

Parenting Practices and Child Behavior in Mexico:
A Validation Study of the Alabama Parenting Questionnaire

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Dedication

This dissertation is dedicated to my little daughter who will be born next month in May of 2009. We are all anxiously awaiting her arrival. As I close the chapter of my Ph.D. life, I will open a new one with the arrival of this little girl who will hopefully follow in my footsteps in her own unique way.

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Abstract

The present study is a validation study of the Alabama Parenting Questionnaire (APQ) in a stratified sample in Monterrey, Mexico. A total of 862 sixth grade children were targeted for the study. Their female caregivers (n=862) were administered the APQ – Parent Report and the Child Behavior Checklist (CBCL) – Parent Report as part of a larger battery of tests. Measures of positive and negative parenting behaviors were used to predict externalizing and internalizing behaviors of the children. Results show that parenting behaviors of Mexican parents follow similar trends as those established in a similar large scale study conducted in Australia. Results also demonstrate good predictive validity of externalizing and internalizing behaviors in children using the positive and negative parenting practices assessed using the APQ. Results include a greater understanding of parenting behaviors in a large, diverse Mexican sample and implications for future research and directions for intervention with Latinos/as living in the U.S.

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Chapter I: Introduction

There is a large body of literature addressing the parenting practices of U.S. immigrant communities. Factors related to immigration, such as acculturation and assimilation (Chao & Kanatsu, 2008; Driscoll, Russell, & Crockett, 2008), income (Le & Lambert, 2008; Roche, Ensminger, & Cherlin, 2007), and barriers to mental health services (Bulcroft, Carmody, & Bulcroft, 1996), have also been studied to determine how immigrant communities may differ from each other or from non-immigrant communities in terms of parenting practices. However, what is known of parenting practices within the countries of origin? How do Mexican parenting styles and practices differ from those of parents in the U.S.? Are current measures of parenting practices useful with Mexican populations? A better understanding of parenting practices in Mexico and whether or not U.S.-developed measures of parenting practices are appropriate for use with Latino/a communities may serve to help to create and provide culturally-specific programs that address the needs of one of the largest growing immigrant population in the U.S.

The current research is an analysis of data from a large epidemiological study of child maltreatment conducted in one of the wealthiest states of Mexico, Nuevo León, located on the Texan border. Nuevo León's capital city, Monterrey, is often considered Mexico's industrial capital and the most progressive state in leading and developing social programs. Despite its status as the second largest and most affluent city in the country, it is also home to a growing population of rural indigenous Mexicans living in poverty.

In the present study, parenting practices of families in Nuevo León are examined along with the relationship between harsh versus nurturing parenting practices and externalizing and internalizing behaviors in children. In addition, the usefulness and validity of the Alabama Parenting Questionnaire (APQ), a measure of parenting practices developed and tested in developed nations, such as the U.S., Germany and Australia will be closely examined for its applicability with Mexican populations.

The reason for a focus on parenting practices in Mexico is twofold. First, it stems from a desire to understand the parenting practices of Mexicans within their cultural context of origin. Second, there is a need for a more comprehensive and in-depth understanding of Mexican-American families and their parenting practices given that they are the largest minority group in the U.S. This knowledge will serve to inform the development of better and more culturally sensitive prevention and intervention programs for families, particularly for those children at risk for behavior problems or for families who may be involved with services like child protection.

The reason for looking to Mexico for such information is linked to the knowledge that parenting practices are closely related to one's social, cultural and economic environment and that factors within this environment can serve as strong predictors of disciplinary behaviors. For instance, harsh parenting is strongly associated with economic variables such as overall well-being, stress, poverty, socioeconomic status (SES), neighborhood environment, and social support (Barudy, 1998; Brodsky & DeVet, 2000; Cicchetti & Toth, 1997; Conger, Conger, Elder, Lorenz, Simons, & Whitbeck, 1992; Jackson, 2000; Kotchick & Forehand, 2002; Patterson & Capaldi, 1991). Families with

limited resources often find themselves living in adverse economic situations, environmental risks, and limited family and social support, which increase the potential risk for child maltreatment (Barudy, 1998; Brodsky & DeVet, 2000; Conger et al., 1992; Jackson, 2000; Kirby & Fraser, 1997). Such adverse conditions also favor inadequate parenting practices such as neglect, inconsistent parenting, punitive styles and authoritarianism. Children, in turn, are at risk for the development of psychological problems ranging from behavior problems (Eamon & Mulder, 2005) to serious criminal conduct (Barudy, 1998; Shumow, Vandell, & Posner, 1998; Snyder, Cramer, Afrank, & Patterson, 2005; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994).

As in other populations, harsh parenting practices and child abuse affect a large number of children and adolescents in Mexico; however, despite state and societal attention and enormous efforts to address this problem, changes in state and national practices laws have been slow. There remains a lack of systematic research on prevalence rates of abuse and parenting practices in Mexican populations, as well as a lack of evidence-based research evaluating the effectiveness of prevention and intervention programs. At the same time, cultural aspects of family life in Mexico can sanction abuse as an accepted form of punishment and, consequently, child maltreatment has been traditionally underreported in Mexico (Frias & Sales, 1997). Thus, one of the overarching goals of the original study was to determine the prevalence and degrees to which various forms of child maltreatment (i.e., physical abuse, neglect, emotional abuse, or sexual abuse) are present in families in Nuevo León, Mexico.

Building on this, the overall purpose of the present study is to closely examine parenting practices in Mexico with a goal of developing a better understanding of Mexican parenting practices in regards to harsh, punitive and authoritative parenting; nurturing parenting; and monitoring and supervision. A second goal is to closely assess the usefulness of the APQ with Mexican caregivers. In part, the underlying focus of the study is on Mexican values and how they directly translate into parenting behaviors. Another layer involves understanding to what extent these various types of parenting behaviors result in externalizing and internalizing behaviors in children. The study is multifaceted in that it examines both the specific outcomes of parenting on child behavior while maintaining a cultural perspective on parenting behaviors.

Potential Significance to the Field

In addition to providing much-needed data regarding maltreatment in Mexico, a long-term objective of the epidemiological project conducted in Mexico is to obtain current and reliable data with an ultimate goal of informing public policies and formulating strategies for the prevention and treatment of child maltreatment in Mexico. One specific goal is to develop evidence-based, state-supported interventions that will be made available on a broad local scale throughout Nuevo León, if not nationwide. Additional research projects are already underway and are dovetailing with the results from the current study. Collaborative relationships have been formed with the University of Minnesota; the Centro de Investigación Familiar, AC (CIFAC); and the Desarrollo Integral de la Familia (DIF), which is equivalent to a national agency of Child Protective Services.

As mental health issues have such tremendous economic implications in terms of immigration to the U.S., this type of international, long-term collaboration between Mexico and the U.S. will have a significant impact on Mexican families living on both sides of the border. In the current collaboration, all invested parties seek a better understanding of family violence and its impact on children's mental health, and aim to develop evidence-based preventive and clinical interventions and coping strategies that fit the local and transnational cultures. The present study, with its close examination of Latino/a parenting practices and how U.S.-developed measures of parenting practices translate into use with a Mexican population, plays a small but important role in this larger project by providing insight into how practitioners or researchers in the U.S. might adapt or flexibly interpret measures of culturally influenced behaviors.

Theoretical Frameworks

Social Constructionism

Social constructionism is a conceptual framework based on the idea that realities cannot be perceived simply through observation; rather, that realities are created through relationship, language and social context (Nichols & Schwartz, 1998). According to the social psychologist Gergen (1985), a key figure in this field of thought, "The terms in which the world is understood are social artifacts, products of historically situated interchanges among people," and "the process of understanding...is the result of an active, cooperative enterprise of persons in the relationship." (p. 267). Hence, human behaviors, as well as constructs such as gender, identity, parenthood, are products of

social relationships and are subject to change over time or from location to location; through this process the concepts are continually socially constructed and re-constructed.

Feminist Theories

Third-wave feminists are the most recent players on the field of feminist thought and theory, preceded first by the feminists of the 19th century suffragists and second by the women's liberationists of the 1960's (De Reus, Few & Blume, 2005). The core of this third generation of feminist thought and praxis revolves around the de-centering of mainstream ideas and the re-centering of previously marginalized ideas and people. Specifically, the third-wave feminist framework emphasizes that "aspects of self-identity such as race, ethnicity, class, gender, sexuality, nationality, ability, age, and religion are not fixed but dynamic," (De Reus, 2005, p. 447) thus allowing one to embrace the fluidity of such concepts and to view cultures and individuals through a less static and less categorizing lens. In terms of practical application, Osmond & Thorne (1993), who intentionally use the term feminist theories in the plural because of the diverse and at times conflicting perspectives, state that feminist theories ask us to "step back and rethink our assumptions, especially about issues of gender, power, and the very nature and boundaries of 'family'" (p. 591).

Research through a Social Constructionist/Feminist Lens

Throughout the conceptualization and implementation of the present study, it was crucial for me as a researcher to maintain a stance of open-mindedness and new learning when it came to understanding the lives of Mexican families participating in the study. By consciously bracketing my own Euro-American assumptions about parenting and

parenting behaviors, I was assuming the position of (a) a feminist theorist whose assumptions and preconceived notions could be either challenged or redefined and (b) a social constructionist who understands that such complex constructs as gender and parenthood are socially constructed within a cultural framework. Specifically, while designing the research questions and methods of analysis, it was important for me to be continually aware of the fact that any preconceived notions I had about Mexican families could be disproven, and that ultimately the data, and the participants themselves, would serve as a guide in understanding the behaviors under study.

The goal of the present study is to understand parenting practices in Mexico. In keeping with the tenets of feminist theories and social constructionism, it was crucial that I was able to simultaneously hold multiple potential realities about gender and family: How is the family constructed in this Mexican culture? Who does the parenting? How and by whom are children disciplined? How are male and female children parented or disciplined differently? What beliefs about parenting could be impacting parental behaviors? Although the data being analyzed are solely from female caregivers, it was nonetheless important to keep in mind the possibility of alternative family units, such as extended family or older siblings parenting younger siblings. Despite the fact that all data related to the aforementioned questions were not analyzed or discussed, these queries nonetheless played an important role when interpreting the data and drawing conclusions from the results.

In addition to the suspension or bracketing of preconceived notions, feminist theories also maintain that “gender relations...be analyzed in specific sociocultural and

historical contexts...and should also include macrosociocultural contexts.” (Osmond and Thorne, 1993, p. 593) This is also at the heart of the present research as the act of parenting is not only to be understood at the observable behavioral level but is also being interpreted through the defining elements of the culture within which the mothers, grandmothers and children of this Mexican community live. This idea highlights the first challenge of the study which was to culturally validate the use of an instrument developed within Euro-American cultures. Simply translating the instruments and interpreting the data based on Euro-American norms around parenting and discipline can result in a failure to capture the complexities of history, culture, tradition, power, gender relations, or gender norms. This also highlights the close examination of gender in the analyses, as cultural mores within the Latino/a culture place great emphasis on male and female gender roles both in childhood and adulthood.

In the present study, the close examination of beliefs and values around parenting, as well as an in-depth analysis of the demographic characteristics of the sample, led to a much richer contextual understanding of the participants in the study and therefore of the data itself. The feminist lens remained in the forefront throughout the research, calling for a continual examination of the participants’ sociocultural context, their cultural upbringing and their daily lives. In turn, assumptions about family, parenting, and gender were continually challenged and the social construction of such concepts examined.

Cultural Ecological Framework

The theoretical framework for viewing parenting behaviors and child behavior in the present study is also conceptualized through an ecosystemic model of understanding families, with culture being a central, overarching ecological system. In a literature review of more than two decades of work on child abuse and maltreatment, Belsky (1993) presents a “Developmental-Ecological” analysis of the etiology and treatment of harsh parenting practices in families based on work by Bronfenbrenner (1977, 1979). Broffenbrenner emphasizes the importance of viewing human behavior within the context of individual development throughout the lifespan and the interaction of an individual with his or her external environment. Belsky applies Broffenbrenner’s theories to families and demonstrates that child maltreatment has multiple etiologies including variables that are historical, contemporaneous, situational, and that the individual attributes of parents and children also play a major role. Because of the broader goal of addressing child maltreatment in Mexico and the measure of harsh parenting using the APQ, such a model served to explain the multiple environmental and individual-level factors that could potentially contribute to harsh parenting practices.

Belsky’s developmental-ecological framework is appropriately applied to the current study by examining the various ecological, cultural, and environmental factors that intersect in such a way as influence parenting practices. On the societal level, cultural norms, values and beliefs, as well as societal attitudes about family and children, directly influence a parent’s behavior. A family’s relationship with the environment also depends greatly on others’ beliefs about and treatment of an individual. For example, families

living in poverty or coming from ethnic groups that are less highly regarded in society may also be treated differently than families of privilege. Hypothetically, stress levels within the family system could change or rise as a result of many external environmental variables such as overt or covert racism, living in a high-risk neighborhood, language barriers, access to services or even compromised mental health.

On the individual level, factors related to the individual, such as temperament, personality, or intelligence also influence the parent's treatment of the child.

Bronfenbrenner's (1977) model attempts to transcend identifying discrete variables suggesting they are not mutually exclusive. In addition, he hypothesizes that punitive forms of punishment should not be considered unique phenomena, emphasizing instead that "these forms of maltreatment arise as a result of a transactional process involving characteristics of parents, children and the multiple contexts in which they are embedded" (p. 414).

Bronfenbrenner's (1977) ecological systems framework suggests that child outcomes must be understood within the context of all ecosystemic levels including parents' behavior, socioeconomic status, physical environment, peers and educators. The child's experiences within these various realms also must be understood and studied in order to best understand, predict and treat child outcomes. This framework provides an analysis of the quality and consistency of the interactions among the various systems. In the present study, identifying and understanding those variables that differentiate the samples from U.S. Latino/a samples will provide a unique perspective on both U.S. and Mexican samples.

Given that harsh parenting and even violence occurs on multiple levels (child, spousal, community), this study utilizes an ecological, systemic paradigm that intersects with multiple social and political levels of intervention. These levels range from the micro level (individual and family interventions) to the macro level (policy level) and are inclusive of a broader environmental context (family, community, culture, national, international). Understanding child maltreatment within this broader context necessitates an interdisciplinary approach that investigates family systems, school systems, political systems, and a host of socio-cultural, economic, and historical dynamics that impact families' daily realities.

Although some ecological variables are similar for Latinos/as living in the U.S. compared to those living in Mexico, there are certainly variables that are unique to those families living in Nuevo León, including quality of life in northern Mexico, child labor practices, high density living, and more entrenched cultural values such as machismo and familism (Ingoldsby, 1991). There are even language and assimilation issues for some people within Mexico, such as lower income indigenous families who have moved to large, more urban areas and who may or may not be fluent in Spanish. However, for the purposes of this study, the Latino/a culture as it relates to parenting practices can be studied without the major cultural differences and stresses related to living in a completely new environment in which one's native tongue is not predominant and potentially thousands of miles away from one's home, family, and community.

Although it is likely that for families both in the U.S. and Mexico that are living in poverty or above the poverty line, the likelihood of abject poverty, including limited

access to resources necessary for daily life (electricity, water, plumbing) is higher for the Mexican sample (United Nations, 2002; World Bank, 2005). In addition, it is not unusual for children in Mexico to be employed. Child labor is yet another ecological variable that may look very different for Mexican children compared to U.S. samples. More importantly, it is the integration of these variables into an ecological whole that constitutes the unique nature of this study and which provides the theoretical basis of the work. It is not simply the parenting beliefs that are being studied, nor is it economically deprived compared to non-economically deprived, it is our understanding as primarily privileged white U.S. researchers of Mexican's parenting practices within the context of their lives in Mexico and within the context of raising children in Mexico where the cultural values are omnipresent in daily life untainted by influences coming from external competing cultures, as is the case for Latinos/as living in the U.S.

Clearly, the current study, which is, in essence a study of Mexican families from a U.S. perspective of mental health and child behavior, warrants a framework which accounts for a deeper understanding of the multiple environmental factors in Mexico that may lead to differences in U.S. versus Mexican parenting practices. By utilizing a developmental and ecological framework, the potential for imposing preexisting suppositions of U.S. cultural norms onto Mexican families is lessened. The theoretical framework will thus serve as a guiding paradigm for conceptualizing the data analysis, interpreting findings, and developing appropriate interventions for work with Mexican communities both in the U.S. and in Mexico.

In order to begin the process of understanding which ecological factors potentially could relate to parenting practices in the present sample, the next chapter will begin with a detailed overview of research addressing parenting practices in Mexico. Before doing so, however, I will first be transparent about my own position as a female, Euro-American researcher studying and commenting on a culture different from my own as well as the theoretical challenges of analyzing quantitative data through a feminist/postmodern lens.

Cultural Biases

As a Euro-American woman living in the U.S., it is important that I highlight and clarify my role and position as a researcher studying a sample of Latino/a families. As mentioned previously, my academic training in a U.S. university has undoubtedly contributed to my perception of the constructs being studied here. I have clear ideas about parenting practices and about child behavior, all of which have been influenced by my education, my ethnicity, as well as the culture of my own family. At the same time, my awareness of these cultural biases is central to my willingness to attempt to bracket these beliefs, to the extent that it is possible, and to allow myself to be open to alternative ways of parenting and of behaving within one's family. It is crucial that I attempt not to impose my own values onto the Mexican culture and that I approach the research from a position of re-learning. If possible, it is important that I allow the data to inform me about Mexican parenting practices and not vice versa. Although I am not personally working with the subjects who completed the assessments, it remains important that I am

respectful of the participants, their lives, their experiences and their choices, and that I continue to be mindful of the context of their lives throughout this process.

On another level, the process of working with an international team of researchers and clinicians to collect and analyze data has been a continual learning experience and has proved to be both challenging and exciting. From my perspective, we have all been engaged in an ongoing process of learning about cultural differences related to professional research and academia. Personally, my own assumptions have been challenged on multiple occasions and I presume that my partner researchers in Mexico have also encountered cultural differences about how I work compared to what they would culturally hold to be the norm in Mexico. The result is that I regularly examine my biases and attempt to remain aware of how culture may be playing a role in some of the difficulties or confusions that have arisen during the course of the project. At the same time, working with an international team has strengthened our mutual work, in part because we all bring unique qualities, skills, and cultural perspectives to the project and because we continually strive to discuss and explore issues related to culture and to challenge each other on our cultural assumptions and biases.

Theoretical and Methodological Challenges

In addition to positioning myself as a Euro-American conducting research within a culture other than my own, I also found it necessary to explore my theoretical perspective as a postmodernist/feminist thinker conducting quantitative research. This intersection of postmodernism/feminism thinking and a quantitative paradigm posed its own set of unique challenges. First and foremost, the two instruments used to measure

parenting behaviors and child outcomes were produced by Euro-American researchers within a cultural setting that has its own set of biases and expectations around parent and child behaviors. Although one of the instruments (CBCL) has been used extensively in Spanish-speaking populations, it did not come without cultural issues (e.g., one could question the cultural relevance of certain items to this Mexican population). The other instrument (APQ) was being used for the first time with a Spanish-speaking population, and although translated by Mexicans in Mexico, the relevance of the items to this sample is also unstudied.

Although every effort was made to remain aware of cultural influences while interpreting the data, caution must be exercised in approaching the data given that certain cultural biases about parenting and child behavior may have influenced parent responses or interpretation. Previous research has demonstrated that patterns of extreme responding can occur in highly authoritarian or male-dominated cultures, such as Mexico (Johnson, Kulesa, Lic, Cho and Shavitt, 2005) and that techniques traditionally used to eliminate response bias, such as word order, can also be problematic when used with other cultures.

Additionally, there are many details about the participants' lives that were not examined within the current paradigm. For instance, the data do not address parents' beliefs about parenting or underlying reasons why parents might engage in certain behaviors. In turn, interpretations can only be as strong as the data collected. Given that many questions could not be answered by the quantitative data collected, there are clearly limitations regarding the interpretations that could be made. Furthermore, the analyses and interpretations conducted in the current study fall recognizably within a

positivist/post-positivist paradigm and do not capture the complexities that one would hope for when designing a study based on a postmodernist perspective.

This being said, it should be noted that the Mexican organization (CIFAC) that designed the data and collected the data consisted entirely of a Mexican research group. Consultation was made with researchers from the United States around instrument choice, some of whom are of Mexican origin, and final decisions were made based on best practices from a U.S. academic perspective. Given the scope of the research, the type of data being sought, and the limited amount of time to devise and implement the study, a complete cultural validation study of each instrument used would have been impossible. Such instruments have not been developed within Mexico and therefore the Mexican team defaulted to assessment tools from the U.S. In addition, the Mexican team chose to use such instruments because they have been standardized and validated, which would eventually lend credence and respect for their work on an international level.

Recognizing the potential problems related to using such instruments, this Mexican research team is planning future studies that approach child maltreatment and parenting practices from a more emic and ethnocentric perspective. This initial study was funded by the state government of Nuevo León to collect quantitative and epidemiological data and has been, in part, both a pilot study and a stepping stone to obtain more extensive funding for in-depth research that addresses cultural and demographic variables contributing to child maltreatment. As an outside researcher observing the implementation of a first-time study for this group, and knowing the group's long-term goals, it was undeniably important for me to respect and understand

the decisions and choices made by the Mexican researchers regarding the use of instruments and to understand the rationale behind these decisions.

