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FAMILIA ADELANTE: Hope For Youth And Families At Risk

(Family Ahead)

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Abstract

Partners for Peace (P4P) will implement the Familia Adelante (FA) project to help at-risk Latino families. Counselors, probation officers, and parents recommend cultural change adaptation programs for Latino families. DePanfilis (2006) believes neglect damages brain development more than trauma, but self-esteem issues affect adolescent behavior more than violence.

Providing evidence-based services and support can help prevent abuse and neglect. Child abuse usually leads to delinquency, antisocial behavior, and unhealthy sexual behavior in adolescents.

FA projects require parents to set limits, communicate with their children, work together, love, and use discipline as a corrective tool. P4P's FA project helps immigrant families and their children, even though school children face violence and bullying. Community involvement and support can improve the mental and emotional health of adults, children, and adolescents. Kids do better in school when parents are present and involved. We only suggest looking for better programs to help Monterey County families.

Keywords: familia adelante, partners for peace, monterey county, families, behavior, youth, neglect, drugs, self-esteem, abuse

Agency & Communities Served

Partners for Peace (P4P) has launched a collaborative community planning process to improve behavioral health outcomes for children, youth, and families. This process will work to cultivate peace by improving the health and well-being of individuals in Monterey County. Classes on preventing and reducing violence will highlight the resources the community has in place and the ones needed.

In fact, the FA is part of the National Network to Eliminate Disparities in Behavioral Health (NNED), and their mission statement is “to build a national network of diverse racial, ethnic, cultural, and sexual minority communities and organizations to promote policies, practices, standards, and research to eliminate behavioral health disparities” (n.d.). This organization determined that there was a need for support in Spanish-speaking families which led them to become involved in various outreach activities. Many parents are reluctant to open up, participate, ask questions, and take advantage of these family programs because of their legal status in the country. When immigrant families arrive in California, they focus on finding a job and a place to stay. Their inability to assist their children academically is compounded by language and literacy barriers, which can be frustrating for their children.

According to the Monterey County Census Bureau, about 437,325,000 people lived in the county as of July 1, 2021, but only 79.7% were legal citizens (2020). The percentage of people living in poverty is 12.1%, and poverty affects about 11.5% of families in Monterey County (United States Census Bureau Quick Facts, n.d.). Experts from the U.S. Census Bureau estimate that 8.2% of the county population has lived below the poverty level in the last twelve months of 2021. Moreover, the largest racial or ethnic group, according to the 2020 census, is Hispanic

Latinos, with a percentage of 60.4% for a total estimated population of 265,321 people (Monterey County Census Bureau, 2020).

P4P's goal is to create strong families to establish a peaceful community (Law, n.d.). Following approval of the FA project by the Board of Directors, P4P will incorporate FA into its curriculum. Subsequently, P4P will implement the program for Spanish-speaking families in Salinas as a pilot class for the education program. In this manner, P4P will provide a much-needed educational service to marginalized communities in the county.

Problem Model Background and Literature Review

Problem Statement

There is an elevated risk of aggressive behavior developing in children and youth when they interact with adults. To reduce aggressive behavior, program facilitators can utilize the following strategies: verify the body language supports the verbal message; wait until the right time comes to talk to the young person; offer a way out; discourage bystanders from interfering; and handle threats appropriately if necessary. Parents should know that aggressive behavior, like destroying property, setting it on fire, hurting others or animals, or any other bad behavior, can have serious consequences (Center for Addiction and Mental Health, n.d.).

Youth violence is a major public health issue around the world because it affects tens of thousands of people every day. The intentional use of force by young people (aged 10 to 24) to intimidate and harm those around them only creates chaos and the need for the use of force by the authorities. In addition, teenagers are more likely to experience stress, which can have long-term effects on their physical, mental, and social health. Teenagers are also prone to making poor decisions, which makes learning and getting along with others challenging. As a result, marginalized and poor communities suffer from poor health and well-being problems. It also

increases the cost of medical care, lowers the value of a home, causes fewer children to attend school, and makes it harder to get help from the county (CDC, n.d.).

Some youth respond to stress by bullying, fighting, threatening, or banding together to harm others. To be specific, 80% of children suffer minor tantrums while 10% suffer damaging ones (Ogundele, 2018).

Aggression is a common but complicated and hard-to-handle behavior that often leads to visits to child and teen psychiatrists. It commonly begins in childhood, with more than 58% of preschool children demonstrating some aggressive behavior. Aggression has been linked to several risk factors, including individual temperaments; the effects of disturbed family dynamics; poor parenting practices; exposure to violence, and the influence of attachment disorders. No single factor suffices to explain the development of aggressive behavior. Aggression is commonly diagnosed in association with other mental health problems, including ADHD, CD, ODD, depression, head injury, mental retardation, autism, bipolar disorder, PTSD, or dyslexia. (Ogundele, 2018, para. 3, p.11)

To figure out how to solve this problem, researchers need to look at what makes people act illogically and think about its effects on society. Figure 1 highlights the problem model of this social issue.

