropriate or even legal in this country. This situation resulted in additional conflict in the family.

“I slapped my daughter and she told me “In school they said I can call the police.” I handed her the phone and told her to call. I don't care if they put me in jail. If I correct you and tell you that is not right, perfect, they can take me (in).” (LA, medium acculturation, low involvement)

However, a few parents discussed the positive aspects of discipline. They viewed disciplining their children as a chance to teach them right from wrong. If done appropriately, disciplining can serve as an opportunity to discuss the children's behavior and explain what is acceptable and why.

“Even if it is bad, I won't react . . . instead of yelling or hitting you talk to them and they feel more comfortable. If they feel you are going to get angry every time they tell you something, they won't tell you. That is how I keep the relationship.” (NY, medium acculturation, high involvement)

Many parents lamented that as their pre-teen children get older, their children want to spend less time with parents and more time with their friends. While parents expressed that this was a natural process of “growing up,” they questioned how much control they

should relinquish. Children, who once stuck to their parents' side, now struggle with a new sense of independence and the growing importance of their peer group. Many parents expressed feelings of frustration; children wanted fewer restrictions and to be treated more like adults. This situation resulted in added family conflict.

"[Children] want to spend time with their peers [and not with parents]." (NY, low acculturation, low involvement)

"Sometimes they come with an attitude." (LA, medium acculturation, high involvement)

"When you want them to listen to you such as get off the phone because you have been on [the phone] too long, or please don't play the music so loud because the neighbors will complain, those are matters of conflict. You have created a conflict because you are telling them it should not be so." (LA, low acculturation, high involvement)

These frustrations were exacerbated when greater cultural differences existed between parents and children. Greater conflicts emerged when trying to set limits—with girls wanting to wear make up, going out with friends without any accompanying parent, or dating. Parents expressed their justification by explaining, *"In my country, we would never do that."* This cultural gap resulted in family tensions particularly when children are in the pre-teen and teen years.

Referents

Parents usually look to family role models or spiritual advisors to help them develop closer relationships with their children. In most instances, these people included extended family, particularly grandparents, and those involved in the church, especially the priest in the community.

"When we have a disagreement, they call [my mother] and she calls me. She always tries to mediate and counsel them." (NY, low acculturation, low involvement)

CLOSENESS: SUMMARY FINDINGS		
<u>Actions and Tactics</u> <ul style="list-style-type: none"> • Showing support and trust; unconditional availability • Providing advice • Respecting their opinion and privacy • Rewarding them for a good job • Participating in activities with them • Expressing love—physically and verbally 	<u>Benefits</u> <ul style="list-style-type: none"> • Feeling good; job well done • Enjoying time and conversations with children • Proud of legacy • Peace of mind—children will come to parents with problems 	<u>Barriers</u> <ul style="list-style-type: none"> • Setting limits • Disciplining children; conflict resolution • Cultural gap • Confusion about social norms and legal constraints • Children's attitude; desire to be adult
<u>Referents</u> <ul style="list-style-type: none"> • Relatives (grandparents) • Spiritual advisors (priests) 		

COMMUNICATION

Actions and Tactics

Parents in all focus groups wanted open communication with their adolescents; however, some parents expressed a higher level of self-efficacy in doing so. Parents, regardless of involvement level, identified various strategies of how and when to communicate with children. Some parents believed communication with their children should occur daily, while others discussed how weekly times were set aside for these discussions. Many parents identified specific times of the week that were more conducive to communicating with their children, such as when eating dinner together or helping them with their homework. Some set rules for specific times to be reserved as “family time.” However other parents did not explicitly schedule time, but jumped on “windows of opportunities”—in the car while running errands or going to church, when the family was watching TV together, etc.

“I find it easy to talk after dinner when they are quiet, before bedtime.” (NY, low acculturation, low involvement)

“I wait for my husband to come home which is the only time that the four of us sit down at the table. It's the only moment when we can talk about school.” (NY, low acculturation, high involvement)

“My first question is “What happened in school today?” If he hesitates, I know something happened. After a while I will ask him to tell me what happened.” (LA, low acculturation, low involvement)

“You have to try to establish rules. There is little time, but we will have dinner together. You will not stay in your room. Take time out for the family.” (NY, low acculturation, high involvement)

According to parents, communication between parents and children can be enhanced if parents provide a lending ear in the case of difficulties, search for topics and activities that resonate with their children, and try to gain their trust when children are young. It is important to be open and honest, as well as be unconditionally there for them if they have a problem. Parents also thought it was important to set aside time to talk about difficult topics such as sex and substance abuse. However, some parents expressed that they did not necessarily know how to go about these types of sensitive conversations; these frustrations are addressed in more detail in the following section.