Despite the limitations of the quantitative data and the fact that the information collected was based on Euro-American definitions and understandings of the variables, I chose to design and proceed with the current study and analysis. It is my personal belief that valuable information was gathered and that equally valuable interpretations were made, even in light of the cultural and methodological complexities. In approaching the data, the most important factor for me was to maintain my feminist and postmodern stance throughout the process of interpreting the findings and making recommendations. By treating the data and the conclusions in this ethical manner, I was able to honor the voices of the participants while openly recognizing the fact that my own cultural values and beliefs were not entirely dismissible, nor was the paradigm in which the research was conducted.

Chapter II: Literature Review

The primary goals of the current study are to better understand parenting practices in Mexican families and to validate the use of the Alabama Parenting Questionnaire (APQ) in the urban Spanish-speaking region of Monterrey, Mexico. As a first step in understanding parenting behaviors in Mexico, it was necessary to examine what is known about the cultural practices of parenting in Latino/a communities and to determine what cultural beliefs or values guide the parenting of male and female children. To this end, the first section of this literature review is focused on research that addresses parenting behaviors of Latino/a families and, specifically, how these parenting practices relate to cultural beliefs, values, and traditions. The question under investigation is how beliefs such as *machismo* and *familism* translate into parenting practices such as punitive punishment, nurturing, and reasoning. In addition, differences between how male and female children are parented differently will be addressed. Because the study is specifically focused on Latino/a families, and due to the enormity of literature regarding parenting in general, this first part of the literature review focuses narrowly on those studies that were specifically designed to study Latino/a families, either in the U.S. or in Mexico. The goal is to understand the cultural practices of parenting within this community, not to compare the nuanced parenting practices of Latinos/as to families from diverse or mainstream cultures.

In the second half of this literature review, I will review the research that specifically addresses what is already known about the APQ as well as how parenting

practices are related to the Child Behavior Checklist (CBCL) measures of externalizing and internalizing behaviors.

Latino/a Parenting Practices: A Focus on Values

It is known that differences in parenting styles exist from culture to culture; however, there is little broad-scale research examining parenting in the Latino/a community. What is known is that Latino/a families, as compared to non-Hispanic whites, demonstrate stronger family interconnectedness (Fontes, 2002), more public discipline (see Fontes, 2002 for an overview of discipline behaviors in the Latino/a community), and varying disciplinary practices with a tendency towards higher degrees of authoritarianism (Zayas & Solari, 94) which can lead to corporal punishment (Zayas, 1992). Furthermore, the concept of *familism*, or the promotion of creating strong extended kinship networks, has been identified as a strong cultural value that impacts parenting behaviors such as child maltreatment (Coohey, 2002).

Latin American countries are also thought to abide by an unspoken code of behavior defined in part by the concept *machismo* (Guilamo-Ramos, Dittus, Jaccard, Johansson, Bouris, & Acosta, 2007; Ingoldsby, 1991). *Machismo* can be thought of as a “cluster of traits that includes aggression, dominance, authoritarianism, adherence to strict sex roles and exhibitionistic and nonnurturant tendencies” (Deyoung & Zigler (1994, p. 387). However it is defined, the term conjures up an image of a strong man with traditional gender roles: the breadwinner, the disciplinarian, a man of strength and sexual virility. However, the definition and expression of machismo differs from culture to culture and may or may not be directly related to parenting behaviors. In addition, values

of machismo are generally thought to benefit primarily men, and therefore may not be values that women hold in high regard; however, if socialized into a society in which machismo is prevalent, women may also live by these beliefs.

In a unique cross cultural study of machismo and parenting behaviors, Deyoung & Zigler's (1994) conducted a comparative study of Guyanese immigrants and Caucasians living in the U.S. The authors chose the Guyanese sample because of the similarities to the Latino/a community in regard to strong adherence to sex roles and because they were first generation immigrants and were thus less assimilated and acculturated. In this study, the authors hypothesized that machista attitudes would be positively correlated to more punitive and less nurturing child-rearing practices. The authors also hypothesized that machismo would be more prevalent with men; however, the findings indicated that these values, including a strong adherence to sexual roles, are also present in mothers.

The findings indicated that mothers' and fathers' scores on a scale measuring one's adherence to traditional gender roles were positively correlated with punitive child rearing practices in the Guyanese sample but not in the comparative Caucasian sample. It is also notable that Caucasian mothers and fathers reported punishing male children more harshly while Guyanese mothers and fathers reported punishing daughters more harshly. In terms of understanding families coming from societies in where machismo is present, this finding could be of particular relevance in the development of parenting programs for Latino/a mothers and fathers. In the current study, a close examination of parenting behaviors as they relate to boys versus girls is of particular interest. This research is in

keeping with other studies that show that Latinos/as provide more structure, rules, and monitoring for girls than for boys (Bulcroft et al., 1996).

In Deyoung & Zigler's (1994) findings, machismo scores were negatively correlated with nurturing behaviors and positively correlated with acceptance of promoting delinquency behaviors in children. In comparison to the other ethnic groups, Latinos/as scored lower on the nurturance scale, and in a rating of vignettes in which delinquent behaviors were being encouraged they rated this type of maltreatment as less severe than the other groups. Women also scored significantly lower than men on measures of machismo, which may be significant in this study as the sample is 100% female. Again, looking at gender differences, machismo was predictive of physical maltreatment by fathers but not by mothers. For Latina mothers, a history of childhood abuse and neglect was a significant predictor of physical punishment with their children. Interestingly, the study also predicted that the values of familism, machismo, and valuing children would moderate the effects of parent's childhood abuse and/or neglect. However, no such moderating effects were found.

In a study of Euro-Americans, Latino/as and African-Americans, Ferrari (2002) addresses the issue of defining parenting behaviors and abusive behaviors toward children within a cultural context. She examined the constructs of familism, machismo, and valuing children in relationship to parenting behaviors. The author's goal was to understand how these values interact with a parent's own history of abuse and how the interaction between parenting values and history of abuse might predict the parenting behaviors they now engage in, specifically, those of physical punishment, verbal

punishment, and nurturing behaviors. Conclusions of the study address the concepts of familism and machismo. The findings demonstrated that fathers who hold familism in lower regard are more likely to physically punish their children. Additionally, high regard for familism was correlated with lower levels of nurturing behaviors. The authors hypothesized that families with higher regard for familism may be more likely to have extended family caring for children (such as elders) and that the children are receiving their nurturance from other people.

In a qualitative study of Puerto Rican and Dominican Republic mothers and adolescents living in New York, authors Guilamo-Ramos et al. (2007) focus on the community's values of *familism*, *respeto*, *personalismo*, *simpatía* as they relate to the parenting domains of demandingness and responsiveness. Their qualitative findings using content analysis show that the Latino/a value of *respeto* directly relates to the high levels of demandingness and control placed on children within this community. This includes high levels of monitoring and supervision such as those behaviors studied in the current study. Additionally, the expected outcome is that their children will conduct themselves in socially appropriate ways within the Latino/a community. On the other side, high levels of *simpatía*, (positive, smooth, interpersonal relations) correspond to high levels of warmth and responsiveness. Guilamo-Ramos et al. (2007) also found that mothers communicated differences in parenting male versus female children following the "Latino cultural norms of male liberty and female submissiveness, that is, machismo and marianismo" (p. 23). One parent was quoted as saying, "In relation to our culture, the woman belongs to the home and the man belongs to the street" (p. 23). Males may be

raised with more freedom and less control because they must learn to survive on the streets.

Again, the current study was designed to better understand parenting with the context of a Latino/a value system. Therefore, while interpreting the findings of the APQ we will refer back to the findings of those authors that have closely studied how Latino/a values and beliefs may be influencing parenting behaviors and, in turn, how the results of the APQ in Spanish-speaking cultures may differ from norms established in Euro-American cultures. The study will therefore explore the manifestation of Mexican values around parenting by measuring actual parenting behaviors in a sample of parents living in Northern Mexico.

Most interesting is the assumption that these observed parenting behaviors may be a direct reflection of the traditionally machista Mexican society. If the findings from previously conducted research hold true, and can be applied to this Mexican sample, then potential outcomes may reflect higher levels of permissiveness with males versus females, higher levels of monitoring/supervision with female children, and potentially higher levels of nurturing behaviors as well. The study is designed to elucidate parenting behaviors and to draw conclusions about typical parenting practices in Mexicans as viewed through a sociocultural lens.

Harsh Parenting and Latino/a Communities

One of the constructs studied in the APQ is corporal punishment. In fact, Latino/a families have been shown to place a high value on structure and control and on harsh disciplinary parenting techniques (Frias-Armenta, Sotomayor-Petterson, Corral-Verdugo,

& Castell-Ruiz, 2004). Frias-Armenta & McCloskey (1998) address this topic of harsh parenting, a term borrowed from Simons, Whitbeck, Conger, & Chyi-In (1991), and define it as “relentless and extreme forms of punishment delivered to children” which “encompasses coercive parenting tactics from frequent use of corporal punishment...to escalated physical abuse and cruelty” (p. 130). In Frias-Armenta & McCloskey’s (1998) study, the authors explored determinants of Mexican mothers’ use of physical punishment with their children. Physical punishment was explained primarily by the parents’ authoritarian parenting style and effects of a family dysfunction variable, as defined by the presence of interspousal violence and parents’ drug and alcohol use. Frias-Armenta & McCloskey (1998) emphasize the role of physical punishment in the Mexican culture and its relationship to values such as discipline and respect for parents.

Corral-Verdugo, Frias-Armenta, Romero, & Munoz (1995) addressed the idea of beliefs and their relationship to behaviors, at first recognizing that beliefs do not always translate into behaviors. However, the findings of their study confirm that high scores on a measure of beliefs about the utilitarianism of physical punishment correspond to a measure of abusive behavior towards children. The authors maintain that in Mexico physical punishment is seen not only as a corrective behavior but also as a way of producing good citizens. Other research supports the idea that positive beliefs about punitive parenting practices lead to a more authoritarian parenting practices in the Mexican community (Frias-Armenta et al., 2004). Additionally, women who have less control over decisions within the family are more likely to engage in punitive parenting practices (Frias-Armenta & McCloskey, 1998; Frias-Armenta et al., 2004), a finding

which has direct implications for families that adhere to the values of machismo and marianismo. Harsh parenting practices are a cultural aspect of the Latino/a community, and there is research to suggest that Mexican families holding positive beliefs about punitive parenting are more likely to physically abuse (Corral-Verdugo et al., 1995).

Overall, this section of the literature review shows how coming from a Latino/a culture may impact parenting practices. However, the measure of parenting practices being examined in the current study, the APQ, was designed by researchers in a predominantly Caucasian population and the majority of studies examining its psychometric properties were also conducted in Euro-American cultures. Large scale studies establishing norms on such instruments have not been conducted in Latino/a communities. Thus, the purpose of the study is to further establish what is known about parenting practices in one of the largest Latino/a countries and to use this as a framework for the validation of the APQ.

Parenting Practices and Child Behavior

In establishing the external validity of the APQ with the CBCL, one of the constructs being examined is the relationship between negative parenting practices, such as corporal punishment, and child outcomes, such as externalizing behavior.

It is well-known that a relationship between parenting behavior and child behavior, such as externalizing and internalizing behaviors, exists (Deater-Deckard & Dodge, 1997). This relationship between parenting practices and child behavior was established early on by the Oregon Social Learning Center (Patterson, Dishion, & Bank,

1984) and was in part the basis of the APQ (Frick, 1991; Patterson, Reid, & Dishion, 1992) which reflects both positive and negative parenting practices.

The subscales of the APQ are reflected in research on these positive and negative parenting practices which suggest a strong link to child outcomes. In a meta-analysis of research studies examining parent behavior and child outcomes, parental monitoring and supervision and measures of parental involvement were found to be the strongest predictors of positive behavior (Loeber & Stouthamer-Loeber, 1986), a finding which has continued to be empirically validated (Chamberlain, 2003) and utilized in intervention programs (Chamberlain, Price, Leve, Laurent, Landsverk, & Reid, 2008). Discipline is also a strong factor: the use of physical punishment as a correction for misbehavior can increase the likelihood that a child will exhibit deviance or delinquency in adolescence and adulthood (Straus, 1991; Fry, 1993), and inconsistent discipline has been linked to disruptive child behavior (Capaldi, Chamberlain, & Patterson, 1997; Patterson et al., 1984; Snyder et al., 2005). In a study focusing specifically on Latinos/as living in the U.S., lower degrees of monitoring and supervision were shown to be associated with higher levels of behavior problems in youth, particularly in high risk neighborhoods (Roche et al., 2007). Externalizing behaviors have also been shown to be higher for children whose parents exhibit a higher external locus of control, as may be evident through inconsistent discipline or low levels of monitoring of children, particularly in the Latino/a community (McCabe, Goehring, Yeh, & Lau, 2008).

A clear example of the relationship between parenting practices and child behavior is evident in research looking at children with known disruptive behavior

problems, such as Attention Deficit Hyperactivity Disorders (ADHD), or Oppositional Defiance Disorder (ODD). It has been shown that these children are at a higher risk for physical punishment (Ford, Racusin, Ellis, Daviss, Reiser, Fleischer, & Thomas, 2000) and that parents of children with hyperactivity are also more likely to engage in negative, punitive parenting practices as the children age (Cunningham & Boyle, 2002; Clerkin, Marks, Policaro, Halperin, 2007; Roberts, 2001). Incorporating this into the cultural context of the Latino/a setting, it has also been shown that a stance of greater machismo in parenting can lead to a higher tolerance for delinquent behaviors (Deyoung & Zigler, 1994) and that ethno-cultural differences are found for physical punishment (Deater-Deckard & Dodge, 1997). Thus, a more machista culture that values less control and supervision over boys may result in higher risk for the development of behavior problems among boys in that society. Children who are raised in families with high levels of violence exhibit higher levels of distress in the form of internalizing and externalizing behaviors (Grych, Jouriles, Swank, McDonald, & Norwood, 2000; Mathias, Mertin, & Murray, 1995). Additionally, parents of children with behavior problems or externalizing behaviors have been observed to be more critical, to issue more demands and directives, and to offer less praise (Roberts, 2001). Patterns of inconsistent discipline have also been associated with behavioral disorders in children (Wells, Epstein, Hinshaw, Connors, Klaric, & Abikoff et al., 2000).

Gender differences in externalizing behaviors have also been traditionally present with boys reported to be exhibiting higher levels of antisocial or externalizing behaviors (Lahey, Waldman, & McBurnett, 1999; Peterson, 2006) and clinical samples revealing

ratios of ADHD at a rate of 1:4 to 1:9 for boys to girls (APA, 2000). A recent study resulted in mixed findings between males and females. No gender differences existed in diagnoses within a small clinical sample; however, teachers reported higher externalizing behaviors of boys in the classroom and parents reported no gender differences in externalizing behaviors and higher levels of depression for girls (Fossum, Morch, Handegard, Drugli, 2007). Peterson (2006) reported no gender differences for internalizing behaviors. What is agreed upon is a need for more information regarding current gender differences in externalizing and internalizing behaviors and factors contributing to their development, particularly with young girls, as the focus of developing behaviors problems has historically been on young boys.

Reasons for gender differences in externalizing behaviors may be related to parenting practices, socialization, genetics, or reactions to environmental stressors (Rutter, 1987). Research indicating significantly different parenting practices in parenting male children versus female children is particularly relevant in regard to behavior problems and peer pressures in highly stressed neighborhoods. Latino fathers reported monitoring and disciplining female children more strictly than male children (Deyoung & Zigler, 1994), a finding which could have adverse affects in regard to mediating the effects of environmental influences.

The current study will also provide insight into parenting practices at a crucial age (pre-adolescence), given that age is a factor in terms of how parents discipline their children. Early adolescence appears to be a period of time during which children are particularly vulnerable to engaging in antisocial behaviors. Parents of children with

hyperactivity and inattention are also more likely to engage in harsher parenting practices as the child ages, perhaps due to ineffectiveness in reasoning as a way of disciplining (Clerkin et al., 2007). In situations in which parents are highly stressed or living in a stressful environment and children exhibit behavior problems, this confluence of scenarios could potentially exacerbate harsh parenting practices thus creating a negative feedback loop in terms of child behavior and punitive parenting.

Measuring Parenting Practices and Child Behavior

In order to better understand the link between parenting behaviors and child outcomes, within the ecological cultural framework, a literature review of each measure and how it relates to the study is provided. The measures to be used include the Alabama Parenting Questionnaire and the Child Behavior Checklist (Parent Report).

Alabama Parenting Questionnaire (APQ)

The APQ is a 42-item measure of parenting practices in school age children that was developed and validated by Shelton, Frick, & Wootton (1996). The measure was created in response to a need for a measure of parenting practices that specifically assesses positive and negative parenting behaviors that have been shown to be correlated with externalizing behaviors in children placing them at risk for juvenile delinquency, conduct disorder, and other behavior problems of young adulthood (Dadds, Maujean, & Fraser, 2003). Specifically, the APQ measures positive parenting practices, including monitoring and supervising the activities of one's child, and negative parenting practices, which includes inconsistent discipline and harsh punishment. The items have been grouped into five constructs based on face validity: (a) Parental Involvement ("you drive

your child to special activities”, (b) Positive Parenting (“you praise your child when she does something well”), (c) Poor Monitoring/Supervision (“your child goes out without a set time to be home”, (d) Inconsistent Discipline (the punishment you give your child depends on your mood”, and (e) Corporal Punishment (“you spank your child with your hand”). An additional seven items are included on the scale as Other Disciplinary Practices (planned ignoring, time-out and contingent reward and loss of privileges). These items are used as distracters to buffer the negative connotation of the Corporal Punishment items.

Another study confirms this factor structure with slight modifications in scale content (Essau, Sasagawa, & Frick, 2006). In a study of hyperactive-inattentive and control preschoolers designed to explore the psychometric properties of the APQ, the authors show support for a three-factor solution: “Positive Parenting, Negative/Inconsistent Parenting, and Punitive Parenting (Clerkin et al., 2007) based partially on consistent evidence demonstrating that the Parental Involvement subscale and Positive Parenting subscales are highly correlated and should ideally be placed on one subscale (Shelton et al., 1996; Dadds et al., 2003). Elgar, Waschbusch, Dadds, & Sigvaldason (2007) produced and also showed support for a three-factor structure using a 9-item scale with subscales including Positive Parenting, Inconsistent Discipline, and Poor Supervision.

In order to investigate the psychometric properties of the APQ, a research study was conducted in Brisbane, Australia, the third largest city in Australia (Dadds et al., 2003) with the purpose of researching specific aspects of parenting behaviors associated

with children at risk for conduct problems. This study will serve as an important comparison group for results of the APQ in the current Mexican sample because the sample was recruited from children in a range of elementary schools such that it represents a range of inner-city and suburban locations across levels of SES. Furthermore, the large sample size of the study ($n=775$) allowed for the authors to provide reliability and validity data for the APQ with a demonstration of good internal consistency, validity and test-retest reliability. This is particularly important to the current study as one of the goals is to further the body of research which demonstrates the usability and salience of the APQ across cultures.

Dadds et al. (2003) established external validity of the APQ by correlating subscales of the APQ with the Conduct Problems (CP) of the Strengths and Difficulties Questionnaire (Goodman, 1997). The Parental Involvement subscale and Positive Parenting subscales of the APQ were shown to be negatively correlated with the CP subscale ($r=-.18$, $r_e=-.18$) and positively correlated with the Corporal Punishment ($r=.24$) and the Poor Monitoring/Supervision ($r=.19$) subscales. Dadds et al. (2003) demonstrated moderate to adequate internal consistency, convergent validity, and good test-retest stability. Lower levels of internal reliability have been found for parental report of both monitoring/supervision and corporal punishment subscales (Dadds et al., 2003; Shelton et al., 1996)

In regard to child behavior and parenting, the AQP has been shown to be useful as a tool for studying children with behavioral disorders. In the preschool version of the APQ with controls and hyperactive-inattentive children (Clerkin et al., 2007), no

differences were found between the two groups. However, parents of controls did demonstrate an increase in positive parenting techniques whereas the positive parenting practices of hyperactive-inattentive children decreased over time (Clerkin et al., 2007). This finding points to the importance of examining parenting practices based on the age of the child and on specific disorders. Furthermore, the APQ has been shown to differentiate parents of children with disruptive behavioral disorders from those without. Furthermore, the inconsistent parenting, lack of supervision and harsh parenting, coupled with a lack of rewarding behaviors, has been shown to be most predictive of child externalizing problems (Dadds, 1995; Patterson et al., 1992).

Only one study utilizing the APQ with a Latino/a community was found using PsychInfo and keywords Alabama Parenting Questionnaire (APQ) and Latino/Hispanic/Spanish. This was a study examining parenting practices and high risk sexual behavior in Latino/a adolescents (Nichols-Anderson, 2001). Other validation studies were conducted either in Australia (Dadds et al., 2003; Elgar et al., 2007) or Germany (Essau et al., 2006) and reported no Hispanic population. In general, other validity studies or studies using the APQ studied a primarily Euro-American population with some not reporting the complete ethnic breakdown (Shelton et al., 1996) or reporting a low majority of Hispanic descent (Clerkin et al., 2007).