Figure 1: Problem Model

Contributing Factors	Problem	Consequences
Lack of supervision and affection	Youth Destructive Behavior	Truancy
Lack of structure and discipline		Violence
Social Media		Suicidal Behavior

Contributing Factors

Lack of Supervision and Affection

According to the Office on Child Abuse and Neglect at the Children's Bureau, neglect is defined as when a person refuses to take care of another person, closes down emotionally, fails to provide necessities like food and clothing, and acts dangerously irresponsibly. According to an article in the Journal of the Canadian Academy of Child and Adolescent Psychiatry (Maughan et al., 2013), before puberty, unipolar depression is rare, but it is more common among young adults, especially women. It has been linked to suicidality, difficulties with social functioning, and poor physical and mental health in old age. Two of life's most potent stressors, family history and traumatic events, can lead to depression.

Researchers have found that even though intellectual and hormonal pathways exist, we still do not know why risks are rising among teens and why girls are more likely to be affected in the later stages of development. Psychotherapy and antidepressant medication have a small but positive effect on depressed adolescents (Maughan et al., 2013). Comparatively, using legal drugs, frequent or severe partner abuse, or a lack of care or compassion can all contribute to depression. Neglect is more common than trauma, but it is not discussed much, and according to the Children's Bureau and DePanfilis (2006), it can hurt a child's brain development.

What is the link between the opioid epidemic and child maltreatment? Chapman (2022) focuses on social disorganization, geographic and temporal patterns of opioid mortality, and substance use at the community level. His findings show a positive relationship between child maltreatment and adult opioid mortality in high-poverty counties (p. 139). Because of the opioid epidemic, adults are overdosing, and children are living with relatives. Placement in foster care is

a sign of a hard or dangerous home life, and the number of maltreatment reports that led to foster care has gone down from one in seven in 2001 to one in twelve in 2019.

Data and geographic identifier scarcity impede research. Concentrated disadvantage undermines social control, leading to an increase in crime and delinquency (Chapman, 2022). In the last five years, the media has shown increased drug addiction and mortality rates beyond understanding. However, this epidemic ignores social classes, races, or religious denominations. Through this research and the collaboration of other organizations, such as the Community Alliance for Safety and Peace (CASP), it has been possible to analyze the relationships in the community sphere across Monterey County (MC), and some things are unique to communities.

Monterey County (2021) explains that data from multiple studies strongly point to a link between family income and a child's health. They likewise display behavioral and emotional disturbances. In addition, achievement test scores suggest impoverished children are not as capable of cogitation and are less likely to complete primary school. The most recent data collected in MC shows the percentage of children living below the poverty level by race or ethnicity. The American Community Survey updated the MC percentage, 17.8% in February 2023.

Poverty and the link between mortality and child abuse caused by economic hardship at the county level, as well as access to services for people who use drugs or alcohol, increase children's risk of depression, drug and alcohol use, disruptive behavior, and physical or verbal abuse from adults. When you walk through different parts of Monterey County (MC), you can see that things are getting worse in terms of the physical state of some buildings and the way poor neighborhoods look. For example, disorganization or social isolation are community-level factors that affect the link between child abuse and death from opioids. We do not know if the

deaths caused by opioids significantly affect child abuse in low-income areas with much social unrest. According to Bond (2015) and the theory of social disorganization, communities' shared values have an impact on informal social control in socially disorganized areas because they lack normative structure.

The theory, previously explained, contributes to making crime and other kinds of bad behavior more common. Child maltreatment researchers keep track of and explain the many ways that community disadvantage and disorganization lead to child maltreatment (Chapman, 2022). Child maltreatment has a significant impact on the health and well-being of young people, increasing their risk of depression and anxiety disorders, substance abuse, and poor physical health. Under these conditions, and according to Chapman's (2022) research, drug use by caregivers is a major risk factor for child abuse. Between 2000 and 2017, the number of children placed in foster care as a result of their parents' drug use more than doubled.

According to Childhelp (2021), America has a hidden epidemic of child abuse and neglect. Officials direct over 4.3 million children to child welfare agencies every year. In 2019, state agencies identified over 656,000 child maltreatment victims. The Centers for Disease Control and Prevention (CDC) have found a link between bad experiences as a child, like abuse, neglect, and other problems in the home, and health problems later in life. Six or more adversities in childhood reduced life expectancy by two decades. According to one study, 80% of 21-year-olds who reported childhood abuse had a mental disorder (Childhelp, 2021). The word "child abuse" refers to destroying a child's self-esteem. In addition, the term "medical child abuse" refers to providing false information about illness in a child that results in an injury or unneeded medical care (Mayo Clinic, 2022). Some early warning signs of emotional abuse include withdrawing from friends or usual activities; changes in behavior; changes in school

performance; depression, anxiety, or unusual fears; sudden loss of self-confidence; sleep problems; nightmares; what seems to be a lack of supervision; frequent school absences; rebellious behavior; and defiance (*Mayo Clinic, 2022*).

