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Teaching Latino Parents About Positive Discipline & Emotion Coaching

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Human Development & Family Science

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Introduction

Parenting preschool children could be challenging, especially when it comes to discipline. Teaching Latino parents about positive discipline and emotion coaching nowadays is essential to help the children to change from negative emotions, misbehavior to positive behavior and learning how to manage their emotions. This could be a great education opportunity for parents to learn new ways that will help in the discipline of their children. Preschool children react when parents are warm and supportive. Eisenberg et al., 2005, pg.1055 states, “Young children characterized by negative emotionality are likely to experience difficulty in the application of higher order cognitive processes simply because their emotional responses do not call for reflective planning and problem solving, and these skills are underused and consequently under-developed”. In contrast, when preschool children develop emotional competence, there are benefits for their peer relationships, school performance, and being able to communicate with parents as well. Alzahrani, Alharbi, & Alodwani, 2019. Parents play an important role in being supportive with their children's negative emotions, which help to regulate children's emotions. Parents could benefit from learning techniques about positive discipline and emotion coaching. Emotion coaching consists of five steps that are being aware of a child's emotion, recognizing child expression, listening with empathy and validating the child's feelings, helping the child label their emotions with words, and setting limits. (Partners for early learning, n.d.) The teaching workshop for positive discipline and emotion coaching will be given one day via zoom platform for Head Start parents who are Spanish speaking. The workshop consisted of information about positive discipline and emotion coaching. Then the parents did an activity to name three characteristics of each positive discipline and emotion coaching. Then the parents did

a worksheet activity about how much they know about their child, and then named 5 ways to engage in positive discipline and emotion coaching with their children.

Needs Statement

Preschool children need help with expressing and regulating their emotions when having a negative emotion that leads to a misbehavior or affecting the ability to communicate with parents about the cause of the emotion they are having. When children don't have a balance regulating their emotions they fail to develop secure attachments with caregivers which leads to a difficult communication or managing emotions or developing positive relationships with peers. In addition, health and behavioral problems while becoming adolescence. (Churchill and Lippman, 2016) Parents are the ones that could help with teaching their children how to regulate their emotions. This means that positive discipline and emotion coaching plays an important role in the children's emotion and behavior. Parents sometimes don't know how to validate the child's emotion and what is behind the emotion of the child. Latino parents could benefit from having an educational workshop of positive discipline and emotion coaching to have a change in the mindset of punishment to positive discipline. By this there would be a shift from harsh punishment to a firm and clear discipline. Where children would start to see the difference and their reaction to the discipline.

At preschool age children start to process emotions and begin to develop their distinct personality. By this time their emotions reflect the way the child is trying to show to the parent. Also, have the ability to make good and bad choices which both will have positive or negative outcomes. In addition, this is the stage where they start to show their dislike. At this age children have rapid mood shifts, show fear, shyness, and become aggressive and frustrated. (Paulus et al., 2021) At the age of preschool children are learning to express their emotions. This is the age

where children begin to behave in ways that are wrong. Parenting is important to help their children during this time. There is a saying that a child is the reflection of the parent. For example, parents tend to discipline their children the way they were disciplined by their parents. There is a difference between physical punishment, negative words, and positive discipline. The discipline that a child receives affects their process of emotions. The categories of punishment include smacking, physical punishment, physical discipline. Children between the ages 3-5 begin to develop their own personality, likes, dislikes, and their expressions. One area of development that is important during this age is emotional development. During this age children begin to use words to describe their feelings such as sad, happy, or angry. This is where they begin to express their emotions in different ways of what they are feeling , and don't know how to express appropriate emotions. According to the National Center for Safe and Supportive Learning Environments, when a child has strong emotional development it leads to 5 skills that are self-awareness, social-awareness, emotional regulation, and responsible decision making and relationship building. (Meinke, 2019)

Parents play an important role in the children's development. For example, in the area of cognitive and language development by engaging children in activities that promote learning and by offering language-rich environments to their children (Tucker-Drob & Harden, 2011, pg 57). Communication is important with children because when there is a connection children begin to develop cognitive thinking. In addition, parents that actively participate in the children's education promote children's social, emotional, and academic growth. Parent involvement with children in order to be a successful parent needs to have a positive attitude, involvement before and after school, having a relationship with children and during after school activities at home.