“When they come to you with a problem, even if you don't have time, you have to take the time out . . .” (NY, low acculturation, low involvement)

“We are not at the farm in Mexico. If you don't start talking with your daughter now, when she is 15, 16 she will tell you that you didn't let her open up to you.” (LA, low acculturation, low involvement)

For day-to-day conversations, parents felt it was important to search for a common ground. Parents made an effort to bring up topics in which adolescents are interested—music, sports, movies, etc. This tactic was more difficult particularly for low acculturated parents because of a perceived “cultural gap” between themselves and their children. This barrier is discussed in further detail in the following section.

“If you see that they like music, you can talk about that. If the child wants to go to the movies to see a show, you start to talk about it. . . You will gain their trust.” (NY, low acculturation, low involvement)

“[Children] ask a lot of questions, how we lived in our country, what we eat, about our ancestors, grandparents.” (LA, low acculturation, low involvement)

Some less acculturated parents discussed how they have tried to turn their lack of English into a communication tactic, rather than have it be a barrier. In order to better understand their children, some mothers started learning more English and/or accepted their children as their teachers or translators of English. In these cases, children may be helping to establish a bridge between the culture of origin and the culture of adoption. These parents spoke about how their children feel helpful, parents learn in the process, and both develop a better bond.

Benefits and Barriers

Parents cited many of the same benefits to having good communication with their children as they did to developing close relationships. Parents enjoy having good conversations with their children and knowing what is going on in their lives. They also feel more assured that they are doing a good job and that their children are more likely to seek help in the family if there is a problem, rather than going to an outside source.

“Five minutes to listen to a problem is worth it, [so] a child does not go to someone else.” (NY, low acculturation, low involvement)

Many barriers to good communication are similar to the ones cited by the general audience: lack of a feeling of self-efficacy and time. Many parents feel that they do not know what conversation topics to bring up that resonate with their children or parents do not feel comfortable talking to their children about sensitive issues such as sex or drugs. Parents are eager to learn more effective tactics in these areas.

“A topic that is a little more difficult for me, even though I trust my girls, is sex . . . I would like an orientation on how to talk to a teenager about it.” (NY, low acculturation, high involvement)

“It’s a bit difficult with a 14 year old girl, she is at the age when she is interested in boys. She told me that there was a boy that wanted to talk to me to get my permission. I felt nervous, spoke very little. I felt a little difficulty.” (LA, intermediate acculturation, low involvement)

Time was also considered a major constraint to communication. Many parents, particularly single mothers, talked about working two jobs and having to take care of other children and household chores. They felt like their schedules conflicted with their adolescents, and there was so little time for solid communication.

“I used to work and I hardly saw the children. I worked from 3 to 12 am. I had little communication with them. We had money to go on outings, but little opportunity to enjoy them . . . there are moments I can have with my children. I haven't been working for four months . . . the time that I spent with them is the most important quality.” (LA, low acculturation, low involvement)

“When I get home, I start cooking. They come home from school and have to do the homework, take a bath. I don't talk with them every day . . .” (NY, low acculturation, low involvement)

While self-efficacy and time are significant barriers to Hispanic parent-child communication as they are with the general audience, Hispanic parents encounter a number of barriers that are unique. These barriers are connected to a language and culture gap between the country of origin and the country of adoption.

For example, parents and children may not be able to understand each other—literally. In this population reflecting lower and middle levels of acculturation, parents tended to speak to their children in Spanish. Mothers who speak only in Spanish to their children indicated that they had to abandon the habit of using slang particular to their region or village and use a more generic type of Spanish that their children would more easily understand. Many times, children, especially if they were born in the U.S., feel more comfortable speaking English. Low-acculturated parents do not have the same English language skills as their children and can not understand many of the phrases they use. In other cases, mothers may rely on fathers who speak better English to overcome language barriers within the household.

“ . . . the English language. The way we don't speak English well with the kids and sometimes they don't quite understand Spanish . . . They don't understand what we want to say, or we can't explain it as they want.” (NY, low acculturation, low involvement)

When parents have difficulties conveying information to their children or understanding what children are discussing, this does not just create tensions within the home, but can have larger implications. These language barriers continue to persist outside the household and limit parents when dealing with schools and teachers, important elements in their children's lives. This lack of communication can then translate into a lack of closeness between parent and child.

“I can't help them with their homework. I don't know if they have homework because I am not able to talk with the teachers. I won't understand what they say.”
(NY, low acculturation, high involvement)

In addition to a language gap that may exist, many parents, who are used to the ways of their native homeland, and their children—many who were born in the U.S.—may develop a cultural gap. In some cases, parents and children may understand word-for-word what the other is saying, but the larger context of the communication can be lost because of these cultural differences. Children believe that their parents are “behind the times” or are frustrated because they do not behave like their friends’ parents do. Whereas parents feel that their children do not embrace their Hispanic culture or respect their parents’ ways.