Furthermore, multiple symptoms suggest a parent is abusing his/her child. This abuse includes not caring about the child, not being able to tell if the child is suffering physically or emotionally, blaming the child for the problems, insulting or reprimanding the child, and expecting the child to support the family. Any situation in which a parent causes a child to suffer, it is consider child abuse, whether done physically, emotionally, or both. (*Mayo Clinic, 2022*).

Lack of Structure and Discipline

Psychologically, poor parental supervision contributes to an individual's criminal potential. Children raised in homes without parental supervision have low self-esteem and are more vulnerable to being influenced and lured into illegal activity. Parents may not realize they are not monitoring their young children well enough until they are teenagers. Teenagers who lack parental control are more likely to engage in early sexual behavior and drug use than children of authoritative parents. People with a negative self-image are more likely to engage in criminal behavior (*All Answers Ltd., 2022, para. 12*).

Even though teens' desire for independence and time spent with friends increases during adolescence, parenting styles still impact their behavior. Puberty increases parental-child conflict, and decreases parental-child warmth. Because of this, it is essential to understand how parent-child relationships affect adolescent development in mental health (e.g., anxiety, depression, aggression, self-esteem, and no hope for the future) and academic functioning (i.e., school satisfaction) (*Smokowski et al., 2015*). It's important to know and think about how a person's rural location, socioeconomic status, culture, race, or ethnicity affects how they raise

their children. People in rural areas also must deal with stressors that do not exist in cities, like being away from family and friends and not having enough community resources (Smokowski et al., 2015, p. 335).

Moreover, there is a correlation between the number of fights parents report having with their children and the number of negative behaviors exhibited by the children (i.e., violent aggression and deviant behavior) (Smokowski et al., 2015, pp. 334–35). Parents who do not give direction or care for their kids, let them "fend for themselves," and do not know about essential parts of their kids' lives are examples of parents who may hurt their children's development. (Stiles, 2022). The children of mean parents may have low self-esteem, difficulties with self-control, a greater likelihood of breaking the law, antisocial behavior and violence, low resilience and apathy, difficulties forming close relationships, and hostility. Neglected children are more likely to misbehave when they are four to eight years old if their parents or primary caregivers neglect them before their second birthday. The parents must separate their child's mistakes from their own (Stiles, 2022).

Social Media

Because social media is a relatively new technology, there has been little research to determine the long-term effects, positive or negative, of its use. However, multiple studies have found a strong link between excessive social media use and an increased risk of depression, anxiety, loneliness, self-harm, and even suicidal ideation (Robinson, 2023, para 5). Just because children appear to be more tech-savvy at younger ages does not imply that their brains are developing at the same rate as their digital skills. Social media and mobile devices can cause eyestrain, difficulty focusing, and depression. In addition, technology overuse may affect developing children and teens more. For example, a 2017 study on 19–32-year-olds found that

social media users were over three times more likely to feel socially isolated (Johnson, 2020, para. 2, 4).

Therefore, teaching millennials self-control, proper manners, and practical communication skills is of the utmost importance (Ardi & Putri, 2020). In a 2018 Pew Research Center survey of almost 750 13- to 17-year-olds, nearly half reported spending much time online, and 97% used social media like YouTube, Facebook, Instagram, or Snapchat. Social media may distract teens from schoolwork and sleep (Mayo Clinic, 2022, para. 1, 4). Equally important, Brenner (2019) states that in the U.S., 69% of adults and 81% of teens use social media. As a result, for many users, excessive use of social media has been associated with both negative emotions and physical symptoms. In addition, the more teens use social media, the more their mental health will be affected. This statement is especially true for women. Teenage boys dominate physically, while girls act aggressively socially by excluding others and making hurtful comments. Unfortunately, social media makes it easier for these kinds of harmful interactions to happen.

Bullying, rumors, and peer pressure may occur. Social media use may put teens at risk. In 2019, a US study of 6,500 12–15-year-olds found that those who spent over three hours daily on social media were more likely to develop mental health issues. Several studies have linked social media used to depression and anxiety. Experts say impulsive teens may post photos or stories online. Bullying, harassment, and extortion can affect adolescents. Adolescents carelessly post on social media (Mayo Clinic, 2022, para. 8, 9).

Notably, technology in many schools makes it easier for kids to harass each other. There are 1,128 journals about computer science, social science, psychology, and medicine. The way people talk, act, and spend money makes peer-on-peer harassment more accessible. Seven topics

address social, academic, and teen concerns. Psychological harassment is being looked at from a social and economic point of view by experts (López-Meneses et al., 2020). Since the invention of computers, children have spent more time online than in school activities; not to mention, adolescents' main source of communication is texting. A big part of what makes Social Network Addiction (SNA) so addictive is that it keeps people's minds busy to the point where they forget about other parts of their social lives, like family and offline friends. Also, based on what we have seen, unexpectedly stopping online social networking (i.e., not having an Internet connection) may cause signs and symptoms in some long-term users similar to those seen in drug, alcohol, and nicotine abstinence syndromes (Pantic, 2014, para 21). Moreover, Information and Communications Technology (ICT) makes cyberbullying possible (López-Meneses et al., 2020).