Child Behavior Checklist (CBCL)

The CBCL is a 113-item inventory that discriminates internalizing and externalizing behaviors in children from non-clinic referred children (Achenbach, 1987, 1991). Total scores are computed for Social Competence, Behavior Problems,

Internalizing Problems, Externalizing Problems, and Sex Problems in addition to scores for 8 syndrome scales. In this study, externalizing and internalizing disorders will be measured using the CBCL with the externalizing scale measuring aggression and delinquency and the internalizing scale measuring anxiety, depression, withdrawal and somatic symptoms. Research suggests that parenting behavior is related to externalizing and internalizing behaviors. Frye & Garber (2005) demonstrated a direct relationship between maternal criticism and externalizing and internalizing symptoms on the CBCL in pre-adolescents and adolescents.

The CBCL has been widely used as a measure of child behavior and has established strong psychometric properties (Achenbach, 1991) including within the Latino/a community (Gross, Fodd, Young, Ridge, Cowell, Richardson, & Sivan, 2006). For this reason, it was chosen as a reliable measure of child behavior and will be used in the current study to measure externalizing and internalizing behaviors in children. Analyses in the current study will test the predictive validity of the APQ by using the subscales of the APQ to predict child outcomes as measured by the CBCL. In the current literature review, no studies were found that used both the APQ and CBCL.

Summary

This battery of tests serves as an important springboard for understanding parenting practices within the Mexican culture. Research shows that the APQ is a useful tool for predicting behavior problems and the PSI has also been shown to provide crucial information linking a parent's stress to her behavior and, in turn, to her child's behavior. The CBCL is a widely-used measure used to assess the behavior of children. These three

instruments and the relationships that exist among them will serve as important indicators in better understanding the parenting practices of Mexican families.

Chapter III: Methods

This chapter will consist of three main components: (a) an overview of the entire study as conceptualized and conducted in the state of Nuevo León, Mexico; (b) an in-depth description of the design, sample, data collection and management procedures of the current study; and (c) a description of the analyses conducted.

Overview of Epidemiological Study

This study, conducted in Monterrey, Mexico, is entitled “Styles of Education and Child Rearing in Nuevo León Families.” The study is a large epidemiological study of 6th grade school children and their primary female caregivers in the state of Nuevo León, Mexico. (See Appendix 1 for a map of Mexico with Nuevo León highlighted and Appendix 2 for a detail map of Nuevo León.) The study was designed and implemented by the Center for Family Research, A.C. (Centro de Investigación Familiar, A.C. or “CIFAC”), which is a family treatment clinic and a clinical training and research educational institution located in Monterrey, Mexico. The study was funded by the Mexican Department of Health and Human Services, Child Protection Division in the city of Monterrey, the capital of Nuevo León. In Spanish, this child protection organization is known as the Sistema Estatal Para el Desarrollo Integral de la Familia, Nuevo León (DIF). The study was conducted with the collaborative efforts of DIF, the Mexican State Ministry of Education (Office of the Secretary of Education) and the Consejo Estatal de Población del Estado de Nuevo León (COESPO), a state organization responsible for collecting and managing census data.

The larger epidemiological study was a cross-sectional study designed to measure the prevalence, indicators and risk factors of child abuse (physical, sexual, emotional abuse and neglect) in families residing in the state of Nuevo León, Mexico. It was carried out in 170 public and private schools throughout the state of Nuevo León during the school year 2006-2007. A sample of 938 mothers (or other identified female primary caregivers) and their sixth grade children completed a battery of psychological assessment tools which was designed to measure constructs related to abuse and indicators related to abuse. Broadly, these concepts included parenting practices, socio-demographic information (income, living conditions, education), parenting stress, child behavior, history of family abuse or violence, chemical use and parenting behaviors.

The study was conceptualized and designed by the director of CIFAC, Dr. Elizabeth Aguilar, in collaboration with other experts in the field of research related to child abuse. Additionally, Dr. Aguilar solicited the support and financial assistance of the Mexican Department of Health and Human Services, Child Protection. The Mexican Office of the Secretary of Education participated by giving permission to conduct the study in the schools and by providing access to school records. The assistance of state demographers was solicited to gain access to demographic information that allowed for the study to be generalized to all families living in Nuevo León.

Goals of the Study

The overarching goals of the current study were (a) to obtain information about the prevalence and types of child maltreatment present in families living in the state of Nuevo León including physical abuse, neglect, emotional abuse, sexual abuse and (b) to

gather data related to potential risk factors for abuse. To do this, the study was designed such that comprehensive, epidemiological data would be gathered from a representative sample of sixth graders and their respective female caregivers, in regard to predictors and prevalence of child abuse. The final product would be a profile of families living in Nuevo León that would allow service providers and policy makers to better understand these families in regard to prevalence of child abuse and risk factors associated with child abuse.

To meet the goals of such an epidemiological survey, the study was designed such that a representative sample of sixth graders throughout Nuevo León would be selected for data collection. The sample thus utilized demographic information to collect data from a representative number of students across a representative sample of schools throughout the state. This sample of schools included 170 public and private schools from the 8 municipalities of the metropolitan zone of the city of Monterrey and from the 34 outlying municipalities of Nuevo León.

Áreas Geoestadísticas Básicas (Basic Geostatistical Areas)

The first concept crucial to understanding how a representative sample was selected is the urban *Áreas Geoestadísticas Básicas* (Basic Geostatistical Areas) or AGEB. The AGEB zones are distinct geographic regions which are defined in part by settlements of people living in groups of 2,500 or greater (this number may be lower if the settlement is a governmental head of a local municipality) and in part by socioeconomic data and standards of living of the people living in the geographical area. The AGEB geographical designations (or zones) are determined by using census data and

other regional and national demographic information gathered by governmental agencies to divide each state within Mexico into regions which are given a quantitative rating of SES. The SES designations are a) very low, b) low, c) average, d) high, and e) very high. The geographical size of an AGEB usually ranges from 44.5 to 89 acres. AGEB zones are not pre-determined geographically; rather, census data and patterns of community growth and development determine the AGEBs from census to census. AGEBs are thus subject to change as the demographics of the city and state change.

The most recent AGEB areas or zones were determined based on statistical data received from the Mexican 2000 census (XII General Census of Population and Dwelling, 2000). After the data were collected, the National Institute of Statistical Geography and Data Processing (Instituto Nacional de Estadística Geografía e Informática or INEGI) managed the data using SCINCE2000 (System for the Consultation of Census Data), a statistical software program used for both storage of the national database and for analytical purposes. The software successfully interfaces geographical data with statistical data related to demographic variables at the federal, municipal, and local levels. After a statistical evaluation of the data, each state was subdivided into a large number of geographical regions. Each region is determined based on the social and economic standards of living of clusters of residents living in a given region.

As mentioned, each AGEB is also assigned one of five SES levels. The SES level of a region is determined by examining the living conditions of the families living in each region. This is particularly true of Mexico as immigrant groups will settle around the

outskirts of large cities. Along these same lines, areas in which wealthier families live often provide little to no affordable housing for lower income families. The divide is quite visible and marked. In determining the AGEB of any given region, the following variables are taken into consideration: level of education, living conditions, population density, and employment. These variables in part attempt to assess the standard of living of families based on the extent to which basic necessities are met. As part of the determination, each individual household is assessed based on whether or not they have running water, plumbing or indoor bathrooms, electric power, or dirt floors. Additionally, the data include information regarding overcrowding (ratio of individuals to number of rooms), income, education, and the general population density of the area in which the family lives.

Sample Stratification

The overall sample of this study was determined based on the demographic data available for the state of Nuevo León. The sample was selected such that it could be generalized to all of Nuevo León. In order to obtain a stratified sample of the entire state, population density and sociodemographic data (AGEB) were determined for each municipality. A representative number of schools within each municipality were then selected for participation in the study based on the AGEB designation for the schools, ensuring that an appropriate number of schools and students were chosen such that they fulfilled the need to represent a specific AGEB within the municipality. (See Appendix 3 for a list of municipalities, the number of students recruited from each municipality, and what percentage of Nuevo León's school population this number represents.)

In order to correctly assess how many families would be needed per municipality, the population and AGEB regions of each municipality were determined. A stratified number of families was determined first by AGEB and then by population density.

It was also necessary to know how many students were enrolled in each municipality as well as the AGEB designation for each school throughout each municipality. The target sample size was originally determined based on the registry of 79,744 sixth grade male and female students enrolled in 2,470 public and private elementary schools throughout Nuevo León during the academic school year September 2006-June 2007. Students were recruited from the eight districts of Monterrey (n=197; 21%) as well as from all 34 outlying municipalities (n=741; 79%).

Sample Size

Of the 79,744 students in the 6th grade attending 2,470 elementary schools in Nuevo León, a target sample size of 619 students was calculated using the following formula:

$$n = \frac{Z_{\alpha}^2 * p * q * N}{e^2 (N-1) + Z_{\alpha}^2 * p * q}$$

where n is the targeted sample size, N is the total number of students in Nuevo León (79,744), p is the estimated proportion of an attribute that is present in the population (.2), Z_{α}^2 (1.96) is the value under the curve for a 95% confidence level, e is the desired level of precision or sampling error ($\pm 3\%$) and $q = 1 - p$.

$$n = \frac{1.96^2 * (.2) (.8) 79,733}{3.14^2 (79,744-1) + 1.96^2 (.2) (.8)}$$

$$n = 619$$

The formula was chosen for use with large populations and is intended to capture a representative sample of Nuevo León in terms of SES (AGEB) and geographical region in which families live. Of the 619 targeted, it was determined that 41.8% would be from very low SES, 33.5 from low; 17.7% from high, 5.5% from average, and 1.6% from very high, as found in the general population of Nuevo León. In addition to the targeted 619, oversampling occurred in order to accurately represent the residents of Nuevo León in terms of municipality and AGEB. In order to account for oversampling, a final number of 938 families were recruited from 170 elementary schools throughout Nuevo León. Each municipality is represented in the sample and an appropriate number of students were selected to account for the representation of AGEBs within each municipality.

See Table 1 for a breakdown of the number of students from each municipality. Tables 1 and 2 show the target percentage of schools for the overall AGEB levels and the achieved sample of schools with the same AGEB levels.

Table 1

Target Sample by SES Level (AGEB)

SES Designation (AGEB)	Target Number of Families	%
Very Low	258	41.8
Low	207	33.5
Average	110	17.7
High	34	5.5
Very High	10	1.6
	619	100.00

Table 2

Actual Sample by SES Level (AGEB)

SES Designation (AGEB)	Number of Families	%
Very Low	233	24.84
Low	373	39.77
Average	141	15.03
High	183	19.51
Very High	8	0.85
Total	938	100.0

Support for the Study

The information needed for the stratification was obtained in part from the State Council of Population for the State of Nuevo León (Consejo Estatal de Población del Estado de Nuevo León; COESPO-2000), an organization which provides census and AGEB data related to socioeconomic growth and development for the state. As part of its support, the Office of the Secretary of Education arranged for CIFAC to have access to COESPO-2000 for information related to the AGEB designations for municipalities in Nuevo León. In cases in which state data were not complete, information was obtained from the federal census and the National Council of Population (Consejo Nacional de Población-2000; CONAPO-2000) with final results of the XII General Census of Population and Dwelling, 2000. To assist with sample stratification, the Office of the Secretary of Education supplied CIFAC with a database of information for all 2,470 elementary schools. The database with information about the school included registration information for each student by grade, names, addresses, day or evening school, municipality, and director of the school.

Through CONESPO-2000 and INEGI, CIFAC also gained access to the SCINCE2000 data in order to determine the AGEB designation for each school in Nuevo León. With this procedure we were able to identify the SES level for 61.4% of the 2470 schools (COESPO) in the state. Federal data from CONAPO-2005 were used for the remaining 38.6% of the schools. The target sample for the study was then stratified across AGEB levels and geographical regions.

In order to complete the study, it was necessary to have the support of the public and private school systems, both of which are overseen by the Office of the Secretary of Education. In order to gain such support, the Department of Health and Human Services, Division of Child Welfare approached the Office of the Secretary of Education and employed their assistance. After agreeing to participate in the study, the Office of the Secretary of Education wrote letters to those schools in Nuevo León that were selected to be in the study, requesting that the schools comply with any of CIFAC's requests related to the study. CIFAC then contacted the principal of each school informing the principal how many students were needed from the school based on calculations performed consistent with the stratification.

Sample Characteristics

The population included in the survey was originally comprised of a sample of 1,023 students and their respective caregivers. Of this original sample (n=1,023), data from a small number of subjects (n=85) were eliminated because the caregiver did not present for data collection. For the present analyses, from the 938 pairs of remaining subjects, a total of 76 cases were eliminated because of incomplete data, leaving 862 cases (females = 447; males = 415) for data analysis. Incomplete data led to the elimination of 14 families, and 19 were rejected because the respondent was determined to be someone other than a primary caregiver (such as an older sibling, family friend, etc.). The sample was comprised of students from both public schools (89%) and from private schools (11%). This distribution is representative of the entire school population.

The male-female distribution of the sample differs slightly from the general population, according to state data (INEGI and CONAPO). The proportion of girls in the study is 3% greater than the overall female population, and the percentage of boys is 3% smaller than the distribution of the male sixth graders in the state of Nuevo León.

Because of the considerable economic wealth and employment opportunities in Nuevo León, as compared to much of the rest of Mexico, the state is comprised of a large number of immigrants from other states. In order to examine the generalizability of the current sample to the general population of Nuevo León, the mother's place of birth was acquired and was compared to state data indicating what percentage of the population come from other areas of Mexico. Similar to the general population of the state of Nuevo León, many families in the sample are originally from different states within Mexico (19 different states in total).

General demographics of the study will be presented here with a more in-depth analysis presented in the results section of Chapter IV. Data from 862 sixth grade children and their primary female caregivers (mother, grandmother) were analyzed (mothers: $n = 829$; 96.2%, grandmothers: $n = 24$, 2.8%; missing: $n = 9$, 1.0%). The sample of children consisted of 415 males (48.1%) and 447 females (51.9%). The female caregiver's mean age was 37.8 years ($SD = 7.35$, range 19-79 years) and the mean age of the children was 11.74 years ($SD = .636$, range 10-15 years). The predominant religion was Catholic ($n = 703$, 81.6%). The majority of the caregivers were married and living together with their spouses ($n=667$; 77.4%). The majority of the women identified themselves as housewives ($n=622$; 72.2%).

Staff and Training

Given the large scale of the study, a complete staff of interviewers, data entry specialists, statisticians and coordinators were employed to conduct the study. The principle investigator also worked with a group of expert research consultants to design the study and with local psychologists to culturally adapt the measurement tools for use with a Mexican population. A computer scientist from a local university designed the database, supervised data collection, and performed preliminary analyses of the entire dataset. The coordinator responsible for the study oversaw the construction of the database, analysis of the results, and editing of a final report prepared for the Mexican government.

In the development phase of the study a coordinator was employed to assist with the implementation of the study. Another coordinator was employed to manage the logistics related to the schools' participation. This coordinator was responsible for contacting the directors of schools and communicating with the school to ensure that an appropriate number of students would be selected for the study. This coordinator was also responsible for communicating with the families and soliciting participation. Another key person was responsible for selecting interviewers, field supervisors, and data entry personnel. All interviewers were either advanced students of psychology or social work who had experience interviewing and administering psychological tests.

Assessors were trained through education and observation. First, the assessors participated in an educational component in which they were informed about the purpose of the study and how to maintain confidentiality. Next, the assessors participated in a

training in which they were instructed in how to administer the individual instruments. An advanced student of psychology then observed the assessors administering the tests in a mock interview and the assessors were given feedback on to how to improve their interviewing skills.

Measurement

Cultural Validation

A broad assortment of standardized measurement instruments was used to investigate the child prevalence and indicators of child maltreatment in Nuevo León with assessment of both female caregivers and sixth grade children. A number of standardized instruments were used (such as the Child Behavior Checklist) as well as other non-standardized instruments (such as the Alabama Parenting Questionnaire). Given that many of the instruments in the study had never been translated into Spanish nor had they been used with Spanish-speaking populations, a number of steps were taken to ensure cultural validity and appropriate translations.

The first step in this process was to identify if there were any existing versions of the instruments in Spanish. Instruments that could not be found in Spanish were translated by a member of CIFAC and back-translated by a proficient speaker of English. Items that were identified as problematic were then re-translated into a version that fit the local Spanish. The assessment protocols were distributed to eight graduate students in marriage and family therapy in order to identify questions that presented difficulties by their content and comprehension. In order to make further adaptations to the instruments,

the entire assessment protocol was then pilot tested on ten mothers and their sixth-grade children.

Instruments

The original assessment protocol included multiple assessment tools. For the current study, the following measures will be utilized in the analyses: (a) the Alabama Parenting Questionnaire, (b) the Child Behavior Checklist-Parent Report, and (c) a questionnaire of sociodemographic information.

Alabama Parenting Questionnaire (APQ).

The APQ (Frick, 1991) is a 42-item measure of parenting practices related to disruptive behavior disorders in school-age children based on a demonstrated link between parenting practices and disruptive child behavior. The measure was developed with a five-point response scale: never, almost never, sometimes, often and always. The current study employed a four-point response scale: never, sometimes, often and always. Statistical transformations will be employed in order to estimate average based on a five-point scale.

The measure was developed and validated by Shelton et al. (1996). The items were grouped into five constructs based on face validity: (1) Parental Involvement (“You drive your child to special activities”), (2) Positive Parenting (“You praise your child when she does something well”), (3) Poor Monitoring/Supervision (“Your child goes out without a set time to be home”), (4) Inconsistent Discipline (the punishment you give your child depends on your mood”), and (5) Corporal Punishment (“You spank your

child with your hand”). Another study confirms this factor structure with slight modifications in scale content (Essau et al., 2006).

No official or validated Spanish version of the APQ was available at the time of this study. Translation of the APQ took place following the method of cultural validation described previously.

Child Behavior Checklist (Ages 4-18) Parent Report (Achenbach, 1987, 1991).

The CBCL is a 113-item inventory. Total scores can be computed for Social Competence, Behavior Problems, Internalizing Problems, Externalizing Problems, and Sex Problems in addition to scores for the eight syndrome scales. The Internalizing grouping includes the summation of three of the syndrome scales: Withdrawn/Depressed, Somatic Complaints, and Anxious/Depressed. Syndrome scales of the Externalizing scale include two of the syndrome scales: Rule-Breaking Behavior and Aggressive Behavior. A three-point response format is used: 0 = not a problem, 1 = sometimes a problem, 2 = often a problem. The measure requires a fifth-grade reading ability. T scores of less than 67 are considered to be in the normal range; 67-70 borderline clinical; above 70 clinic range. Test-retest shows high reliability (.87 social competence; .89 behavior problems); validity has been well-established for this measure (Achenbach, 1991).

A validated, translated Latino/a Spanish version of the CBCL was used in the current study (Achenbach, 2001). No changes in the translation were made in preparation for use with this Mexican population.

Procedure

This study was carried out in private and public schools of the eight municipalities of the metropolitan zone, as well as throughout the additional 34 municipalities of Nuevo León. Approximately 11-13% of the schools included in the sample were private schools and the remaining public. Two private schools originally selected for the study were eliminated from the study prior to data collection because of the staff's refusal to follow the study protocol in regard to subject recruitment.

Both types of schools were randomly selected from suitable locations as determined by the economic and geographical stratification process as well as by selecting a representative number of public versus private. The principals of the selected schools were then contacted by CIFAC, on behalf of the Office of the Secretary of Education, in the form of a letter. This letter described the study, the role the school and the teachers would play, and the fact that CIFAC would be contacting them. Principals were subsequently contacted by phone from a CIFAC representative at which point the study was described verbally. At this point in time, the principals were informed as to the target number of students needed from their school for the study. The principal contacted all sixth grade teachers at the school and informed the teacher about the study and the fact that the teacher was to contact family members for participation. Teachers randomly selected the target number of students from the attendance list and sent letters to the students' parents describing the study, asking for their participation, and making clear that involvement was voluntary. Of an original sample of 1,000 approximately 20% of the parents refused participation or sent an unsuitable replacement (sibling or other

family member). In cases where parents refused participation prior to the study, the next child on the attendance list was selected for participation. The parents of this child were contacted in the same method described previously. This method continued until the target sample size for the classroom was reached.

In the letter sent to the parents by the teachers, parents were informed of the date and time for participation in the study and were asked to come to the school for the assessment at that time. Upon arrival, CIFAC assessors explained the study to the parents and then obtained written informed consent from the parent and informed assent from the child. Consent and assent forms were read out loud to the caregivers and children, respectively. Both mothers and children signed the respective forms indicating assent and consent.

Parents were advised that their identities would remain anonymous and that participation was voluntary. Parents were also advised that assessors were legally obligated to report any suspected case of child abuse. Subjects were informed that they could discontinue participation at any time during the study. Due to the sensitive nature of questions being asked, subjects were also offered psychological support if they disclosed information or behaved in a way that indicated emotional suffering.