“Another difficulty is the times. Our times were different. There are different ideals.” (NY, low acculturation, high involvement)

“One thing is to get accustomed to the way of life here and another is to lose your values, the values of your family. [Here], they don't respect their mother, they don't respect their father, they don't respect the family. To Latinos, the family is important.” (LA, medium acculturation, less involvement)

COMMUNICATION: SUMMARY FINDINGS		
<u>Actions and Tactics</u> <ul style="list-style-type: none"> • Identifying best times to talk • Participating in activities with them • Searching for common ground: topics and activities • Talking with honesty and fairness • Addressing difficult issues (sex, drugs, etc.) 	<u>Benefits</u> <ul style="list-style-type: none"> • Feeling good; job well done • Enjoying time and conversations with children • Proud of legacy • Peace of mind—children will come to parents with problems 	<u>Barriers</u> <ul style="list-style-type: none"> • Time constraints • Lack of skills/knowledge to address certain topics • Language gap • Value/cultural differences • Lack of knowledge of social norms
<u>Referents</u> None mentioned		

PRETESTING OF IMAGE

The participants in all focus groups were shown a poster-size picture of the Hispanic girl from the *Got a Minute?* campaign (see attached image.) Participants were asked if they thought the girl looked Hispanic, could be someone they know from their neighborhood, and what they liked or disliked about the picture. Responses to the image were deeply divided by market.

In general, participants from Los Angeles, who were all of Mexican or Central American origin, did not identify the girl as Hispanic. Many of these respondents mentioned that the girl looked African-American or of mixed race (“*mulatto*”). However, the opposite response occurred in the New York groups. These participants, originating from Caribbean countries such as the Dominican Republic or Puerto Rico, did think that the girl was Hispanic. They responded that she could very well be an adolescent in their neighborhood.

The reaction to the how the girl looked and was portrayed was mixed as well. Some participants liked how the girl looked, mentioning that she was similar to other girls in their community. As one New York participant responded, “*There are youths in my community with that kind of clothing.*” However, many participants—across all groups—did not like how the girl was portrayed. The majority of participants thought that the girl was trying to look older than she actually was—that she was “*confused,*” was “*trying to hide something,*” and was “*dressed like an adult.*” Specific negative comments focused on her confused expression, the large earrings she was wearing, and her tweezed eyebrows.

MEDIA PREFERENCES

When asked about how parents receive or would prefer to receive information on parenting issues, participants overwhelmingly opted for visual or audio formats over print. The most preferred communication channels included community talks or seminars, educational TV programs, talk shows on Spanish TV stations, entertaining TV shows with parenting themes, and advertisements (PSAs) on TV and/or radio.

Nevertheless, a few parents preferred printed formats for materials in publications such as *LA Parents Magazine* (mentioned by parents in Los Angeles only), Hispanic-targeted newspapers and magazines, and the booklet, *New Life*, which is distributed at churches.

Some parents lamented that there is a lack of resources out there for parents, or at least a lack of knowledge about the resources that do exist. Parents wanted to know what resources they could tap into and how they could receive information in a personalized way.

“There are centers for drug addicts, and others but none for parents.” (NY, low acculturation, high involvement)

“Most people visit doctors, hospitals. They circulate information about illness. They can do the same for parents.” (NY, low acculturation, high involvement)

Many parents, particularly those living in Los Angeles, recommended using schools as a venue to distribute information. Parents living in Los Angeles mentioned that they were already acquainted with the school system since they had attended seminars and orientations there in the past. However, other parents, particularly those with a low acculturation level, viewed the school as an intimidating place. Many did not understand how the U.S. school system worked and have not been greeted with compassion or friendliness when they have attempted to visit the school. The school did not seem to be an appropriate or comfortable venue for information for these parents.

APPENDIX A: FOCUS GROUP RECRUITMENT SCREENER—ENGLISH

**Focus Group Recruitment Screener
CDC-OSH Hispanic Parenting Project
February 2, 2001**

Hello, my name is _____. I'm calling from [name of facility]. I am not selling anything and will not be asking you to buy anything. We are doing research in the Hispanic and Latino community and we are looking for parents that can provide advice to us about parenting techniques. We are interested in getting advice from parents with children between 9 and 14 years of age.

To get that advice, we will be holding a discussion group about this in the near future. You will be paid \$_____ for your participation in this discussion.