ICT has transformed education, employment, and communication. Teens suffer due to cyberbullying (CB), which is aggressive, purposeful, and repetitive. Anonymous, social media-promoted bullying is hard to stop. Few studies have examined the risks and protective factors for young people who intentionally hurt themselves (deliberate self-harm, DSH). Merchant and Dyson conducted two extensive studies on social media and teen suicide. Young DHS encouraged others to self-harm by posting about it online. Internet and social media-addicted teens may hurt themselves to feel less lonely and get more community support. Social media forums and public education help people avoid problems and get help online (Birnesser et al., 2020, para 9). One of the systematic reviews, conducted by Marchant et al. (2018, para 3), states that there is significant potential for harm from online behavior (normalization, triggering, competition, contagion) and the potential to exploit its benefits (crisis support, reduction of social isolation, delivery of therapy, outreach). In addition, young people

increasingly use social media to communicate distress, particularly to peers. On the contrary, the findings of Dyson et al. (2016, para. 27) about “A Systematic Review of Social Media Use to Discuss and View Deliberate Self-Harm Acts” assert that their analysis suggests that social media could aid in understanding adolescents and young adults who self-harm and developing efficient intervention and avoidance plans. Social media provides users with acceptance and support. Adolescents in a fragile, misconstrued, and disparaged state need peer relationships. Children who self-harm avoid receiving treatment and aid. Social media may promote self-harm. Methods for diminishing the danger of an obstinate group should be familiar to clinicians, guardians, and adolescents.

According to multiple research results, young teens exposed to cyberbullying are more likely to contemplate and attempt suicide. Over 10,000 young adolescents with an average age of 12 provided data for researchers from the Children's Hospital of Philadelphia who received funding from the National Institutes of Health (NIH). A poll of teenagers was done, and one question inquired whether they had ever engaged in or been victims of cyberbullying. They said that bullying is when someone tries deliberately to hurt or be mean to someone else online, in messages or group texts, or on social media like Instagram or Snapchat. In addition, the participants answered questions concerning in-person bullying, such as physical injury, relational impairment (such as being ostracized or shunned), and reputational harm (such as rumors) (National Institutes of Health, 2022).

This study examined the links between the different forms of bullying that early adolescents face and their increased risk of suicidal thoughts and behaviors. The data shows that just under 9% of young teens said they had been bullied online. Most of those who said they had been bullied did so online. Individuals who were female or black were more likely to be bullied

online. Cyberbullying has made it more likely for people to think about or try to kill themselves, even when compared to other types of bullying. However, they did not find a greater risk of these consequences related to cyberbullying. According to the study results, one reason could be that people who engage in cyberbullying rarely know or understand how their actions affect the people they target. Therefore, primary care professionals should regularly check for cyberbullying (National Institutes of Health, 2022).

Consequences

Truancy

Under Education Code Section 48263, a school attendance review board (SARB) or county probation department may report a habitual truant, an irregular attendee, or a disruptive student. A probation officer or district attorney may assist a student with a mediation program under Education Code 48263. Students who do not attend school or misbehave are subject to these laws, according to Education Code Section 48320 (California Department of Education, 2023).

These programs aim to keep teens with attendance and behavior problems out of juvenile court and keep them from dropping out of school. The law allows schools and districts to come up with consequences for students who do not go to school that are in line with state law. According to Education Code 48264, punishments increase from the first to the fourth truancy report. They punish parents whose children were absent from school (California Department of Education, 2023).

Each conviction under Section 48293(a) of the Code of Criminal Procedure raises the parental fine. Parents and guardians of six-year-olds in kindergarten or grades one through eight can face fines under California Penal Code Section 270.1 and California Education Code Section

48293 as of January 1, 2011. The school attendance review board figures out a school's truancy rate by dividing the number of kids marked as truants by the total number of students (California Department of Education, 2023).

California has a zero-tolerance policy toward truancy. The youth population takes it for granted to skip school without measuring the consequences. For example, Hayden, who is 12 years old and in the sixth grade, has been having panic attacks because of how much work he has to do. His schoolwork was not getting to his teachers because the online school platform needed to be fixed or because he forgot to send it. Barentine (Hayden's mother) immediately contacted his school upon receiving the letter. She responded, "They have issued a truancy warning to my kid" (Klein, 2020, para. 6).

Violence

The experts define youth violence as violent aggression that causes physical harm, injury, or death to a person. According to the Centers for Disease Control and Prevention (CDC), it is the third leading cause of death among 15- to 19-year-olds. To prevent adolescent violence, parents and educators must act. In a US Dept. of Education and Justice study, public school violence increased by 8% from 1999 to 2004. In 2003, 21% of students reported school gangs; by 2005, 24% did. 48 schoolchildren died in 2004–2005. Lack of resources hurts many children (Constitutional Rights Foundation, 2006, para. 2, 4).

