

THE EFFECTS OF A CULTURALLY-ADAPTED SOCIAL-EMOTIONAL
LEARNING CURRICULUM ON SOCIAL-EMOTIONAL AND ACADEMIC
OUTCOMES OF LATINO IMMIGRANT HIGH SCHOOL STUDENTS

By

SARA MARIA CASTRO OLIVO

A DISSERTATION

Presented to the College of Education
and the Graduate School of the University of Oregon
in partial fulfillment of the requirements
for the degree of
Doctor of Philosophy

June 2007

“The Effects of a Culturally-Adapted Social-Emotional Learning Curriculum on Social-Emotional and Academic Outcomes of Latino Immigrant High School Students,” a dissertation prepared by Sara Maria Castro Olivo in partial fulfillment of the requirements for the Doctor of Philosophy degree in the College of Education. This dissertation has been approved and accepted by:

Kenneth W. Merrell, Ph.D., Chair of the Examining Committee

Date

Committee in Charge: Kenneth Merrell, Ph.D., Chair
 Charles Martinez, Ph.D.
 Michael Bullis, Ph. D.
 Krista Cronister, Ph.D.
 Tom Dishion, PhD.

Accepted by:

Dean of the Graduate School

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The results show that *Jóvenes Fuertes* was effective at teaching students social-emotional concepts. Potential prevention effects of acculturative stress and sense of school belonging are discussed. Research limitations and implication for future research and practice are explained.

CURRICULUM VITAE

NAME OF AUTHOR: Sara Maria Castro Olivo

PLACE OF BIRTH: Sonsonate, El Salvador

DATE OF BIRTH: April 25, 1981

GRADUATE AND UNDERGRADUATE SCHOOLS ATTENDED:

University of Oregon
California State University, Bakersfield

DEGREES AWARDED:

Doctor of Philosophy, School Psychology, 2007, University of Oregon
Master of Science, Special Education, 2005, University of Oregon
Bachelor of Arts, Psychology, 2002, California State University, Bakersfield

AREAS OF SPECIAL INTEREST:

Effective educational practices for culturally and linguistically diverse students
Academic, behavioral, and social-emotional systems reforms for English
Language Learners
System-wide school reform

PROFESSIONAL EXPERIENCE:

School Psychologist Intern, Dallas Independent School District, August 2006-
July 2007

School Psychologist, Lane Educational Service District, August 2005-June 2006

Instruction and Implementation Consultant, Pacific Research Institute, August,
2005-June 2006

Social Skills Trainer, Oregon Social Learning Center, June 2004-August 2005.
Bilingual Parent Trainer, Oregon Social learning Center, February 2003- August
2005

Bilingual Health Educator, American Lung Association of Kern County, April
2002- September 2002.

Program Coordinator, I'm thumbbody and Teen Parenting programs of Probation Auxiliary of Kern August 2001-May 2002.

GRANTS, AWARDS AND HONORS:

College of Education Dissertation Research Award, Project F.U.E.R.S.A.,
University of Oregon, 2006

Wess Becker Scholarship, University of Oregon 2006

Summer Research Training Fellowship, National Hispanic Science Network for
Drug Use, University of Houston, 2005

Outstanding Graduating Senior in Psychology, California State University,
Bakersfield, 2002.

PRESENTATIONS:

Castro Olivo, S. Sanford, A., Rogers, F., Bahnsen, P. (2006). Less-biases assessment: Working with English language learners?: Context matters. Presented at the annual convention of the National Association of School Psychology, Anaheim, CA.

Castro Olivo, S., & Blanco-Vega, C. (April, 2005). Developing culturally sensitive social and emotional interventions. In K. W. Merrell (Chair), Innovations in promoting children's mental health: The Oregon resiliency project. Symposium conducted at the annual convention of the National Association of School Psychology, Atlanta, GA.

Castro Olivo, S. & Blanco-Vega, C. (April, 2005). Social-emotional needs of Latino immigrant students: A socio-cultural model for development and implementation of culturally sensitive interventions. Presented at the annual convention of the National Association of School Psychology, Atlanta, GA.

Castro Olivo, S., & Sanford, A. (2004, April) *Understanding and applying the law to benefit English language learners*. Presented at the annual convention of the National Association of School Psychology, Dallas, TX.

Chaparro, E. & Castro Olivo, S. (2004, April) *Effective interventions for English language learners*. Presented at the annual convention of the National Association of School Psychology, Dallas, TX.

Mercier, J. L., & Castro Olivo, (April, 2004). Prevention of reading difficulties and

English language learners: Using the IDEL as indicators of Spanish early literacy skills. In R. H Good (Chair), Prevention of reading difficulties and English language learners. Symposium conducted at the annual convention of the National Association of School Psychology, Dallas, TX.

Flindt, N., Gerard, V., Castro Olivo, S. (2003, April). Alternative interventions for children with attention deficit disorder. Presented at the annual College of Education Poster Session. Eugene, OR.

Castro-Olivo, S., Lyda, L., Llamas P. (2002, June). How to get to graduate school. Panel presented at the annual research conference of Psi Chi Bakersfield Chapter. Bakersfield, CA.

Castro-Olivo, S., Llamas, P., Escobar, L., & Vega, L. (2002, April). *Kissing Only: College-students' likelihood to forgive different degrees of infidelity*. Poster presented at the annual convention of the Western Psychological Association, Irvine, CA.

Rienzi, B., LeBlanc, G., & Castro-Olivo, S. (2001, May). Enriching the university experiences of students in psychology. In R.C. Noel (Chair), *Taking program assessment seriously: Reflections leading to innovation*. Symposium conducted at the Annual Convention of the Western Psychological Association, Maui, HI.

Castro-Olivo, S. & Rienzi, B. (2001, May). *College students' perceptions towards low-income Mexican-American high school students*. Paper presented at the Annual Convention of the Western Psychological Association, Maui, HI.

Castro-Olivo, S. (2001, April). *College students' perceptions towards low-income Mexican-American high school students*. Paper presented at the CSU Statewide Research Competition, San Jose, CA.

Castro-Olivo, S. (2001, March). *College students' perceptions towards low-income Mexican-American high school students*. Paper presented at the California State University, Bakersfield Annual Research Competition, Bakersfield, CA.

ACKNOWLEDGMENTS

I wish to express sincere appreciation to Professors Martinez, Bullis, Cronister and Dishion for their assistance in the preparation of this manuscript. In addition, special thanks are due to Dr. Kenneth Merrell, whose support and guidance was crucial for the completion of this project. I also wish to thank Mrs. Joni Grisham, Ms. Abril Toral, Mr. Francisco Torres, and Mrs. Katy Colbath from the Pittsburg Unified School district for their contribution and support. This investigation was supported in part by Clare Wilkins Chamberlin Memorial Award, Graduate School Research Award, Project INTEGRATE, and Effective Educational Practices Foundations Research Award.

To all the students who struggle between cultures and hope to one day make their
“American Dream” come true.

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CHAPTER 1

INTRODUCTION

Latinos are the largest and fastest growing ethnic minority group in the United States (U.S. Bureau of Census, 2000). Latinos are not proportionally represented in the different levels of our social statuses. In fact, when compared to members of other ethnic groups, Latinos are more likely to live in poverty and are less likely to have a high school diploma, especially if those Latinos are immigrants from Mexico and/or Central America (Rumbaut 2004). According to Suarez-Orozco and Suarez-Orozco (2001), thirty percent of U.S. born Latinos drop-out of high school and up to 61.5 percent of Latino-immigrant students *never* obtain a high school diploma either because they drop-out of high school or they never enroll in the American school system.

Latino-immigrant high school students are often marginalized from conventional-American youth social worlds and networks. Social alienation during adolescent years has been found to decrease self-esteem, sense of school belonging, and ethnic pride (Gordon, 1996). Social alienation has also been found to increase stress, anger, and interpersonal conflicts (Saldaña, 1994; Suarez- Orozco, Suarez-Orozco, 2001). Besides family networks, Latino immigrant youth (LIY) rely heavily on schools as major carriers of social environments and norms (Fulgini, 1997). Schools' social networks mediate the entrance of LIY to the American society and its' norms. For recent Latino immigrant high school students, those who have four or less years living in the U.S., schools do not necessarily represent a safe and productive mediator of culture and social development (Martinez, DeGarmo & Eddy, 2004; Olsen, 1997). Due to language barriers and poor orientation to American schools and cultural norms, LIY often find themselves frustrated

and highly stressed due to their inability to understand/interact with the system. High levels of frustration, acculturative stress, and acculturation have been positively correlated with negative academic, social, and behavioral outcomes such as: high dropout rates, drug use, premature/unsafe sexual activity, etc (Carvajal, Hanson, Romero, et, al. 2002).

Latino-immigrant youth rarely obtain an explicit orientation on how to survive the cultural adaptation/transition and stress of being a recent immigrant/ non-English speaker in American schools. In preparation for this investigation, computer-assisted searches for articles related to youth-immigrants and preventative interventions, resulted in zero finds, which implies the need to develop and implement programs for this high-need and fast growing population. Latino-Immigrant youth need to be provided with skills that will allow them to better navigate the American school system and the American culture.

Lack of orientation to a new school system and culture has not only placed LIY at risk for negative academic and social outcomes but it could also have a detrimental effect on their mental health. Just the fact of being an immigrant, puts LIY at risk for potential negative mental health problems, lack of orientation to a new system may increase their anxiety, stress, and depression. The available data shows that Latino immigrants are unlikely to receive formal treatment for mental health problems because of illegal immigration status, lack of health insurance, or cultural biases about treatment of psychological problems (DHHS, 2001; Vega & Rumbaut, 1991).