1. Would you like to see if you qualify to be part of our discussion group? It's brief. It will take five minutes.

Yes 1

No 2 (THANK THE PERSON AND TERMINATE THE CALL).

2. Have you ever been in a discussion group or been paid to be part of a discussion group in the last 6 months?

Yes 1

No 2

3. Are you a parent of a child who is between the ages of 9 and 14 years old and who is living in your house fulltime?

Yes 1

No 2 →

Is there someone else in the house with you now

who is a

parent of a child between the ages of 9 and 14 years

old?

Yes 1 (ASK TO SPEAK WITH THAT PERSON AND RETURN TO Q1)

No 2 (THANK AND TERMINATE)

In order to easily ask some of the remaining questions, could you please tell me the first name of your child who is between 9 and 14 years old? This is only to keep our conversation about that single child. (IF MORE THAN ONE CHILD 9-14, HAVE THEM TALK ABOUT THE YOUNGEST CHILD ONLY)

Child's Name: _____

And how old is (s)he : _____

(RECRUITER – PLEASE SCORE AT THE END OF THIS SECTION)

4. What language do you prefer speaking at home with your children?

Spanish	Both English and Spanish	English
1	2	3

5. As far as you know, what language does [child's name] speak with his/her friends?

Spanish	Both English and Spanish	English
1	2	3

6. Were you born in the US?

1. Yes
2. No -> How long have you been living in the United States?

Less than 2 years	Between 2 to 9 years	More than 10 years/ Or a native of the US
1	2	3

7. Do you feel more Latino or Hispanic than American?

Feels more Latino/Hispanic	Feels comfortable In both worlds	Feels more American
1	2	3

If at least 3 answers are in the first column, circle: LOW ACCULT

If at least 3 answers are in the middle column, circle: MEDIUM ACCULT

If **ALL** answers are in shaded area, please THANK AND TERMINATE.

(READ)

The next few questions ask about your relationship with [child's name]. I understand that each family has differences, and what is important to one family may not be important to another. Therefore, there are no wrong or right answers to these questions, so *please* answer them as honestly as possible. Also, I would like you to answer only about yourself, and not about your spouse or partner.

(RECRUITER – DO NOT READ OFF ANSWERS/PLEASE CIRCLE APPROPRIATE RESPONSE AND SCORE AT THE END OF THIS SECTION)

8. How well do you feel that you know [child's name]'s friends?

Do not know them	Has met some of them	Know almost all of them well
1	2	3

9. In the past two weeks, how many times did you discuss [child's name] daily activities such as being at school, going to the movies, or playing sports?

(RECRUITER – PLEASE WRITE IN NUMBER – DO NOT READ OFF RESPONSE)

# of times		
0-2 times	3-5 times	6-14 times
1	2	3

10. Last time your child told you something that bothered him/her, about how long did you discuss his/her concerns?

1-10 minutes	10-30 minutes	Over 30 minutes
1		2

If at least 2 answers are in the FIRST column, circle: LESS INVOLVED

If at least 2 answers are in the THIRD column, circle: MORE INVOLVED

If **ALL** answers are in shaded area, please THANK AND TERMINATE.

11. What is your ethnic background? (RECRUITER: DO NOT READ CHOICES. SIMPLY CATEGORIZE APPROPRIATELY.)

- Mexican 1
- Central American 2
- Caribbean (Puertorrican, Cuban, Dominican) 3
- South American 4

We would like to invite you to participate in a discussion about parents and teens. The discussion will take place on February XX, 2001 at [STATE AVAILABLE TIME].

(CIRCLE GROUP PARTICIPANT WILL BE IN AND READ “INCENTIVE” BOX)

LOW ACCULT	LOW INVOLV.	DATE?	TIME?	INCENTIVE INFO
	HIGH INVOLV.	DATE?	TIME?	INCENTIVE INFO
MEDIUM ACCULT.	LOW INVOLV.	DATE?	TIME?	INCENTIVE INFO
	HIGH INVOLV.	DATE?	TIME?	INCENTIVE INFO

12. Would you be able to participate?

- No 1 (THANK AND TERMINATE)
- Yes 2 (CONTINUE)

APPENDIX B: FOCUS GROUP RECRUITMENT SCREENER—SPANISH

Tamiz para Seleccionar Participantes en Grupo de Discusion CDC-OSH Proyecto de Paternidad entre Hispanos/Latinos 2 de Febrero de 2001

Hola, buenos días. Me llamo _____. Le estoy llamando de [nombre del organismo]. No estoy vendiendo nada ni quiero que me compre algo. Estamos realizando una investigación en la comunidad Hispana y Latina y buscamos padres que nos aconsejen acerca de la mejor manera de criar a los hijos. Queremos conocer mejor la experiencia de papás con hijos entre 9 y 14 años.