Serious school violence risk factors include mental health issues, suicidality, substance use, low self-control, risk behaviors (e.g., sexual risk behaviors, riding with a driver who had been drinking alcohol), and adverse childhood experiences. Cultural violence, race, ancestry, and income (i.e., poverty, social-economic status) affect adolescents. School violence affects middle schoolers twice as often. After-school and summer activities prevent violence but are not

available in all schools, and city alternatives are scarce. Families and communities depend on schools to teach, shelter, discipline, provide social services, and enforce the law.

Delinquent or antisocial behavior predicted school violence best in a meta-analysis of systematic reviews. Attention-deficit/hyperactivity disorder (ADHD), child abuse, peer rejection, and moral decline were powerful predictors. Average predictors include deviant peers, narcissism, domestic violence, agreeableness, pro-social behaviors, a positive school climate, and victimization. The meta-analysis of systematic reviews found weak links between school violence and school attachments, immigrant status, race and ethnicity, school size, socioeconomic status, extracurricular activities, officers or guards, and visible school security devices (Turanovic & Siennick, 2022, para. 6).

It is possible for communities and locales to influence violent behavior. For example, teenagers are more likely to be violent in places with few job opportunities, crime, and chaos. Low-income children often believe that joining a gang or participating in violence is the only way to survive. A lack of stability and structure in the family, as well as domestic violence and child abuse, can lead to problems. To prevent their children from becoming violent adults, parents can change how they raise them (VeryWell Family, 2020).

Violence is used to solve problems and gain power in the home, so parents must take away the power by not tolerating violence. Parents need to teach kids problem-solving skills so that they have an alternative way of dealing with these situations and feelings. The most critical details are the differences between punishment and consequence. Finally, there is no excuse for abuse in the home (Lehman & Lehman, 2021).

Punishment is what you get for doing something wrong, while consequences are the natural results of your actions. If parents model violence and poor problem-solving skills, it is

natural for their kids to do the same. Violence in the home is an all-too-common problem, and parents should seek help as soon as possible and understand that if they lose their cool and hit their child, it is still against the law. (Lehman & Lehman, 2021).

Parents may need external help through parental training or family therapy to get the support they need. The most critical details are that violent and destructive behavior is a sign that the child cannot solve problems appropriately and is not responding to parental authority. Violent behavior will eventually lead to legal problems, and it is better for an intervention to be made sooner rather than later. There is hope for the violent child, but if parents do not change how they deal with their child, hope is fruitless. Fortunately, help is available, such as through behavioral management programs, therapists, and parent coaches (Lehman & Lehman, 2021).

Suicidal Behavior

Between 2007 and 2018, the rate of teenage suicide in the United States increased by about 50%. Adolescent mortality because of suicidal contemplation is a leading cause of death. Besides other psychiatric ailments, adolescents with attention-deficit/hyperactivity disorder (ADHD) and disruptive behavior disorders (DBDs) are more susceptible to suicide. Impaired decision-making can be linked with ADHD and DBDs and may be a risk factor for suicidal behavior (Dir et al., 2020, p. 1). A study of programs that try to stop people from killing themselves found that social and emotional learning (SEL) lowers the risk factors for suicide in all five skills. Self-awareness, self-control, empathy, and decision-making are examples of SEL skills. Also, universal programs help people learn skills that will help them throughout their lives, both in and out of the classroom (Posamentier et al., 2022).

SEL programs should not be a school's only way to stop kids from killing themselves; more research is needed to understand the root of their emotional problems. However, screening

for inappropriate behavior, teaching and awareness programs, gatekeeper training, skill training, and methods used by the entire school are always used to stop inappropriate behavior in primary school. Gatekeeper training identifies people whom behavioral screening programs miss. For example, the Families in Recovery Program (aka SOS) is a family-centered, trauma-informed initiative designed to build nurturing parenting skills and is a proven awareness initiative. In two high-quality randomized controlled trials, SOS decreased suicide attempts, made people more aware of suicide, and changed how people felt about it (Posamentier et al., 2022).

Teen depression screenings educate kids to recognize suicidal impulses, and gatekeeper training prevents suicide. The Question, Persuade, Refer (QPR) Institute says that teens should be taught after adults, those at-risk kids should be evaluated, they should do training in small groups, and students should be in touch with local mental health experts. Skill training teaches problem-solving, coping, cognitive communication, and social skills and helps teachers talk to peers and leaders about suicide prevention to improve school environments. Early intervention and problem-solving skills may improve suicide prevention initiatives. Researchers are looking at social-emotional learning, and four risk factors (hopelessness, anxiety, substance use, and child sexual abuse) are known risk factors for suicidal thoughts and behaviors to keep young people from killing themselves (Posamentier et al., 2022).

Project Description and Implementation Process

Project Justification and Benefits

Partners for Peace (P4P) is a nonprofit organization (501(c)3) established in 1995. Since then, P4P has been working diligently with families that have kids with behavioral issues. P4P has worked diligently with families who feel they have lost control over their children who engage in disruptive and destructive behavior. The tools that P4P teaches through its education

courses are a solid base that gives positive results when applied consistently. Recently, the number of immigrant families working on farms has risen, and their primary language is Spanish. They also carry on their traditional practices, which may differ from what the USA expects.