In general, up to 20 % of school-aged children in the United States are expected to suffer from a diagnosable mental health disorder (Burns and Hoagwood, 2002). The available prevalence data on the mental health of Latino immigrants tends to be

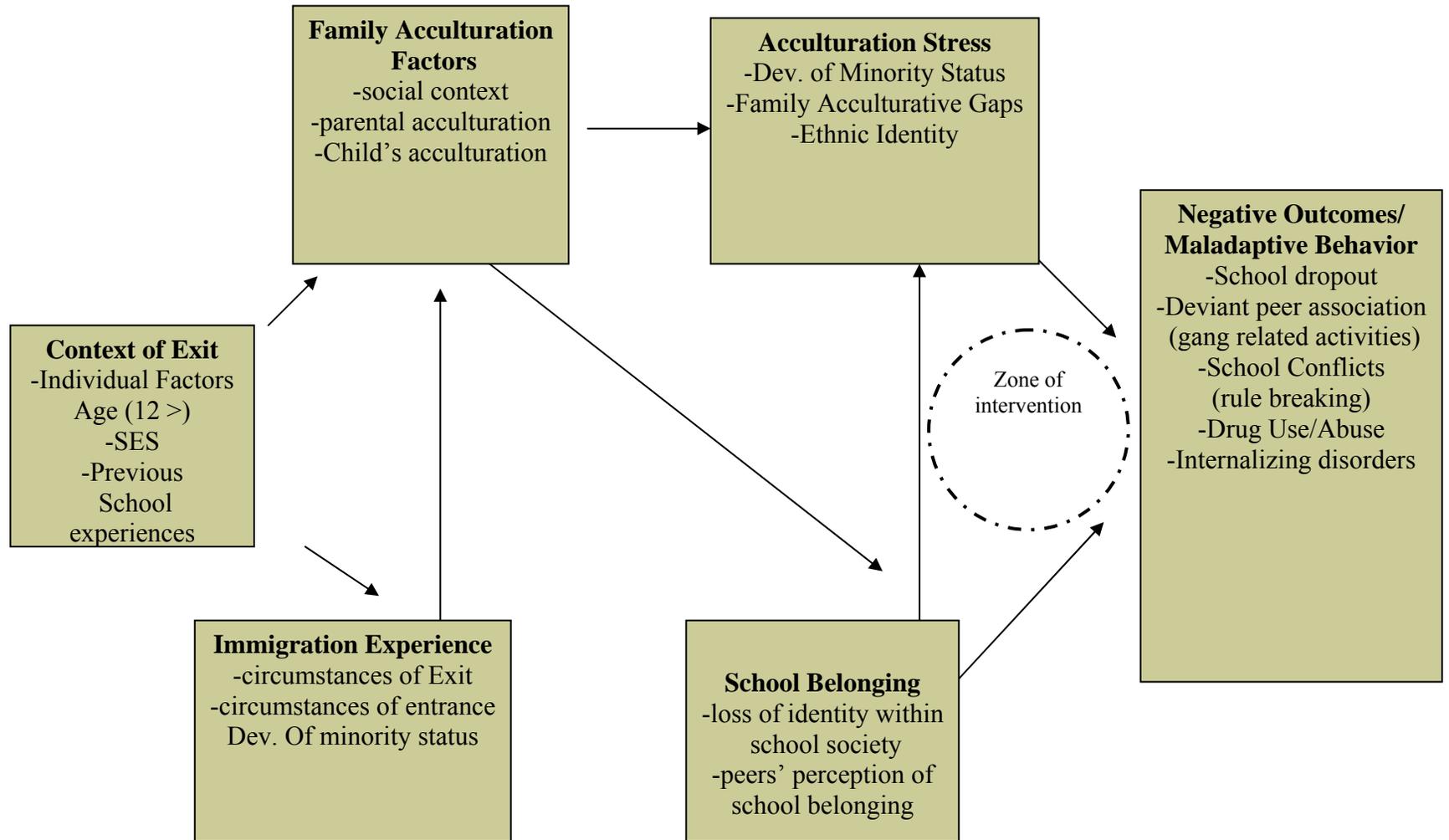
confounded by the low numbers of LIY who participate in these types of studies and their reporting practices. According to the Centers for Disease Control and Prevention (CDC), Latino youth are more likely to report suicide attempts than Caucasian or African American youth. In 1999, 12.8% of Latinos reported to have attempted suicide, compared to 7.3 % Caucasian and 6.7 % African American youth. (CDC, 2000). Latinos have been identified to be at risk for depressive mood and suicidal ideation (O'Donnell, O'Donnell, Wardlaw, & Stueve, 2004) especially if they have poor ethnic identity, low sense of school belonging, and familial conflicts, factors that are commonly faced by Latino Immigrant adolescents as their time in the United States progresses. Most of the data presented in the literature combines information from U. S. born Latinos and immigrant Latinos. A precise estimate of how many Latino immigrant adolescents suffer from mental health problems is practically nonexistent. Because of the many contextual variables that contribute to the life stressors of immigrants, one would expect LIY to suffer from mental health problems at a higher rate than the general U.S. population. Therefore, LIY should have access to preventative intervention programs that would allow them to maintain a strong ethnic identity and learn skills to better navigate the host culture (see Figure 1 for visual).

Blanco-Vega, Castro Olivo, and Merrell (2005) provide a detailed model that explains the contextual factors that negatively impact the emotional and social outcomes of Latino immigrant adolescents. Many of those factors are unique to immigrants. Those factors include: immigration experience, acculturative stress, familial acculturative gap, low sense of school belonging due to limited English Language abilities, development of minority status, etc. (see Figure 1 for model). Because of the unique nature of migrating

to a new country and culture, Latino immigrant adolescents would be expected to be at higher risk than the general U.S. population for mental health problems. The literature shows that Latino-immigrant youth possess many protective factors as they arrive; however, most of those protective factors are not maintained (Oppedal, Roysamb, & Heyerdahl, 2005).

The effects of immigrants' protective factors usually fade as immigrants spend more time in the United States. Such trend might be due to the lack of orientation immigrants receive when they first arrive on how to maintain those protective factors and navigate the new culture. Regardless of their positive outlook and desire to live the American dream, one would expect that having a traumatic experience when crossing the border, family separation, and immersion to a new culture and language would have a tremendous negative impact in the psychological development of most immigrants. Without proper interventions that would teach LIY how to maintain their protective factors and handle the new cultural pressures and stresses, one would expect any immigrant to experience some type of learned hopelessness. Schools would be considered a better mediator of culture and personal development if they provided LIY with the skills they need to successfully maintain those protective factors.

Figure 1. A Socio-Cultural Model for Explaining the Negative Social Outcomes of Latino Immigrant Adolescents



As an educational system and a society, we have neglected to develop/provide appropriate interventions for LIY. Interventions for immigrant students are poorly documented. The few documented interventions have various focuses which are mainly reactive rather than preventative. The lack of unity between the educational and psychological fields causes interventions to be focused on a single/field-specific target skill. For example, the educational field tends to focus on interventions that aim to enhance Latino immigrants' English Language Development (Pedalino Porter, & Clark, 2004), while the psychological field tends to study interventions that aim to decrease post traumatic stress disorder for those who have been exposed to trauma (Kataoka, 2003). Such separation of fields could have a detrimental impact on the effectiveness of both types of interventions given that most Latino-immigrant students would benefit from both educational and psychological interventions. An analysis of the available literature indicates that a collision between education and psychology needs to occur in order to change the trajectories of Latino immigrants in the U.S (Blanco-Vega et al., 2005; Stein, Kataoka, Jaycox, Wong, Fink, Escudero, & Zaragoza, 2002).

Despite of the lack of appropriate interventions and numerous risk factors that Latino immigrants face in American society, many do manage to thrive. Successful Latino immigrants are those characterized by strong *resiliency* skills. The resiliency construct is usually defined as strengths and coping processes that an individual possesses that allow her/him to resist and overcome negative situations (Todis et al. 2001). Resilient Latino immigrant students usually show the following characteristics: they have strong family and community support, are less likely to fall for peer pressure, have a positive self-concept, and are successful in academics (Gordon, 1996). Many of these factors are congruent with the resiliency factors found among the general US population.

One of the few interventions that have focused on both academics and social outcomes has yielded positive results for the participating Latino college students. The *Migrant Program* has focused on providing all Latino students, immigrant and non-immigrant, with the social and academic support they need in order to be successful at American colleges and universities (Gibson & Bejinez, 2002). The theory behind the *Migrant Program* is that the support they provided to the participating students is delivered by culturally sensitive/competent staff, include activities that promote bonding, and promote the students' cultural values (e.g. working in groups, celebrating Latino holidays, educating others about Latino culture, etc). This intervention has shown to be effective at improving students academic outcomes, sense of school belonging and self esteem. However, such findings are not easily generalizable to Latino immigrants because the Migrant Program includes a general Latino population. Even though the Migrant Program includes all Latinos, not just immigrants, their procedures and results are parallel with the variables Latino students identified as missing, and desired, from systems that are not supportive and conducive for their academic success. Latino students who are successful academically and in their community tend to report that their success is due to the support of their community. More specifically, these students have reported receiving support in a culturally sensitive manner to be the main key to success. Students report feeling more comfortable/accepted and "feel like myself" when working with staff that understand and respect their cultural values (Martinez, et al., 2003; Gibson & Bejinez, 2002).

The fact that the cultural adaptations of the Migrant Program are theory-based makes its' procedures and efficacy with this population more credible. According to Castro-Gonzalez, Barrera, and Martinez (2004); Kumpfer, Alvarado, Smith, and Bellamy

(2002); and Lieberman (1989) in order to create interventions that promise to be effective with Latino immigrants, the intervention must be culturally sensitive and be derived from a strong theoretical framework. At this point, the field of school psychology lacks preventative interventions with strong theoretical background to promote the academic and social-emotional outcomes of Latino immigrants. One of the main purposes of this study is to add to the school psychology field a theory-based intervention that is culturally specific in nature and based on Social Emotional Learning (SEL) components.

Social Emotional Learning was identified as the optimal theoretical framework to adapt when working with Latino immigrant students because interventions that have followed this model have been effective at improving participating students' academic and social outcomes. In addition to the positive effects of SEL interventions, most of the studies available have been conducted with diverse populations (CASEL, 2005).

Social Emotional Learning is defined as "the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors" (Zins, et al., 2004). SEL program/curricula that follow the person-centered framework should focus on developing students' competencies on the following areas: Self-Awareness, Social Awareness, Responsible Decision Making, Self-Management, and relationship management (CASEL, 2003). SEL curriculum has been found to be effective not only at providing students with important social-emotional skills but it has also shown to be a better predictor of high school academic success than academic performance in the primary years (Caprara, Barbanelli, Pastorelli, Bandura, & Zimbardo, 2000). Goal setting, which is part of responsible decision making, and self-management

skills have been identified among the most important skills that promote academic success and are taught in SEL curricula (Zins, et al., 2004).

The main purpose of the present study was to bridge the gap in the SEL literature by assessing the efficacy of a culturally-adapted SEL preventative intervention program on the social-emotional and academic outcomes of Latino-immigrant high school students. This project provided participating students with explicit instruction in the social and emotional skills needed to be successful in mainstream American schools and communities. The study focused on promoting social-emotional learning of Latino immigrant students in order to increase social-emotional resiliency and academic success. The main components of the used intervention were:

(a) focus on the “unique” emotional needs of immigrant Latino students, with an emphasis on reduction of acculturative stress and promotion of school belonging,

(b) provide a program that was culturally sensitive and delivered by culturally competent personnel,

(c) explicitly teach the social-emotional skills students need to be successful in mainstream American schools/society, and

(d) use culturally sensitive scenarios and examples that would allow students to generalize taught skills in the home and school environment.

