

5-2023

La Ropa Sucia Se Lava En Casa: ADHD in the Latinx Community

Jennifer Arcia

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Disability and Equity in Education Commons](#), and the [Liberal Studies Commons](#)

This Capstone Project (Open Access) is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

**La Ropa Sucia Se Lava En Casa:
ADHD in the Latinx Community**

Jennifer E. Arcia

California State University, Monterey Bay

LS 400: Senior Capstone

Dr. Patty Whang

May 24, 2023

Abstract

The focus of this Capstone Project is on attention-deficit/hyperactivity disorder (ADHD) in the Latinx community, with an emphasis on parent education to spread awareness. This is an important issue for Latinx parents because proper identification and treatment of ADHD are essential for student academic success. An evidence-based argument is offered that Latinx youth are underdiagnosed with ADHD and that is because Latinx parents underutilize ADHD resources available to them. The three primary stakeholder perspectives chosen were parents, students, and teachers because their relevant experience allows them to provide insight into how the Latinx community views ADHD. Three themes emerged from an analysis of the data and were explored as ways to address the issue presented: 1) promoting parent education; 2) providing bilingual, bicultural ADHD resources; and 3) improving the accessibility of on-campus resources. Amongst the three action options that were suggested, providing bilingual, bicultural resources is argued to be the most effective way to achieve the goal of destigmatizing ADHD in the Latinx community.

La Ropa Sucia Se Lava En Casa: ADHD in the Latinx Community

As a child, I was always described as a “handful” by my family. I was a lot like SpongeBob SquarePants: loud, talked a lot, and kind of annoying, but overall meant well. I just had more energy than the average kid. Along with being a handful at home, I was also experiencing problems in the classroom. I noticed that I would get bored with the material easily. As soon as I was done with an assignment, I would find myself eager to get out of my seat. Obviously, that was not permitted in a school setting so I would fidget and rock in my chair. I would play with my erasers or start looking at the gum under my desk, anything to keep myself entertained. Though it was evident that I was struggling to maintain focus in class, my mother never really deemed it an issue.

I never thought too much of it. I always thought my behavior was normal. It wasn't until these behaviors started to interfere with my academic life and routine that I started to become concerned. These “quirks” had developed into something that hindered my ability to be academically successful. I lacked organizational skills and time management skills, which put me under an immense amount of stress as I was struggling to meet deadlines. I was consumed by stress and anxiety; I knew I was struggling but I didn't know what to do about it. The possibility of having ADHD never crossed my mind. As someone who grew up in a Latinx household, ADHD, along with mental health disorders, is not a topic that is often discussed. In fact, it is almost seen as taboo in the Latinx community. Therefore, due to the stigma and lack of knowledge, my mother never sought out help or treatment for me. This begs the question, how many Latinx students are struggling due to untreated ADHD symptoms? What cultural misconceptions prevent Latinx parents from providing their children with the help they need?

To this day, I still struggle with ADHD. I often find myself comparing myself to other students. Why can't I be more like them? How are they so on top of their assignments? It's a constant battle in which I have to remind myself that ADHD does not define me. I am not lazy, I am not dumb, and I am most definitely capable. It is important for every student to feel confident in their abilities, academic or not. By destigmatizing ADHD and educating each other, we can help parents accurately identify ADHD symptoms in their children and provide them with the resources necessary. This in turn can aid students in achieving their full learning potential.

Literature Synthesis & Integration: ADHD in the Latinx Community

Attention-deficit/hyperactivity disorder (ADHD) is one of childhood's most common neurodevelopmental disorders, impacting approximately 5% of youth globally (Araujo, Pfiffner, & Haack, 2017). ADHD is often characterized by developmentally inappropriate levels of hyperactivity, impulsivity, and inattention and is associated with academic, social, and family difficulties that continue into adulthood (Gerdes, Kapke, Lawton, Grace, & Dieguez Hurtado, 2015). The rate of ADHD among Latinx youth is relatively low, however, the percentage may be misleading. Parents often believe ADHD is often misdiagnosed and overdiagnosed in Latinx children, but data from more objective studies actually point to it being underdiagnosed. (Correa, 2011). The focus of this Capstone Project is on attention deficit/hyperactivity disorder (ADHD) in the Latinx community, with an emphasis on parent education to spread awareness.