Para conocer esa experiencia organizaremos una discusión de padres en los próximos días. Pagaremos \$_____por participar en esa discusión.

1. ¿Le gustaría ver si califica para poder participar en esa discusión? Tengo que hacerle unas preguntas. Sere breve. Solo toma cinco minutos.

Si 1
No 2 (AGRADEZCA A LA PERSONA Y TERMINE LA LLAMADA)

2. ¿En los últimos seis meses se le ha pagado por participar en un grupo de discusión?

Si 1
No 2

3. ¿Es usted el padre/la madre de un(a) muchacho(a) que tenga entre 8 y 14 años que viva en su casa permanentemente?

Si 1
No 2 →Hay alguien más en la casa en este momento que sea el padre o la madre de un(a) muchacho (a) entre 9 y 14 años?

Si 1 (SOLICITE HABLAR CON ESA PERSONA Y REGRESE A LA PREGUNTA 1)
No 2 (AGRADEZCA A LA PERSONA Y TERMINE LA ENTREVISTA)

Para facilitar el resto de la entrevista ahora y que nuestra conversacion solo tenga que ver con un hijo, me puede decir por favor el nombre de ese(esa) muchacho(a) entre 9 y 14 años? (SI TIENE MAS DE UN HIJO ENTRE 9 Y 14 AÑOS, PIDALE QUE LE INDIQUE EL NOMBRE DEL MENOR DE LOS HIJOS EN ESE RANGO DE EDAD.)

Nombre del Hijo o Hija: _____

Y cuantos años tiene : _____ (ESTO ES PARA VERIFICAR LA EDAD)

(ENTREVISTADOR – FAVOR DE CALIFICAR AL FINAL DE ESTA SECCION)

4. ¿En que idioma prefiere hablar con sus hijos?

Español	Español e Inglés	Inglés
1	2	3

5. ¿En que idioma habla [nombre del hijo/a] con sus amigos/amigas?

Español	Español e Inglés	Inglés
1	2	3

6. ¿Nació usted en Estados Unidos?

Si 1
No 2

→ ¿Cuanto tiempo tiene de vivir en Estados Unidos?

Menos de 2 años	Entre 2 y 9 años	Nacido en USA o mas de 10 años
1	2	3

7. Usted se siente mas Latino/Hispano o mas Americano?

Me siento mas Latino/Hispano	Me siento que tengo aspectos de Latino y aspectos de Americano	Me siento mas Americano
1	2	3

Si por lo menos tres respuestas caen en la primera columna, encierre en un círculo: ACULTURACION MENOR

Si por lo menos tres respuestas caen en la columna del medio, encierre en un círculo:
ACULTURACION INTERMEDIA

Si **TODAS** las respuestas estan la columna sombreada, por favor AGRADEZCA A LA PERSONA SU COLABORACION Y TERMINE LA ENTREVISTA.

(LEA)

Ahora vamos a hablar de la relación de padre/madre a hijo que tiene con [nombre de l hijo/a]. Todas las familias son diferentes y lo que le importa a una familia no le importa a otra. Es por eso que aqui no hay respuestas buenas o malas. Todas las respuestas son validas. Asi que le pido que me conteste de la manera mas sincera posible. Estas preguntas tienen que ver con usted y no con su esposa(o) o pareja.

(ENTREVISTADOR – NO LEA LAS RESPUESTAS. ENCIERRE EN UN CIRCULO LA RESPUESTA QUE DE EL ENTREVISTADO Y LE DA UN PUNTAJE AL FINAL DE LA SECCION)

8. ¿Que tal conoce a los amigos/amigas de [nombre del hijo/a]?

No los conoce	Conoce uno que otro	Los conoce bien a casi todos
1	2	3

9. En las ultimas dos semanas, cuantas veces discutio con [nombre del hijo/a] las actividades diarias que el/ella hace como ir a la escuela, al cine, a jugar deportes? (ENTREVISTADOR – POR FAVOR ESCRIBA EL NUMERO QUE SE LE DE – NO LEA LAS RESPUESTAS)

_____ # de veces

0-2 veces	3-5 veces	6-14 veces
1	2	3

10. La ultima vez que [nombre del hijo/a] le conto algo que le molestaba, durante cuanto tiempo discutio con el/ella?

1-10 minutos

10-30 minutos

Mas de 30 minutos

1

2

Si por lo menos dos respuestas caen en la primera columna, encierre en un circulo: MENOS INVOLUCRADO

Si por lo menos dos respuestas caen en la columna del medio, encierre en un circulo: MAS INVOLUCRADO

Si **TODAS** las respuestas estan la columna sombreada, por favor AGRADEZCA A LA PERSONA SU COLABORACION Y TERMINE LA ENTREVISTA.