It was hypothesized that by providing Latino immigrant students with the social-emotional skills needed to be better navigate the American society, participating students would experience: (a) a *reduction in their acculturation stress*, (b) *reduction of mental health problems* (e.g. depression), (c) an *increase students’ refusal of drug use and premature sexual activity*, (d) an *increase their academic performance*, and (e) an *increase their feeling of school belonging*.

The following research questions were addressed in this study:

1. What is the impact of participation in a culturally sensitive adaptation of Strong Teens (*Jóvenes Fuertes*) on the reported levels of acculturative stress of Latino immigrant students?
2. What is the impact of participation in a culturally sensitive adaptation of Strong Teens (*Jóvenes Fuertes*) on self-report ratings of social-emotional learning knowledge?
3. What is the impact of participation in a culturally sensitive adaptation of Strong Teens (*Jóvenes Fuertes*) on self-report ratings of internalizing symptoms?
4. What is the impact of participation in a culturally sensitive adaptation of Strong Teens (*Jóvenes Fuertes*) on the reported levels of negative social outcomes such as: involvement in deviant peer groups, consumption of substances, and engagement in premature/unsafe sexual activities?
5. What is the impact of a culturally sensitive adaptation of Strong Teens (*Jóvenes Fuertes*) on the academic performance (GPA and teacher report) and sense of school belonging of Latino immigrant students?
6. Do participants perceive *Jóvenes Fuertes* as a socially valid intervention?
7. What is the convergent-discriminant validity among the measures?

CHAPTER 2

LITERATURE REVIEW

The purpose of this section is to provide a literature review that expands on the particular social-emotional needs of Latino immigrants and provides a rationale for the development, design, and implementation of *Jóvenes Fuertes*. Definitions of key terms and concepts are also provided.

Definition of Key Terms

Acculturative Stress and Acculturation

Acculturative Stress is defined as *the idiosyncratic pressures an individual receives from two different cultures: the host and his/her own culture*. Acculturative stress represents the tension an individual experiences when he/she lives in an environment with two different cultures (Saldaña, 1994). An individual who lives between two cultures is usually demanded to adopt conflicting cultural practices. The host culture demands from him/her to become an active member of this culture by adopting new customs and values. At the same time, the individual receives pressure from his/her native culture to maintain his/her native customs and values.

In the last two decades researchers who focus on the mental health of minority populations have studied acculturation extensively. *Acculturation*, or the adaptation process an individual experiences when entering a new culture, is often assessed when studying the mental health of immigrants. Acculturation is easily assessed by asking an individual about his/her cultural preferences (Cabassa, 2003). Research on the effect of acculturation on immigrants' mental health and social outcomes is equivocal. Some studies have found strong correlations between acculturation and negative mental health outcomes; where as others have found high levels of acculturation to be a protective

factor (e.g. Berry & Williams 1991; Cabassa, 2003; Martinez, 2004). Although acculturation has been found to be a common factor among cultural minority individuals, different levels of acculturation do not explain why these individuals are at risk for mental health problems. According to Chavez, Moran, Reid, and Lopez (1997) acculturative stress is a more reliable predictor when assessing the mental health of Latino immigrants; therefore, we must develop interventions which aim to reduce the acculturative stress of immigrant students. Reduction of acculturative stress is one of the main goals of the present project.

Sense of School Belonging

Sense of school/community belonging is defined as the individual's perception of being part of, and comfortable with, his/her school environment. Strong sense of school belonging has been identified as a strong predictor of positive social and academic outcomes for the general US population and Latino immigrants (Blanco-Vega, et al, 2005; Gordon, 1996; Zins, et al. 2004). For immigrant students who come from collectivistic cultures, it is particularly important to feel like they belong to a group and are fully accepted. Students who feel fully accepted and part of their school are more likely to develop a strong sense of self-worth and more likely to participate in academic activities (Gordon, 1996). Immigrant students who come to United States from collectivistic cultures need to get oriented about the individualistic views of the American culture. Being oriented on the different cultural values could help youth to obtain skills that would allow them to better cope with the differences. Coping with the cultural differences would help students maintain the protective factors of their native culture and navigate better in the host society.

Cultural Adaptations of Existing Curricula

Research on the Cultural adaptations to existing intervention programs is a relatively new practice in the United States. For decades, mental health professionals who work with ethnic minority populations, have known that in order to yield positive results from participation in an intervention program adaptations to the programs must be made. Lieberman (1989) stated that adopting culturally sensitive practices when working with Latina mothers increases the intervention effectiveness and the clients' trust. Making cultural adaptations to existing curriculum has been shown to increase participants' attendance, engagement, and acceptability of program. The effects of cultural adaptations on the outcomes of participants has shown to be minor; however, not enough studies have been done in this area. At this point, it is hard to refute the potential positive effects cultural adaptations could have on participants' outcomes (Kumpfer, Alvarado, Smith, & Bellamy, 2002)

According to Gonzales-Castro et. al, (2004), program developers who want to implement a research-based program with a cultural diverse population should make cultural adaptations that will increase the populations' likelihood to relate to the program. Such adaptations should be socially valid but must not jeopardize the fidelity of the core concepts of the original intervention. The cultural-adaptation of *Strong Teens (Jóvenes Fuertes)* followed the guidelines proposed by Gonzales-Castro et al, and kept all the main concepts of Social Emotional Learning.

Particular Social-Emotional needs of Latino Immigrant Students

As previously mentioned, Latino immigrant students face many obstacles in their daily life. In US schools, such obstacles represent immense risk factors for these students. One of the factors that seem to be *unique* to immigrants is acculturative stress. In the

following paragraphs I will expand on the impact *acculturative stress* might have on the social and academic outcomes of Latino immigrant students.

Latino immigrants have been identified as an at-risk population not only because of their relatively low educational achievement but also because of their likelihood to have mental health problems (such as depression and anxiety), which are usually never treated by professionals (Vega & Rumbaut, 1991). The media often portrays Latinos as a population that is at risk of getting involved in antisocial activities (e. g., gangs, drug use, teen pregnancy, etc.). Such stereotypes seem to be true in many parts of the country and many reasons have been provided for this problem. For example: Social-economic status, neighborhood norms, ethnic culture, culture specific stressors, etc. (Suarez-Orozco & Suarez-Orozco, 2001). One of the least studied factors, but which seems to have the greater impact on the negative outcomes of *Latino-immigrants*, is acculturative stress (Vega & Gil, 1999). As previously defined, *Acculturative stress* is a set of idiosyncratic pressures an individual perceives from two different cultures. Such pressures are represented by the conflict in cultural values, language, and ethnic identity that and individual experiences when the cultural demands from the mainstream culture are substantially different from those of his/her native culture. Many Latino immigrant students have reported to feel lost when parents asked them to “don’t speak English at home,” and yet at school they are criticized because of their heavy accent. Students need to feel that such conflicts are normal and are not caused by a *within-person deficiency*, or because they are bad. Students need to learn resiliency skills to be able to cope with such cultural conflicts in a pro-social manner. The proposed study will explicitly teach those skills and provide students with opportunities to feel at ease with the conflicts created by their two cultures.

According to Chavez et al. (1997) most immigrants experience acculturative stress as they adapt to their new culture. Some of the outcomes of such adaptation can be devastating if the individual does not possess strong protective factors such as family and community support and a strong ethnic identity (Vega & Gil, 1999). Latino immigrant students may also benefit from positive thinking and problem-solving skills in order to make a successful adaptation to the American mainstream culture. Many immigrant students have never been required to develop, or practice, problem-solving and positive thinking skills around cultural issues, such as discrimination, because they have usually lived in homogenous environment where perceived ethnic hierarchies rarely exist. Because of their likelihood to not possess the problem solving and positive thinking skills, we can assume that these students are the ones most likely to struggle during their acculturation process and are more likely to develop high levels of acculturative stress that could lead them to poor academic and social outcomes.

When Latino immigrant students first enter American schools, they are being thrown into a new culture. In this new culture, these students are being forced to learn a new language, learn new codes of “socially appropriate behaviors,” and in some cases they are placed in situations that are in direct conflict with their cultural values. Many students are socially punished by teachers or peers for not establishing eye contact. In many cases, teachers will directly tell them to look at them in the eyes. But when these students get home, now thinking that it is okay to look at an adult in the eyes, they are directly told not to do so. Such cultural conflicts represent a great challenge to the social and emotional wellbeing of Latino immigrant and other cultural minority students (Suarez-Orozco & Suarez-Orozco, 2001). Maintenance of a positive cultural identity seems to be a common factor suggested by the literature that focuses on the mental health

of minority students. Students also need to learn the skills they need to be well-accepted by the host culture (Delpit, 1995).

Rationale for Strong Teens and Cultural Adaptations (Jóvenes Fuertes)

Public schools have long been perceived to be accountable for teaching academic skills to children. Teaching academic skills is not enough. Because of the diverse background of the student body, and the potential lack of community resources, schools need to provide children with the skills they need to be successful. Those skills include social-emotional, behavioral, and academic skills. However, most American schools have not been able to adopt social-emotional interventions that are effective (Greenberg, et al., 2003). Needless to say, schools are rarely able to implement social-emotional interventions that are culturally sensitive.

According to Elias et al (2003) schools should be the main source of SEL. Greenberg, et al. (2003) explained that schools should focus on teaching students the following SEL skills in order for individuals to be successful in our society: bonding, resilience, moral competence, self-determination, spirituality, self-efficacy, clear and positive identity, belief in the future, recognition for positive behavior, and opportunities for pro-social involvement. Given the strong effect acculturative stress could have on the social-emotional outcomes of immigrants, SEL programs should explicitly target this concept when Latino-immigrants are identified as the participating population. There is limited intervention research in the literature that addresses the prevention of maladaptive and negative school outcomes of Latino students.

Given that we cannot, and should not, expect our cultural norms to change in order to reduce the acculturative stress of Latino immigrants or other immigrant groups, we need to provide LIY students with the tools they need in order to be successful in our

society. According to Delpit (1995), culturally minority students need to be explicitly taught the cultural codes and skills needed to advance and be competitive in the American mainstream society, especially in schools that have been designed for students with middle-class white liberal backgrounds. Culturally minority students are not likely to receive appropriate instruction on cultural behavioral and academic norms at home because their parents and community members are often unfamiliar or have felt rejected by members of mainstream society (Suarez-Orozco & Suarez-Orozco, 2001). Therefore, our society must find an appropriate setting to teach fundamental social skills to culturally minority students. Perhaps the only settings where we have some control to ensure that these skills are taught in a culturally competent and efficient manner are the public schools.