What is the Issue?

ADHD in Latinx youth is underdiagnosed, likely due to cultural misconceptions that prevent parents from recognizing or acknowledging the illness in their children. Without proper diagnosis and treatment, children might struggle more in school than their non-Latinx peers. The cultural values among Latinxs unfortunately also contribute to the stigma surrounding mental

health disorders such as ADHD. For example, many faith-based Latinx individuals rely upon churches “as a major social, educational, and spiritual resource” (Caplan, 2019, p. 9). In Latinx culture, mental illnesses and disorders, such as ADHD, are often perceived to be spiritual problems rather than illnesses (Caplan, 2019). They often believe these “spiritual problems” can just be prayed away. Latinx communities also associate mental health disorders with “craziness” rather than viewing them as treatable disorders, resulting in stigma and ostracism (Caplan, 2019). Oftentimes, Latinx parents view their children as an extension of themselves. If their child is “crazy”, then that means they must also be “crazy”. In order to avoid the stigma and this negative perception of them, Latinx parents choose to dismiss mental health disorders as a whole. Mental health problems and disorders can also be viewed as a weakness, something that the *‘machismo’*¹ cultural value makes difficult to accept (García, Gilchrist, Vazquez, Leite, & Raymond, 2011). Many Latinx communities value strength and masculinity, therefore ADHD symptoms in Latinx youth are overlooked by parents out of fear that their children will be perceived as “weak”.

With these cultural values in mind, Latinx individuals, particularly those who are Spanish-speaking, have a very low perceived need for mental health services irrespective of the severity of the illness (Caplan, 2019). Hence, due to non-biomedical interpretations of illness and cultural misconceptions, Latinx families often lack exposure to and an understanding of ADHD and its symptoms. For instance, a mixed-method investigation conducted in 2014 found that less than half of the 73 Latinx parents in the sample were able to correctly identify 75% or more of ADHD symptoms as concerning (Araujo et al., 2017). This implies that within Latinx households, ADHD goes unrecognized, therefore limiting children's access to appropriate resources to help them better succeed within classroom settings. It is evident that Latinx families

¹ strong or aggressive masculine pride; exaggerated masculinity

are at risk for various barriers to ADHD problem recognition (Haack, Meza, Jiang, Araujo, & Pffner, 2018).

Why is it an Issue?

Cultural misconceptions and lack of exposure to ADHD resources have resulted in Latinx families being less likely to receive services related to ADHD. Social determinants of health such as poverty, lack of health insurance coverage, and cultural considerations such as beliefs about the origins of mental health problems may also contribute to the limited utilization of these resources/services (García et al., 2011). In addition, there is also scarce information about ADHD in the countries of origin of many Latinx individuals (Araujo et al., 2017). Therefore, based on their language proficiency and experience of acculturation, it seems plausible that Latinx parents in the U.S. may not be exposed to the same level of ADHD information as other ethnic groups (Araujo et al., 2017). On the other hand, Latinx individuals who are more acculturated and embrace more American values have an increased willingness to seek Western-based traditional care and utilize services at their disposal (García et al., 2011). This contrast in level of acculturation indicates that knowledge pertaining to ADHD is unattainable for some Latinx parents, automatically putting themselves and their children at a disadvantage.

Additionally, many Latinx individuals in the U.S. lack English proficiency, limiting access to and/or awareness of healthcare services. For example, Latinx parents who are less assimilated into mainstream U.S. culture may be less likely to encounter and/or understand community resources for ADHD, especially if they are only available in English (García et al., 2011). Without the proper resources being available in multiple languages, Latinx parents aren't given the opportunity to learn about ADHD. Services that are "linguistically, developmentally, and culturally appropriate for immigrant Latinxs" are nonexistent in many parts of the US

(García et al., 2011, p. 501). This means adequate mental health services are elusive in large parts of the nation, further disadvantaging Latinx parents and subsequently their children.