The parent and the sixth grade children were tested during school hours. The child and the parent were tested in separate rooms within the school, in areas that were free from interference or distraction. Testing with the sixth graders lasted an average of 40 minutes and testing with the mothers lasted around 50-55 minutes. Due to literacy issues, all questions were read directly from the assessment packets and parents verbally

provided their responses. If the parent or child chose to skip a question, he or she was entitled to do so. No compensation was provided for the caregivers; the children received snacks and pens following testing.

The two study organizers and the assistant were responsible for the following duties: a) assigning schools to the assessors; b) providing supplies to the testers; c) monitoring the administration of the survey; d) supporting the supervisors; e) reviewing and verifying answers; and f) detecting and correcting missing or unclear data. In cases where there was doubt, the coordinators eliminated the subject due to incomplete or inconsistent reporting. This served as a method of quality control for feedback to the testers.

Data Acquisition and Data Management

The data were originally collected in Nuevo León by staff hired and trained by CIFAC. Because the data were collected in Mexico and the database was set up by a statistician living and working in Mexico, it was necessary for me to travel to Monterrey to ascertain exactly how the data had been collected and how it was being managed. In January 2008, I traveled to Monterrey, Mexico, for three weeks and met with the staff of CIFAC to discuss the data collection processes and with the statistician to discuss the details of the database. I learned how the data were collected, were entered, and what the various demographic variables represented. I also oversaw an evaluation of the data, select re-entry, and correction of errors.

Originally, all data were entered a single time by a team of undergraduate psychology students at CIFAC. Although double data entry for the entire data set would

have been ideal, this was not feasible due to limited resources in Mexico and proximity to the original data for graduate students in the U.S.

Error Rates in Data Entry

As a way of assessing and assuring quality of the data, however, I oversaw the reentry of data for a select number of demographic questions and two randomly chosen complete instruments: the Parenting Stress Index (PSI) and the University of California at Los Angeles Posttraumatic Stress Disorder Reaction Index (UCLA-RI). The validity of the dataset was thus determined in part by calculating the error rate of the initial data entry. In order to assess the error rate, a team of psychology students in Monterrey was hired, and data were reentered for 33% of the sample on the PSI and UCLA-RI. These data were then compared to the original data entered.

A comparison of the entered and re-entered data sets was completed using Epi Info, a U.S. Center for Disease Control public domain software package used to analyze large data sets. Using this program, the error rates for the measures without any corrections were .005 for the UCLA-RI and .0037 for the PSI. It was determined that on the item level, the error rate was acceptable for all but two items: Question 33 from the PSI and Questions 14a and 14b on the UCLA-RI. The reason for the high rate of error on PSI Question 33 was due to its placement on the page of the assessment packet and the error of 14a and 14b was due to the subjective nature of the question. Staff were subsequently retrained on entering these data and errors were corrected for all subjects.

This analysis of the error rate in data entry illuminated the fact that the majority of errors in the data occurred on questions that involved subjective decision making on the

part of the data entry person (e.g., participants responded with more than one answer). There were few to no errors on portions of the questionnaires that involved straightforward Likert Scale responses, forced choice or multiple choice items. Items that involved a possibility of multiple responses, more complex instructions, or subjectivity on the part of the assessor were more likely to involve high numbers of error in the data. The sections of the instruments being evaluated in the current study (APQ, CBCL) did not involve more complex forms of data collection and thus the expected error rate is estimated to be below .003 percent.

Confidentiality and Data Management

No identifying information was collected from the parents with the exception of a sub-group of mothers who gave permission on the consent form to be contacted if there were a follow-up study (N=200). The information collected from these mothers is in no way linked to the assessment information. Data was stored in an SPSS data file and all analyses were run using SPSS 16.0.

Goals of the Current Research

The APQ has only been recently developed as a measure of parenting practices and thus its use has been limited to primarily urban populations in industrialized nations. In order to better understand parenting practices in Mexico, and as part of a cross-cultural validation, it is crucial that norms be developed such that instruments such as the APQ can be used to accurately represent the population in which it is being administered. Although conducting such a comparison between population samples can have adverse and problematic implications, if not conducted and interpreted with extreme caution,

understanding these types of parenting differences is crucial to further cross-cultural applications of such measures. By comparing the outcomes transnationally, cultural differences in parenting practices will be elucidated. Additionally, such a comparison may lend itself to future research that more closely addresses cultural issues of validity or for culturally adapting parenting interventions across populations.

The comparison of the current data to previously collected data in a large Australian sample (Dadds et al., 2003) is a way of culturally validating the instrument and of determining norms for an otherwise unstudied sample. The Australian sample will serve as an appropriate comparison group because the sample is a similar size and was stratified to represent a large urban area as in the current study.

The primary goal of the current study is to establish the validity of the APQ with a Mexican population with the following research question: Does the APQ have similar psychometric properties when used with a Mexican population as compared to its use in U.S. and Australian populations?

The following is a description of each hypothesis associated with this goal, a rationale for the hypothesis, and the proposed analyses to test the hypothesis.

Hypothesis 1. The factor structure of the APQ will be similar to the original structure determined by the authors and confirmed by subsequent analyses of the factor structure.

Rationale. There is no evidence or rationale to suggest that the original structure of the APQ should not apply to a Mexican population. Items measuring corporal punishment should continue to group together regardless of the culture, as should items

measuring parental involvement in a child's life. The one area that could potentially affect the factor structure is interpretation of items within the Mexican culture. For instance, an item such as #26 "You attend meetings at child's school (PTA, conferences, etc)" might not be culturally relevant. Even with culturally specific translations of the items, these items may or may not apply to the daily life of a Mexican family. Any factor loadings that do not coincide with the original structure should be closely examined at the item level.

Analyses. A factor analysis using a principal component extraction with varimax rotation with Kaiser Normalization will be conducted. A corresponding reliability analysis examining the internal consistency of each subscale will also be run.

Hypothesis 2. Mexican samples will exhibit similar trends on the APQ in regards to parenting practices. Specifically, a similar trend in means should exist for subscales of the APQ as compared to means for Dadds et al. (2003). Given more traditional gender roles in Mexico even in child rearing, higher elevations may occur for males than females on subscales CP and PMS. Higher scores on PI and PP are expected for females than for males. In comparison to the Australian sample, levels of CP may be higher in the Mexican sample.

Rationale. Traditional Mexican values, such as machismo and marianismo, often translate into specified gender roles and gender-specific parenting practices such as higher levels of monitoring with girls than boys (Bulcroft et al., 1996). Additionally, physical punishment may be more culturally a part of the Mexican community and

related to family structures in which women have less control over family decision (Frias & McCloskey, 1998; Frias-Armenta et al., 2004).

Analysis. Means will be computed for each subscale and will be compared to means for Dadds et al. (2003). Because the items were scored on different Likert scales, a statistical comparison of means cannot be made. Additionally, t-tests will be run comparing the means for males and females on each subscale.

Hypothesis 3. Correlations of the APQ should demonstrate that positive subscales (Positive Parenting, Parental Involvement) correlate highly with each other and negatively with negative subscales (Corporal Punishment, Poor Monitoring/Supervision, Inconsistent Discipline). Likewise, negative subscales should correlate highly with each other.

Rationale. Given the prediction of a similar factor structure and good validity of items and subscales, correlations between positive and negative subscales would be consistent with the expected findings.

Analysis. Partial correlations will be run on subscales of the APQ. Significance for these correlations will be determined.

Hypothesis 4. In a measure of external predictive validity, positive subscales on the APQ will correlate negatively with scores of externalizing and internalizing behaviors on the CBCL and negative subscales on the APQ will correlate positively with scores of externalizing and internalizing behaviors on the CBCL.

Rationale. Research shows that parenting behavior is correlated with externalizing and internalizing behaviors on the CBCL (Frye & Garber, 2005). With established

validity of the subscales, the positive and negative subscales should accurately predict externalizing and internalizing behaviors.

Analysis. Partial correlations will be run for each of the subscales of the APQ (Parental Involvement, Positive Parenting, Poor Monitoring/Supervision) with two of the broad scales of the CBCL (externalizing, internalizing) as well as with the symptom scales that contribute to externalizing and internalizing (anxious/depressed, withdrawn/depressed, rule breaking behavior, aggressive behavior, and somatic complaints).

Hypothesis 5. Within the regression equations it is hypothesized that negative parenting practices (Corporal Punishment, Poor Monitoring/Supervision, Inconsistent Discipline) will predict higher levels of externalizing behaviors, particularly in boys. It is hypothesized that Positive Parenting Practices (Parental Involvement, Positive Parenting) will predict low levels of internalizing and externalizing behaviors, particularly in females.

Rationale. Research shows that parenting behavior is correlated with externalizing and internalizing behaviors on the CBCL (Frye & Garber, 2005). Studies of parenting behaviors in the Latino/a community demonstrates that females are more strictly controlled than males (Bulcroft et al., 1996) lending evidence to the hypothesis that females will engage in fewer externalizing behaviors. Parental monitoring and supervision and measures of parental involvement have been found to be the strongest predictors of positive behavior (Loeber & Stouthamer-Loeber, 1986) and a lack of

monitoring and supervision to be associated with higher levels of behavior problems (Roche et al., 2007).

Analysis. Regression analyses will be run using the subscales of the APQ as the independent variables and the internalizing and externalizing subscales of the CBCL as the dependent variables. Data for male children and for female children will be run separately.

Data Analyses

All the statistical analysis and interpretation of the data was carried out using the statistical software program SPSS 16.0 (originally, Statistical Package for the Social Sciences). Due to the complexity of the instruments and the multiple variables, before beginning data analysis, the data will be carefully reviewed to assure that there is a normal distribution for all of the variables in order to prevent potential problems and to determine if measures of central tendency and dispersion apply. Additionally, an analysis will be carried out to establish the interaction between the factors of risk and the psychological and social aspects presented in the specific objectives. The demographic characteristics of the participants in the present study will be analyzed by age, sex, religion, education, socioeconomic level, family composition, and occupation.

As far as can be determined, the APQ has never been tested on a Mexican population (including indigenous and non-indigenous people). In order to determine the applicability of this measure in a Mexican population, an exploratory factor analysis was performed to determine if the factor structure previously determined and used by various researchers was also applicable to the present Mexican sample (Essau et al., 2006).

Following the factor analysis, the internal reliability of the items within each factor was tested to determine if homogenous constructs were being measured within each subscale. In addition, the means of each subscale were compared to the means of a recently-conducted validation study of the APQ (using the original factor structure) and correlations were run for the original factor structure of the instrument as well.

Sample Descriptive Analysis

The first stage of data analysis includes an overview of demographic information for the entire sample. Range, means, and standard deviations were obtained for all demographic information relevant to the present study. Demographic variables include caregiver's age, average number of children per family, average monthly family income, number of children/adults in the home, age of child, religion, AGEB (SES), education of grandparents.

Factor Analysis

The goal of a factor analysis is to determine what individual items within an instrument correlate with each other and if the observed items can be explained in terms of a smaller number of factors that combine a group of items. In the present study, a factor analysis using a principal component extraction with varimax rotation with Kaiser Normalization was run using the statistical software program SPSS. This analysis procedure is consistent with the approach taken by Essau et al. (2006) in a similar study examining the factor structure of the APQ.

All items of the APQ were included in the analysis with the exception of items 34, 36, 37, 39, 40, 41 and 42. These items were deliberately intended by the authors to be

separate from the other items. These questions exist only as a way to encourage parents to answer other, more difficult questions about corporal punishment and are not part of the analysis. Asking the corporal punishment in isolation from other questions about discipline could lead to an implicit negative bias toward the corporal punishment items.

In the present study, an exploratory data analysis was performed to identify underlying factors that account for correlations among the variables of the APQ. In a factor analysis, factor retentions are typically based on an eigenvalue of at least 1.0. In the present analysis, 11 factors were found with an eigenvalue of greater than 1.0. However, because the factor structure for a preexisting analysis was being tested, the number of factors was set to five for the analysis. In the following results, the internal consistency of each item of the APQ will be discussed in terms of the factors onto which the item loaded as will the clinical and cultural interpretability of the factors (Hinshaw et al., 2000; Essau et al., 2006) and will be compared to the original factor structure of the instrument (Frick, 1991).

In addition to examining the factor structure of the APQ, the original construction of the APQ was evaluated by comparing the mean scores of the subscales in the present sample and comparing the trends of these means to a comparison study (Dadds et al., 2003). Partial correlations were run using a two-tailed test of significance both at the .01 and the .05 levels to compare the subscales to one another. In calculating both the means and the correlations, items 28 and 29 were run using recoded data to best estimate how the item was originally intended given that the items were administered differently than originally written by the authors of the instrument (see Items 28 and 29 below).

CBCL Descriptives and T-Tests

In order to establish a baseline for the use of the CBCL in the present analysis, descriptives of the CBCL were run and compared to the author's nonreferred normative samples (Achenbach, 1991). T-tests were run to determine if statistically significant differences existed between the normative samples and the current sample on all subscales contributing to the externalizing/internalizing scales and on the externalizing/internalizing subscales.

Correlations APQ/CBCL

Partial correlations were run for each of the subscales of the APQ (Parental Involvement, Positive Parenting, Poor Monitoring/Supervision) with two of the groupings on the CBCL (Externalizing, Internalizing) as well as with the symptom scales that contribute to Externalizing (Rule Breaking Behavior and Aggressive Behavior) and Internalizing (Anxious/Depressed, Withdrawn/Depressed and Somatic Complaints). The purpose of this exploratory analysis is to determine the predictive validity of the APQ with the APQ serving as a measure of parenting behaviors and the CBCL as a measure of child behavior and child well-being.

Regression Analyses APQ/CBCL

Regression analyses were run using the subscales of the APQ as the independent variables and the internalizing and externalizing subscales of the CBCL as the dependent variables. Data for male children and for female children were run separately. The purpose of this analysis is to determine the predictive validity of the APQ with the APQ

serving as a measure of parenting behaviors and the CBCL as a measure of child behavior and child well-being.

Chapter IV: Results

Demographics

In addition, to general demographics, an in-depth analysis of family composition, religion, ethnicity, income, education, and employment was performed in order to obtain a complete understanding of the families participating in the study and the quality of life in Monterrey, Mexico, and its surrounding areas.

The overwhelming majority were of Spanish versus recent indigenous descent, with a minority of families indicating that an indigenous language was spoken at home (n=15, 1.7%). School performance of the children was assessed using a composite grade for the prior academic year. Students' grades averaged 8.46 on a 10 point scale (SD = .89, range 5.7-10.0). Consistent with the Mexican culture, the predominant religion of the caregivers was Catholic (n = 703, 81.6%) with lower percentages of Christian (n = 46, 5.3%), Evangelical (n = 13, 1.5%), Baptist (n = 7, .8%), Jehovas Witness (n = 9, 1.0%), other (n = 15, 1.7%); or no answer (n = 69, 8.0%).

The sample consisted primarily of married caregivers (n=667; 77.4%). A smaller group were in long-term coupled relationships (civil union) but not legally married (n=90; 10.4%). Smaller numbers were widowed (n=35; 2.9%), divorced (n=17; 2.0%), or separated (n=34; 3.9%). A small minority were single and had never been married (n=28; 3.2%). A larger majority of families (n=554; 64.2%) lived in two-parent households with no extended family. A large number of families (n=232; 26.9%) also lived with extended family or in binuclear families. This is consistent with Mexican culture which often includes family arrangements that involve older generations or extended family living

under the same roof. A small number reported living in one-parent households ($n=65$; 7.5%). Family size was relatively large with 26.7% ($n=230$) reporting a household with 2-4 people; 66.9% reporting a family size of 5-9; and 6.3% reporting 10 or more people living under the same roof. An average of 5.69 people lived in the home ($SD = 2.33$, range 2-27). Coupled with an average number of 2.26 sleeping rooms per household ($SD=.937$), it seems reasonable to assume that the larger families were living in more crowded living conditions.

Data on caregiver's education were not gathered; however, education levels of the child's maternal grandmother and grandfather were gathered. Maternal grandfather's education ranged from no education ($n=102$, 11.85%) to university graduates ($n=28$; 3.2%). The majority did not progress past elementary school ($n=677$; 78.6%). Maternal grandmother's education was similar with education levels ranging from no education ($n=101$, 11.7%) to university graduates ($n=22$; 2.6%). Again, the majority did not progress past elementary school ($n=712$; 82.6%). State data for Nuevo León reflect that the current generation of Mexicans has greatly improved in regards to education with illiteracy occurring at a rate of 1.81% and a high school graduation rate of around 62% (Aguilar & Odios, 2008). Approximately 32% go on to receive some sort of postsecondary education, either at a technical training school or the university, and approximately 10% of the total population will graduate with a university degree. Although we are not able to confirm this with data collected directly from the sample, these figures are likely representative of the current sample given the stratification of data

collection and the similarities of the sample to the general population in sociodemographic regards.

To obtain an understanding of the sample's financial situation, we assessed the subjects' perceptions of their own material wealth. Subjective questions were asked regarding one's perceptions of available funds for necessities and luxuries. Using this subjective exploration of financial well-being, we found that a small majority of families reported being able to afford basic necessities of life, such as food, medical treatment, and utilities. For example, 61.6% (n=531) reported having sufficient money to afford medical treatment; 10.2% reported never (n=88; 10.2%); 9.0% almost always (n=78); and 18.7% sometimes (n=161) able to afford medical treatment. This is in marked contrast to questions addressing the affordability of less-basic necessity items such as household items or free-time activities. Only 21.3% (n=184) of caregivers endorsed always being able to afford free-time activities; 30.7% reported never (n=265); 8.0% reported almost always (n=68); and 39.4% reported sometimes (n=340) able to afford free-time activities.

Additionally, we assessed monthly income. The mean family income of the sample per month was 6,807 Mexican Pesos (SD = 7,793.67 pesos; range 0 – 80,000 pesos). Using an exchange rate of 1 peso = .08 USD (as of 12/1/08), this translates into an average of \$519.81/month (SD of \$595.16; range of \$0 – \$6,109.20). Yearly, this translates into an average of approximately \$6,237.72 or 81,684 pesos per year (range 0 – 1,060,000 pesos) for the families in this sample. In 2002, the Mexico average annual household income was reported to be approximately \$9,302 or 116,275.0 pesos per year (9,600 pesos per month) (Rodriguez-Flores & DeVaney, 2006).

In order to best understand the financial situation of these families, it is obviously best to compare the sample to national averages and to determine what percentage of the families fall below the poverty line. Although the data suggest that the present sample falls below the national average of six years prior, it is difficult to compare the income of this sample to national values due to the relative lack of a middle class, major differences in the economy from region to region, and because of the vast salary disparities.

Additionally, the lack of national poverty levels and accessible nationwide income data make this comparison challenging. One estimation of the poverty line for urban areas in Mexico declares an income of less than 44.95 pesos/person/day as the cut-off for the poverty line (Schreiner, 2006). This translates into approximately 1,348.50 pesos per month or 16,182 pesos per year for one person with no stated adjustments for family size. If these figures are doubled to assume a minimum family size of two, the monthly cut off for poverty would be 2,697.00 pesos per month.

Assuming a national average of 116,00 pesos per year or approximately 9,600 pesos per month (and a sample average of 6,807 pesos per month) and a poverty cut-off of 3,000 pesos per month, the sample was divided into three groups of income: low (0-3000), medium (3,000 – 12,000), and high (more than 12,000). Using this breakdown, 24.5% of the sample fell below 3,000 pesos a month, or below the poverty line; 59.6 % of the sample fell in the middle range of 3,000 – 12,000 pesos and 9% fell in the high income range of earning more than 12,000 pesos per month. Data were missing for sixty of the respondents in this sample. The data indicating a 25% rate of poverty is consistent with the AGEb designation of “very low” obtained in the sample through the SES

stratification (see Table 2). In terms of child labor, a small percentage of children in the sample worked full time (n=19; 2.2%) and a small percentage worked half time (n=69; 8%) with a total of 10% of the sixth graders sampled working. Given that the poverty rate falls around 25% and child labor is not uncommon in Mexico, this figure may be an underestimate of actual labor practices of children in Nuevo León.

In this sample, the majority of the women were housewives with 72.2% (n=622) identifying as such. Of those employed, 12.8% worked various non-professional odd-jobs (n=111), 6.8% (n=59) identified having a full-time position with benefits, and another 5.5% (n=47) identified having a permanent part-time position. Higher level professionals accounted for 1.4% of the female sample (n=12; 1.4%). Less than one percent of the sample (n=5) were students, one subject identified as being unemployed, two were retired, and data from three participants were missing. In contrast to the women sampled, the respondents' male counterparts were mostly employed with 52.7% (n=454) holding non-professional jobs. Another 30.3% (n=261) identified having full-time positions with benefits, 12.8% (n=111) worked various non-professional odd-jobs, and 1.9% (n=16) identified having a permanent part-time position. A small percentage (n=27; 3.1%) were higher level professionals. Less than 1% (n=5) were students and 2.1% (n=18) identified as being unemployed. Five respondents were retired and data were missing for 80 of the respondents. The identified pattern of men working while women attend to household tasks is consistent with the Mexican culture.