Empirical Evidence of Strong Teens

Strong Kids/Teens curricula have shown to be effective at improving resiliency skills among pre-adolescent students (Feuerborn, 2003; Merrell, Juskelis, & Tran, 2004). Feuerborn (2003) showed that, students who received the Strong Kids intervention benefited by increasing their knowledge on concepts about resiliency and decreasing symptoms of internalizing disorders. In a larger study, Merrell et al. (2004) showed that students who participated in the intervention evidenced similar patterns as the participants at the Feuerborn (2003) study.

The research available on *Strong Teens* is limited for Latino-immigrant populations. Up to this point, the effects of *Strong Teens* on culturally minority students have not been studied. Therefore, the present study is considered necessary to advance the field and provide this population with opportunities to thrive in our society. Even though the research is limited for this population, the theory behind *Strong Teens* is

strongly adaptable to culturally minority students. In order for an intervention created for members of the mainstream American culture to be effective with culturally minority, especially immigrant populations, it must be adapted. Such adaptations must follow a theoretical framework that matches the needs of the population to be studied and such adaptations must be culturally sensitive, acceptable, and relevant (Kumpfer, Alvarado, Smith, & Bellamy, 2002). The adaptations made to *Strong Teens* for the purpose of this study satisfy all those requirements.

Members of the Oregon Resiliency Project research team recognized the need to adapt Strong Teens to be sensitive to the special needs of Latino immigrants. The adaptations focus on teaching the important social-emotional skills in a culturally sensitive and competent manner. The lessons are composed of culturally relevant examples that will allow students to utilize the skills in their everyday life and in their constant battle to make their adaptation to the new culture as smooth and as good of experience as possible. The following section explains the rationale for Strong Teens, the lessons and how the skills are covered during each lesson. A connection will be made of how *Jóvenes Fuertes* is not only a Spanish Translation of *Strong Teens* but it is also a culturally sensitive intervention that aims to ensure the complete assimilation of the skills. Table 1 summarizes the main focus of each lesson and the cultural adaptations made.

Strong Teens/Jóvenes Fuertes- Lessons

The following section describes the main objectives of each lesson of *Strong Teens* and a description of the main cultural adaptations made to each lesson. Table 1 summarizes the lessons' name for *Jóvenes Fuertes* and the skill of focus and the cultural adaptation made to each particular lesson.

Lesson 1- Emotional Strength Training. During this lesson, participants are introduced to the *Strong Teens* program. They receive an overview of each lesson. Group rules and expectations are presented. This lesson provides students with the opportunity to build rapport with the teacher and other members of the group.

Entrenamiento para la Fortaleza Emocional de Latinos. The adapted version of lesson 1 covers the same objects as the *Strong Teens* lesson 1. In addition, students are presented with concepts related to ethnic pride, acculturation, and acculturative stress. Students' activities revolve around Latino ethnic pride.

Lesson 2 and Lesson 3- Understanding Your Feelings. Lessons two and three focus on teaching students the meaning of feelings, such as: happy, sad, uncomfortable, comfortable, etc and the way such feelings make people react. The main objective of these lessons is to have students identify and share experiences where different feelings triggered either positive or negative reactions.

Comprendiendo Emociones. The third and fourth lesson of *Jóvenes Fuertes* follows the core concepts of *Strong Teens* Lesson 3 and 4. In the *Jóvenes Fuertes* program students are asked to identify situations when they felt acculturative stress and discrimination.

Lesson 4- Dealing with Anger. Participants are introduced to a six-step anger model that allows them to control anger and to behave in a pro-social manner when they encounter negative situations. The six-step model includes: (1) recognize what *triggers* the anger (2) *interpret* the feeling, (3) *emotional reaction*, (4) *decision*, (5) *behavior*, (6) *consequence*.

Controlando el enojo. The only adaptation for lesson 4 of *Strong Teens* includes cultural-specific scenarios related to family and racial conflicts.

Lesson 5- Understanding Other People's Feelings. For this session, participants are introduced to empathy training, "seeing the world through another person's eyes." Participants are provided with strategies that help identify what other's are feeling and being able to take others' perspectives.

Comprendiendo las Emociones/Sentimientos de otros. This session is composed of the same objectives as *Strong Teens* lesson 5. One of the main objectives of the adaptation of lesson 5 is to have students brainstorm different strategies of how they can understand, and let go, when others feel the need to discriminate against them.

Lesson 6 and Lesson 7- Clear Thinking. Participants are taught strategies to identify positive and negative thought patterns. Participants learn that identifying negative thoughts/ thinking errors can help live a healthy lifestyle. Specific skills to avoiding thinking errors are taught and practiced.

Pensando en Claro. Is composed of the same core concepts of *Strong Teens* lessons 6 and 7, it asks LIY to think about times where they made thinking errors related to their immigrant status or language proficiency.

Lesson 8- The Power of Positive Thinking. Participants are taught A-B-C-D-E (Adversity, Belief, Consequence, Disputation, and Energization) steps that are allow them to identify negative thoughts and convert them to positive/optimistic thoughts. Besides learning the main concepts of positive thinking and specific skills to thinking positively, students are also provided with opportunities to practice those skills.

El Poder de Pensar Positivamente. Immigrant students are provided with the same model from *Strong Teens* lesson 8. Students practice the skills of positive thinking in a culturally relevant manner. Students receive examples related to learning English, obtaining a high school diploma, and going to college.

Lesson 9- Solving People Problems. This lesson provides participants with 4 steps to solving people problems. The steps taught in this session are: (1) identify problem, (2) brainstorm solution (3) choose a solution (4) make an agreement. Participants are provided with examples that allow them to identify the differences between positive and negative problem solving techniques.

Resolviendo Problemas. Immigrant students are also be taught the 4-steps to solving people problems. Examples are given in how to utilize these strategies at home when dealing with acculturative-gaps, and at school when dealing with cultural conflicts between peers.

Lesson 10-Letting Go of Stress. Participants are provided with skills to identify stress in themselves or others. Participants are also provided with examples of situations that could cause stress. Opportunities to brainstorm and practice different relaxation skills are provided.

Liberando el Estres. The objectives of session will be very similar to *Strong Teens-* lesson 10. Immigrant students will be specifically asked to identify situations that could trigger acculturative stress. Cultural specific relaxation skills are brainstormed and practiced.

Lesson 11- Behavior Change. Participants are taught ways to set short and long term goals that are realistic and attainmentable. Participants also learn the importance of maintaining goals in order to live a healthy and productive life. Specific skills to goal setting and are provided with the opportunity to practice such skills are also given to each participant.

Cambiando el Comportamiento/Logrando Metas. For this session, only minor adaptations are made. Immigrant students are given the option to set goals that are cultural specific.

Lesson 12- Finishing UP! This session provides students with the opportunity to celebrate their accomplishment of finishing the *Strong Teens* curriculum. Key concepts are reviewed and practiced during part of this session.

Terminando. For *Jóvenes Fuertes*, no major adaptations are made. Students review main concepts; within the review students talk about acculturative stress and how the taught skills could help them to deal with acculturative stress and to feel more part of their English-speaking school.

Table 1. *Lessons and Cultural Adaptation Description*

Lesson Name and Number	Skills Focus	Cultural Adaptation
Strong Latino Roots (Lesson 1)	Overview of program, build rapport, behavior expectations during lessons	Latino ethnic pride Latino roots
Understanding Your Feelings (Lesson 2 and 3)	Increasing awareness of one's own emotions and emotional variability	Learn new concepts of acculturation and acculturative stress. Learn to identify acculturative stress.
Dealing with Anger (Lesson 4)	Anger management, learning to steps to avoid overreacting to triggers	Learning to deal with discrimination and other anger-triggering situations related to culture
Understanding your Other's (Lesson 5)	Empathy Training (understanding other's perspectives)	Learning how to cope with familial/ and other acculturative gaps
Clear Thinking (Lesson 6 and 7)	Learning to recognize thinking errors	Examples related to English Proficiency and other cultural-specific situations
The Power of Positive Thinking (Lesson 8)	Replacing irrational thoughts with positive thinking	Examples related to English Proficiency and other cultural-specific situations
Solving People Problems (Lesson 9)	Conflict Resolution Model	Culture-specific examples and role plays in school and home settings.
Letting Go of Stress (Lesson 10)	Relaxation Training	Culture-specific examples and discussions related to letting go of acculturative stress
Behavior Change (Lesson 11)	Learning to set and attain goals	Culture-specific examples
Finishing Up (Lesson 12)	Review of all main concepts	Emphasize the use of skills to reduce acculturative stress and other cultural conflicts in school and at home.

CHAPTER III:

METHOD

Participants

A total of 40 recent-immigrant Latino high school students participated in the study. These participants were recruited from two different Spanish Language Arts classes in a high school located in the East Bay Area of California. The participants' mean number of months living in the United State at baseline was 8.9 with a standard deviation of 7.3. The mean age of the students at baseline 1 was 15.3. Students' age ranged from 14-18. In terms of gender, the sample was equally divided, with 20 males and 20 females. Table 2 includes a breakdown of participant demographics (age, ELD level, and months living in the U. S) by class.

Table 2. *Students' Demographics by Class*

	Class A	Class B	Total
	Mean (<i>SD</i>)	Mean (<i>SD</i>)	Mean (<i>SD</i>)
Age	15.39 (1.96)	15.33 (.09)	15.37 (1.07)
ELD level	1.45 (.85)	2.0 (1.15)	1.66(.99)
Months in the US	6.82 (4.62)	12.14 (9.67)	8.89 (7.30)
Gender	11 females 11 males	9 females 9 males	20 males 20 females
Total <i>n</i>	22	18	40

Recruitment. In order to recruit participants, the researcher contacted the high school principal and the district coordinator for the English Language Development (ELD) program. Both school officials suggested the Spanish language arts classes as the only option for this study due to the recent demands their State Department of Education had place on their ELD program. The teachers from these classes were contacted and the study was explained to them. The district decided to adopt the *Jóvenes Fuertes* 12-week program as part of their Spanish Language Arts classes' curriculum.