Latinx parents may be hesitant to pursue healthcare services due to a fear that undocumented citizenship status will be uncovered by the government (Araujo et al., 2017). The fear of deportation creates a large gap in needed health support and deters parents away from seeking professional guidance. In terms of seeking ADHD support and resources, Latinx parents may be reluctant to seek out services due to negative expectations regarding the level of social support and understanding from service providers (Araujo et al., 2017). In addition, parental or family barriers, such as possible unwillingness to accept their child's disability, also contribute to the hesitation of seeking healthcare services (Araujo et al., 2017). Their unwillingness to accept such a disability does not make it go away, forcing the child to deal with it on their own for many years.

On top of that, research from Gerdes et al. (2015) indicates that many Latinx parents do not consider medication an acceptable or preferred treatment option. In fact, when Latinx youth do receive medication, their families are more likely to terminate treatment prematurely (Gerdes et al., 2015). This can create problems as leaving ADHD untreated can result in behavioral, emotional, social, academic, and vocational problems that can last well into adulthood (Araujo et al., 2017). Similarly, untreated ADHD in adults can also lead to problems with anxiety, depression, and substance abuse (Ginsberg, Quintero, Anand, Casillas, & Upadhyaya, 2014). That being said, understanding the influence of culture and parents' perceptions of child behavior and mental illness can facilitate the process of identifying child behavior problems and help them access the resources and treatment necessary.

What Should Be Done?

To bridge the gap in the diagnosis and treatment of ADHD in Latinxs, practices aimed at increasing the availability of Spanish-translated ADHD patient education materials and increasing the number of Spanish-speaking physicians, nurses, and healthcare providers are recommended (Correa, 2011). A larger availability of Spanish-language resources will help Latinx parents in understanding the commonality and difficulties of ADHD. This can also be achieved through family-engaged preventive intervention efforts, as well as efforts that address system-level policies, community-level services, and family/individual-level beliefs, which are needed to better equip Latinx parents with ADHD knowledge (García et al., 2011). Eiraldi & Diaz (2010) highlight that parenting interventions are an essential and viable treatment for ADHD. However, the available research suggests that ethnic minority families, particularly those of low socioeconomic status, underutilize parenting interventions and demonstrate poorer engagement, retention, and compliance compared with White parents (Eiraldi & Diaz, 2010). To combat this, parent intervention training programs must cater to and specifically target low-income Latinx families by increasing the cultural sensitivity of programs.

Conclusion

ADHD problem recognition serves as the first step in seeking help for Latinx families. It is vital for Latinx families to familiarize themselves with ADHD and its symptoms. This in turn can help Latinx parents recognize potential ADHD symptoms in their children and properly equip themselves with the resources necessary. To aid the Latinx community, promoting parent education is an essential step in spreading ADHD awareness. Parent intervention training

programs can be employed to increase parent engagement and knowledge using effective strategies that specifically aim to meet the needs of the Latinx community.

Method

ADHD in Latinx youth should be a particular concern because of the language and educational barriers, cultural attitudes, and access to medical resources. For this Capstone Project, the researcher investigated parent knowledge of ADHD, as well as how Latinx parents view the accessibility of ADHD resources and what they think could be done to improve it. Based on an analysis of the data and the relevant research literature, the researcher used what they have learned to formulate an action that responds to the focus issue in a way that inspires, informs, or involves a particular audience.

Context

Edison Elementary² is a public school located in Greenfield, CA. The student population of Edison Elementary is approximately 560 and serves students in Transitional Kindergarten through Grade Six (California Department of Education, 2022). The school's minority student enrollment is 97% (95.5% Hispanic), which is higher than the California state average of 78% (majority Hispanic). According to the school's School Accountability Report Card (SARC), of Edison Elementary's population, 58.4% of students are classified as "English Language Learners" and 93.7% of students are considered socioeconomically disadvantaged (California Department of Education, 2022).

Researcher

Throughout my K-12 education, I struggled with focusing in class, fidgeting, time management, etc. For 19 years, I thought this behavior was normal. It was not until I became

² Pseudonyms have been used for the names of people, places, and organizations.

familiar with ADHD and its symptoms that I realized I might have ADHD. I always wondered why it took me so long to realize I might have ADHD, or why my mother didn't realize sooner. Growing up in a Mexican household, mental health disorders, like ADHD, were almost taboo, often being dismissed and overlooked. My aim is to educate others on ADHD and help destigmatize it so that students are able to achieve their full learning potential.