This leads a parent to be involved in a positive discipline and emotion coaching that will benefit in the development of the children.

Positive discipline plays an important role in the emotional development of the children. Positive discipline guides children away from danger, demonstrates self-control, and teaches them how to make appropriate choices. Developing positive relationships between children and caregivers helps build confidence and self-esteem. The characteristics are to be kind and firm, help a child establish a sense of belonging, work with the term-in mind, and promote valuable social & life skills, and instill a sense of “I’m capable”. Parents tend to discipline when they are angry towards their children and act based on that feeling. Creating a negative impact on the children by hurting their feelings, or physically which later affects the children's personal and academic life, mental health, feeling depressed or not loved by the parents. Therefore, parents need to be aware of their own emotions and think before talking to the toddler. Parents need to understand their children, and realize that they are growing and developing their own emotions.

In research physical punishment starts to be used at two and up. Physical punishment in a study revealed that parents use physical discipline when they feel loss of control over a child, feeling stressed, and tired. In addition, the study showed that parents use physical punishment when they are in a bad mood. (Robertson, 2017) Physical punishment has a negative impact on the children. Dr. Paul Holinger states, “ physical punishment of a child stirs up precisely the feelings one does not want. In general, one wants to elicit interest and enjoyment. Physical punishment stirs up distress, anger, fear and shame. (First 5 California, n.d.) Other ways that children are affected by behavior, development, internalized behavior aggressive, antisocial, mental health, low self-esteem, low moral internalization, and cognitive impairment. Parents have the choice to use a calm voice instead of yelling to their children or acting when being

angry. Li, 2022 states that positive parenting tips that could be beneficial instead of using physical punishment would focus on the reasons behind the behavior, be kind and firm, be clear and consistent, and be patient and don't despair.

Emotion coaching was developed by psychologist John Gottman [emotion coaching, n.d]. Emotional coaching was created as a tool that parents could use to help children to recognize and understand their own emotions. Teaching children to recognize their emotions and providing them with coping skills to regulate themselves in stressful situations. The characteristics of emotion coaching are to be aware of child emotion, recognize child expression of emotion, listen with empathy and validate child feelings and help children learn to label emotion with words. The benefits to children of parents practicing emotion coaching are that children achieve more in academics, have fewer behavioral problems and are emotionally stable. (Additional Learning needs and inclusion, n.d)

Emotion coaching allows the parent to learn about emotional validation and how to talk to the child and the right communication. By this the parent will know how to approach the child when having an emotion by "it looks like you are very angry" or "you seem sad". A study conducted to see emotion validation was useful, parents said the following. The parents described that by reading books to the children connecting the feeling with the book now the change of communication has changes such as "I can see you're upset, I understand you are upset. Tell me why you are upset". In addition to this the 79% of the children showed an increase in emotional awareness which led them to talk about how they felt. This study showed that 64 % of the children that were having negative emotions were calm down easily. Lambie, & Sadek, 2019)

Tuning into a kids program is a program that uses emotion coaching. This program teaches that children regulate their emotional experiences when parents attend to low/moderate intensity emotions. The importance of emotional coaching parents is that many parents react to the emotions of others because of their past experiences while growing up with their parents. This program consists of six sessions with 2 weekly hour parenting groups called Essential parenting: Raising emotionally Intelligent Children. “ A pilot study of that program showed that it decreased parents' minimization and criticism of children's emotions and reduced children's behavior problems. Parents showed that after the training sessions, they responded to their children's emotions in a supportive way. Now parents see the opportunity when a child is sad, angry, parents use this opportunity to get closer to the child, know what the child is thinking. In addition, parents showed that they are less likely to dismiss, avoid, or punish their child's expression of emotions. (Havighurst, 2021) The tuning into a kids program could be a similar program that head start programs could use that will help latino parents develop emotion coaching skills along with positive discipline.