After speaking at many outreaches and talking to families, the P4P team agreed to research programs to assist Spanish-speaking Monterey County families address children's destructive behavior. New immigrant parents want to provide their children with opportunities they did not have, but instead, they encourage misbehavior due to a lack of supervision, communication, and family closeness. These parents are exhausted yet devoted to being good providers, working from 5 a.m. to 6 p.m. Even with their busy work schedules, these parents want to provide their children with the education and career opportunities necessary for their success. However, teenagers spend nearly 12 hours unsupervised and alone, and family values in contemporary society are declining.

Youths can join gangs, drink alcohol, or behave aggressively at school or home to cope with anger, anxiety, and hopelessness. Young women get pregnant and drop out of school. Our community's youth lack supervision, affection, structure, discipline, and social media monitoring. State officials are concerned about the lack of self-control among these youths, although it is not their top priority. Although most children come from low-income households, with some parents lacking a high school diploma, it appears impossible to gain their understanding.

Government, education, stakeholders, and community support are necessary for progress. P4P parents will weigh their options or have faith in these initiatives. Integrity, bravery, commitment, and persistence are required. Familia Adelante addresses the underlying causes of

youth violence: a lack of structure, supervision, discipline, and affection worth the redundancy. Some low-income families feel awkward asking questions or seeking assistance. This Familia Adelante workshop will assist parents in addressing these issues of juvenile behavior.

Capstone Project Proposal and Justification

The internship taught me that some families struggle to provide their children with enough supervision, affection, and discipline. It is typical for parents to delegate to the older kids, adolescents the responsibility of caring for and protecting their younger siblings from gangs, drugs, alcohol, and social networking websites. This region's predominant language is Spanish, and its primary source of income, is agriculture. Frequently, immigrants desire to provide their children with whatever they desire. As a result, children are becoming increasingly dependent on material things, such as electronic devices, iPods, video games, and iPhones.

Consequently, family dialogues become less frequent, and the younger generation may display aggression. In a culture with a high cost of living, parents still aspire to fulfill the American dream by working longer hours. Therefore, parents, school counselors, and probation officers have recognized the need for programs specifically designed for this population. Familia Adelante is an excellent resource for Spanish-speaking parents seeking knowledge and tools on how to address delinquent child conduct. Integration of this training program within Partners for Peace (P4P) is the key objective.

As part of community outreach efforts, having conversations with parents who feel marginalized because of language barriers or a lack of legal status can significantly benefit their participation in society. The supplied training tools will assist parents in remaining in control before an argument escalates. In addition, parents will feel more confident knowing they have the right tools. In addition, the program will teach parents conflict resolution strategies they may

use in the future if they encounter a similar situation (aggressive behaviors). If society wants to safeguard the future of this generation, they must combat domestic violence, gangs, drug and alcohol misuse, and violent behavior among young people.

In addition, the curriculum contains information about the child welfare agency's stances on specific punishments and the intricacies of how new legislation may be implemented in the day-to-day operations of childcare and homeschooling programs. If you break these terms as a parent, they will also inform you of the repercussions and penalties. Let's not strive for perfection; instead, develop their path by changing direction. The members of a human services collaborative are constantly looking for innovative methods to advance their mission and realize their vision.

Project Proposal

Familia Adelante (FA): Latino-serving organizations use multi-risk Reduction Behavioral Health Prevention for Latino/Hispanic kids and families to reduce social and familial stress, especially acculturative stress, on adolescents and families. Familia-Adelante says that evaluations show that this psycho-educational method helps Latino families prevent and deal with behavioral problems caused by acculturation. High-risk Latino kids ages 10 to 14 learn with their parents how to talk to their families and friends, stay away from drugs, do well in school, stay healthy, prevent HIV, and understand that bad high-risk behavior can get you in trouble. FA also helps young people with emotional or behavioral problems avoid drugs. Parents and kids can get it on their own or as a group (National Network to Eliminate Disparities in Behavioral Health, 2023).

Latino/Hispanic-serving organizations should staff a three- to five-member mental health team comprising an organizational leader, a consumer peer advocate, bilingual paraprofessionals,

and/or bilingual clinicians. In addition, consider expanding services for high-risk Latino adolescents, partnering with 10 to 14-year-old middle school students, committing personnel and resources to this 12-week in-person or 8-week virtual online curriculum-based approach, and establishing contact with a potential FA funder (National Network to Eliminate Disparities in Behavioral Health, 2023). This "Familia Adelante" project has developed a program to assist families in Monterey County by collaborating with other agencies, such as school counselors, probation officers, and community mental health. In addition, Partners for Peace (P4P) also wishes to reach out to Spanish-speaking individuals, especially immigrant families. This objective is crucial to equipping parents with the means to address aggressive and out-of-control behavior in children and adolescents aged 10 to 17 years.