Participants and Participant Selection

The participants were invited to participate in this study because of their relevant experience or expertise.

Parent A. 26. A first-generation Latinx female parent of a fourth-grade student in Mrs. Needy's class. The fourth-grade student is diagnosed with ADHD.

Parent B. 27. A first-generation Latinx female parent of a fourth-grade student in Mrs. Needy's class. The fourth-grade student is diagnosed with ADHD.

Parent C. 30. A first-generation Latinx female parent of a fourth-grade student in Mrs. Needy's class. The fourth-grade student is not diagnosed with ADHD.

Parent D. 25. A Latinx female parent of a fourth-grade student in Mrs. Needy's class. Immigrated from Oaxaca, Mexico; the fourth-grade student is not diagnosed with ADHD.

Parent E. 38. A Latinx female parent of a fourth-grade student in Mrs. Needy's class. Immigrated from Sonora, Mexico; the fourth-grade student is not diagnosed with ADHD.

Semi-Structured Interview and Survey Questions

Edison Parent Interview: The following questions were asked to Latinx parent participants:

1. What is your ethnicity?
2. Do you consider yourself to be a first-generation [insert ethnicity]-American?
3. Name two words that come to mind when you think of ADHD.
4. Why do you think you chose those two words?
5. What do you know about ADHD? Describe some common symptoms of ADHD.
6. What do you know about the resources provided at school for students with ADHD?
What do you see as the challenges with accessing these resources/supports?
7. What is currently being done to address the accessibility of ADHD support - by whom - and what are the strengths and weaknesses of these efforts?
8. What do you think should be done about the accessibility of this information?
9. What do you think are the challenges to doing something about the accessibility of this information?
10. Is there anything else that you would like to say about ADHD resource accessibility and/or the improvement of ADHD education?

Procedure

Participants were interviewed. All interviews were done individually. When it was not possible to interview participants in person, they were invited to complete a phone interview or paper and pencil survey of the same questions. Face-to-Face interviews took less than one hour, were audio-recorded (with participant consent), and took place in the Edison Elementary School library. A semi-structured interview format was used for face-to-face interviews, to allow for

follow-up questions to unclear, interesting or unexpected responses. All interviews/surveys were scheduled at the convenience of the interviewee and took approximately 20 minutes to complete.

Data Analysis

Transcribed interviews were coded and analyzed for emergent themes.

Results

For this Capstone Project, Latinx parents were interviewed to see what they think could be done to improve the accessibility of ADHD resources on their child's school campus. This is important because Latinx parents underutilize ADHD services, which in turn influences ADHD problem recognition. The underutilization of these resources may cause Latinx parents to dismiss possible ADHD symptoms in their children, which may leave potential ADHD untreated. Based on an analysis of the data and the relevant research literature three themes emerged (see Table 1). Evidence-based decision-making required evaluating each potential Action Option by the following criteria: accessibility; cost; and effectiveness. Accessibility is an important factor to consider as many Latinx are unable to utilize resources due to language, cultural, and/or financial barriers. Cost plays a crucial role in evaluating Action Options as financial factors may influence whether the Action Options are implemented. Lastly, effectiveness is crucial to consider because it analyzes the potential success and receptiveness of the Action Option. Based on the evaluation of each Action Option an action will be recommended and justified.

Table 1

Evaluation of Action Options

	ACCESSIBILITY	COST	EFFECTIVENESS
Promoting Parent Education: hosting workshops and webinars	Medium	Low	Medium
Catering to Your Community: providing bilingual, bicultural materials	High	Low	High
Expanding On-Campus Resources: hiring more psychologists and interpreters	Medium	High	High