Students and parents were notified of the program's adoption and invited to participate in the data collection to validate the program. Students received the information from the researcher, who gave a 10 minute presentation in each class about the program. A letter was sent home to explain the study to parents and follow up phone calls were made to ensure parents had full access to the information. All of the students enrolled in both classes decided to participate in the study, a 100% participation rate. Active parental consent was obtained, as well as students' assent.

Assignment to Groups. According to the district's report, students enrolled in class A had higher levels of Spanish Language skills than students enrolled in class B. Twenty-two of the participants were enrolled in class A and 18 in class B. Because of the potential confound in native language skills proficiency, a within-subjects mix- factorial multiple baseline design was employed. Both classes served as their own control. Significant differences in social-emotional outcomes between classes were not expected at baseline. Effects of native language skills were expected to have some effect on their overall post intervention outcomes because students with lower native language skills are more likely to experience higher life stressors such as: lower social-economic status,

harder time learning a second language, are more likely to have had interrupted education and lived in rural areas in their native country. Individuals who migrate from rural areas of Latin America are more likely to suffer from higher levels of acculturative stress because of they have less access than people from urban areas to American culture.

Procedures

Social/Content Validity. In order to validate the cultural adaptations made to the *Strong Teens* curriculum, the principal investigator engaged in multiple activities identified as best practice for cultural adaptations of existent cognitive-behavioral/prevention interventions. According to Castro-Gonzalez, et al. (2004) cultural adaptations must be made to existing prevention programs, which were not designed to be implemented with cultural minority groups, to increase likelihood of intervention effects. The guidelines suggested by Castro-Gonzales et al. were adopted, those guidelines are : “(a) define the fidelity/adaptation balance; (b) assess community concerns; (c) review a targeted program to determine fidelity/adaptation issues; (d) examine that program’s theory of change, logic model and core components (e) determine the needed resources; (f) consider available training; (g) consider how to document adaptation efforts; (h) consult with the program developer; (i) involve the community; (j) integrate all prior steps into a plan; (k) include fidelity/adaptation issues into the program; (l) conduct an ongoing analysis of fidelity/adaptation issues’ (p. 43).

The adaptation of *Strong Teens* followed all the previously stated guidelines. The first step of the adaptation process was to review the available literature on the social-emotional needs of Latino immigrant adolescents. The review was conducted to guarantee the adaptations were theory-based and to better assess the levels of program

fidelity needed to ensure the required adaptations for this population would not alter the main theory and components of the *Strong Teens* program. After making the theory-based adaptations, the principal investigator validated the changes by consulting with four different Latino-Researchers, who are considered experts in the field, and by involving the targeted community. Four Latino researchers were approached during the annual Research Training Institute sponsored by the National Hispanic Science Network in drug use. The researcher met with each consultant for thirty minutes to an hour. Each consultant was provided with an outline of the adaptations and a copy of the final program was given to them for review. All four researchers agreed on the appropriateness of the adaptations. One consultant suggested conducting a focus group with the targeted population.

Two months prior to intervention, the principal investigator conducted a focus group with Latino immigrant high school students, teachers, and parents. The focus group consisted of four students from the participating high school who were identified as “resilient immigrant youth who have been in the English Language Development (ELD) program for one to three-years.” Three of the participants were male, one was female. The students’ mean age was 16.5. The parents, who participated in the focus group, were immigrants themselves and had three and four children in the school system. Two teachers from the ELD program participated in the focus group. All participants were recruited by a high school teacher. The principal investigator explained the main purpose of the focus group over the phone and gave an overview of the project. The focus group lasted two hours. Participants were asked to answer the following questions: (a) What are the main problems/roadblocks Latino Immigrant High school students encounter in local

schools? (b) Based on community perceptions, what are the skills that Latino immigrant High school students need in order to ease their adaptation process. (c) How can Latino High school students benefit from skills such as: empathy training, getting to know your feelings, problem solving, anger management, goal setting, and letting go of stress? (d) What worries community members the most about Latino immigrant high school students in their community? (e) How culturally sensitive and specific is the *Jóvenes Fuertes* curriculum? (f) How can it be more culturally sensitive/appropriate? (g) Would the skills taught in *Jóvenes Fuertes* be beneficial to Latino High school students in your community? How so? Overall, all participants agreed that Latino immigrant students face added obstacles during their high school experiences mainly because of language barriers and unfamiliarity with the school's culture, which makes them feel isolated from the overall school climate. All participants reported to believe that the adapted version of *Strong Teens* would be beneficial for Latino immigrant youth because it would provide them with skills needed to overcome any type of social or personal problem. All participants believed that making the specific skill examples and role-plays more culturally relevant was a sufficient cultural adaptation. One of the participants suggested the incorporation of Latino art in the handouts.

Teacher Training. Teachers were trained by the principal investigator prior to starting the study. Teacher training was divided into three parts. Part one consisted of an overview of the background and significance of the study. Part two consisted of an activity to increase teachers' cultural sensitivity, and Part three consisted of a 4-hour hands-on training on how to teach the actual *Jóvenes Fuertes* program. Part one and two took place at four and two months prior to the beginning of the intervention.

The main objective of the part one of the teacher training was for the teachers to understand the need to implement a program like *Jóvenes Fuertes* in their school.

Teachers were trained on the multiple factors that put immigrant adolescents at risk for social-emotional and academic problems. Teachers were also asked to identify the specific needs of their students.

The main objective of the part 2 of the teacher training was to increase their cultural-sensitivity. For this part of the training, teachers were required to attend the parent-student focus group meeting as observers. Teachers got to observe the main concerns students in their program have and their perception of how they thought *Jóvenes Fuertes*, could help immigrant adolescent students. After the focus group, the teachers and the principal investigator met to discuss the special cultural needs of their current students.

The last training activity took place two weeks prior to the beginning of the intervention. The principal investigator conducted a four-hour training where a more detailed overview of each lesson was provided. As part of their training, teachers role-played different lessons of the program. The principal investigator modeled lesson 1 for each of the teacher and was also available for questions for each of the remaining lessons.

Intervention. Both classes received assessments and intervention curriculum in a standardized manner. Self-report data, teachers' report, number of office referrals, and GPA was obtained from all participants two different times prior to intervention and once a week after intervention. Each assessment phase occurred 10-12 weeks apart. Data collection and intervention occurred at the same time or with one day difference. Both classes/groups were conducted on the sixth period of school.

Research Design

A multiple-baseline mixed-factorial group design was employed. Table 3 illustrates the design employed for this study. Students from both classes receive all measures three different times. The *O*s in Table 3 describe the time/order each assessment took place. *O1* was the first assessment period (baseline 1) for class A which took place a day prior to class B. Due to staffing and scheduling, baseline 1 data for class B (*O2*) had to be collected at different times. Consequently, data for class A was always collected a day before class B data; therefore, *O3* represents the time where baseline 2 data was collected in class A. *O4* represents the time where baseline 2 was collected for class B. *O5* represents the time when post-intervention data was collected for class A. *O6* represents the time when post-intervention data was collected class B. Table 4 summarizes the measures that were given during each of the assessment periods.

Table 3. *Research Design*

Groups	Pre-test Baseline 1	Pre-test Baseline 2	<i>Jóvenes</i> <i>Fuertes</i> Intervention	Post-test Measures
Class A	O1	O3	X	O5
Class B	O2	O4	X	O6

The intervention was conducted by certified classroom teachers. Both teachers were bilingual and bicultural. Both teachers received training, feedback, and modeling on the intervention curriculum in a standardized manner. The intervention started on the

same week for both classes. Class A received the lesson a day prior to Class B. The day difference in implementation was due to the need for the researcher observing and modeling in both classes.

Assessment Procedures. To assess the efficacy of the program, multi-agent procedures were utilized. Participants and teachers were asked to complete a series of assessment tools that aimed to identify youths': (a) levels of acculturative stress (b) symptoms of internalizing problems (e.g. depression) (c) negative social outcomes (peer delinquency associations, drug use and premature sexual activity) (d) academic performance (e) and sense of school belonging. Participants were assessed three times during the duration of the study. Four 25 dollar gift cards to a local mall were raffled in each classroom during each assessment period. The first two assessments were conducted prior to the intervention. Each pre-intervention assessment period was ten weeks apart from each other. The post intervention assessment took place a week after the intervention. All measures were administered by the researcher and the class teachers, all of whom were bilingual and bicultural.

The majority of the assessments took place in the students' classrooms. All students were asked to fill out their assessment tools individually in a classroom setting, where the teachers and PI were available to assist them with reading difficulties, questions, and explanations of confusing items on an individual manner. Students who were absent during any of the three data collections were asked to fill out the questionnaires at home and bring them back to the school. Students who brought back the questionnaires participated in a second raffle of one 20 dollar gift certificate to the local mall.

For the students' self reports, the teacher and principal investigator handed out the questionnaires and read the directions at the beginning of the class period. Students were allowed to ask questions on an individual manner during the assessment periods.

Teachers were asked to fill out the students' academic performance and peer association questionnaires separately. Each teacher had one week to complete the questionnaires and return them to the principal investigator.

Measures

Independent Variables. This study included two independent qualitative variables (group and time). The group variable had two levels (Class A or Class B). The time variable had three levels (pre-intervention baseline 1, pre-intervention baseline 2, and post intervention). Fidelity of implementation was assessed for 25 percent of the intervention in both classes. The *Program Fidelity Checklist* was completed by the principal investigator for twenty minutes of the lesson. The fidelity checks were conducted on a scheduled manner. Teachers were also asked to audiotape the lessons to allow for fidelity checks during times were a visit by the principal investigator was not scheduled. One of the participating teachers volunteered to audiotape eighty percent of the intervention.

The program fidelity checklist is composed of 6 items which assessed the extent to which the concepts of each lesson were taught with fidelity by the teacher. Each item is dichotomous in nature, meaning that the observer marks *yes* if the concept is covered to some extent or *no* if the concept is not covered at all. For this study, the observer noted the concepts and main ideas to be taught during the scheduled lesson prior to observation and then marked *yes* or *no* next to each concept that needed to be covered. Overall,

fidelity of implementation was calculated by looking at all the concepts that needed to be covered and were covered during each of the observations. The results showed that the participating teachers covered 100% of the concepts expected to be taught during each of the observations, which means that the fidelity of implementation during the observed time was 100%. Besides fidelity to concepts, the fidelity of implementation checklist also included information about the amount of time the teacher took to deliver each concept, the opportunities provided to students for participation, and the total number of students who participated in the lesson. Students' level of participation was lower in class A. Teaching styles of lesson delivery was different but data was not collected on this variable.