Children as they grow need to have parents that use positive discipline that affects both emotionally and socially. Parents need to address in different ways the behavior or how to discipline their children. One of these would be emotional coaching and using parenting tips to create a healthy child that in the future will be happier, healthier, and successful in life. In conclusion, latino parents would benefit from the positive discipline and emotion coaching which will help parents from staying away from harsh punishment into a warm and clear and firm discipline. This could be a new beginning for many families by stronger relationships between parents and children. This will be beneficial for both parents by being firm in their discipline but at the same time giving a positive outcome in the future of their children.

Area of Development

A theory that could be applied to positive discipline and emotion coaching is Vygotsky's sociocultural theory. In this theory Children acquire ways of thinking and behaving specific to their culture through interactions with more knowledgeable members of their social group and through appropriating their culture's values, beliefs, and practices. Thus, in order to develop persistence, children need to be encouraged to work at difficult tasks without giving up quickly and to see important others, particularly parents, showing persistence in their day to day activities. (Mokrova et al., n.d., pg 617) For example, in sociocultural theory children learn from their parents the importance of values and beliefs. This means that parents play an important role in teaching children to develop firm emotions that will not harm them in the future. In addition, parents teach their children to become healthy emotions and how to respond to their feelings without misbehavior.

In addition, build interaction with children to support their own values and the development of their behaviors. Parents teach children the concept of good and bad which creates values and the practices that the children will develop later in life. One of the areas that Vygotsky's sociocultural theory mentions is that social interaction plays an important role in the process of making meaning. This part of the theory could be connected with parents and the children. For example, positive discipline and emotion coaching parents towards their children is making a meaning that there is a connection between parents showing that discipline is a positive aspect that will help them in the future in their lives. This brings interaction between both the parent and child to learn how to problem solve strategies, guidance and encourage both the parents and children to have a strong relationship and work together to find ways to help the child in their behavior, emotions and skills.

Consideration of Diversity

The topic I will be addressing is to Latino parents that have children enrolled in the Head Start program in King City which serves preschool, ages from 3-5 years old. Latino parents speak Spanish as their first language. Most of these parents work in the agriculture industry from Monday through Saturday and for more than 8 hours a day. In the Head Start program mostly all families are Latino background. The Latino families sometimes grew up knowing how our own parents raised us as children, and want to follow the same guidelines. Not knowing that are other ways of having positive discipline that will benefit both parents and children. This topic could bring a new perspective for the Hispanic parents and learning new material or ways that could improve the emotional development for the child and the positive discipline of the parent. The Latino parents that attended the workshop were Spanish speakers primary language. Therefore, the worksheets, and powerpoints were translated into Spanish. The parents that attended the workshop were from low income families.

Learning Outcomes

My project provided the parents of Head Start program information about positive discipline and emotion coaching. Positive discipline and emotion coaching were introduced to the parents in a parent meeting via zoom. The project had three learning outcomes:

- LO1 Latino parents will be able 3 characteristics for Positive Discipline & Emotion Coaching.
- LO2 Latino parents will be able to answer questions about “ Learning about their child”
- LO3 Latino parents will be able to create a list of 5 ways to engage in Positive Discipline & Emotion Coaching.

Method

Location and Participants

The presentation took place via zoom in the Head Start King City Center. Although the presentation was a zoom platform. The meeting took about 80 minutes. There were 8 participants during the presentation six were female and 2 male parents. . The presentation consisted of Latino parents the age of 20 to 40 years of age. Most of the participants were Spanish speaking and the presentations were translated into Spanish. The presentation consisted of a Spanish powerpoint with information. Then the parents were provided with two worksheets to fill out about the material known and the worksheet how well they know their children. parents were grateful about the information that was provided to them.