Promoting Parent Education

Because parents have the greatest influence on their young child's behavior, promoting parent education is a necessary step in spreading ADHD awareness in the Latinx community. An interview with Parent C revealed that many parents enjoy school events and workshops, however some parents are unable to attend due to economic or scheduling conflicts, "The school always has [on-campus] workshops, but I can never attend. I have no way of getting there and they [do not] livestream [or record the events]." (Parent C, personal communication, April 24, 2023). She recommended schools host in-person workshops as well as virtual workshops/webinars. To spread ADHD awareness, schools can host workshops and webinars for Latinx parents that provide information about ADHD and how to support their child. These events can be conducted in Spanish and English and can include guest speakers, such as mental health professionals or parents of children with ADHD. These workshops and webinars should focus on teaching

parents how to change child behavior at home and improve parent–child interactions, two methods which have been shown to have beneficial effects on behavior at home and in the community (Mautone, Lefler, & Power, 2011). When parents become educated and trained in behavior therapy, they learn skills and strategies to help their child with ADHD succeed at school, at home, and in relationships (Mautone et al., 2011). Moreover, through these workshops and webinars, Latinx parents have the opportunity to build connections and interact with other parents who may share the same experiences. They also have the opportunity to ask questions to guest speakers and gain more insight on their experiences with supporting children with ADHD.

Catering to Your Community

Knowing the intended audience and catering to said audience is essential in executing any project. That being said, as Edison Elementary is situated in a predominantly Latinx area, it is important that they cater their resources to the Latinx community. Language barriers are known to contribute to the underutilization of ADHD resources, especially if they are only available in English. Because of these language barriers, Latinx families often lack exposure to and an understanding of ADHD, leaving Latinx youth to struggle with untreated ADHD symptoms. It is vital that schools provide ADHD resources and information in Spanish, as well as other languages spoken by Latinx parents, that explain ADHD, its symptoms, and treatment options. García et al. (2011) claim a larger availability of Spanish-language resources will help Latinx parents in understanding the commonality and difficulties of ADHD. Along with providing translated materials, it is also important to incorporate common Latinx values when adapting resources. Schools must be knowledgeable about Latinx cultural values in order to increase receptivity amongst Latinx parents. Some of these cultural values include *respeto*, *personalismo*, *familismo*, and gender socialization (Gerdes et al., 2015). *Respeto* refers to

demonstrating respect for authority figures and elders, while *personalismo* refers to maintaining trust and warmth in interpersonal relationships (Gerdes et al., 2015). *Familismo* or familism refers to the deep sense of loyalty and reliance on family. These cultural values are relevant as they are thought to influence relationships between parents and staff, which may impact parental engagement (Gerdes et al., 2015). It is also important to take gender socialization into consideration when adapting materials to Latinx communities. Mothers are often perceived to be the nurturers, whereas fathers are often seen to be the providers of the family. Taking the *machismo* cultural value into consideration is vital as it highlights the potential need for engaging fathers in the process and ensuring that they are supportive of the mother and child (Gerdes et al., 2015). With this in mind, providing Latinx families with bilingual materials that also coincide with their cultural values is a key factor in spreading ADHD awareness as it increases receptivity.

Expanding School Resources

Improving the accessibility of on-campus resources is also an important step in spreading ADHD awareness. Parent D states she is unfamiliar with ADHD and its symptoms due to the lack of accessibility of on-campus resources. Parent D is originally from Oaxaca, Mexico and her primary language is “Mixtec”, an indigenous language. She does not speak English and her Spanish is very limited. Therefore, she has limited knowledge of ADHD as materials fail to cater to her, as well as due to the fact that ADHD is not a topic of conversation in her country of origin. To combat this, Parent D suggested hiring interpreters who specialize in indigenous languages in order to make ADHD materials more accessible. Providing indigenous parents with interpreters can help make the parent feel more comfortable and more inclined to interact with staff and teachers. Another topic of concern that arose during the interviews was lack of

accessibility to the school psychologist. Edison Elementary currently only has one psychologist available on campus, “There’s just way too many kids for one person... It’s really hard to get a hold of her...” (Parent A, personal communication, April 18, 2023). Students are often put on a waitlist to see the school psychologist, and this waitlist can stretch out for weeks, “It’s really frustrating when you need to speak to the psychologist, but [you] can’t see her for weeks [because of this waitlist].” (Parent A, personal communication, April 18, 2023). Hiring more on-campus psychologists can help aid this current issue. It is evident that the Edison Elementary student population is too dense for one psychologist, hence hiring more on-campus mental health professionals is sensible. Essentially, by hiring and recruiting more school staff, on-campus resources become more accessible to parents and students. Expanding the school staff base also alleviates existing staff as they are able to provide more help with their respective duties. Though improving school resources, by expanding the staff base, may not be cost-efficient, it can have a positive impact on both the school and parents.