11. De donde es originaria su familia/usted? [ENTREVISTADO-NO LEA LAS RESPUESTAS. CATEGORICE LA RESPUESTA Y CODIFIQUELA.]

Mexicano	1
Centroamericano	2
Caribeño (Puertorriqueño, Cubano, Dominicano)	3
Suramericano	4

Queremos invitarlo a participar en una discusion sobre los padres y los adolescentes. Esta discusion se llevara a cabo el de Febrero del 2001 a las [INDIQUE HORA Y SITIO].

(ENCIERRE EN UN CIRCULO EL GRUPO EN EL QUE PARTICIPARA EL/LA ENTREVISTADO/A Y LEALE EL CONTENIDO DEL CUADRO "INCENTIVOS")

BAJA ACULTURACION	BAJA INVOLUCRACION	Feb 19	6:00 pm	INFORMACION SOBRE INCENTIVO (\$40)
	ALTA INVOLUCRACION	Feb 19	8:00pm	INFORMACION SOBRE INCENTIVO (\$40)
ACULTURACION INTERMEDIA	BAJA INVOLUCRACION	Feb 20	6:00pm	INFORMACION SOBRE INCENTIVO (\$40)
	ALTA INVOLUCRACION	Feb 20	8:00pm	INFORMACION SOBRE INCENTIVO (\$40)

12. ¿Quiere participar?

- No 1 (AGRADEZCA Y TERMINE LA ENTREVISTA)
 Yes 2 (CONTINUE)

(LEA:)

Gracias por su interes. Le enviare por correo la confirmacion y las instrucciones para llegar a nuestras oficinas. Me puede dar por favor su nombre y direccion....(ESCRIBA LA INFORMACION QUE SE BRINDE ABAJO)

APPENDIX C: MODERATOR'S GUIDE—ENGLISH

Focus Group Discussion Guide CDC-OSH Parenting/Hispanic project Focus Groups: Los Angeles and New York February 2001

I. Warm up, explanations and introductions

Good evening and thank you for coming. My name is _____. I will be guiding our discussion today. All of your comments – both good and bad are important. What we're doing here today is called a focus group. It's a way for us to get your opinions – much like a survey, but done as an open group discussion rather than a lot of yes or no questions. There are no good or bad answers and it's important that I hear what everyone thinks, so please speak up, even if you disagree with someone else.

We are happy you have decided to help us in trying to understand a big question: how to improve communication between parents and teenagers in our community. You probably may have had this problem and have many ways of dealing with it. So, we want to hear what your points of view are. You are here to teach us. We hope to use your lessons to assist other parents.

II. Procedure

Our discussion today will be video-taped so I don't lose any of your comments. We'll use the tapes to write a report talking about what we said today. The report will not have any of your names included.

Behind me is a one-way mirror. Some people who are interested in what you have to say will be sitting behind the glass on and off during our discussion. They are not in the same room with us so we can talk more freely, and they won't disturb us.

This is a group discussion so please don't wait for me to call on you. Please speak one at a time so the video camera can pick up everything.

We have many topics to discuss and little time to do it, so one in a while I may change the subject or move ahead. I'll try to come back to earlier points at the end of our session if there's time.

III. Introductions

Before we get going, I think it would be a good idea if we got to know each other a little bit.

1. Do any of you know each other? How did you meet? How long have you lived in this area? What brought you to this area?
2. Tell me about your children. How many children do you have? Are any of those teenagers? Are they boys or girls?

IV. Parental Involvement

We are here to talk about what it is like being a parent of a teenager. Please remember we want to hear about your experiences and opinions. There are no right or wrong answers. Can you tell me about....

3. What are your teenager's favorite pastimes? What do you think of those pastimes that they have?
4. How often are you with your teenager when they are doing what they like best? What family activities does your teenager like best?
5. What are the best times you have to be with or talk to your teenager? How do you use those times? What makes it easier for you to use them? What makes it more difficult to use them?

V. Parental Monitoring

For the next questions I want you to think about how you keep up with your teenager's daily activities. Recall the activities that you do on a daily basis in order to keep track of your child and tell us from your experience.....

6. What makes it easier for you to know what your teenager is up to? What makes it harder for you to know what your teenager is up to?
7. What are the best ways parents know what their teenager is doing? Which of those do you do? What keeps you from being able to do any of these activities that you just mentioned?
8. Is anybody telling you to keep track of your teenager? Who would that be?

VI. Parental Warmth

Warmth is an important part being a parent for a lot of Latino families. A lot of Latino families have a warm relationship where they provide protection, security and get along with their teenager. Can you tell me....