Alabama Parenting Questionnaire

The main purpose of the present analysis of the APQ was to establish the psychometric properties of the instrument when administered in a Mexican sample. Using a factor analysis and other descriptive analyses, the differences between the original study and the findings of the current study can take place. The questionnaire, as it was administered in the present study, and the original version of the APQ (Frick, 1991) are included in Appendices 4 and 5, respectively. A Spanish translation of the APQ used in the present study is included in Appendix 6.

The following analysis includes a discussion of each of the five original factors and how the present findings compare to the original factor structure of the instrument. The complete data set of factor loadings for the present study can be viewed in Appendix 7. Variables that correlate highly with each other have been grouped by factor. The scale composition, as determined by the current factor analysis conducted in the present study, is visible in Appendix 8 and the original factor structure (Frick, 1991) is in Appendix 9.

Mean Values

As stated earlier, the present study administered the APQ on a 4-point scale rather than a 5-point scale. This fact, and the lack of comprehensive data on the APQ, makes a direct comparison to other studies difficult. Despite this, a general comparison of APQ mean values for the present study and a recent validation study (Dadds et al., 2003) is presented in Table 3.

Table 3

Mean Values for the APQ by Gender in Current Study Compared to Dadds, Maujean, & Fraser (2003)

APQ Subscale	Current Study		Dadds et al. (2003)	
	Male (n=415)	Female (n=447)	Male (n=168)	Female (n=148)
	M (SD)			
Parental Involvement	27.54 (4.97)	28.47 (5.05)	40.42 (4.43)	40.67 (4.13)
Poor Monitoring/ Supervision	14.02 (2.96)	13.00 (2.55)	12.28 (3.36)	12.40 (2.89)
Positive Parenting	17.17 (3.51)	17.73 (3.38)	25.67 (2.64)	25.94 (2.66)
Inconsistent Discipline	10.87 (3.17)	10.35 (2.87)	13.90 (3.30)	13.97 (3.92)
Corporal Punishment	3.77 (1.08)	3.57 (.958)	5.58 (1.62)	5.34 (1.53)

Although actual values cannot be directly compared, it still remains useful to present the upward and downward trends of the values. For instance, the highest mean scores for both the present study (27.54 male; 28.47 female) and the comparison study (40.42 male; 40.67 female) are on the Parental Involvement subscale. Likewise, the lowest values appear for both studies in Corporal Punishment (present study: 3.77 male; 3.57 female; comparison study: 5.58 male; 5.34 female). Positive Parenting and Inconsistent Discipline maintain this same pattern of lower scores in the present study and somewhat higher scores for the comparison study.

On the other hand, there is one major difference which should be mentioned. On one subscale (Poor Monitoring/ Supervision), the scores are somewhat higher in the Mexican study than in the comparison study. This is particularly striking because scores should theoretically be higher in the Dadds et al. (2003) study simply because of the larger point possibility. This demonstrates a potentially very large and significant difference in mean scores for the Mexican sample compared to other populations on this subscale. It is uncertain if this difference is related to the reverse coded items of 28 and 29.

Factor Analysis

As a second step in understanding the psychometric properties of the APQ, a factor analysis was conducted and the results compared to the author's original constellation of this measure (Frick, 1991). Before conducting a complete discussion of the findings, two areas of the measure should be discussed.

Items 28 and 29. Items 28 and 29 were changed for use in the current study. The original item 28 originally read: “You don’t check that your child comes home when he/she was supposed to.” However, in the present study, the item was administered in the positive form of the question, i.e. “You DO check that your child comes home when he/she is supposed to.” Along these same lines, item 29 originally read “You don’t tell your child where you are going.” In this Mexican sample, it was administered as “You DO tell your child where you are going.” This change came about as a result of the pilot testing period in which a group of mothers were administered the instruments and the assessors gave feedback regarding the process. During this trial period it was noted that the mothers had difficulties understanding the Spanish translation of the original version of the question. Therefore, the negation of the question was excluded and the question asked as a positive in order to facilitate comprehension.

When the analysis was run using the positive form of the item (as was administered here), the two variables loaded appropriately onto Parental Involvement. When reverse coded, the sign of the value changed but the factor loading did not change. Therefore, the reverse coding does not lend insight into how these items might have loaded if presented in the original form, as intended by the authors. One would expect these items to load onto Poor Monitoring/Supervision.

Other Discipline Practices. Asking parents difficult questions about corporal punishment can lead to responses that are considered socially desirable. In order to ease parents into answering difficult questions about parenting practices, the authors of the instrument created a set of questions that fall under the category of “Other Disciplinary

Practices.” These items are not part of the analysis and thus their statistical properties are not relevant to the study.

A discussion of each component (and corresponding subscale per Shelton et al. (1996) is presented below, followed by a table summarizing the findings (Table 4).

Components 1 and 2: Parental Involvement and Positive Parenting. Results for Components 1 and 2 will be examined together. The reason for this is that the components are very similar and often researchers have found there to be little discriminant validity between the two factors (Shelton et al., 1996).

In the present study items 1, 4, 7, 9, 13, 16, 18, 20, 23, 26, and 27 all loaded onto Parental Involvement with values of .4 or higher (except factor 3 which loaded at .3 or higher). Items 7, 5, 11, 14, 15 loaded onto a similar component, Positive Parenting. When looking at the two factors combined, all of these items are the same items that loaded onto the same two factors in Shelton et al.’s (1996) study. The one major difference is that 13, 16, 18, and 27, which are grouped into the Positive Parenting subscale in Shelton et al.’s (1996) study, loaded onto Parental Involvement in the present study. Conversely, items 11, 14, and 15, which loaded onto Parental Involvement in Shelton et al.’s study, loaded onto Positive Parenting in the present study. This is not a significant divergence as even the original studies of the APQ (Shelton et al., 1996) identified these two subscales as having significant overlap and were shown to be measuring very similar constructs. Thus, several items tend to load onto both the Parental Involvement and the Positive Parenting subscales.

Component 3: Poor Monitoring/Supervision. In the present study 6, 10, 12, 17, 19, 21, 24, 30 all loaded onto the Poor Monitoring/Supervision factor with values of .4 or higher. In the original construction, items 6, 10, 17, 19, 21, 24, 28, 29, 30, and 32 loaded onto this same subscale. Item 12 (“Getting your child to obey you is more trouble than it’s worth”) loaded onto a subscale different from the original construction: Inconsistent Discipline. Item 32 (“Your child is at home without adult supervision”) was originally grouped with Poor Monitoring/Supervision but appears in Corporal Punishment in the present study.

Component 4: Inconsistent Discipline. In the present study, items 3, 8, 22, 25, and 31 all loaded onto this factor with values of .4 or higher. With the exception of item 12 (“Getting your child to obey you is more trouble than it’s worth”), which loaded onto Poor Monitoring/Supervision, these variables are identical to those variables in the original construction of the APQ.

Component 5: Corporal Punishment. In the present study items 32, 33, 35, 38 all loaded onto the factor termed Corporal Punishment with values of .4 or higher. Item 32 which loaded on this factor but was shown to load on Monitoring/Supervision for Shelton et al.’s (1996) study: “Your child is at home without adult supervision.”

Table 4

Comparison of Factor Analysis of the APQ for Current Study Compared to Shelton, Frick, & Wootton (1996)

Factor	Shelton et al. (1996)	Current Study	Differences
I. Parental Involvement	1, 4, 7, 9, 11, 14, 15, 20, 23, 26	1, 2, 4, 7, 9, 13, 16, 18, 20, 23, 26, and 27	11, 14, 15 are in Positive Parenting
II. Positive Parenting	2, 5, 13, 16, 18, 27	5, 11, 14, 15	2, 13, 16, 18, 27 in Parental Involvement
III. Poor Monitoring/ Supervision	6, 10, 17, 19, 21, 24, 28, 29, 30, 32	6, 10, 12, 17, 19, 21, 24, 30	28 & 29 missing* 32 in Corporal Punishment
IV. Inconsistent Discipline	3, 8, 12, 22, 25, 31	3, 8, 22, 25, 31	12 in Poor Monitoring/ Supervision
V. Corporal Punishment	33, 35, 38	32, 33, 35, 38	

*See previous discussion of statistical complications with items 28 and 29.

Reliability of APQ Scores

Factor 1, Parental Involvement, demonstrated good internal consistency with a Cronbach's alpha of .848. Factor 3, Poor Monitoring/Supervision showed high moderate internal consistent with an alpha of .629. Factors 2 and 4, Positive Parenting and Inconsistent Discipline, respectively, showed moderate internal consistency with an alpha of .545 on subscale 2 and an alpha of .557 on subscale 4. Subscale 5, Corporal Punishment, showed the lowest degree of internal consistency with an alpha of .408. On this scale, removal of the item "Your child is at home without adult supervision" would increase the Cronbach's alpha from a .413 to a .448. This is the only item of the five subscales wherein removal of an item would result in an increase in the alpha coefficient.

One rule of thumb for interpreting Cronbach's alpha (George & Mallery, 2003) in experimental research uses the following guidelines: .9 or > excellent; .8 or > good; .7 or > acceptable; .6 or > Questionable; .5 or > Poor, and <.5 unacceptable. According to these guidelines the only strong outcome for internal consistency is Factor 1 (Parental Involvement). Factor 3 (Poor Monitoring/Supervision) would be considered questionable; Factors 2 and 3 (Positive Parenting and Poor Monitoring/Supervision) poor and Factor 5 (Corporal Punishment) unacceptable. It should be also noted the greater the number of items the greater Cronbach's alpha (see Table 5). In the present analysis, the factors with the least number of items are Corporal Punishment and Positive Parenting. Both of these resulted in reliability scores that fell on the lower end of the spectrum; the number of items may be a factor in this outcome.

Table 5

Internal Consistency of Items on the APQ Scales using Cronbach's Alpha

Factor	APQ Scale	Cronbach's Alpha	Number of Items	Rating
1	Parental Involvement	.848	12	Good
2	Positive Parenting	.545	4	Poor
3	Poor Monitoring/Supervision	.629	8	Questionable
4	Inconsistent Discipline	.557	5	Poor
5	Corporal Punishment	.408	4	Poor

Mean Scores APQ

The differences in means for all subscales among gender on the APQ within the sample were significant with particularly significant differences existing for Positive Parenting and Inconsistent Discipline (see Table 6 for t values and significance levels). Scores on Positive Parenting were significantly higher for girls than for boys. Interestingly, scores were higher on all three negative subscales for males: Boys received more corporal punishment than girls; more inconsistent discipline; and less monitoring and supervision from their parents. Similarly, on the second positive subscale, Parental Involvement, scores were higher for females than for males but not at a significant level.

Table 6

Mean Scores and T Values on APQ for Males and Females

APQ Subscales	Males (N=415)		Females (N=447)		t
	Mean	SD	Mean	SD	
Positive Parenting	17.17	3.51	17.73	3.38	-2.42*
Parental Involvement	27.54	4.97	28.47	5.05	-.272**
Corporal Punishment	3.77	1.08	3.57	.96	2.90**
Inconsistent Discipline	10.87	3.17	10.35	2.87	2.53*
Poor Monitor Supervision	14.02	2.97	13.00	2.55	0.54**

*p<.05, **p<.01

Correlations: Internal Validity

Correlations were run on the subscales of the APQ as a way of assessing convergent and divergent validity. In general, low positive correlations were expected to occur between the two “positive” subscales (Positive Parenting, Parental Involvement) and, likewise, low but significant positive correlations among the negative subscales (Poor Monitoring/Supervision, Corporal Punishment, Inconsistent Discipline). Indeed, as with past studies (Shelton et al., 1996; Dadds et al., 2003), the results of the present showed that the positive subscales were very highly correlated with each other ($r=.7088$, $p<.01$) suggesting a significant amount of overlap between these two subscales (see Table 7). In terms of the negative subscales, the results showed good divergent validity, with low but positive correlations. These findings are similar to those of Dadds et al. (2003).

Table 7

Partial Correlations among Subscales of the APQ

	PP	CP	IN	PMS	ID
Positive Parenting	-----	-.1160**	.7088**	-.2852**	-.0435
Corporal Punishment		----	-.1177**	.2349**	.2969**
Parental Involvement			-----	-.3117**	-.0502
Poor Monitoring/ Supervision				----	.3981**
Inconsistent Discipline					----

* $p<.05$, ** $p<.01$

Ideally, low negative correlations should occur between the negative and positive subscales at significant levels. In the present study, the correlation results for negative to positive items demonstrated good divergent validity in three of the relationships (Positive Parenting to Corporal Punishment: $r = -.116$, $p < .01$; Poor Monitoring/Supervision to Positive Parenting: $r = -.285$, $p < .01$; Parental Involvement to Poor Monitoring/Supervision: $r = -.312$, $p < .01$). Moderate relationships that did not reach significance existed for two relationships (Inconsistent Discipline to Positive Parenting: $r = -.044$, ns; Inconsistent Discipline to Parental Involvement: $r = -.050$, ns). Overall, the low but significant negative correlations still indicate good divergent validity despite the lack of statistical significance, with evidence based on the negative direction of the correlation.

Child Behavior Checklist

As another way of testing the external validity, and specifically the predictive validity of the APQ, the strength of the relationship between parenting practices (as measured by the APQ) and child behavior (as measured by the CBCL in the form of the externalizing and internalizing behaviors) was determined. Appendix 10 includes an English version of the CBCL which is identical to that administered in the present study with the exception of language. A Spanish version of the CBCL is included in Appendix 11.

In order to gain an overall view of how the current sample scored on the individual subscales of the CBCL contributing to the Externalizing and Internalizing groupings, a descriptive analysis of means for all subscales related to the Externalizing

and Internalizing groupings was run. Results demonstrated that scores between males and females differ significantly only on one subscale, Rule-Breaking Behavior, with males scoring significantly higher than females. In correspondence with this finding, Externalizing was also significantly higher for males than females. The male children scored higher on the other subscale contributing to Externalizing, Aggressive Behavior, but not significantly so. The female children scored higher than males on all three internalizing subscales, but again, not a level of statistical significance (see Table 8).

Table 8

Raw Scores for Subscales of the CBCL Contributing to the Externalizing and Internalizing Scales for Boys and Girls Ages 6-11; Significance Levels for T-Tests Comparing Means by Gender

		Male (N=415)		Female (N=447)	
		Mean	SD	Mean	SD
Internalizing	Anxious Depressed	5.0	4.0	5.2	3.6
	Withdrawn Depressed	3.4	3.0	3.4	2.7
	Somatic Complaints	2.8	2.8	3.1	2.8
Externalizing	Rule-Breaking Behavior	2.6**	2.6	1.9**	2.1
	Aggressive Behavior	6.8	5.3	6.3	5.1
Composite Subscales	Internalizing	11.2	8.0	11.7	7.3
	Externalizing	9.4**	7.2	8.1**	6.6

*p<.05, **p<.01

First, correlations of the APQ subscales were run against the Externalizing and Internalizing subscales of the CBCL for both males and females (see Tables 9 and 10). Regression analyses examining these same relationships were then run. The goal of both analyses was to assess the strength of the relationship between parenting behaviors and child outcomes as previously described.

Correlations: External Validity

In order to assess the external validity of the APQ and in part of the predictive validity of the APQ, correlations were run on the subscales of the APQ and the Externalizing and Internalizing groupings of the CBCL with separate analyses for males and females. The analyses were run separately for males and females given that there is usually a significant difference between genders in externalizing and internalizing behaviors with males exhibiting higher levels of externalizing behaviors and females higher levels of internalizing behaviors and to increase the sensitivity of detecting any differences between parenting and outcomes based on gender.

The results of correlations for males demonstrate statistically significant correlations for all APQ subscales with both externalizing and internalizing behaviors at the $p < .01$ level. As would be expected, the positive subscales of the APQ correlated negatively with both Externalizing and Internalizing whereas the negative subscales correlated positively with externalizing and internalizing behaviors. The highest correlations occurred with Poor Monitoring/Supervision and Inconsistent Discipline. In these cases, those parents of boys that reported monitoring and supervising their children less or providing inconsistent disciplinary practices were more likely to report higher

levels of externalizing behaviors (e.g., rule breaking, aggressive behavior) in these same male children (see Table 9). Internalizing behaviors correlated most highly with Corporal Punishment. Those parents that used physical means of punishment were more likely to report depressive behavior or anxiety in their male children.

Table 9

Correlations of CBCL Internalizing (Int) and Externalizing (Ext) Scales to APQ

Subscales for Males

		Males (N=415)	
APQ Subscale/ CBCL Ex/In	CBCL Externalizing		CBCL Internalizing
Positive Parenting	-.264**	Neg correlation: High PP Low Ext	-.160**
Parental Involvement	-.293**	Neg correlation: High IN/ Low Ext	-.256**
Corporal Punishment	.378**	Positive correlation: High CP/ High Ext	.293**
Poor Monitoring Supervision	.475**	Positive correlation: High PMS/ High Ext	.203**
Inconsistent Discipline	.452**	Positive correlation: High ID/ High Ext	.249**

*p<.05, **p<.01

Similar results were found for parents of female children and the behaviors in their children. All relationships with the exception of two were significant at the $p < .01$ level (see Table 10). One was significant at the $p < .05$ level (Parental Involvement correlated with Internalizing) and one was not found to be significant (Positive Parenting with Internalizing) although there was still a negative correlation, as would be expected. The strongest correlation again occurred with Poor Monitoring/Supervision and Inconsistent Discipline. Those parents who are inconsistent in their disciplinary practices or are less likely to closely monitor their children are more likely to report externalizing behaviors in their female children. Internalizing behaviors were also most likely to be predicted by Inconsistent Discipline, a finding that is consistent with the male children as well.

Overall, correlations were stronger with the male children versus the female children with positive parenting practices more likely to predict lower levels of internalizing and externalizing behaviors and negative parenting practices more likely to predict the presence of these behaviors.

Table 10

Correlations of CBCL Internalizing and Externalizing Scales to APQ subscales for Females

Females (N=447)				
APQ Subscale/CBCL Externalizing Internalizing	CBCL Externalizing		CBCL Internalizing	
Positive Parenting	-.147**	Neg correlation: High PP/ Low ext	-.048	Neg correlation: High PP / Low int
Parental Involvement	-.172**	Neg correlation: High IN/ Low ext	-.118*	Neg correlation: High IN/ Low int
Corporal Punishment	.266**	Positive correlation: High CP/ High ext	.154**	Positive correlation: High CP/ High int
Poor Monitor Supervision	.335**	Positive correlation: PMS / High ext	.184**	Positive correlation: PMS/ High int
Inconsistent Discipline	.480**	Positive correlation: High ID/ High ext	.257**	Positive correlation: High ID/ High int

*p<.05, **p<.01

Regressions: External Validity

In addition to correlations with the CBCL, a regression analysis was run using the subscales of the APQ as the independent variables and the internalizing and externalizing groupings of the CBCL as the dependent variables. Again, data for male children and for female children were run separately. The results show that regression equations for parenting behaviors of male children and behavioral outcomes were significant (a) at the $p < .01$ level for Corporal Punishment, Inconsistent Discipline and Poor Monitoring/Supervision on Externalizing, (b) at the $p < .05$ levels for Parental Involvement on Externalizing, and (c) at the $p < .01$ level for Corporal Punishment, Parental Involvement and Inconsistent Discipline on Internalizing (see Table 11).

Table 11

Regressions for APQ Subscales onto Internalizing and Externalizing for Males

	Males (N=415)					
	Internalizing			Externalizing		
	B	SE	β	B	SE	β
Positive Parenting	.18	.15	.08	-.15	.12	-.07
Parental Involvement	-.43	.11	-.27**	-.18	.09	-.12*
Corporal Punishment	1.47	.37	.20**	1.22	.28	.18**
Poor Monitor Supervision	7.97E-02	.14	.03	.66	.11	.27**
Inconsistent Discipline	.42	.13	.17**	.65	.10	.29**

* $p < .05$, ** $p < .01$

Similar to the data for male children, results for female children show that regression equations were significant (a) at the $p < .01$ level for Corporal Punishment, Inconsistent Discipline and Poor Monitoring/Supervision on Externalizing and (b) at the $p < .01$ level for Corporal Punishment and Inconsistent Discipline on Internalizing (see

Table 12). Contrary to the males, Corporal Punishment did not predict internalizing behaviors for the females and there was no significant relationship between Parental Involvement and externalizing behaviors.

Table 12

Regressions for APQ Subscales onto Internalizing and Externalizing for Females

	Females (N=447)					
	Internalizing			Externalizing		
	B	SEB	β	B	SEB	β
Positive Parenting	.18	.14	.08	-4.42E-02	.11	-.02
Parental Involvement	-.20	.09	-.14*	-.12	.07	-.09
Corporal Punishment	.69	.36	.09	.98	.28	.14**
Poor Monitor Supervision	.25	.15	.09	.39	.12	.15**
Inconsistent Discipline	.51	.12	.20**	.90	.10	.39**

* $p < .05$, ** $p < .01$

Chapter V: Discussion

Hypotheses

Hypothesis 1: APQ Subscale Trends

It was anticipated that the Mexican samples would exhibit similar trends on the APQ as compared to means for Dadds et al. (2003). Higher elevations were expected for males than females on subscales Corporal Punishment and Positive Monitoring/Supervision. Higher scores on Parental Involvement and Positive Parenting were expected for females than for males. In comparison to the Australian sample, it was cautiously anticipated that levels of Corporal Punishment would be higher in the Mexican sample.