Recommendation.

Given the three action options, I recommend that schools provide Latinx parents with bilingual and bicultural materials so that they are able to inform themselves about ADHD and its symptoms in order to properly identify potential symptoms in their children. Based on the literature and the data collected in the interviewing process, I am confident that this is the best solution to support student well-being and promote parent education amongst Latinx communities. The following section will discuss the concessions, limitations, and possible negative outcomes that this action option may entail.

Concessions. My recommendation of providing translated material as the necessary action option should not discredit the other two alternatives as they also have considerable

strengths. For example, hosting workshops and webinars as a means to promote parent education allow Latinx parents to personally interact with the speakers and ask questions that may arise during the workshop. Oftentimes, parents prefer to communicate and voice their concerns in person to avoid miscommunication and workshops allow for that kind of interaction. During these workshops, Latinx parents also have the opportunity to engage with other individuals who may share the same experiences. These workshops and webinars can help Latinx families feel safe as they are surrounded by people with like experiences, building a sense of community in the process. Moreover, expanding school staff directly addresses the lack of accessibility to school resources. As mentioned before, Edison Elementary only has one psychologist available on campus. This makes the psychologist inaccessible as there is oftentimes a waitlist of students. This is the crux of the problem. The student population is too dense, making it next to impossible for one psychologist to manage. In addition, recruiting and hiring interpreters that specialize in indigenous languages can also help material become more accessible to parents who are not fluent in either English or Spanish. Many indigenous parents are often reluctant to engage with others due to their proficiency in either language. Providing them with interpreters helps ease them and promotes engagement between the school and parents. By expanding staff, the school is able to reach more parents due to the increase in accessibility of school resources. It is clear that both of these action options have noteworthy strengths that challenge those of my recommended action option.

Limitations. While choosing bilingual and bicultural material as my recommended action option seems to be the best solution, there are still limitations that should be considered. For example, though many Latinx parents speak Spanish, some parents may only speak indigenous languages, such as “Mixtec”. Therefore, providing ADHD resources and materials in

Spanish is merely not enough. Though providing resources in Spanish increases the accessibility of these materials, this action option assumes every Latinx parent is fluent in either English or Spanish, which is far from the truth. It is also unclear how receptive Latinx parents would be to the information. If they are unreceptive, the action option is rendered useless.

Potential negative outcomes. There are possible negative outcomes to consider for this action option. For instance, the information may not be received well by some Latinx parents. ADHD is a topic that continues to be heavily stigmatized in many Latinx cultures, therefore Latinx parents may be unreceptive when it comes to learning more about ADHD. Moreover, the sudden influx of ADHD information may cause an effect similar to that of hysteria. Latinx parents may start to believe that their child is displaying symptoms of ADHD when they are not, causing unnecessary stress on the parent, as well as the child.

Conclusion. Despite the limitations, concessions, and potential negative outcomes, I still believe providing Latinx parents with bilingual and bicultural materials on ADHD is the best action option that helps spread ADHD awareness amongst the Latinx community. ADHD problem recognition serves as the first step of help-seeking for ethnic minority families, therefore this action option has a high possibility of effectiveness. This action option also increases accessibility for most parents and is cost-efficient for schools. Through these translated materials that cater specifically to Latinx communities, parents are better equipped to support their children. They are able to educate themselves on ADHD, its symptoms, and treatment options. By educating themselves, Latinx parents are able to influence and educate their own communities, ultimately normalizing and destigmatizing ADHD in the process.