9. What makes it easier for you to have a get along with your teenager? What makes it more difficult?

10. What are the best ways to get along with your teenager? Which ones do you practice?
11. Is anybody trying to influence or give you ideas of how to get along with your teenager? Who would that be?

VII Parental Communication

Now tell me about talking with your teenager...

12. How well do you think you and your teenager talk freely to each other?
13. What makes it easier for you to talk freely with your teenager?
14. What difficulties or problems do you have in trying to talk to your teenager? Does the fact that your family lives in the U.S. make it easier or harder to talk to your teenager? If so, why?
15. What suggestions would you have for parents so they can talk more openly with their teenager? What makes it harder to talk to your teenagers? What can be done so parents don't have deal with those problems as much?
16. How have you showed your teenager that you care about them? How does your teenager react to you when you act like that?
17. What are the best ways to show your teenager that you care about them? Which of these ways have you tried? How well do they work?
18. What suggestions do you have for other parents to feel closer to their teenager?
19. Anything else about this topic that you would like to add?

VIII. Communication Channels

20. Let me ask you about best ways to get information about being a parent. If we were to give suggestions to you about how to have a better relationship with your teenager, what would be the best way to give that to you? How do you usually get information about being a parent?

Probe → media, radio, telenovelas

IX. Pre-test Picture

21. Let's look at this picture. Can you tell me a story about this picture?

Probe → Is this a teenager who seems like someone you would know? What do you like about this girl? What do you dislike about her, if anything? Does this teenager look like she could be Latino/Hispanic? If yes, why? If not, why not?

Thank you very much for coming.

APPENDIX D: MODERATOR'S GUIDE—SPANISH

Guía de Discusión para Grupos Focales CDC-OSH Proyecto Participación Paterna, Hispánicos/Latinos Estados Unidos Grupos Focales de Los Angeles y Nueva York Febrero 2001

I. Calentamiento, explicaciones generales y presentaciones

Buenas noches y gracias por haber venido. Me llamo _____. Voy a ser el animador de la discusión esta noche. Todos sus comentarios son importantes, que sean a favor en contra de lo que vamos a hablar. Lo que estamos realizando hoy se llama un grupo focal. Es una forma para conocer sus opiniones. Se parece a una encuesta, pero se hace como una discusión de grupo bastante abierta en vez de tener muchas preguntas a las que hay que contestar diciendo sí o no. Aquí no hay respuestas mejores y respuestas peores. Todas las contestaciones son válidas y lo que importa es oír lo que todos y cada uno tienen que decir. Así que les ruego que hablen con toda libertad, aun cuando estén de acuerdo con lo que un compañero o una compañera diga.

Nos alegra que hayan decidido ayudarnos a entender un asunto importante: como mejorar la comunicación entre los padres y los jóvenes de nuestra comunidad latina. Ustedes probablemente han tenido este problema y han desarrollado muchas maneras de resolverlo. Así que lo que queremos es oír sus puntos de vista. Los hemos invitado para que nos enseñen lo que saben. Esperamos poder usar sus lecciones para ayudarles a otros padres.

II. Procedimiento

Para que no perdamos sus comentarios, esta discusión está siendo filmada. Usaremos las grabaciones para escribir un informe sobre lo que se discuta aquí hoy. En el informe no aparecerán sus nombres.

A mis espaldas hay un espejo del que se ve de un solo lado. A algunas personas les interesa lo que ustedes opinan y ellas se van a sentar del otro lado del espejo durante esta discusión. No se sientan con nosotros para que podamos hablar más libremente y no nos distraigan.

Esta es una discusión de grupo así que no esperen a que yo les pida que intervengan o le de la palabra. Por favor dejar hablar a los compañeros de manera que la cámara pueda grabar con claridad lo que dicen todos y cada uno de ustedes.

Tenemos muchos temas que tratar y muy poco tiempo para hacerlo, así que cambio de tema y podemos empezar. Tratare de regresar a algunos puntos más adelante si tenemos tiempo. Alguna pregunta?

III. Presentaciones

Antes que nada, creo que seria una buena idea que nos conocieramos un poco.

22. Algunos de ustedes se conocen? Como se conocieron? Hace cuanto tiempo viven en esta parte de Estados Unidos? Que los hizo venir a esta parte del pais?
23. Hablemos un poco de sus hijos. Cuantos tienen? Cuantos de ellos son jovenes adolescentes? Como le dicen aqui a los adolescentes? Son chamacos o chamacas? (Son muchachos o muchachas?)