Although there is evidence to suggest that machista attitudes in a culture may lead to more punitive parenting practices, the data collected do not indicate a marked difference. Although the data should be viewed conservatively, given the challenges involved with data collection and the fact that the data are based solely on mother report, there is no evidence to suggest that parenting practices are more harsh or punitive in this sample as compared to the comparison Australian sample.

One very interesting finding is that in the Mexican population there were significant differences for the negative parenting subscales for boys as compared to girls and higher scores on the positive subscales for females as compared to males. In comparison to the Australian sample, the greatest difference occurred in the higher scores on Poor Monitoring/Supervision in the Mexican sample as compared to the Australian sample. Also, Parental Involvement was significantly higher for females versus males in

the Mexican sample as compared to the Australian sample. The one similarity with the Australian sample is that Corporal Punishment is also higher for males than females. These clear differences between genders on the subscales may be indicative of a difference in gender roles in parenting with Mexican families giving more positive attention to the female children and harsher parenting, less supervision and more inconsistent discipline to the male children. This is consistent with the culturally and socially constructed belief that females are to be prepared as homemakers and boys to be prepared for the street (Guilamo-Ramos et al., 2007).

When interpreting scores on the APQ from Latino or other immigrant communities, and using normed samples or results from the mainstream culture as the basis of comparison, it is necessary to exercise caution, particularly when maintaining a feminist stance in analyzing the data which asks for a suspension of assumptions. Again, this is particularly true when examining elevations on subscales in males versus females, as the broader sociocultural context must be taken into consideration when interpreting why elevations may have occurred, or why one gender scored higher than another on a particular subscale.

Hypothesis 2: The factor structure

Overall, the factor analysis conducted supports the use of the APQ in Mexican populations with a few minor observances regarding the loading of items onto subscales.

It was anticipated that the factor structure of the APQ would be similar to the original structure determined by the authors and confirmed by subsequent analyses of the factor structure. Indeed, the factor analysis showed a very similar structure as that

determined by the author of the instrument. Overall, the most encouraging aspect of this finding is that all items anticipated to load on the positive subscales did so. However, as with previous studies of the APQ, findings suggest that the two positive subscales, Positive Parenting and Parental Involvement, have limited discriminative ability in terms of these two constructs. Further instrument development should examine these two subscales closely along with the items that tend to have multi-collinearity.

On the negative subscales, the fact that item 3 “You threaten to punish them and then do not do it” loaded onto Poor Monitoring/Supervision rather than Inconsistent Discipline is also not an astounding finding and it is unlikely that this is related to cultural differences. It is likely that those families who are not monitoring their children closely are also not responding consistently with disciplinary practices.

The finding that item 32 “Your child is at home without adult supervision” falls in Corporal Punishment is an interesting finding and may relate to cultural differences. It could be hypothesized that leaving a child without supervision has a different cultural meaning within the Mexican community and that parents who engage in corporal punishment are also more likely to leave children unattended. It may also be hypothesized that leaving a child unattended, especially a child of 11 or 12 years old, is more of a normative finding within this Mexican community. Leaving a child unattended also could be related to higher levels of poverty in family systems where childcare is not easily available or affordable.

Interestingly, the same item that addresses leaving a child at home without supervision is the only item that could potentially increase the alpha coefficient and, thus,

improve internal consistency if removed from the subscale in which it appears. Over-interpretation of the items misplacement may not be necessary if the item did not strongly fit in the Corporal Punishment subscale. Further investigation of the meaning associated with this item may lead to better results when applied to a Spanish-speaking population.

From a theoretical perspective, this finding is of utmost importance, as the behavior of leaving a child home alone may well be explained through a culturally embedded behavior or practice. The feminist or social constructionist perspective allows for greater interpretation or exploration of the finding rather than a blanket assumption based on a comparison to other cultures. With this particular item, it would be especially important to do a more in-depth examination of cultural practices around leaving children at home alone, rather than making assumptions based on a Euro-American understanding of this behavior.

Hypothesis 3: Internal Validity

It was hypothesized that positive subscales (Positive Parenting, Parental Involvement) on the APQ would correlate highly with each other and negatively with negative subscales (Corporal Punishment, Poor Monitoring/Supervision, Inconsistent Discipline). It was also predicted that negative subscales would correlate highly with each other.

Indeed, according to the correlations, the internal validity of the APQ was shown to be very good. Positive subscales correlated highly with each other and negative subscales correlated highly with each other. Negative and positive subscales correlated negative with each other, as expected. Combined with the factor analysis grouping the

individual items into appropriate subscales, this finding demonstrates that the APQ is generally measuring what it purports to measure.

Hypothesis 4: External Validity

Correlations: It was anticipated that in a measure of external predictive validity, positive subscales on the APQ would correlate negatively with scores of externalizing and internalizing behaviors on the CBCL and that negative subscales on the APQ would correlate positively with scores of externalizing and internalizing behaviors on the CBCL.

In fact, for the male children the positive subscales all correlated negatively and significantly with Externalizing, as did they with Internalizing. The negative APQ subscales also all correlated highly with Externalizing and with Internalizing as well. Both of these findings demonstrate good external and predictive validity. Correlations were consistently less strong for the female children, yet all were still statistically significant with the exception of the Positive Parenting subscale on Internalizing.

It is important to maintain a holistic picture of these findings. First, it is known that the mothers in this population reported engaging in more positive parenting practices towards the female children than towards the male children. Male children were monitored less, disciplined less consistently, and more likely to receive more corporal punishment. At the same time, there are no significant differences between boys and girls in terms of internalizing behaviors. Male children were definitely more likely to engage in externalizing behaviors. The strength of the negative correlations among positive parenting practices and externalizing/ internalizing behaviors with boys, or the positive correlations among negative parenting practices and these same outcomes, as compared

to girls demonstrates that the boys in this population may respond more sensitively to the parenting practices of their mothers.

A social constructionist understanding of this difference in how boys and girls are parented differently is crucial at such junctures. Examining the data lends insight into parenting practices and child behavior, but a further analysis may lend even more insight into why female children are parented more positively than male children or why male children paradoxically receive more corporal punishment. It would be important to understand how such cultural practices have come to be and how future prevention and intervention programs might address these differences sensitively.

Regressions: Similarly, the regression analysis also strengthens the external, predictive validity of the measure. The regression analyses of parenting practices were (a) better able to predict internalizing and externalizing behaviors in boys as opposed to girls, (b) better able to predict externalizing behaviors over internalizing behaviors for both boys and girls, and (c) better able to predict the effect of negative parenting practices on internalizing and externalizing outcomes versus positive parenting practices.

General Summary of Findings

Validity of the APQ

In regard to the validity of the APQ when used with a Mexican population, the data support the external and internal validity of the instrument and its use with this community. Some instrument development is needed to differentiate between Positive Parenting and Parental Involvement but this is a finding that applies to all populations studied to date. In terms of external validity, the APQ successfully predicts externalizing

and internalizing behaviors in a Mexican population based on positive and negative parenting practices. Again, the results should be interpreted within the social constructionist perspective, which allows for the behaviors and values around parenting to be viewed within this unique cultural framework and for all interpretations of the APQ to be made with respect to the Mexican culture.

Harsh Parenting

The literature review shows us that a strong relationship exists between harsh parenting and child outcomes. However, the hypothesis that a Mexican sample would score higher on measures of corporal punishment was not supported. Given that the data could not be compared directly, this statement is made cautiously. Working from an assumption of higher levels of harsh parenting based solely on culture is certainly a pitfall and one to be avoided without direct evidence to the contrary. The feminist perspective, which calls for assumptions about parenting based on culture to be challenged, is evidenced through this finding which contradicts previously held hypotheses about corporal punishment in the Mexican community, at least within the current sample.

Gender Differences in Parenting Boys versus Girls

Overall, there is evidence to suggest that cultural differences occur on measures of parenting practices in regard to how mothers may parent girls and boys differently and that gender is indeed socially constructed within this community. In the current sample, boys were the recipients of harsher, inconsistent discipline, and less monitoring and supervision while females received more praise, positive attention, and supervision. This finding is somewhat consistent with the cultural practice and belief of allowing boys

more freedom than girls. However, the fact that female children are recipients of more positive attention from their parents was not addressed in the literature on Latino/a parenting practices and should be examined from a cultural perspective, as discussed previously.

These findings are crucial in our understanding of Latino/a families, as monitoring and supervision and parental involvement have been shown to be two of the most salient factors contributing to preventing antisocial behavior in youth. Within this sample, as well as the Latino/a community at large, positive parenting practices of females likely serves as a protective factor with female children while negative parenting practices will likely lead to behavior problems among boys.

These findings are consistent with the idea that parenting practices and gender are socially constructed concepts, as societal expectations of male versus female behavior alter a parent's behavior such that the parent can produce a socially desired outcome in the child. Parenting then becomes a socially constructed practice as well. The feminist lens in turn allows us as researchers to reconstruct our own notions about what it means to be a parent and about how to interpret this data in light of culturally driven ideas about parenting.

Limitations of the Study

The most obvious limitation in this study is the administration of the instrument on a 4-point scale rather than a 5-point scale. This prevents an immediate comparison of the data to other data that have been collected using the instruments. The other limitation is the lack of educational data on the mother. Without these data it is difficult to get a

complete view of the SES level of the families as we are dependent on living conditions and income as indicators of SES. In addition, the collection of data based on instruments developed in a Euro-American culture is also a limitation. Items were not thoroughly analyzed prior to the study to assess for cultural validity and therefore findings must be interpreted cautiously.

Strengths of the Study

The most obvious strengths of this study are the large sample size and the geographical and economic stratification in sample selection. This sample allows for a thorough overview of a Mexican sample in a highly diverse and densely populated region of Mexico. Additionally, the study was thorough in its collection of data, allowing for many other future studies to examine variables that will provide a more detailed view of Mexican families.

Future Research

With the current set of data there are multiple future directions for research. Specifically, it would be of interest to look closely at how different variables relate to parenting practices. For instance, how do factors such as SES or parental history of abuse relate to APQ subscales? One more controversial view of harsh parenting is that more authoritarian or controlling behavior leads to better outcomes when raising children in a high-risk environment, such as a low-income neighborhood with high levels of exposure to violence or negative peer relationships (Luthar, 1999). In fact, some research suggests that the use of physical punishment can moderate the effects of neighborhood problems Eamon (2001). A close examination of SES in the current population might lend insight

into the relationship between SES and harsh parenting practices. Additionally, the literature points to a relationship between mothers' lack of control and increased punitive parenting practices. A future study could utilize the wide range of demographic data to hypothesize about mothers' lack of control and her parenting practices in regards to discipline.

Such analyses would provide an even clearer understanding of which factors might serve a protective role in harsh parenting practices or negative child behavior and which might serve as risk indicators for higher levels of corporal punishment. These same variables may even play a role in how male versus female children are being raised. This study is the first step of many towards developing a deeper understanding of parenting practices in Mexico. The data collected in the original study include many other variables such as mother's history of physical and sexual abuse, income, employment, and SES. Further analyses could be designed to examine how these various conditions or personal histories impact one's parenting practices.

Although the study here was of Latina mothers, the literature review and findings highlight the importance of studying fathers. Even if this is not feasible, developing intervention programs for Latino fathers is of particular importance. If monitoring and supervising children is crucial in terms of preventing antisocial behaviors and male children engage in these behaviors more frequently than boys, parenting intervention programs for Latinos/as should consider specifically targeting fathers' parenting behaviors towards their male children as well.

Finally, it would be highly valuable to understand the levels of *familismo* and adherence to traditional values of *machismo* and *marianismo* in the current sample, as the literature demonstrates that one's level of adherence to these values is associated with one's level of harsh parenting practices.

Gaining an understanding of such cultural beliefs and values like *familismo* or *machismo* and participants' beliefs about parenting, all of which involve more complex aspects of parenting directly related to one's culture, might be better studied through the incorporation of qualitative methods. In addition, one might use a qualitative component to more closely assess the cultural validity of an instrument at the item level. For instance, in addition to administering an instrument such as the APQ, one might select a smaller sample from the larger sample, and ask these participants to explain their understanding of the items or to elaborate on why they answered the questions as they did. By designing a mixed-methods study, the research would both collect quantitative data that would enrich one's understanding of the communities' status and needs on an epidemiological level, and would be better able to assess how the instruments might be better adapted to the particular community being studied. By gathering this type of information, one could more closely assess the cultural relevance of the instruments and simultaneously develop a deeper understand of cultural practices related to the variables under examination.

Common to all of these potential roads for future analyses is the development of theories and understandings about Mexican families based on a cultural and ecological framework and the framing of these behaviors within a feminist and social constructionist

perspective. The current study has demonstrated that parenting practices are rooted in multiple variables, many of which are either influenced by geographical and regional influences, such as economic wealth and opportunity, or by deeply engrained cultural values. One must keep this paradigm in the forefront of one's awareness when applying concepts developed in a Euro-American culture to families from other cultures.

Clinical Implications

An instrument like the APQ readily provides practitioners, such as marriage and family therapists, social workers, psychologists or child protection workers, with information about current behaviors occurring within the family. However, at times these measures of parenting practices are not designed to be culturally specific and the behaviors being measured may or may not mesh with those of the mainstream culture. Approaching the instrument from a mainstream cultural perspective, or imposing a Euro-American value system onto someone from a different cultural background, may lead to negative consequences in the practitioner/client relationship such as resistance, alienation, or a failure to join.

The results from the current study highlight the fact that in the Latino community boys are parented differently from girls in terms of punishment, supervision, and negative versus positive parenting practices. Hence, in addition to administering a measure such as the APQ, one is encouraged to talk with the parent or parents about his or her beliefs regarding parenting and gender roles within the family. This finding could be a contributing factor to social issues seen within Mexican immigrant groups in the U.S. Furthermore, by keeping the findings of the present study in mind while interpreting the

instrument or developing treatment plans, a more successful relationship with the client could potentially develop. The social constructionist approach to therapeutic practices in integrating culture and behavior can be implemented on this level as well. Prevention or intervention programs could highlight the notion that parenting practices are a product of one's culture and could bring this awareness to the clients as part of the therapeutic process of insight-based change (Nichols & Schwartz, 1998).

The information gleaned from this study thus highlights the need to remain aware of the culture from which an individual presenting for services comes and to remain aware of sociocultural and ecological differences that may be reflected in such measures of parenting behaviors. Interpretation of instruments such as the APQ must be conducted from a cultural perspective while keeping in mind that parenting differences exist between the Latino community and mainstream Euro-American communities.

Summary

The feminist notion that assumptions regarding parenting practices must be challenged is successfully carried out in the present study. At the same time the social construction of parenting and gender, as well as the cultural and ecological factors contributing to parenting practices, are closely examined. Preconceived notions regarding higher levels of corporal punishment were not supported, yet interesting differences revealed themselves in terms of male versus female children. We learned that boys are treated more harshly than girls yet are given more leeway – an interesting paradox that warrants further investigation. These concrete pieces of information may be highly useful when working with Mexican-American immigrant groups or when developing programs

to better the lives of children through intervention with parents. Hopefully, by engaging in these complex concepts from a feminist perspective, a deeper and more open understanding of the various cultural practices in Mexico will result, specifically in regards to children and child-rearing practices.

Despite the progress made in the current study, the ideas and understandings of parenting practices in Mexico are only beginning to emerge, especially given that the world is changing on a daily basis. Ideas regarding gender and gender roles are changing as this is being written, and the next generation of parents may hold very different ideas about parenting than the current generation. Nonetheless, the data, ideas, and efforts put forth are useful. The Mexican population is growing rapidly in the U.S. and the future of Latino/a youth in this country historically has held a less than ideal outlook with poor outcomes for youth. The development of culturally appropriate intervention and prevention programs for Latino/a families is central to quality services and, according to the present data, addressing the culturally entrenched gender divide in terms of parenting practices of boys versus girls might be one important place for developers of programs to put their efforts. Regardless of where we start, however, we as practitioners and researchers in fields such as family science must strive to make the best use of the information at hand and to position ourselves such that we make a difference in the lives and futures of Latino/a children through prevention, intervention, and policy reform.

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Appendix 1

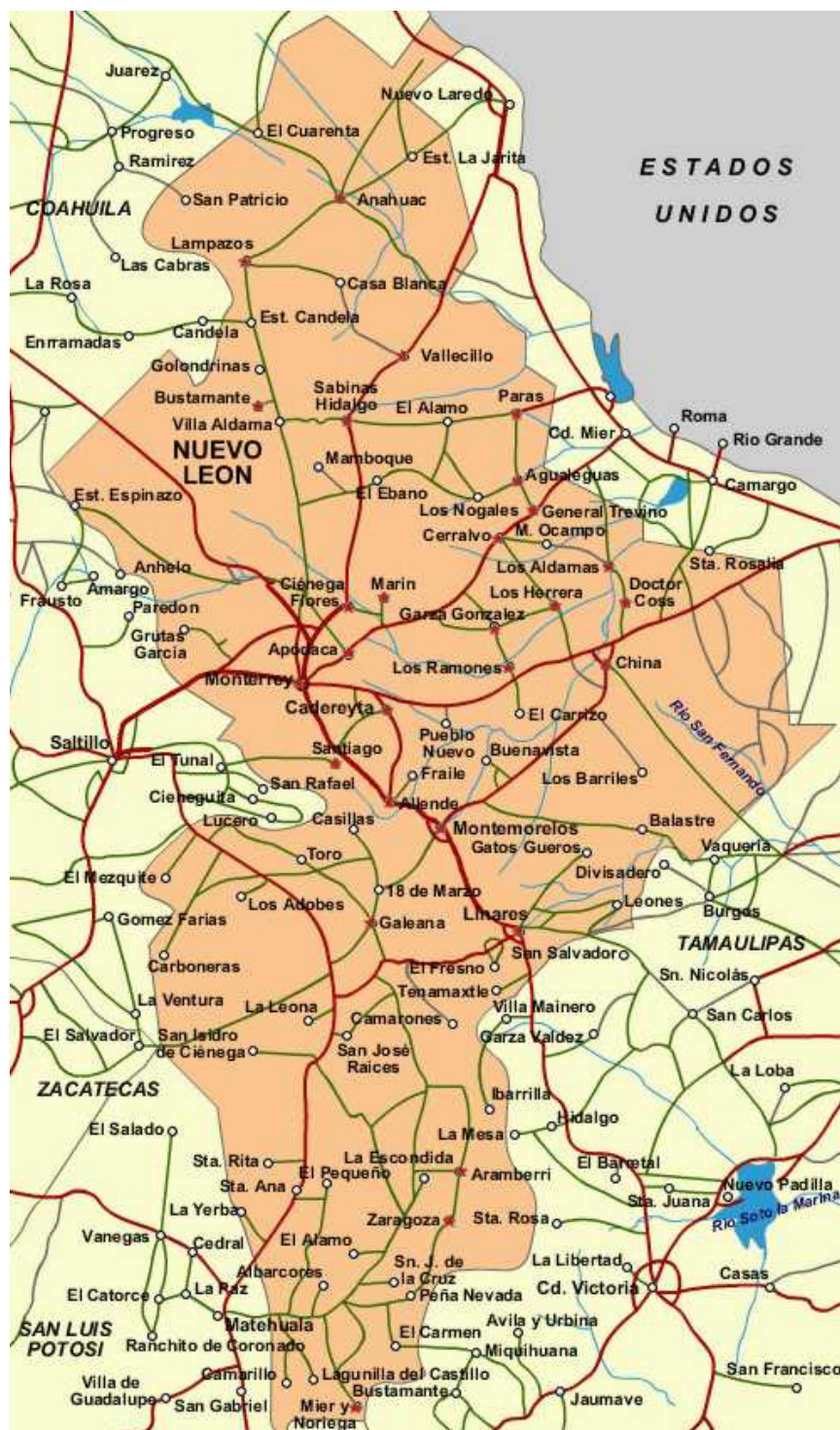
Map of Mexico with Nuevo León highlighted

(http://en.wikipedia.org/wiki/Nuevo_Le%C3%B3n)



Appendix 2

Detail Map of Nuevo León, Mexico (<http://vsalgs.org/stnemgenealogy/nlmap.htm>)



Appendix 3

Number of Students by Municipality and Percentage of the School Population this Number Represents

	Municipality	Percentage of the school population	N
1	Abasolo	0.11%	1
2	Agualeguas	0.11%	1
3	Allende	1.07%	10
4	Anáhuac	0.43%	4
5	Apodaca	10.66%	100
6	Aramberri	0.43%	4
7	Bustamante	0.11%	1
8	Cadereyta Jiménez	2.24%	21
9	El Carmen	0.43%	4
10	Cerralvo	0.21%	2
11	China	0.32%	3
12	Ciénega de Flores	0.53%	5
13	Doctor Arroyo	1.07%	10
14	Doctor González	0.11%	1
15	Galeana	0.96%	9
16	García	1.49%	14
17	General Bravo	0.21%	2
18	General Escobedo	7.78%	73
19	General Terán	0.53%	5
20	General Zaragoza	0.21%	2

21	General Zuazua	0.32%	3
22	Guadalupe	13.97%	131
23	Hidalgo	0.32%	3
24	Higueras	0.11%	1
25	Hualahuises	0.21%	2
26	Iturbide	0.11%	1
27	Juárez	3.94%	37
28	Lampazos de Naranjo	0.21%	2
29	Linares	2.56%	24
30	Los Ramones	0.21%	2
31	Marín	0.21%	2
32	Mier y Noriega	0.21%	2
33	Mina	0.21%	2
34	Montemorelos	2.45%	23
35	Monterrey	21.00%	197
36	Pesquería	0.43%	4
37	Sabinas Hidalgo	0.96%	9
38	Salinas Victoria	1.07%	10
39	San Nicolás de los Garza	13.22%	124
40	San Pedro Garza García	2.88%	27
41	Santa Catarina	5.22%	49
42	Santiago	1.07%	10
43	Villaldama	0.11%	1
	Total	100.00%	938

Appendix 4

*Alabama Parenting Questionnaire: Parent Form. English Translation from Spanish;
Administered in the Present Study*

Instructions: The following are a number of statements about your family. Please rate each item as to how often it TYPICALLY occurs in your home.