Procedures and Materials

First, before starting the presentation I presented myself to the parents and then each parent presented themselves. During the first part of the presentation, I explained to the parents and gave the definition of positive discipline and emotion coaching. After the informational presentation the parents were asked to write in the worksheet 3 characteristics of positive discipline and emotion coaching. The parents took turns to read their answers with the other parents in the zoom platform. In addition, the parents were having conversation among each other, for example, if a parent needed a clarification.

Second, the parents were given a worksheet called how much I know about my child. They had five minutes to answer as many questions as possible. The worksheet provided a closer look of what contributed to negative emotions or what did the children do to obtain parents' attention. Then we did a small reflection on the areas as parents could be changed to help the children. While doing this activity many realize that the time they gave the children was not enough, and the time that they were with their children was getting them in trouble. After they read the worksheet the parents realize that the children needed the attention from the parents.

Third, the last portion that I presented ways to help the parents with positive discipline emotion coaching be put into action. I gave each parent a list of ways that could be used to implement these two important areas. Each parent created a list of five strategies that they could use and change the strategies that they were using that were not constructive for the children. Then parents were having a conversation of other ways that discipline could administer. At the end, the parents were grateful for the information. This changed the perspective of discipline in the Latino parents in the Head Start program.

Results

Latino parents will be able 3 characteristics for Positive Discipline & Emotion Coaching. The results of the first learning outcome was that 5 out of 8 parents were able to name 3 characteristics for each. The other 3 parents were able to name 2 for each This oLearning Outcome was partially met. Latino parents will be able to answer questions about “ Learning about their child” 8 out of 8 parents were able to answer completely the worksheet the learning outcome 2 was fully met you could find in Appendix B. The third learning outcome Latino parents will be able to create a list of 5 ways to engage in Positive Discipline & Emotion Coaching. All parents were engaged in the process of creating the list in Appendix C .

The outcome of the Learning outcomes was a success. Although the time was short, the engagement of the parents, the conversation of each learning outcome the parents participated in showed a need for educational workshops in positive discipline and emotion coaching. Adding to the workshop, the workshop could have gone more participants if it was in person and at a later time in the evening having two workshops during the week. The workshop demonstrated that Latino parents want to change habits they learned from parents or caregivers and break that pattern. In order to start the new way of thinking of discipline.

Discussion

Positive discipline and Emotional coaching in Latino parents is important in the life of the children. These two can change the thought of harsh discipline to war and firm discipline that would help the child in the future academically, problem solving skills, and change unwanted behaviors. This is a teaching to parents to have a more successful approach for discipline. and understand the children's emotions and they could respond positively. This project not only made an impact in my personal life as a parent, but also as a family advocate for families. This project showed the need for these workshops in school and how this could make a difference in many families. The third learning outcome was a success because many of the parents learned about emotion coaching and they wrote all five steps. This has brought an insight on the parents to act differently with their children and find new ways to help them achieve their emotions in different ways. The project works well with the audience characteristics. Most of the Hispanic culture comes with customs from their own parents and at the end of the zoom parents started to thank for the information given and this allowed them to view there were ideas that need to change on how to raise their children.

One of the limitations that I would say when implementing this project would say the time. For example, there were other activities or meetings that parents needed to attend. Also, because of Covid regulations it would be appreciated if it was in person. The negative corporal punishment could of been more open if it was in person because parents are expressive in person while hearing other parents. One way to improve this capstone project is to become certified as an emotion coach and bring this program into the Head Start Program which will benefit many families. Another limitation is that the workshop covered too many topics. I wish you had focused on emotion coaching only.

In the future, I hope that more parents have access to this program Positive Discipline along with emotion coaching. This program will allow parents to better understand their children and have a healthier relationship with their children. More inclusive of this project would be to bring the information to all the supervisors of the head start program and then share the information with other parent meetings at different centers. Create activities in small groups that allow for discussion and sharing. I would do this project in person. Other benefits would be for this project and participants may create a curriculum that would allow parents to study and be spread throughout Monterey County.

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Appendix A

Disciplina Positiva Entrenamiento Emocional



By: Jessica Pineda

¿Qué es Disciplina Positiva ?