III. Participacion por parte de los Padres

Nos hemos reunido para hablar de nuestra experiencia como padres de jovenes. Les recuerdo de nuevo que queremos conocersu experiencia y opiniones. Y que no hay preguntas buenas o malas. Me pueden decir por favor

24. Cuales son los diversiones que mas les gustan a sus hijos jovenes? Que piensan ustedes de esas diversiones o maneras de entretenerse?
25. C on que frecuencia participan ustedes en las actividades favoritas de sus hijos jovenes? Que actividades familiares prefieren sus hijos jovenes?
26. Cuales son los mejores momentos para platicar con sus hijos jovenes? Como aprovechan o le sacan el jugo a esos momentos? Que les ayuda a aprovechar de esos momentos? Que les dificulta sacarle provecho a esos momentos?

IV. Supervision Parental

Para las siguientes preguntas, me gustaria que piensaran en como se mantienen ustedes al tanto de las cosas que hacen sus hijos durante el dia. Acuerdense de las cosas que ustedes hacen todos los dias para saber en que andan sus hijos y hablemos a partir de esa experiencia.

27. Que cosas les ayudan a ustedes para mantenerse al tanto de lo que hacen sus hijos jovenes? Que cosas les dificulta mantenerse al tanto de lo que hacen sus hijos jovenes?
28. Cuales son las mejores formas para enterarse de lo que hacen sus hijos jovenes? Cuales de esas formas ustedes usan generalmente? Hay algo que les impide poner esas cosas en practica? Que es eso que les impide ponerlas en practica?
29. Hay alguien que influye en ustedes para mantenerse al tanto de lo que hacen sus hijos todos los dias? Quien es esa persona? Que es lo que les dice esa persona?

V. Calor Familiar

El cariño y el calor familiar son algunos de los aspectos de ser papas o mamas en las familias latinas. En muchas familias latinas los papas y las mamas se llevan bien con los hijos jovenes, dandoles proteccion y seguridad. Me pueden decir por favor

30. Que cosas les permiten llevarse bien con sus hijos jovenes? Que cosas les hacen dificil llevarse bien con ellos?
31. De que manera se puede uno llevar bien con los hijos jovenes? Cuales de esas formas ponen ustedes en practica?
32. Hay alguien que influye en ustedes para que traten de llevarse bien con sus hijos jovenes? Quien es esa persona?

VII Comunicacion entre Padres e Hijos

Ahora hablemos de la comunicacion que hay entre padres e hijos jovenes...

33. Pueden ustedes platicar libremente con sus hijos jovenes?
34. Que cosas les ayudan a hablar libremente con sus hijos jovenes?
35. Que dificultades enfrentan para platicar libremente con sus hijos jovenes? El hecho que vivan en Estados Unidos ayuda o dificulta que puedan platicar libremente con sus hijos jovenes? Porque es ma facil o mas dificil?
36. Que consejos les darian ustedes a otros padres para que puedan platicar libremente con sus hijos jovenes? Que es lo que hace que no haya comunicacion entre padres e hijos jovenes? Enfrentan padres y madres esas mismas dificultades? Que puede hacerse para que los padres no tengan esas dificultades?
37. Le han mostrado recientemente a sus hijos jovenes lo mucho que ellos significan para ustedes? De que manera se lo han demostrado? Que reaccion han tenido sus hijos jovenes cuando ustedes se han portado de esa forma con ellos?
38. Cual son las mejores formas de mostrarle a los hijos jovenes que no los quiere? Cuales de eas formas han usado recientemente? Y que tal les han funcionado?

39. Que consejos les darian a otros padres para que se acerquen mas a sus hijos jovenes?

40. Algo mas sobre este tema que les gustaria agregar? No quiero que se les quede algo en el tintero.

VIII. Canales de Comunicacion

41. Ahora quisiera preguntarles sobre las mejores maneras de conseguir informacion para ser padres. Si quisieramos darles consejos sobre como llevarse mejor con sus hijos jovenes, de que forma les deberiamos presentar esa informacion? Normalmente, donde consigue ese tipo de consejos para llevarse mejor con sus hijos?

Indagar → medios masivos, radio, telenovelas

IX. Validacion de la Fotografia

42. Mimos ahora esta foto. En que piensan al ver esta foto?

Indagar → Es esta muchacha alguien que se parece a alguien que ustedes conocen?
Hay algo en ella que les gusta de ella? Hay algo en ella que no les gusta de ella?
Sería esta muchacha una muchacha latina? Porque, o porque no?

Muchas gracias a todos por haber venido.

APPENDIX E: IMAGE—HISPANIC GIRL

From *Got a Minute? Give It to Your Kid* General Audience Campaign**



** In the focus groups with Hispanic parents, the image was shown to participants *without text*.