In addition, the P4P vision is to build strong, loving, and empathetic families that assist today's youth. This project will only aid in reducing youth violence in our community if it receives parental support. As P4P continues to inform Spanish-speaking families in Monterey County about the Familia Adelante project, it is essential to assist families with children who are violent or destructive. Teens in middle school and high school have become more aggressive over the past five years. We must constructively assist young people by teaching them and their parents' new strategies for coping with their destructive and challenging behavior, bullying, depression, and other factors that affect their mental health. The project aims to establish a connection between P4P project managers, Familia Adelante instructors, and facilitators. Because of unforeseen circumstances, the scheduled training day has been rescheduled for July 2023.

With the guidance of the P4P director and program managers, they will hire six new facilitators. P4P has established its target audience through dedicated channels with the

collaborative effort of educational staff, local law enforcement, probation officers, and other partners, such as the Community Alliance for Safety and Peace (CASP). To that end, we encourage the Spanish-speaking community to join this innovative project and provide feedback directly or through their counselor. We will only be presenting this class in Spanish on two educational platforms. Classes will be offered in person and online (via Zoom), though we prefer the former due to the superior conversation quality resulting from in-person instruction.

Expected Outcomes & Assessment Plan

Partners for Peace strives to offer culturally relevant family education. Strengthening Families is an evidence-based organization that strives to create a curriculum that specifically resonates with the Latino community. *Familia Adelante* is an evidence-based program that Latinos create for Latino families. The UCLA Center for Spanish-Speaking Mental Health developed the curriculum, which has received approval from the National Institute of Mental Health (NIMH), to identify specific risk and protective profiles of Hispanic youth and adults that are culturally relevant. Familia Adelante strives to enhance the connections of Latino youth within their family, school, peers, and culture. P4P understands that every project involves teamwork and careful planning to achieve its goals. Therefore, any new program must align with the organization's mission of creating strong families for a harmonious community. Partners for Peace presented the program to the board before requesting additional funds for the pilot program. The strategic planning meeting in August 2022 introduced the idea of collaborating with the Spanish-speaking community. The funding approval in March 2023 has allowed the pilot program to start in July 2023. Familia Adelante will have one day per week for ten sessions, which includes eleven classes, an orientation day, and course materials. The program is destined for a bright future, with an unwavering focus on positivity and relentless progress. We aim to develop a

comprehensive yet user-friendly curriculum for managing a home that lays the groundwork for achieving one's objectives with valuable input and suggestions from the P4P team. Furthermore, we will assess and acknowledge the Spanish-speaking culture and provide advice based on specific scenarios such as absences due to work commitments, distant class locations, a lack of transportation, or illnesses like COVID-19 or the flu.

The P4P team has been actively contacting our partner agencies' former contacts through phone calls and emails and through outreach when new families show interest. We are searching for responsible and bilingual facilitators to introduce our current P4P curriculum, which includes Strengthening Families, Parent Project, Loving Solution, and Familia Adelante. Unfortunately, P4P lost 17 facilitators due to COVID-19. All the classes are available in Spanish and English, either in person or through the Internet using Zoom. In the last quarter, a total of 141 families received training, with 297 parents, caregivers, and young people being part of it. From January to March, 19 classes were conducted, of which 74% were taught in Spanish.

Using assessment plans, we can study how facilitators, parents, and collaborators at the county level collaborate more thoroughly. P4P conducts evaluations to improve its educational and family-oriented efforts. The objective is to create an environment where people feel at ease discussing their family concerns with their kids and being truthful with each other. P4P's facilitators motivate parents to contemplate what they have learned after every session and apply it in their daily lives. P4P managers rely on feedback from school counselors, probation officers, and parents to evaluate a youth's school attendance, behavior, grade improvement, and community participation. Based on this feedback, they may recommend a buster class for the youth and their parents. This helps validate the success of the FA project and ensures adequate

resources for uninterrupted program completion. Additionally, an effective assessment strategy should demonstrate practical learning objectives.

Participants are encouraged to provide feedback via a final evaluation to determine the program's efficacy. Parents can also share their positive and negative experiences with the acquired skills during each session. The program's success depends on various factors, such as advertising, outreach, location, and community partners. In Monterey County, families dealing with stress, depression, or domestic violence may hesitate to seek help. The program aims to alleviate their burden, and each outreach effort is designed with the community's needs in mind. We rely on increased participation and registration from those in need to measure success.

Throughout the internship at P4P, the challenges have been many. However, through the collective efforts of the P4P team, the staff is thrilled to announce the introduction of the Familia Adelante (FA) program to the Monterey County (MC) community. CSUMB interns have exhibited unwavering dedication and commitment, skillfully balancing their duties with their passion for the community and the need for a peaceful environment. With the support of P4P outreach initiatives and collaborations with other agencies, the transition to FA is making significant strides. P4P outreach initiatives and collaborations with other agencies must support our community's transition to FA. Thankfully, our director has successfully communicated the benefits of FA to Spanish families during board meetings. While other agencies have been idle in their responses, the immense satisfaction of positively impacting someone's life is recognized. As June 2023 nears, the logistics and curriculum for the FA project must be completed and adhere to the predetermined schedule and lesson structure. With everyone's cooperation, we are confident that FA will profoundly impact the MC community.