Dependent Variables. The study included six quantitative dependent variables (assessment of academic performance, sense of school belonging, acculturative stress, internalizing symptoms, social-emotional concept knowledge, and negative social outcomes). Table 4 summarizes the instruments used to assess each of the dependent variables at the different baselines of this study.

Table 4. *Administered Measures at Each Assessment Phase*

Pre – Baseline1	Pre- Baseline 2	Intervention	Post
SAFE (accu stress)	SAFE (accu stress)	12-week	SAFE (accu stress)
School belonging	School belonging	program	School belonging
Teacher's Academic	Teacher's Academic		Teacher's Academic
Performance Report	Performance Report		Performance Report
Youth Activity	Youth Activity		Youth Activity
Inventory	Inventory		Inventory

Assessment of Academic Performance. Academic performance/achievement was assessed by obtaining participants' overall Grade Point Average (GPA) and teacher reports on students' academic performance in their class. Two different teachers were recruited to provide academic performance information on the participating students. Teacher A was the teacher who taught the *Jóvenes Fuertes* lessons (Spanish Language Arts class teachers). Teacher B was the math teacher who teaches all newcomer students in the ELD department.

The teacher report on students' academic performance questionnaire consisted of 13-items. The questionnaire asked the teachers to rate each participating student individually on their academic behaviors in the past 2-3 months. The questionnaire uses a four-point likert scale where 1 represents (*never or almost never*), 2 (*occasionally*), 3 (*very often*), and 4 (*always*). Some of the questions were: "This student comes prepared to class," "I perceive this student as a good student," and "this student gets along in class." Teachers could give a maximum score of 52, a minimum score of 13. The higher the score, the more academic behaviors were observed by the teachers. Information about this measure's reliability and validity is not available because this is an experimental instrument developed exclusively for this study.

Assessment of Acculturative-stress. Students were asked to complete the Societal Attitude Familial Environment – Children version (SAFE) - short version scale created by Chavez et al. (1997). The SAFE-C scale is comprised of 36 items from two domains: Sixteen items describe general social stressors (e.g. "taking exams") that may be common

for all students regardless of ethnicity or immigration status. Twenty items are described as unique social stressors for ethnic minorities/immigrants as a result of acculturation (See Appendix C). The SAFE uses a 6-point likert scale where 1 represents (*it bothers me*), 2 (*almost never bothers me*), 3 (*sometimes bothers me*), 4 (*often bothers me*), and 5 represents (*it bothers me a lot*). According to Chavez et al, the internal consistency of the SAFE-C scale is .86.

Assessment of Internalizing Symptoms and Social-Emotional Knowledge. To assess the effects of this intervention on participants' mental health, students will be asked to complete the symptoms and knowledge questionnaires that accompany this curriculum. The *Symptoms Tests* is comprised of 10 items. This test was created to obtain students' self-report on ways they feel or things they have done in the last month that could represent potential mental health problems. For example, students are asked to answer questions like "I argue with other people," "I worry about things." The test uses a 4 point liket scale where 0 indicates (*never true*), 1 (*hardly ever true*), 2 (*sometimes true*), and 3 indicates (*often true*). See Appendix D for a copy of the symptoms test. Prior research on the Symptoms Test in English has found alpha internal consistency coefficients ranging from the mid .70's range to the low .80s range.

Participants were asked to complete the *Strong Teens Knowledge Test- Spanish* version. These tests allow us to assess concepts learned by the student who participate in the study. The *Strong Teens Knowledge* test consists of 20 items. Part 1 of this test asks students to answer "True/False" statements, for example: "Anger is a natural emotional reaction," "Clenched fists and trembling hands are often signs of stress." Part 2 of this test consists of 14 multiple choice questions. The questions randomly represent concepts

taught at different lessons for example, students are asked: “an example of an emotion that is uncomfortable for most people is?,” “reframing is a way to?.” Prior research on this 20 item knowledge test in English has found internal consistency coefficients for this scale to range from the high .50s to the mid .70s.

Assessment of other Societal Outcomes. Social outcomes were assessed with two different self report measures and one teacher report questionnaire. The *Youth Activity Inventory* measure. The *Youth Activity Inventory* is a 14 item measure with three different domains. *Domain 1* asks about the students’ current drug use or attitudes towards drug use. *Domain 2* asks questions about the students’ gang activity or attitudes towards gang activities. *Domain 3* asks questions about students’ sexual activity or attitudes towards sexual activity. This measure was an experimental measure therefore information about its reliability and validity is not available.

Assessment of Sense of School Belonging. The *Sense of School Belonging* (Spanish version) scale was used to assess the students’ sense of belonging to their school. The measure consists of 8 items. A 4-point likert scale is used where 1 represents (*never or almost never is true*), 2 (*sometimes it is true*), 3 (*frequently is true*), and 4 indicates (*almost always or always is true*). Some of the questions on this measure are: “Most mornings I like to get up to come to school,” “I feel most students have an opportunity to succeed in my school,” “I feel safe in my school.”

Social Validity. The study also included a measure of social validity. The measure was only administered once at the end of the intervention. Students and teachers were asked to fill out a questionnaire which aimed to assess how much they like the intervention and how much they thought it the intervention was targeted to Latino

immigrants. The students' questionnaire consisted of a 7 items. Six items were on a 6-point likert scale where 1 represented (*strongly disagree*), 2 (*disagree*), 3 (*somewhat disagree*), 4 (*somewhat agree*), 5 (*agree*) and 6 indicates (*strongly agree*). Students were asked questions like: "I like the *Jóvenes Fuertes* program," "I am likely to use the skills taught by this program," "I think this program was created for Latinos like myself." The seventh item was a qualitative item, where students were asked to state how they believe the intervention could be improved.

The teacher social validity questionnaire asked the two participating teachers to answer questions like: "My students liked this program," "I liked teaching this program," "and I'm likely to teach this program next year." The teacher social validity questionnaire consisted on 8 items where a 6-point likert scale was used. One represented (*strongly disagree*), 2 (*disagree*), 3 (*somewhat disagree*), 4 (*somewhat agree*), 5 (*agree*) and 6 indicates (*strongly agree*).

CHAPTER IV:

RESULTS

Analysis

The study was designed to answer the following research questions: 1) What is the impact of participation in a culturally sensitive adaptation of *Strong Teens (Jóvenes Fuertes)* on the participants' reported levels of acculturative stress? 2) What is the impact of participation in a culturally sensitive adaptation of *Strong Teens (Jóvenes Fuertes)* on participants' self-report ratings of social-emotional learning knowledge? 3) What is the impact of participation in a culturally sensitive adaptation of *Strong Teens (Jóvenes Fuertes)* on the participants' reported levels internalizing symptoms? 4) What is the impact of participation in a culturally sensitive adaptation of *Strong Teens (Jóvenes Fuertes)* on the participants' reported levels of negative social outcomes? 5) What is the impact of participation in a culturally sensitive adaptation of *Strong Teens (Jóvenes Fuertes)* on the participants' academic performance and sense of school belonging? 6) Do participants perceive *Jóvenes Fuertes* as a socially valid intervention? 7) What is the convergent-discriminant validity among the measures used for this study?

In order to answer the previously stated research questions, a series of ANOVAs was run for research questions 1 through 5. Research question number six was answered by analyzing the descriptive data provided by participants (percentage of items endorsed). Research question number seven was answered by running bivariate correlations among all measures used for this study.

Analysis of Variance (ANOVA) was chosen as the most appropriate approach for the employed design to answer questions 1 through 5 because according to Kazdin (1978)

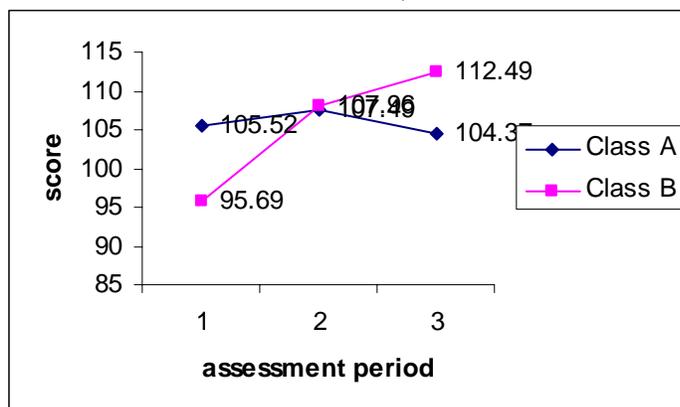
and Richards, Taylor, Ramasamy, and Richards (1999) ANOVAs should be use in designs with three or more phases. Analysis of Covariance (ANCOVA) was initially considered as a possible approach for this study because of the class differences found in the total number of months of residency in the U.S. reported by participants. Such difference was statistically significant, $t(34) = -2.22, p = .03$, and motivated the principal investigator to control for this variable. Students in class B ($M = 12.14, SD = 9.67$) reported to have lived in the United states for more months than students in Class A ($M = 6.82, SD = 4.66$). Controlling for this covariate did not alter the results from the ANOVAs. No statistically significant class differences were detected during either baselines or post-intervention for knowledge or any of the other dependent variables. Knowledge, or concepts learned, was not expected to be affected by students' residency in the United States. Time in residency did not seem to have an effect on students' reported outcomes. Because time of residency was not a planned covariate, and the designed violated on the major assumptions of ANCOVAs (random assignment to treatment) it was decided to use results of the ANOVAs to maintain the original design, which assumed no differences between both groups. Table 6 summarizes the mean and standard deviations for each of the measures for baseline and post-intervention for research questions 1 through five.

Student Outcomes: Data Analysis

The ANOVA run to assess research question number one “*What is the impact of participation in a culturally sensitive adaptation of Strong Teens (Jóvenes Fuertes) on the participants' reported levels of acculturative stress*” showed no statistical significance between the participants reported levels of acculturative stress for baselines

and post-intervention. Visual analysis of data show a potential preventive or *sleepers* effect for acculturative stress, where the mean stress level reported stabilized during baseline 2 and post-intervention. The data show that acculturative stress was increasing baseline 1 $M = 102$ (21), baseline 2, $M = 108$ (17), post test = 107 (23). Although more time in the United States, and more exposure to the adopting/conflict culture, students' acculturative stress did not increase at a higher rate from baseline 2 to post-intervention (See Figure 2).

Figure 2. Acculturative Stress Scores by Class



According to the results of the ANOVA run to assess research question number two “*What is the impact of participation in a culturally sensitive adaptation of Strong Teens (Jóvenes Fuertes) on participants’ self-report ratings of social-emotional learning knowledge,*” participants’ knowledge gain was statistically significant from baselines to post-intervention, $F(2, 24) = 9.28$, $p < .001$. The results indicate that students’ curriculum-related social-emotional knowledge was increased significantly following the intervention. See Appendix P for visual analysis.