The possible answers are Never (1), Almost (2), Very Often (3), Almost Always (4)

PLEASE ANSWER ALL ITEMS.

	Never	Almost Never	Someti mes	Often
	1	2	3	4
1. You have a friendly talk with your child.				
2. You let your child know when he/she is doing a good job with something.				
3. You threaten to punish your child and then do not actually punish him/her.				
4. You volunteer to help with special activities that your child is involved in (such as sports, boy/girl scouts, church youth groups).				
5. You reward or give something extra to your child for obeying you or behaving well.				
6. Your child fails to leave a note or to let you know where he/she is going.				
7. You play games or do other fun things with your child.				
8. Your child talks you out of being punished after he/she has done something wrong.				
9. You ask your child about his/her day in school.				
10. Your child stays out in the evening past the time he/she is supposed to be home.				
11. You help your child with his/her homework.				
12. You feel that getting your child to obey you is more trouble than it's worth.				
13. You compliment your child when he/she does something well.				

14. You ask your child what his/her plans are for the coming day.
15. You drive your child to a special activity.
16. You praise your child if he/she behaves well.
17. Your child is out with friends you don't know.
18. You hug or kiss your child when he/she has done something well.
19. Your child goes out without a set time to be home.
20. You talk to your child about his/her friends.
21. Your child is out after dark without an adult with him/her.
22. You let your child out of a punishment early (like lift restrictions earlier than you originally said).
23. Your child helps plan family activities.
24. You get so busy that you forget where your child is and what he/she is doing.
25. Your child is not punished when he/she has done something wrong.
26. You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.
27. You tell your child that you like it when he/she helps around the house.
28. You don't check that your child comes home at the time she/he was supposed to.
29. You don't tell your child where you are going.
30. Your child comes home from school more than an hour past the time you expect him/her.
31. The punishment you give your child depends on your mood.
32. Your child is at home without adult supervision.
33. You spank your child with your hand when he/she has done something wrong.
34. You ignore your child when he/she is misbehaving.
35. You slap your child when he/she has done something wrong.
36. You take away privileges or money from your child as a punishment.
37. You send your child to his/her room as a punishment.

38. You hit your child with a belt, switch, or other object when he/she has done something wrong.
39. You yell or scream at your child when he/she has done something wrong.
40. You calmly explain to your child why his/her behavior was wrong when he/she misbehaves.
41. You use time out (make him/her sit or stand in a corner) as a punishment.
42. You give your child extra chores as a punishment.

Appendix 5

Original English-Version Alabama Parenting Questionnaire, Parent Form

The University of New Orleans
Alabama Parenting Questionnaire (APQ)
 (Parent Form)

Child's Name: _____ ID#: _____

Parent Completing Form(Circle one): Mother Father Other: _____

Instructions: The following are a number of statements about your family. Please rate each item as to how often it TYPICALLY occurs in your home. The possible answers are Never (1), Almost Never (2), Sometimes (3), Often (4), Always (5). PLEASE ANSWER ALL ITEMS.

	Never	Almost Never	Sometimes	Often	Always
1. You have a friendly talk with your child.	1	2	3	4	5
2. You let your child know when he/she is doing a good job with something.	1	2	3	4	5
3. You threaten to punish your child and then do not actually punish him/her.	1	2	3	4	5
4. You volunteer to help with special activities that your child is involved in (such as sports, boy/girl scouts, church youth groups).	1	2	3	4	5
5. You reward or give something extra to your child for obeying you or behaving well.	1	2	3	4	5
6. Your child fails to leave a note or to let you know where he/she is going.	1	2	3	4	5
7. You play games or do other fun things with your child.	1	2	3	4	5
8. Your child talks you out of being punished after he/she has done something wrong.	1	2	3	4	5

	Never	Almost Never	Sometimes	Often	Always
9. You ask your child about his/her day in school.	1	2	3	4	5
10. Your child stays out in the evening past the time he/she is supposed to be home.	1	2	3	4	5
11. You help your child with his/her homework.	1	2	3	4	5
12. You feel that getting your child to obey you is more trouble than it's worth.	1	2	3	4	5
13. You compliment your child when he/she does something well.	1	2	3	4	5
14. You ask your child what his/her plans are for the coming day.	1	2	3	4	5
15. You drive your child to a special activity.	1	2	3	4	5
16. You praise your child if he/she behaves well.	1	2	3	4	5
17. Your child is out with friends you don't know.	1	2	3	4	5
18. You hug or kiss your child when he/she has done something well.	1	2	3	4	5
19. Your child goes out without a set time to be home.	1	2	3	4	5
20. You talk to your child about his/her friends.	1	2	3	4	5
21. Your child is out after dark without an adult with him/her.	1	2	3	4	5

	Never	Almost Never	Sometimes	Often	Always
33. You spank your child with your hand when he/she has done something wrong.	1	2	3	4	5
34. You ignore your child when he/she is misbehaving.	1	2	3	4	5
35. You slap your child when he/she has done something wrong.	1	2	3	4	5
36. You take away privileges or money from your child as a punishment.	1	2	3	4	5
37. You send your child to his/her room as a punishment.	1	2	3	4	5
38. You hit your child with a belt, switch, or other object when he/she has done something wrong.	1	2	3	4	5
39. You yell or scream at your child when he/she has done something wrong.	1	2	3	4	5
40. You calmly explain to your child why his/her behavior was wrong when he/she misbehaves.	1	2	3	4	5
41. You use time out (make him/her sit or stand in a corner) as a punishment.	1	2	3	4	5
42. You give your child extra chores as a punishment.	1	2	3	4	5

Appendix 6

*Original Spanish-Version Alabama Parenting Questionnaire, Parent Form***Cuestionario Alabama de Paternidad**

- | | Nunca | No mucho | Algunas veces | Frecuentemente | Siempre |
|----|-------|----------|---------------|----------------|---------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 19 | | | | | |
| 20 | | | | | |
| 21 | | | | | |
| 22 | | | | | |
| 23 | | | | | |
| 24 | | | | | |
| 25 | | | | | |
| 26 | | | | | |
| 27 | | | | | |

- 28 Usted no chequea que su hijo haya llegado a casa cuando se supone que llegue.
- 29 Usted no le dice a su hijo a donde va.
- 30 Su hijo llega a casa de la escuela más de una hora después de lo que usted espera.
- 31 El castigo que le da a su hijo depende de su estado de ánimo.
- 32 Su hijo está en la casa sin supervisión de un adulto.
- 33 Le da nalgadas con la mano a su hijo cuando ha hecho algo malo o incorrecto.
- 34 Ignora a su hijo cuando se está portando mal.
- 35 Le da cachetadas a su hijo cuando ha hecho algo malo o incorrecto.
- 36 Le quita privilegios o dinero a su hijo como castigo.
- 37 Manda a su hijo a su cuarto como castigo.
- 38 Le pega a su hijo con un cinto (cinturón, correa), u otro objeto cuando él o ella ha hecho algo malo o incorrecto.
- 39 Le grita a su hijo cuando él o ella ha hecho algo malo o incorrecto.
- 40 Calmadamente le explica a su hijo por que su comportamiento está mal cuando él o ella se porta mal.
- 41 Usa el “tiempo fuera” (se sienta o para en la esquina) como un castigo.
- 42 Le da a su hijo quehaceres adicionales como castigo.

Appendix 7

Summary of Factor Loadings for Five-Factor Solution for the APQ on 4-Point Scale

Item	Factor Loading				
	1	2	3	4	5
28R You (don't) check that your child comes home at the time she/he was supposed to	-.707				
29R You (don't) tell your child where you are going	-.691				
27. You tell your child you like it when he/she helps out around the house	.614				
13. You compliment your child when he/she has done something well	.581				
26. You attend meetings at child's school (PTA, conferences, etc)	.572				
2. You tell your child that they are doing a good job	.530				
16. You praise your child for behaving well	.521				
20. You talk to your child about his/her friends	.494				
18. You hug or kiss your child when he/she has done something well	.453				
1. You have a friendly talk with your child	.450				
15. You drive your child to a special activity (sports/scouts/church groups)	.437				
23. Your child helps plan family activities	.425				
9. Your ask your child about his/her day in school	.401				
7. You play games or do other fun things with your child		.607			

15. You drive your child to a special activity	.568
11. You help your child with his/her homework	.560
5. You reward or give your child something extra for obeying you or behaving well	.531
14. You ask your child what his/her plans are for the coming day	.513
6. Your child fails to leave a note or to let you know where he is going	.608
10. Your child stays out in the evening past the time he/she is supposed to be home.	.589
17. Your child is out with friends you don't know	.551
30. Child comes home from school more than an hour past the time you expect him/her	.492
12. You feel that getting your child to obey you is more trouble than it's worth	.465
19. Your child goes out without a set time to be home	.451
21. Your child goes out after dark without an adult with him/her	.425
24. You get so busy you forget where child is and what he or she is doing	.316
22. You let your child out of a punishment early (lift restrictions earlier than you originally said)	.653
3. You threaten to punish them and then do not	.603
25. Your child is not punished when he/she has done something wrong	.486

31. The punishment you give your child depends on your mood	.481
8. Your child talks you out of punishment after doing something wrong	.464
38. You hit child with belt, switch or other object when she has done something wrong	.730
35. You slap your child when he/she has done something wrong	.537
33. You spank your child with your hand when he has done something wrong	.516
32. Your child is at home without adult supervision	.363

Appendix 8

Alabama Parenting Questionnaire, Parent Form: Scale Composition, Present Study

I. Involvement

1. You have a friendly talk with your child.
 2. You let your child know when he/she is doing a good job with something.
 4. You volunteer to help with special activities that your child is involved in (such as sports, boy/girl scouts, church youth groups).
 7. You play games or do other fun things with your child.
 9. You ask your child about his/her day in school.
 13. You compliment your child when he/she does something well.
 16. You praise your child if he/she behaves well.
 18. You hug or kiss your child when he/she has done something well.
 20. You talk to your child about his/her friends.
 23. Your child helps plan family activities.
 26. You attend PTA meetings, parent/teacher conferences, or other meetings at child's school.
 27. You tell your child that you like it when he/she helps around the house.
-

II. Positive Parenting

5. You reward or give something extra to your child for obeying you or behaving well.
 11. You help your child with his/her homework.
 14. You ask your child what his/her plans are for the coming day.
 15. You drive your child to a special activity.
-

III. Poor Monitoring & Supervision

- 6. Your child fails to leave a note or let you know where he or she is going.
 - 10. Your child stays out in the evening past the time he/she is supposed to be home.
 - 12. You feel that getting your child to obey you is more trouble than it's worth.
 - 17. Your child is out with friends you do not know.
 - 19. Your child goes out without a set time to be home.
 - 21. Your child is out after dark without an adult with him/her.
 - 24. You get so busy that you forget where your child is and what he or she is doing.
 - 30. Your child comes home from school more than an hour past the time you expect him/her.
-

IV. Inconsistent Discipline

- 3. You threaten to punish your child and then do not actually punish him/her.
 - 8. Your child talks you out of being punished after he/she has done something wrong.
 - 22. You let your child out of a punishment early (like lift restrictions earlier than you originally said).
 - 25. Your child is not punished when he/she has done something wrong.
 - 31. The punishment you give your child depends on your mood.
-

V. Corporal Punishment

- 32. Your child is at home without adult supervision.
 - 33. You spank your child with your hand when he/she has done something wrong.
 - 35. You slap your child when he/she has done something wrong.
 - 38. You hit your child with a belt, switch, or other object when he/she has done something wrong.
-

VI. Other Discipline

- 34. You ignore your child when he/she is misbehaving.
 - 36. You take away privileges or money from your child as a punishment.
 - 37. You send your child to his/her room as a punishment.
 - 39. You yell or scream at your child when he/she has done something wrong.
 - 40. You calmly explain to your child why his/her behavior was wrong when he/she misbehaves.
 - 41. You use time out (make him/her sit or stand in a corner) as a punishment.
 - 42. You give your child extra chores as a punishment.
-

Appendix 9

Alabama Parenting Questionnaire, Parent Form: Original Scale Composition

I. Involvement

1. You have a friendly talk with your child.
 4. You volunteer to help with special activities that your child is involved in (e.g., Sports, Boy/ Girl Scouts, church youth groups).
 7. You play fun games with your child or do other fun things with your child.
 9. You ask you child about his or her day in school.
 11. You help your child with his or her homework.
 14. You ask your child what his or her plans are for the coming day.
 15. You drive your car to a special activity.
 20. You talk to your child about his or her friends.
 23. Your child helps plan family activities.
 26. You attend PTA meetings, parent teacher conferences, or other meetings at your child's school.
-

II. Positive Parenting

2. You let your child know when he or she is doing a good job with something.
 5. You reward or give something extra to your child for obeying you or behaving well.
 13. You compliment your child when he or she does something well.
 16. You praise your child if he or she behaves well.
 18. You hug or kiss your child when he or she has done something well.
 27. You tell your child that you like it when he or she helps out around the house.
-

III. Poor Monitoring/ Supervision

- Your child fails to leave a note or to let you know where he or she is going.
Your child stays out in the evening past the time he or she is supposed to be home.
Your child is out with friends you do not know.
19. Your child goes out without a set time to be home.
 21. Your child is out after dark without an adult with him or her.
 24. You get so busy you forget where your child is and what he or she is doing.
 28. You don't check when your child comes home from school when he or she is supposed to.
 29. You don't tell your child where you are going.
 30. Your child comes home from school more than an hour past the time you expect him or her to.
 32. Your child is at home without adult supervision.
-

IV. Inconsistent Discipline

3. You threatened to punish your child and then do not actually punish him or her.
 8. Your child talks you out of being punished after he or she has done something wrong.
 12. You feel that getting your child to obey you is more trouble than it's worth.
 22. You let your child out of punishment early (e.g. lift restrictions earlier than you originally said.)
 25. Your child is not punished when he or she has done something wrong.
 31. The punishment you give your child depends on your mood.
-

V. Corporal Punishment


33. You spank your child with your hand when he or she has done something wrong.
 35. You slap your child when he or she has done something wrong.
 38. You hit your child with a belt, switch, or other object when he or she has done something wrong.
-

VI. Other Discipline Practices

- 34. You ignore your child when he or she is misbehaving.
 - 36. You take away privileges or money from your child as a punishment.
 - 37. You send your child to his or her room as a punishment.
 - 39. You yell or scream at your child when he or she has done something wrong.
 - 40. You calmly explain to your child why his behavior is wrong when he or she misbehaves.
 - 41. You use time out (make him or her sit or stand in corner) as a punishment.
- You give your child extra chores as a punishment.
-

Appendix 10

Child Behavior Checklist for Ages 6-18, Parent Report, English Version

 Please print **CHILD BEHAVIOR CHECKLIST FOR AGES 6-18** For office use only
ID # _____

CHILD'S FULL NAME First _____ Middle _____ Last _____			PARENTS' USUAL TYPE OF WORK, even if not working now. (Please be specific — for example, auto mechanic, high school teacher, homemaker, laborer, lathe operator, shoe salesman, army sergeant.) FATHER'S TYPE OF WORK _____ MOTHER'S TYPE OF WORK _____			
CHILD'S GENDER <input type="checkbox"/> Boy <input type="checkbox"/> Girl	CHILD'S AGE _____	CHILD'S ETHNIC GROUP OR RACE _____	THIS FORM FILLED OUT BY: (print your full name) _____			
TODAY'S DATE Mo. _____ Date _____ Yr. _____		CHILD'S BIRTHDATE Mo. _____ Date _____ Yr. _____		Your gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		
GRADE IN SCHOOL _____	Please fill out this form to reflect your view of the child's behavior even if other people might not agree. Feel free to print additional comments beside each item and in the space provided on page 2. Be sure to answer all items.			Your relation to the child: <input type="checkbox"/> Biological Parent <input type="checkbox"/> Step Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Adoptive Parent <input type="checkbox"/> Foster Parent <input type="checkbox"/> Other (specify) _____		
NOT ATTENDING SCHOOL <input type="checkbox"/>						

<p>I. Please list the sports your child most likes to take part in. For example: swimming, baseball, skating, skate boarding, bike riding, fishing, etc.</p> <p><input type="checkbox"/> None</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p>	<p>Compared to others of the same age, about how much time does he/she spend in each?</p> <table style="width: 100%; text-align: center;"> <tr> <td>Less Than Average</td> <td>Average</td> <td>More Than Average</td> <td>Don't Know</td> </tr> </table> <p>a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	Less Than Average	Average	More Than Average	Don't Know	<p>Compared to others of the same age, how well does he/she do each one?</p> <table style="width: 100%; text-align: center;"> <tr> <td>Below Average</td> <td>Average</td> <td>Above Average</td> <td>Don't Know</td> </tr> </table> <p>a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	Below Average	Average	Above Average	Don't Know
Less Than Average	Average	More Than Average	Don't Know							
Below Average	Average	Above Average	Don't Know							
<p>II. Please list your child's favorite hobbies, activities, and games, other than sports. For example: stamps, dolls, books, piano, crafts, cars, computers, singing, etc. (Do not include listening to radio or TV.)</p> <p><input type="checkbox"/> None</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p>	<p>Compared to others of the same age, about how much time does he/she spend in each?</p> <table style="width: 100%; text-align: center;"> <tr> <td>Less Than Average</td> <td>Average</td> <td>More Than Average</td> <td>Don't Know</td> </tr> </table> <p>a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	Less Than Average	Average	More Than Average	Don't Know	<p>Compared to others of the same age, how well does he/she do each one?</p> <table style="width: 100%; text-align: center;"> <tr> <td>Below Average</td> <td>Average</td> <td>Above Average</td> <td>Don't Know</td> </tr> </table> <p>a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	Below Average	Average	Above Average	Don't Know
Less Than Average	Average	More Than Average	Don't Know							
Below Average	Average	Above Average	Don't Know							
<p>III. Please list any organizations, clubs, teams, or groups your child belongs to.</p> <p><input type="checkbox"/> None</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p>	<p>Compared to others of the same age, how active is he/she in each?</p> <table style="width: 100%; text-align: center;"> <tr> <td>Less Active</td> <td>Average</td> <td>More Active</td> <td>Don't Know</td> </tr> </table> <p>a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	Less Active	Average	More Active	Don't Know					
Less Active	Average	More Active	Don't Know							
<p>IV. Please list any jobs or chores your child has. For example: paper route, babysitting, making bed, working in store, etc. (Include both paid and unpaid jobs and chores.)</p> <p><input type="checkbox"/> None</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p>	<p>Compared to others of the same age, how well does he/she carry them out?</p> <table style="width: 100%; text-align: center;"> <tr> <td>Below Average</td> <td>Average</td> <td>Above Average</td> <td>Don't Know</td> </tr> </table> <p>a. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>b. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>c. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	Below Average	Average	Above Average	Don't Know	<p><i>Be sure you answered all items. Then see other side.</i></p>				
Below Average	Average	Above Average	Don't Know							

- V. 1. About how many close friends does your child have? (Do *not* include brothers & sisters)
 None 1 2 or 3 4 or more
2. About how many times a week does your child do things with any friends outside of regular school hours?
 (Do *not* include brothers & sisters) Less than 1 1 or 2 3 or more

- VI. Compared to others of his/her age, how well does your child:
- | | Worse | Average | Better | |
|---|--------------------------|--------------------------|--------------------------|---|
| a. Get along with his/her brothers & sisters? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Has no brothers or sisters |
| b. Get along with other kids? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c. Behave with his/her parents? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d. Play and work alone? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

VII. 1. Performance in academic subjects. Does not attend school because _____

Check a box for each subject that child takes		Failing	Below Average	Average	Above Average
	a. Reading, English, or Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other academic subjects—for example: computer courses, foreign language, business. Do <i>not</i> include gym, shop, driver's ed., or other nonacademic subjects.	b. History or Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Arithmetic or Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Does your child receive special education or remedial services or attend a special class or special school?
 No Yes—kind of services, class, or school: _____
3. Has your child repeated any grades? No Yes—grades and reasons: _____
4. Has your child had any academic or other problems in school? No Yes—please describe: _____
- When did these problems start? _____
- Have these problems ended? No Yes—when? _____

Does your child have any illness or disability (either physical or mental)? No Yes—please describe: _____

What concerns you most about your child?