- Es un modelo educativo para entender el comportamiento de los niños y la forma de abordar su actitud para guiarlos en su camino siempre de forma positiva y afectiva, además de firme y respetuosa tanto para el niño como para el adulto al mismo tiempo.
- La Disciplina Positiva está basada en la comunicación, el amor, el entendimiento y la empatía para disfrutar de las relaciones familiares y enseña las herramientas a los padres para entender el comportamiento de sus hijos (incluso cuando no es adecuado) y conducirlo con respeto, sin luchas de poder y de un modo siempre positivo.
- Este enfoque no incluye ni el control excesivo ni la permisividad. Se basa en el respeto mutuo y la colaboración, todo con la intención de enseñar al niño competencias básicas para la vida.



¿Qué criterios hay que seguir al aplicar la disciplina positiva?

1. Ayuda al niño a sentirse **CONECTADO**;
2. Es **AMABLE** y **FIRME** al mismo tiempo;
3. Es efectiva a **LARGO PLAZO**;
4. Enseña **HABILIDADES** para la vida: sociales, emocionales y cognitivas;
5. Invita al niño a descubrir sus **CAPACIDADES**.



¿Qué es entrenamiento emocional?

- Utiliza momentos de mayor emoción y el comportamiento resultante para guiar y enseñar al niño sobre respuestas más efectivas.
- A través del compromiso empático, el estado emocional del niño se reconoce y valida verbalmente, lo que promueve una sensación de seguridad y se siente 'sentido'.
- Esto activa cambios en el sistema neurológico del niño y permite que el niño se calme, fisiológica y psicológicamente.



¿Qué criterios hay que seguir al aplicar entrenamiento emocional?

- **Tomar** conciencia de las emociones del niño.
- **Reconocer** la emoción como una oportunidad para la intimidad y la enseñanza.
- **Escuchando** con empatía, validando los sentimientos del niño
- **Ayudar** al niño a encontrar palabras para etiquetar la emoción.
- **Establecer** límites y explorar estrategias para resolver el problema en cuestión.



Muchas Gracias

Qué Decir en Lugar de "Deja de Llorar"

TE ESCUCHO

CUÉNTAME MÁS

ESTÁ BIEN ESTAR TRISTE

ESTOY AQUÍ CONTIGO

NO SE SIENTE JUSTO

YO TE AYUDARÉ A RESOLVERLO



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Appendix B

Aprendiendo acerca de su hijo

- 1. ¿En qué se parece mi hijo a mí?**
- 2. ¿En qué se diferencia mi hijo de mí?**
- 3. ¿Cómo llama mi atención mi hijo?**
- 4. ¿Cuáles son las cosas que ama mi hijo?**
- 5. ¿Qué desafíos especiales enfrenta mi hijo?**
- 6. ¿Cuáles son las fortalezas especiales de mi hijo?**
- 7. ¿Qué aprecio de mi hijo?**

Hable directamente con sus hijos sobre sus sentimientos y experiencias de la vida diaria. A través de una interacción frecuente y positiva, se fortalece la relación padre-hijo.

Appendix C

Estrategias proactivas

- **Establece reglas claras y consistentes.**
- **Asegúrese de que el entorno sea seguro y libre de preocupaciones.**
- **Muestre interés en las actividades del niño.**
- **Proporcionar juguetes apropiados y atractivos.**
- **Fomentar el autocontrol proporcionando opciones significativas.**
- **Concéntrese en el comportamiento deseado, en lugar del que debe evitarse.**
- **Construir la imagen propia de los niños como dignos de confianza, responsables y cooperativos.**
- **Espere lo mejor del niño.**
- **Dar instrucciones claras, una a la vez.**
- **Diga "sí" siempre que sea posible y apropiado.**
- **Observe y preste atención a los niños cuando hacen las cosas bien.**
- **Tome medidas antes de que una situación se salga de control.**
- **Sea alentador.**
- **Pon un buen ejemplo.**
- **Ayude a los niños a ver cómo sus acciones afectan a los demás.**