The assessment conducted to answer question number three “*What is the impact of participation in a culturally sensitive adaptation of Strong Teens (Jóvenes Fuertes) on the participants’ reported levels internalizing symptoms?*” showed no statistical

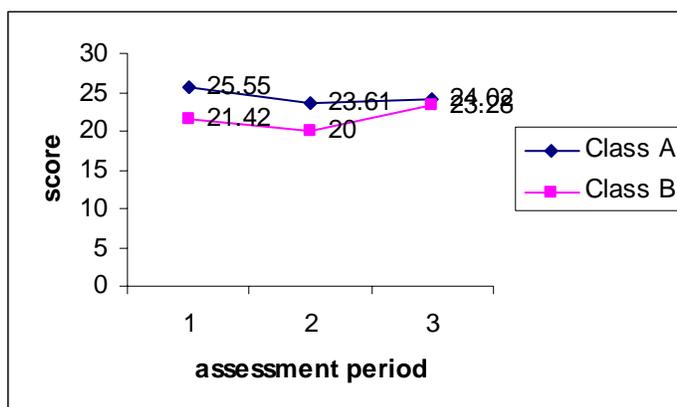
significance between participants' reports of internalizing symptoms prior or post intervention. No visual trends were detected for this variable.

The analysis run to answer research question number four "*What is the impact of participation in a culturally sensitive adaptation of Strong Teens (Jóvenes Fuertes) on the participants' reported levels of negative social outcomes?*" resulted in no statistical significance between the participants' reports of negative social behaviors prior or post intervention.

The analysis showed no statistical significance between participants' academic performance prior or post intervention which answered research question number five "*What is the impact of participation in a culturally sensitive adaptation of Strong Teens (Jóvenes Fuertes) on the participants' academic performance and sense of school belonging?*" No statistically significant intervention effects were detected for teachers' reports on students' academic performance. Changes in number of office referrals or students' grade point average were not detected. Participating students' number of office referrals was zero during both baselines and it maintained at zero throughout the intervention. Students' pre and post intervention reports of their sense of school belonging were also not statistically significant (see table 6 for means and standard deviations). Figure 3 displays the mean of reported participants' school-belonging levels from both participating classes. According to the visual analysis of the data, students' sense of school belonging seemed to have stabilized baseline 1 $M = 24.39(5.3)$, baseline 2 $M = 22.60(4.2)$, post intervention $M = 23.81(4.6)$. The initial trend showed that participating students were reporting less sense of school belonging as they spent more

time in school. The trend seemed to have slightly changed between baseline 2 and post intervention (see Figure 3).

Figure 3. Sense of School Belonging by Class



Overall Results

Table 5 summarizes the means and standard deviations of scores obtained during each data collection period. Effect sizes between baseline 1 and assessment 3 (post-intervention) are also provided. According to Cohen (1988) effect sizes of less than .20 are not meaningful; between .20 and .49 are small; .50 and .79 are medium; and above or equal to .80 are large meaningful effect sizes. The results show a large positive effect size for knowledge. Small positive effect sizes were detected for acculturative stress and antisocial behaviors. A small negative effect size was obtained for sense of school belonging. No meaningful effect sizes were found for symptoms of internalizing disorders or academic performance reported by teacher 1 or teacher 2. The effects displayed could be a result of participation in the *Jóvenes Fuertes* intervention, or it could also be due to time and exposure to the American culture.

According to Cohen (1988), analyzing the power of a statistical test allow researchers to determine the probability of the analyses to yield statistical significance.

Statistical power refers to the probability of avoiding a Type II error, or failure to reject a null hypothesis. Cohen states that statistical power is dependent on sample size, desired effect size, and significance criterion. The power analyses conducted for the ANOVAs run for this study showed to be high for the knowledge variable, which showed a 95 % probability of detecting differences for that variable. Power for the school belonging variable was moderate at 55% chance of detecting differences. Power for acculturative stress was 30%. Power analyses for internalizing symptoms, teacher reports of academic performance, and youth activities questionnaire was very low ranging from 5-15 percent probability of detecting difference among those variables given the desired effect size, sample size, and statistical criterion. See Table 6 for the specific statistical power of each measure.

Table 5. *Means and Standard Deviations for each Assessment Period, with Effect Size and Power Analysis Estimates between Baseline 1 and Assessment 3.*

<i>Measure</i>	Pre		Post		Effect size	power
	Intervention		Intervention			
	Baseline 1	Baseline 2	Assessment 3			
	Mean (SD)	Mean (SD)	Mean (SD)			
<i>Knowledge Test</i>	9.37(2.70)	10.18(2.84)	11.93(2.59)		.98	.95
					(large)	
<i>Symptoms Test</i>	12.74(4.3)	11.83(4.78)	12.05(4.71)		.15	.05

				(n.s.)	
<i>Acculturative Stress</i>	102.39(21.44)	107.64(17.75)	106.95(23.32)	.20	.30
				(small)	
<i>School Belonging</i>	25.55(4.72)	22.60(5.13)	23.81(4.63)	.37	.55
				(small)	
<i>Academic Perf.</i>				.	
<i>Teacher 1</i>	40.06(7.17)	40.13(7.46)	40.85(7.20)	10	.15
				(n.s.)	
<i>Academic Perf.</i>					
<i>Teacher 2</i>	35.71(11.67)	36.58(9.64)	35.83(9.70)	.01	.11
				(n.s.)	
<i>Youth Activities</i>	11.03(2.09)	10.77(1.86)	11.44(3.17)	.15	
				(small)	.10

Social Validity Results

Of those students, who participated in the study, 33 of 42 were available during the post-intervention assessment to complete a social-validity scale, which was used to answer research question number six “*Do participants perceive Jóvenes Fuertes as a socially valid intervention?*” For this variable, students were asked to answer six questions about their perceived satisfaction with the *Strong Teens* culturally- adapted program. The data indicates that students were highly satisfied with the overall

intervention. Table 6 summarizes the students' ratings for each of the social-validity questions.

Table 6. *Students' Satisfaction: Overall Percentage of Students who Agreed or Strongly Agreed with the Statements Presented.*

Question	Percentage Endorsed
1) I liked the intervention	88%
2) I found the skills useful	85%
3) I am likely to use the skills that were taught	70%
4) I would recommend this program to others	91%
5) I liked the way this class was taught	85%
6) This program was targeted to Latinos like me	79%

Interventionists/ classroom teachers were also asked to complete a social validity and intervention fidelity/feasibility scale to assess the feasibility of conducting this intervention in natural school settings. Overall, teachers reported to be satisfied with the intervention. Both teachers who served as the interventionists of this study reported that their students liked the intervention, found the taught skills useful, would like to teach the *Jóvenes Fuertes program* again, and liked to teach the program. Both teachers reported to “somewhat agree” that their students would actually use the skills taught or would actually recommend the program.

In order to assess further the intervention's feasibility in classroom settings, intervention fidelity checks were conducted by the principal investigator for 25% of the

intervention modules. Teachers were also asked to rate their own fidelity of implementation. During direct-observation fidelity checks, both teachers showed to be 100 percent faithful to the intervention. Both teachers followed the script provided in the intervention and engaged students' during the lessons. Teachers spent the recommended amount of time for all main concept of each lesson. According to teacher reports, their management of time to achieve the lessons' agenda was good to very good. Teachers perceived their management of lessons to accomplish skill development as being good. Both teachers reported their overall effectiveness at teaching this program as good. The teacher from class B, somewhat agreed with the statement "I taught all the main points of each lesson." Teacher from class A, agreed to the previous statement. Participating teachers rated the quality of the program as very good to excellent.

Correlation of Measures

To help better understand relationships among dependent measures in this study, bivariate correlation analyses were conducted on all measures used. These analyses were run to answer research question number seven "*What is the convergent-discriminant validity among the measures used for this study*" Table 7 summarizes the results of this analysis for data collected during baseline 1. Baseline 1 was chosen as the most appropriate wave for this analysis because the results were truly dependent of potential intervention effects and/or practice with instruments. A few moderate significant correlations were detected between the following pairs of measures: knowledge test was correlated with Teacher 1 report of students' academic performance ($r = .42, p < .05$). Knowledge was also correlated with students' report of antisocial behavior ($r = .38, p < .05$). A significant correlation between students' report of internalizing symptoms and

acculturative stress was found ($r = .49, p < .05$). Reports of teacher 1 on students' academic performance was correlated with students' reports of sense of school belonging ($r = .43, p < .05$).

Table 8. summarizes the correlation between all measures at post-intervention and students' total number of months of residency in the United States. According to the literature, negative behavior and social outcomes of Latino Immigrants intensify as their as time of residency in the U.S. increases. The results show a moderate negative correlation between months of residency in the U.S. and internalizing/depressive symptoms ($r = -.40, p < .05$). Teacher reports from Teacher 1 and Teacher 2 were highly correlated at post intervention ($r = .71, p > .05$). Knowledge and symptoms also proved to be moderately and negatively correlated at wave three ($r = -.40, p < .05$). Knowledge and teacher 1 report showed to be moderately and negatively correlated at wave three ($r = -.42, p < .05$).

Table 7. Correlation of all Measures at Wave 1

	<i>Knowledge Test</i>	<i>Symptoms Test</i>	<i>Accult. Stress</i>	<i>Sense of School Belonging</i>	<i>Academic Performance Teacher 1</i>	<i>Academic Performance Teacher 2</i>	<i>Negative social Behavior</i>
<i>Knowledge Test</i>	-						
<i>Symptoms Test</i>	-.12	-					
<i>Acculturative Stress</i>	-.12	-.49*	-				
<i>Sense of School Belonging</i>	.08	-.27	-.29	-			
<i>Academic Perf. Teacher 1</i>	.42*	.01	-.15	.43*	-		
<i>Academic Perf. Teacher 2</i>	-.08	.18	-.14	-.03	.32	-	

*p < .05.

Table 8. *Correlation of all Measures and Months of U.S. Residency at W3*

	months	Knowledge Test	Symptoms Test	Accult. Stress	Sense of School Belonging	Academic Perf. Teacher 1	Academic Perf. Teacher 2	Negative social Behavior
<i>Months</i>	-							
<i>Knowledge Test</i>	-.05	-						
<i>Symptoms Test</i>	-.40*	-.40*	-					
<i>Acculturative Str.</i>	-.31	-.18	.29	-				
<i>Sense of School Belonging</i>	.16	.19	-.14	.07	-			
<i>Academic Perf. Teacher 1</i>	-.04	.42*	-.24	-.08	.25	-		
<i>Academic Perf. Teacher 2</i>	-.28	.16	.05	.03	.12	.71**	-	

*p < .05.