Action Documentation and Critical Reflection

My Capstone Project centers around the Latinx Community and specifically focuses on Latinx parents and their knowledge of ADHD. To explore this topic, I decided to interview five Latinx parents from a low socioeconomic status school. Based on the data analysis of interviews conducted, three major themes emerged. Most interviewees agreed that promoting parent education, providing bilingual, bicultural mental health resources, and building community were vital in spreading ADHD awareness. For my Action Project, promoting parent education is the focal point. I decided to emphasize parent education because it is integral to recognizing ADHD symptoms in children.

Action Research Project Documentation and Reflection

For my Action Project, I decided to make an Instagram page: @helpinglacomunidad. To promote my Instagram page, I made flyers that students can take home to parents. The goal of this Instagram page is to spread awareness and inform Latinx parents about ADHD. I wanted to create a space where Latinx parents felt safe to learn more about ADHD without the fear of stigma, and where they can find and build a community with other Latinx individuals who may share the same experiences. Every post contains information in both English and Spanish to increase accessibility. To my surprise, I have gotten a bit of interaction. However, I do think adding hashtags to my posts would help gain a bigger audience. Originally, I was going to create a website, but I believe an Instagram page is the best way to promote parent education. With a website, parents may look at it once and then forget about it, but with an Instagram page, parents can easily come across the account while scrolling. It is also something they can easily share with friends and family. For now, I just have to continue creating posts and promoting my page to reach a bigger audience and maintain engagement.



Image 1. Flyers sent out to students to take home.

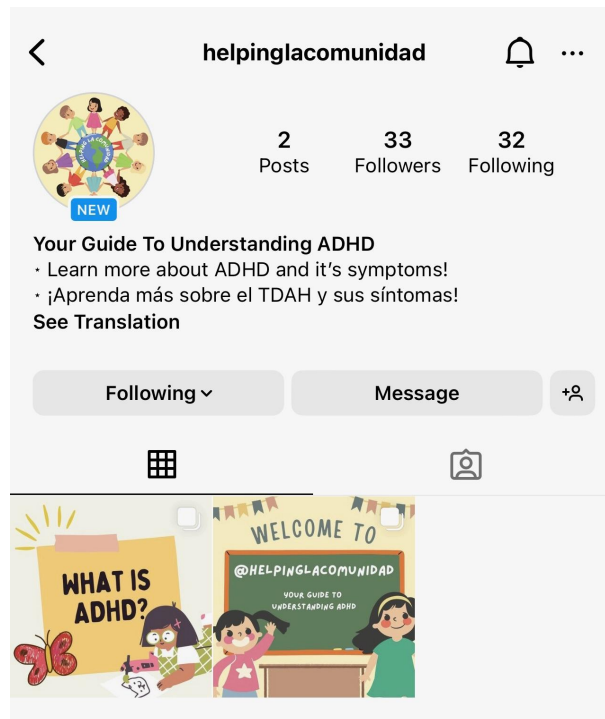


Image 2. Instagram account created for the Action Project.

<https://www.instagram.com/helpinglacomunidad/>

Critical Reflection

When I first enrolled in the LS 400: *Senior Capstone* course, I did not know what to expect. I was overwhelmed by just the *thought* of completing this project. I did not have a topic in mind, I did not know what I was doing, and I just felt so out of place. However, while working on this project, I learned much about myself, especially as a future educator. Because of my personal background and experiences, I have found that I am very passionate about the mental health and well-being of my future students. As educators, it is important that we are compassionate and that we acknowledge that we are responsible for creating and developing future leaders. We must curate an environment where they feel safe, and I believe understanding our students is essential in doing so. I struggled a bit throughout the process of completing this Capstone Project, but the topic I chose is something that I care deeply about so I pushed myself to work hard. Overall, this experience taught me what it means to be an effective educator and what it takes to work toward change. This project taught me how to be more confident in myself and my abilities. It is a difficult process, but with the right tools and support, it is possible.