Please describe the best things about your child.

Below is a list of items that describe children and youths. For each item that describes your child **now or within the past 6 months**, please circle the **2** if the item is **very true or often true** of your child. Circle the **1** if the item is **somewhat or sometimes true** of your child. If the item is **not true** of your child, circle the **0**. Please answer all items as well as you can, even if some do not seem to apply to your child.

0 = Not True (as far as you know)			1 = Somewhat or Sometimes True	2 = Very True or Often True			
0	1	2	1. Acts too young for his/her age	0	1	2	32. Feels he/she has to be perfect
0	1	2	2. Drinks alcohol without parents' approval (describe): _____	0	1	2	33. Feels or complains that no one loves him/her
0	1	2	3. Argues a lot	0	1	2	34. Feels others are out to get him/her
0	1	2	4. Fails to finish things he/she starts	0	1	2	35. Feels worthless or inferior
0	1	2	5. There is very little he/she enjoys	0	1	2	36. Gets hurt a lot, accident-prone
0	1	2	6. Bowel movements outside toilet	0	1	2	37. Gets in many fights
0	1	2	7. Bragging, boasting	0	1	2	38. Gets teased a lot
0	1	2	8. Can't concentrate, can't pay attention for long	0	1	2	39. Hangs around with others who get in trouble
0	1	2	9. Can't get his/her mind off certain thoughts; obsessions (describe): _____	0	1	2	40. Hears sounds or voices that aren't there (describe): _____
0	1	2	10. Can't sit still, restless, or hyperactive	0	1	2	41. Impulsive or acts without thinking
0	1	2	11. Clings to adults or too dependent	0	1	2	42. Would rather be alone than with others
0	1	2	12. Complains of loneliness	0	1	2	43. Lying or cheating
0	1	2	13. Confused or seems to be in a fog	0	1	2	44. Bites fingernails
0	1	2	14. Cries a lot	0	1	2	45. Nervous, highstrung, or tense
0	1	2	15. Cruel to animals	0	1	2	46. Nervous movements or twitching (describe): _____
0	1	2	16. Cruelty, bullying, or meanness to others	0	1	2	47. Nightmares
0	1	2	17. Daydreams or gets lost in his/her thoughts	0	1	2	48. Not liked by other kids
0	1	2	18. Deliberately harms self or attempts suicide	0	1	2	49. Constipated, doesn't move bowels
0	1	2	19. Demands a lot of attention	0	1	2	50. Too fearful or anxious
0	1	2	20. Destroys his/her own things	0	1	2	51. Feels dizzy or lightheaded
0	1	2	21. Destroys things belonging to his/her family or others	0	1	2	52. Feels too guilty
0	1	2	22. Disobedient at home	0	1	2	53. Overeating
0	1	2	23. Disobedient at school	0	1	2	54. Overtired without good reason
0	1	2	24. Doesn't eat well	0	1	2	55. Overweight
0	1	2	25. Doesn't get along with other kids	56. Physical problems <i>without known medical cause</i> :			
0	1	2	26. Doesn't seem to feel guilty after misbehaving	0	1	2	a. Aches or pains (<i>not</i> stomach or headaches)
0	1	2	27. Easily jealous	0	1	2	b. Headaches
0	1	2	28. Breaks rules at home, school, or elsewhere	0	1	2	c. Nausea, feels sick
0	1	2	29. Fears certain animals, situations, or places, other than school (describe): _____	0	1	2	d. Problems with eyes (<i>not</i> if corrected by glasses) (describe): _____
0	1	2	30. Fears going to school	0	1	2	e. Rashes or other skin problems
0	1	2	31. Fears he/she might think or do something bad	0	1	2	f. Stomachaches
				0	1	2	g. Vomiting, throwing up
				0	1	2	h. Other (describe): _____

0 = Not True (as far as you know)	1 = Somewhat or Sometimes True	2 = Very True or Often True
0 1 2 57. Physically attacks people		0 1 2 84. Strange behavior (describe): _____
0 1 2 58. Picks nose, skin, or other parts of body (describe): _____		0 1 2 85. Strange ideas (describe): _____
0 1 2 59. Plays with own sex parts in public		0 1 2 86. Stubborn, sullen, or irritable
0 1 2 60. Plays with own sex parts too much		0 1 2 87. Sudden changes in mood or feelings
0 1 2 61. Poor school work		0 1 2 88. Sulks a lot
0 1 2 62. Poorly coordinated or clumsy		0 1 2 89. Suspicious
0 1 2 63. Prefers being with older kids		0 1 2 90. Swearing or obscene language
0 1 2 64. Prefers being with younger kids		0 1 2 91. Talks about killing self
0 1 2 65. Refuses to talk		0 1 2 92. Talks or walks in sleep (describe): _____
0 1 2 66. Repeats certain acts over and over; compulsions (describe): _____		0 1 2 93. Talks too much
0 1 2 67. Runs away from home		0 1 2 94. Teases a lot
0 1 2 68. Screams a lot		0 1 2 95. Temper tantrums or hot temper
0 1 2 69. Secretive, keeps things to self		0 1 2 96. Thinks about sex too much
0 1 2 70. Sees things that aren't there (describe): _____		0 1 2 97. Threatens people
0 1 2 71. Self-conscious or easily embarrassed		0 1 2 98. Thumb-sucking
0 1 2 72. Sets fires		0 1 2 99. Smokes, chews, or sniffs tobacco
0 1 2 73. Sexual problems (describe): _____		0 1 2 100. Trouble sleeping (describe): _____
0 1 2 74. Showing off or clowning		0 1 2 101. Truancy, skips school
0 1 2 75. Too shy or timid		0 1 2 102. Underactive, slow moving, or lacks energy
0 1 2 76. Sleeps less than most kids		0 1 2 103. Unhappy, sad, or depressed
0 1 2 77. Sleeps more than most kids during day and/or night (describe): _____		0 1 2 104. Unusually loud
0 1 2 78. Inattentive or easily distracted		0 1 2 105. Uses drugs for nonmedical purposes (<i>don't</i> include alcohol or tobacco) (describe): _____
0 1 2 79. Speech problem (describe): _____		0 1 2 106. Vandalism
0 1 2 80. Stares blankly		0 1 2 107. Wets self during the day
0 1 2 81. Steals at home		0 1 2 108. Wets the bed
0 1 2 82. Steals outside the home		0 1 2 109. Whining
0 1 2 83. Stores up too many things he/she doesn't need (describe): _____		0 1 2 110. Wishes to be of opposite sex
		0 1 2 111. Withdrawn, doesn't get involved with others
		0 1 2 112. Worries
		113. Please write in any problems your child has that were not listed above:
		0 1 2 _____
		0 1 2 _____
		0 1 2 _____

Appendix 11:

Child Behavior Checklist for Ages 6-18, Parent Report, Spanish Translation

Por favor utilice letra de molde **CUESTIONARIO SOBRE EL COMPORTAMIENTO DE NIÑOS(AS) DE 6-18 AÑOS** Para completar en la oficina ID #

NOMBRE COMPLETO DEL NIÑO(A):			Primer Nombre	Segundo Nombre	Apellido	TRABAJO USUAL DE LOS PADRES, inclusive si ahora no está trabajando (por favor especifique - por ejemplo: Mecánico, jardinero, maestro de escuela, ama de casa, trabajador, zapatero, sargento en el ejército).
SEXO	EDAD		GRUPO ÉTNICO O RAZA			
<input type="checkbox"/> Masculino <input type="checkbox"/> Femenino						TRABAJO DE LA MADRE:
FECHA DE HOY		FECHA DE NACIMIENTO				ESTE CUESTIONARIO FUE CONTESTADO POR:
Mes	Día	Año	Mes	Día	Año	
GRADO ESCOLAR:	Por favor complete este cuestionario con su opinión sobre el comportamiento de su hijo(a). Hágalo aunque usted piensa que otras personas no están de acuerdo con su opinión. Siéntase en la libertad de escribir comentarios adicionales al final de cada frase y en el espacio que se provee en la página 2.					<input type="checkbox"/> Madre (Nombre y apellido)
No va a la escuela: <input type="checkbox"/>						<input type="checkbox"/> Otra persona (Nombre y relación con el/la niño(a))

I. ¿Cuáles son las actividades deportivas en las que más le gusta participar a su hijo(a)?
Por ejemplo: natación, béisbol, patinaje, montar bicicleta, baloncesto, pescar, etc.

Ninguno

	En comparación con otros niños(as) de su edad, ¿cuánto tiempo le dedica a cada uno de estos deportes?				En comparación con otros niños(as) de su edad, ¿cómo es él/ella en estos deportes?			
	Menos que los demás	Igual que los demás	Más que los demás	No lo sé	Peor que los demás	Igual que los demás	Mejor que los demás	No lo sé
a. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. ¿Cuáles son las actividades, juegos o pasatiempos favoritos de su hijo(a) además de los deportes? Por ejemplo, colección de estampillas, jugar con muñecas, leer, tocar el piano, artesanía, mecánica, cantar, etc. (No incluya escuchar la radio o ver televisión).

Ninguno

	En comparación con otros niños(as) de su edad, ¿cuánto tiempo le dedica a cada una de estas actividades?				En comparación con otros niños(as) de su edad, ¿cómo es él/ella en estas actividades?			
	Menos que los demás	Igual que los demás	Más que los demás	No lo sé	Peor que los demás	Igual que los demás	Mejor que los demás	No lo sé
a. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. ¿Cuáles son las organizaciones, equipos, clubes o grupos a los que pertenece su hijo(a)?

Ninguno

	En comparación con otros niños(as) de su edad, ¿qué tan activo(a) es en cada uno de los grupos?			
	Menos que los demás	Igual que los demás	Más que los demás	No lo sé
a. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. ¿Qué trabajos o tareas hace su hijo(a)? Por ejemplo: repartir periódicos, cuidar de otros niños, hacer la cama, trabajar en una tienda, etc. (Incluya tareas o trabajos pagados y no pagados.)

Ninguno

	En comparación con otros niños(as) de su edad, ¿cómo lleva a cabo estas tareas?			
	Peor que los demás	Igual que los demás	Mejor que los demás	No lo sé
a. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Asegúrese que contestó todas las preguntas.

- V. 1. ¿Cuántos amigos o amigos íntimos(as) tiene su hijo(a)? (No incluya a sus hermanos o hermanas.) Ninguno 1 2 ó 3 4 o más
2. Sin contar las horas en que está en la escuela, ¿cuántas veces a la semana participa su hijo(a) en actividades con sus amigos(as)? Menos de 1 1 ó 2 3 o más

VI. En comparación con otros niños o niñas de la misma edad, ¿cómo....

- | | ¿Peor que los demás? | ¿Igual que los demás? | ¿Mejor que los demás? | |
|---|--------------------------|--------------------------|--------------------------|---|
| a. se lleva con sus hermanos y hermanas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No tiene hermanos o hermanas |
| b. se lleva con otros niños y niñas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c. se comporta con su papá y mamá? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d. juega solo(a) y hace sus tareas solo(a)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

VII. 1. Desempeño escolar.

Si su hijo(a) no está en la escuela, por favor escriba la razón. _____

Marque una respuesta para cada materia.

	Fue reprobado	Por debajo del promedio	Promedio	Más alto que el promedio
a. Lectura, Español o Literatura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Historia o Estudios sociales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Matemáticas o Aritmética	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ciencias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Otras materias, como por ejemplo, idiomas, cursos de computadoras, comercio, etc. No incluya cursos como educación física, artes industriales, etc.

2. ¿Está su hijo(a) en una clase o escuela especial o recibe servicios especiales? No Sí—¿En qué tipo de clase o escuela especial está? (Especifique): _____

3. ¿Ha repetido algún grado? No Sí—¿Qué grado o grados y por qué? _____

4. ¿Ha tenido su hijo(a) algún problema académico u otros problemas en la escuela? No Sí—por favor describa:

¿Cuándo empezaron estos problemas? _____

¿Han terminado estos problemas? No Sí—¿Cuándo terminaron? _____

¿Padece su hijo(a) de alguna enfermedad, incapacidad física o mental? No Sí—por favor describa el problema: _____

¿Qué es lo que más le preocupa acerca de su hijo(a)? _____

¿Qué es lo mejor que le ve a su hijo(a)? Por favor describa: _____

A continuación hay una lista de frases que describen a los(las) niños(as) y jóvenes. Para cada frase que describa cómo es su hijo(a) **ahora o durante los últimos seis meses** haga un círculo en el número 2 si la frase describe a su hijo(a) **muy a menudo**. Haga un círculo en el número 1 si la frase describe a su hijo(a) **en cierta manera o algunas veces**. Haga un círculo en el 0 si la descripción con respecto a su hijo(a) **no es cierta**. Por favor conteste todas las frases de la mejor manera posible inclusive si algunas de ellas parecen no describir a su hijo(a). **Por favor escriba en letra de molde. Asegúrese que contestó todas las preguntas.**

0 = No es cierto (que sepa usted)			1 = En cierta manera, algunas veces			2 = Muy cierto o cierto a menudo		
0	1	2	1. Actúa como si fuera mucho menor que su edad	0	1	2	31. Tiene miedo de que pueda pensar o hacer algo malo	
0	1	2	2. Toma bebidas alcohólicas sin permiso de los padres (describa): _____	0	1	2	32. Se siente como que tiene que ser perfecto	
0	1	2	3. Discute mucho	0	1	2	33. Se siente como que nadie lo/la quiere o se queja de que nadie lo/la quiere	
0	1	2	4. Deja sin terminar lo que él/ella empieza	0	1	2	34. Se siente como que los demás lo/la quieren perjudicar	
0	1	2	5. Disfruta de muy pocas cosas	0	1	2	35. Se siente inferior o cree que no vale nada	
0	1	2	6. Se ensucia encima o en otro lugar fuera del inodoro	0	1	2	36. Se lastima accidentalmente con mucha frecuencia, propenso a accidentes	
0	1	2	7. Es engreído, se las echa	0	1	2	37. Se mete mucho en peleas	
0	1	2	8. No puede concentrarse o prestar atención por mucho tiempo	0	1	2	38. Los demás se burlan de él/ella a menudo	
0	1	2	9. Obsesiones, que quiere decir que no puede sacarse de la mente ciertos pensamientos (describa): _____	0	1	2	39. Se junta con niños(as)/jóvenes que se meten en problemas	
0	1	2	10. No puede quedarse quieto(a); es inquieto(a) o hiperactivo(a)	0	1	2	40. Oye sonidos o voces que no existen (describa): _____	
0	1	2	11. Es demasiado dependiente o apegado(a) a los adultos	0	1	2	41. Impulsivo; actúa sin pensar	
0	1	2	12. Se queja de que se siente solo(a)	0	1	2	42. Prefiere más estar solo que con otras personas	
0	1	2	13. Está confundido(a) o parece como si estuviera en las nubes	0	1	2	43. Dice mentiras o hace trampas	
0	1	2	14. Lloro mucho	0	1	2	44. Se muerde las uñas	
0	1	2	15. Es cruel con los animales	0	1	2	45. Nervioso(a), tenso(a)	
0	1	2	16. Es cruel, abusivo (o abusador), y malo con los demás	0	1	2	46. Movimientos involuntarios o tics (describa): _____	
0	1	2	17. Sueña despierto(a); se pierde en sus propios pensamientos	0	1	2	47. Pesadillas	
0	1	2	18. Se hace daño a sí mismo(a) deliberadamente o ha intentado suicidarse	0	1	2	48. No les cae bien a otros niños(as)/jóvenes	
0	1	2	19. Exige mucha atención	0	1	2	49. Padece de estreñimiento	
0	1	2	20. Destruye sus propias cosas	0	1	2	50. Demasiado ansioso(a) o miedoso(a)	
0	1	2	21. Destruye las pertenencias de sus familiares o de otras personas	0	1	2	51. Se siente mareado(a)	
0	1	2	22. Desobedece en casa	0	1	2	52. Se siente demasiado culpable	
0	1	2	23. Desobedece en la escuela	0	1	2	53. Come demasiado	
0	1	2	24. No come bien	0	1	2	54. Se siente demasiado cansado sin razón para estarlo	
0	1	2	25. No se lleva bien con otros niños(as)/jóvenes	0	1	2	55. Está sobrepeso	
0	1	2	26. No parece sentirse culpable después de portarse mal	0	1	2	56. Problemas físicos sin causa médica:	
0	1	2	27. Se pone celoso(a) fácilmente	0	1	2	a. Dolores o molestias (sin que sean del estómago o dolores de cabeza)	
0	1	2	28. Rompe las reglas en casa, en la escuela, o en otro lugar	0	1	2	b. Dolores de cabeza	
0	1	2	29. Tiene miedo de ciertas situaciones, animales o lugares (no incluya la escuela) (describa): _____	0	1	2	c. Náuseas, ganas de vomitar	
0	1	2	30. Le da miedo ir a la escuela	0	1	2	d. Problemas con los ojos (si no usa lentes) (describa): _____	
				0	1	2	e. Salpullido o irritación en la piel	
				0	1	2	f. Dolores de estómago	
				0	1	2	g. Vómitos	
				0	1	2	h. Otros (describa): _____	

Por favor escriba en letra de molde. Asegúrese que contestó todas las preguntas.

0 = No es cierto (que sepa usted)			1 = En cierta manera, algunas veces			2 = Muy cierto o cierto a menudo			
0	1	2	57.	Ataca a la gente físicamente	0	1	2	84.	Comportamiento raro (describa): _____
0	1	2	58.	Mete el dedo en la nariz, se araña la piel u otras partes del cuerpo (describa): _____					_____
0	1	2	59.	Juega con sus partes sexuales en público	0	1	2	85.	Ideas raras (describa): _____
0	1	2	60.	Juega demasiado con sus partes sexuales	0	1	2	86.	Obstinado(a), malhumorado(a), irritable
0	1	2	61.	Trabajo deficiente en la escuela	0	1	2	87.	Súbitos cambios de humor o sentimientos
0	1	2	62.	Mala coordinación o torpeza	0	1	2	88.	Pone mala cara
0	1	2	63.	Prefiere estar con niños(as)/jóvenes mayores que él/ella	0	1	2	89.	Desconfiado(a), receloso(a)
0	1	2	64.	Prefiere estar con niños(as)/jóvenes menores que él/ella	0	1	2	90.	Dice groserías, usa lenguaje obsceno
0	1	2	65.	Se rehusa a hablar	0	1	2	91.	Habla de querer matarse
0	1	2	66.	Repite ciertas acciones una y otra vez, compulsiones (describa): _____	0	1	2	92.	Habla o camina cuando está dormido(a) (describa): _____
0	1	2	67.	Se fuga de la casa	0	1	2	93.	Habla demasiado
0	1	2	68.	Grita mucho	0	1	2	94.	Se burla mucho de los demás
0	1	2	69.	Reservado(a); se calla todo	0	1	2	95.	Le dan rabieta o tiene mal genio
0	1	2	70.	Ve cosas que no existen (describa): _____	0	1	2	96.	Piensa demasiado sobre temas sexuales
0	1	2	71.	Cohibido(a) o se avergüenza con facilidad	0	1	2	97.	Amenaza a otros
0	1	2	72.	Prende fuegos	0	1	2	98.	Se chupa el dedo
0	1	2	73.	Problemas sexuales (describa): _____	0	1	2	99.	Fuma, masca o inhala tabaco
0	1	2	74.	Le gusta llamar la atención o hacerse el/la gracioso(a)	0	1	2	100.	No duerme bien (describa): _____
0	1	2	75.	Demasiado tímido(a)	0	1	2	101.	Falta a la escuela sin motivo
0	1	2	76.	Duerme menos que la mayoría de los/las niños(as)/jóvenes	0	1	2	102.	Poco activo(a), lento(a), o le falta energía
0	1	2	77.	Duerme más que la mayoría de los/las niños(as)/jóvenes durante el día y/o la noche (describa): _____	0	1	2	103.	Infeliz, triste, o deprimido(a)
0	1	2	78.	No presta atención o se distrae fácilmente	0	1	2	104.	Más ruidoso(a) de lo común
0	1	2	79.	Problemas con el habla (describa): _____	0	1	2	105.	Usa drogas sin motivo médico (no incluya alcohol o tabaco) (describa): _____
0	1	2	80.	Se queda fijo(a) mirando el vacío	0	1	2	106.	Comete actos de vandalismo, como romper ventanas u otras cosas
0	1	2	81.	Roba en casa	0	1	2	107.	Se orina en la ropa durante el día
0	1	2	82.	Roba fuera de casa	0	1	2	108.	Se orina en la cama
0	1	2	83.	Almacena demasiadas cosas que no necesita (describa): _____	0	1	2	109.	Se queja mucho
					0	1	2	110.	Desea ser del sexo opuesto
					0	1	2	111.	Se aísla, no se relaciona con los demás
					0	1	2	112.	Se preocupa mucho
					0	1	2	113.	Por favor anote cualquier otro problema que su niño(a) tenga y que no está incluido en esta lista
					0	1	2		_____
					0	1	2		_____
					0	1	2		_____

POR FAVOR ASEGÚRESE QUE CONTESTÓ TODAS LAS PREGUNTAS

SUBRAYE LA PREGUNTA(S) QUE LE PREOCUPE(N)