Implementation Process

The staff and their intern took action to find programs that meet the P4P curriculum requirements in response to the needs of the Monterey County community. They have faced challenges while continuing other classes, such as Strengthening Families, Parents' Projects, and Loving Solutions. Despite this, the team's commitment to progress deserves recognition for their dedication and commitment to working together to overcome obstacles. The director, managers, and interns presented potential programs during their weekly staff meeting.

After thoroughly analyzing all the programs presented in July 2022, the team selected Familia Adelante, a local program conducted in Spanish and geared toward migrant families. It is essential to mention that customer support for other programs may be challenging, as those programs are outside the state. By the second week of August 2022, Vicki Law, director of Partners for Peace, had prepared the project information for the board. During the last week of August, the board viewed the program favorably. In November 2022, the board asked for more information about Familia Adelante.

Vicki Law reached out to the executive committee after a long winter. They informed her that a decision would be made around the first week of March 2023. During their March meeting, the executive committee secured funding for the new project and informed Vicki Law of their decision. At the P4P meeting, Vicki Law shared with P4P staff the board decision, but there were logistic delays before launching it. The schedule for the Familia Adelante pilot program is to start in July.

For additional details, please see the Project Implementation Plan Table found in Appendix A at the end of this document.

Project Results

Good news! The Familia Adelante project has been authorized by the Partners for Peace (P4P) Board of Directors. Unfortunately, the funds are not yet available. P4P is actively seeking collaborative partners and contacting points of contact in Monterey County. By May 2023, they plan to be more proactive in response to the need for six new bilingual facilitators. When a new project is started, P4P and its collaborators work together to assist the community. The results from a survey taken last quarter, along with three outreach events, indicate that Spanish-speaking families require assistance. We have gathered enough surveys to begin our first class, comprising 20 families throughout the county. Our first step is determining the logistics, such as identifying strategic meeting locations.

Research suggests that happy families are more productive, and P4P can confirm this based on the positive results observed from families who work diligently in class and on their homework. Based on demographic data, we anticipate having enough interest to hold two in-person classes, with approximately eight to ten families per class.

Conclusion & Recommendations

Conclusion

Overall, the achievement of the participation level of the Spanish-speaking community must increase. They have approved the Familia Adelante project and will soon present it to Monterey County. This project will significantly affect Spanish-speaking families. It is heartbreaking to witness the impact of youth violence on families and businesses, including infrastructure damage that forces relocation. However, despite these challenges, there is always

an opportunity to take action and help our youth. We are pleased to have achieved our goal of getting the project approved, which will be implemented soon.

While the participation of the Spanish-speaking community in our previous courses was lower than expected, this project will still positively impact their families. Unfortunately, media coverage often focuses solely on the harmful effects of youth violence on families and businesses. At P4P, however, we believe in instilling discipline at home and supporting our youth to overcome any obstacles they may face. In addition, our team has worked with professionals to provide direct help to ethnic groups in need.

Recommendations

Although there is a lot of enthusiasm and dedication to this project, the results must be measured later. Financial circumstances are incumbent, and they have moved the starting date to start in two months. However, we have achieved one of our objectives: getting the program approved, giving us hope and motivation to continue. Furthermore, as an intern in the research team, I engaged with families during community outreach and other initiatives.

Parental input is crucial for enhancing and preserving the appeal of these classes. As children mature, the environment, social media, and bad influence all contribute to depression, trauma, and violent behavior. Therefore, it is essential to know what parents or caregivers share, as even when the stories are similar, there are always a few differences. Another suggestion is to stay abreast of new projects and research that can assist in balancing out rebellious behavior by teaching parents and kids how to cope with stress.

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Appendix A

Project Implementation Plan

Task	Timeline	Parties Involved	Materials/ Services Needed	Deliverables
Research a new program to help immigrant parents	May 2022	Vicky Law, Leticia Moreno, Melissa Edwards, Brenda Almaraz, Gustavo Salgado	Computer and internet connection	Found five potential programs
Take a close look at the top three potential options.	July 2022	Vicki Law, Melissa Edwards, Gustavo Salgado	Computer and Phone	The team strongly preferred the "Familia Adelante" option."
Research and contact sources	August 2022	Vicki Law, Melissa Edwards, Gustavo Salgado	Computer and phone	Gathered information (i.e., point of contact) and location
Strategic Planning meeting	August 2022	Vicki Law and Partners for Peace Board of Directors	Computer, projector, and Internet connection	Familia Adelante project was introduced successfully
Contact the Board	November 2022	Director for Partners for Peace Vicki Law	Zoom Meeting	The board needs more "detail" information
Present detail information to the board	January 2023	Director for Partners for Peace Vicki Law	Zoom Meeting with the Board	Decision should be made by March 2023
Contact the Board	March 2023	Director for Partners for Peace Vicki Law	Phone call	Funding was secured for a new project
Board meeting	April 2023	Vicki Law	Zoom meeting	Pilot program scheduled to start July 2023