Synthesis and Integration

The Liberal Studies MLOs, the required coursework, and this Action Research Project have pushed me to work hard to become the future educator I envision being. Throughout my journey as a Liberal Studies student, I have gained a deeper understanding of education issues through diverse and multicultural lenses. I have learned how to work towards creating an educational space that promotes inclusivity, equity, and diversity for students of all backgrounds (race, gender, disability, religion, etc.). In addition, I also had to reflect on my own K-12 experiences, as well as reflect on how I can work on becoming a better student and future educator. I had to take into account how my actions as an educator would affect my students,

especially those who are part of marginalized groups. I essentially had to learn how to become the teacher I wish I had growing up. In order to become the professional that I envision being, I have to continue to work on discipline and create a healthier lifestyle for myself. That means creating a routine that aligns with my career path and taking care of myself mentally, while simultaneously practicing self-discipline. I also have to practice being comfortable in front of an audience, as well as overcome my anxiety so that I am able to effectively communicate with parents. In the future, I plan on pursuing my teaching credentials, but for now, I plan on taking an academic break and continuing to develop and perfect my own pedagogy.

References

- Araujo, Pffnner, L., & Haack, L. M. (2017). Emotional, Social and Cultural Experiences of Latino Children with ADHD Symptoms and their Families. *Journal of Child and Family Studies*, 26(12). <https://doi.org/10.1007/s10826-017-0842-1>
- California Department of Education. (2022). Roosevelt Elementary School 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year). <https://www.salinascityesd.org/cms/lib/CA50010838/Centricity/Domain/100/Roosevelt.pdf>
- Caplan, S. (2019). Intersection of Cultural and Religious Beliefs About Mental Health: Latinos in the Faith-Based Setting. *Hispanic Health Care International*, 17(1), 4–10. <https://doi.org/10.1177/1540415319828265>
- Correa, F. (2011). Latino Youth May Be Underdiagnosed for ADHD. *Clinical Psychiatry News*, 39(4), 19. [https://doi.org/10.1016/S0270-6644\(11\)70142-4](https://doi.org/10.1016/S0270-6644(11)70142-4)
- Eiraldi, R., & Diaz, Y. (2010). Use of treatment services for attention-deficit/hyperactivity disorder in latino children. *Current psychiatry reports*, 12(5), 403–408. <https://doi.org/10.1007/s11920-010-0139-1>
- García, Gilchrist, L., Vazquez, G., Leite, A., & Raymond, N. (2011). Urban and Rural Immigrant Latino Youths' and Adults' Knowledge and Beliefs about Mental Health Resources. *Journal of Immigrant and Minority Health*, 13(3), 500–509. <https://doi.org/10.1007/s10903-010-9389-6>
- Gerdes, Kapke, T. L., Lawton, K. E., Grace, M., & Dieguez Hurtado, G. (2015). Culturally Adapting Parent Training for Latino Youth With ADHD: Development and Pilot. *Journal of Latina/o Psychology*, 3(2), 71–87. <https://doi.org/10.1037/lat0000037>

- Ginsberg, Y., Quintero, J., Anand, E., Casillas, M., & Upadhyaya, H. P. (2014). Underdiagnosis of attention-deficit/hyperactivity disorder in adult patients: a review of the literature. The primary care companion for CNS disorders, 16(3), PCC.13r01600.
<https://doi.org/10.4088/PCC.13r01600>
- Haack, L. M., Meza, J., Jiang, Y., Araujo, E. J., & Pfiffner, L. (2018). Influences to ADHD Problem Recognition: Mixed-Method Investigation and Recommendations to Reduce Disparities for Latino Youth. *Administration and policy in mental health*, 45(6), 958–977.
<https://doi.org/10.1007/s10488-018-0877-7>
- Mautone, J. A., Lefler, E. K., & Power, T. J. (2011). Promoting Family and School Success for Children With ADHD: Strengthening Relationships While Building Skills. *Theory into practice*, 50(1), 43–51. <https://doi.org/10.1080/00405841.2010.534937>
- Spencer, Chiang, C., Plasencia, N., Biederman, J., Gebara, C., Cronin, R., Hunter, M. L., Murphy, M., & Jellinek, M. (2016). 6.57 COMPLEXITY OF IDENTIFYING ATTENTION-DEFICIT/HYPERACTIVITY DISORDER AND COMORBIDITIES IN A DISADVANTAGED LATINO POPULATION. *Journal of the American Academy of Child and Adolescent Psychiatry*, 55(10), S222–S223.
<https://doi.org/10.1016/j.jaac.2016.09.376>