Differences of Scores between Waves

Table 9. summarizes the mean differences in scores for each measure between Wave 1 and Wave 2 and Wave 2 and Wake 3. T-values are also provided. The results show that the differences of scores between Wave 1 –Wave 2 ($M = -.81, SD = 2.01$) and Wave2 –Wave 3 ($M = -.1.7, SD = 2.75$) was significant for Knowledge $t(26) = 1.2, p = .03$.

Table 9. Differences of scores

	W1- W2	W2-W3	t-value	p-value
Knowledge	-.81	-1.7	1.2	.03*
Symptoms	.91	-.22	.83	.26
Acculturative Stress	-5.2	.69	-1.0	.81
Youth Activities	.26	-.67	1.0	.23
School Belonging	1.8	-1.2	2.4	-.20
Academic Performance (teacher1)	1.0	4.2	-1.0	.29

* $p < .05$

Possible Scores

Table 10 summarizes the mean scores participants obtained in the post-assessment period. Table 10 also includes the range of possible scores for each of the measures participating students and teachers completed. Table 10 does not summarize the students' number of office referrals and/or GPA because both of those outcomes did not change for the participants. Students started with mean number of office referral of zero and ended with the same mean of zero. Students' reported anti-social activities or attitudes seemed

to have slightly increased from baseline 1 to post-intervention. As noted in Table 10 such increase is minute and not socially important. When the items of that measure were analyzed, it was noticed that three of the participating students reported they “would like to be part of a gang” and their endorsement of this statement increased the mean for all participants. For a visual illustration of students’ mean outcomes for each measure by class see Figure 4 in Appendix P.

Table 10. *Possible Ranges*

	minimum score	maximum score	participants’ mean at W3	direction
<i>knowledge test</i>	0	20	11.78	higher score = more knowledge
<i>symptoms test</i>	0	30	12.54	higher score = more symptoms
<i>acculturative stress</i>	0	180	108.15	higher score = more acculturative stress
<i>youth activities</i>	9	70	13.23	higher score = more antisocial activities
<i>sense of school belonging</i>	8	32	23.53	higher score = more sense of school belonging
<i>teacher report of academic performance</i>	13	52	39.15	higher score = better academic performance
<i>social validity</i>	8	49	44.5	higher score = higher

(teacher version)				social validity
<i>social validity</i>	6	36	31.55	higher score = higher social validity
(student version)				

Outliers

Some outliers were found for each of the variables. For knowledge, one student scored 17 points during baseline one. Such score could have brought up the total mean for this measure. Overall, most students were within 3 to-12 points during baseline 1 and 5-15 for post-intervention. For symptoms, most students score between 8-16 points for baseline 1 and 5-16 for post intervention. Only one student scored 22 during the pre-intervention phase, who later scored 10 on the post-intervention phase. Two students scored 22 post intervention and had score 16 and 17 during the pre-intervention phase. Such scores are not significantly different from the mean to be considered outliers. For acculturative stress, most students scored between 80 to 125. Only 3 students scored below 75 and 2 over 125 for pre-intervention. Such scores are not significantly different from the mean. For post-intervention, most students score between 82 to 138. Three students scored below 80 and 1 over 140. Such scores do not seem to represent outliers. No obvious outliers were detected for teacher 1 reports. Most students scored between 30 to 50 for pre and post intervention. Teacher 2 reported one outlier, most students scored between 20 to 40, but only one score 50 for both pre and post intervention. For the negative youth activities questionnaire, only one outlier was identified post intervention.

One student scored 23 at post-intervention. Most students scored between 9-15 for both pre and most intervention.

CHAPTER V:

DISCUSSION

In this chapter a synopsis of the results will be followed by a discussion of the implications of these findings for practicing school psychologists, educators, and/or mental health providers. Limitations of the study and its' population will be addressed. Future direction of research in this area will also be suggested.

Review of Main Findings

Students who participated in the *Jóvenes Fuertes* intervention reported a significant increase in their knowledge of the social-emotional concepts taught during the 12-week program. Students' mean knowledge increased over 2.5 raw score points from baseline 1 and 2 to post-intervention. A large effect size of .95 was also detected. Such findings are similar to the available research of *Strong Teens* (see <http://strongkids.uoregon.edu> for more information on available research). The results of the research conducted up to this point on *Strong Teens* shows that participants' mean knowledge during post-test is likely to be between 11-13 points out of 20 (Isava, 2006 and Merrell, et al., 2004).

Besides knowledge gains, no other statistically significant intervention-effects were detected for this study. Participating classes were found to be very comparable to each other as far as age, country of origin, and gender. The classes were found to be statistically different from each other for number of months lived in the U.S. and level of English Language Development. All participants were relatively new to the country. More than 85 percent of the participants had lived in the U.S. for two years or less.

Ninety percent of the students were either in ELD I or II. Analyses run, with and without covariates, showed that differences in classes did not alter the overall results of this study.

It is important to note that most measures used for this study were aimed to assess problem behavior (e.g. youth activities questionnaire, acculturative stress, and negative emotional symptoms). The students who participated in the study were from a general education setting and, according to the literature, were still in a healthy period because their low exposure to the American culture (Suarez-Orozco & Suarez-Orozco, 2001). Most of the participants have been in the United States for less than two years and immigrated past age 12. According to the available literature on immigrant adolescents, youth who migrate after age 12 tend to have stronger ethnic identity which serves as a protective factor that prevents them from getting involved in delinquent or anti-social behavior (Martinez, 2005; Suarez-Orozco & Suarez-Orozco, 2001; Vega & Gil, 1999). The results obtained in this study, students reporting low levels of problem behavior pre and post intervention, could be confirming the theory of Blanco-Vega et al. (2005). According to Blanco-Vega et al. (2005) students who migrate at an older age tend to engage in less problem behavior than those who are U.S. born or migrate at a younger age.

Based on several pilot studies of the *Strong Kids* and *Strong Teens* social-emotional learning curricula, it is now believed that students who are not currently exhibiting any social-emotional or behavioral problems should be assessed with measures that are strengths based and/or analyze their protective factors instead of only using measures that only focus on capturing pathological/negative outcomes (Merrell, 2006 personal communication). Many of the non-effects found in this study could be due to

the low incidence of problem behavior reported by students prior to intervention, and the fact that the sample was comprised of seemingly well-adjusted, typical youths, whose only difference from the general population was the fact that they were recent immigrants from Spanish-speaking nations.

Low incidence of problem behavior pre and post intervention could also be due to a *sleepers/prevention effect*. Based on visual analyses of the data, students might have benefited from the intervention for acculturative stress and sense of school belonging. Students' level of acculturative stress seemed to have been rising at a larger rate from baseline 1 to baseline 2 than from baseline 2 to assessment 3 (post-intervention). For post-intervention, students' reported levels of acculturative stress seemed to have stabilized from baseline 2 to post-intervention. The increase between baseline 2 and assessment 3 (post-intervention) was very slight and non significant even though some could argue that more time/exposure to the American culture would have had a larger effect on students' level acculturative stress. Students' reported levels of sense of school belonging seemed to have been lowering from baseline 1 to baseline 2. Students' reports show a slight increase from baseline 2 to assessment 3 (post-intervention). Such effects could be due to intervention effects or to attenuation effects. According to research by Michael and Merrell (1998), self-report measures of social-emotional functioning that are administered more than three times tend to show an initial "attenuation" effect, or an increase from wave 1 and wave 2, and then stabilize from wave 2 to wave 3 and thereafter. Such effect could be due to opportunity to practice the tests' items, students' biases, and/or students' perception of what is socially desirable.

Some interesting correlations were also detected among the measures used for this study. Students' knowledge of social-emotional concepts, prior to intervention, were moderately correlated with Teacher 1 (interventionist) report of students' academic performance and students' report of anti-social behaviors. For this finding, it is important to remember that the students' scores for the negative youth activities questionnaire were very low and one outlier was identified for the post intervention phase. The outlier score was 23 points which increased the entire mean. A score of 23 is still considered very low given that the maximum score for this measure is 70. Results of students' report of anti-social behavior should be interpreted with caution due to the small incidence of antisocial behaviors reported. Students' reported symptoms of internalizing disorders showed to be correlated with acculturative stress. This is an expected result, which shows that acculturative stress has an impact on students' mental health. Correlations for assessment 3 showed a moderate negative correlation between knowledge and symptoms ($r = .40, p > .05$), which could imply a positive effect of participating in the intervention because the more the social-emotional concepts the students knew, the less symptoms they reported during post-intervention assessment. During assessment 3 a strong correlation between teacher reports was found ($r = .71, p > .05$). Such correlation was not found during baseline 1, which could have been due to the teachers' low levels of interactions with students. For baseline 1, teachers had only had one month to know the students; by assessment 3 (post-intervention) teachers had interacted with students for over six months. This finding implies that at the high school level, teachers' report of students' academic behavior are not as reliable at the beginning of the year as they are at the end of the year.

Limitations

Limitations experienced during the course of this study are categorized and discussed in three areas: 1) instrumentation, 2) research design and measurement, and 3) external validity.

Instrumentation

As far as it is known, this study is the first investigation to assess the effectiveness of a school-based social-emotional intervention targeted to Latino immigrant students. Because of the uniqueness of this study, it was very difficult to identify instruments that had been validated for this population. The knowledge and symptoms tests had been validated with mainstream populations, but the Spanish language translations of these tools, which were used in the present study, had not been previously researched. The acculturative stress, sense of school belonging scale, and youth activities scales had been validated with Latino populations but no differentiation was made about generation status of the Latinos who participated in the validation studies (e.g. U.S. born versus recent immigrants). The teacher report scale was developed to be used exclusively for this study; therefore, this instrument was truly experimental. It could be argued that all instruments used were experimental for this population because of the unique characteristic of the participants (recent immigrants). It is very likely that the instruments used in this study lacked sufficient level of sensitivity to accurately capture participants' levels of acculturative stress, sense of school belonging, negative youth activities, and academic performance.

Research Design and Measurement

To answer the main question of this study: “does a culturally adapted version of *Strong Teens* have an effect on students’ social-emotional, behavioral, and academic outcomes?” an experimental design with a true random-assignment and treatment- and-control groups is desirable. Because of current legal demands from state educational agencies, the participating school was unable to allow *Jóvenes Fuertes* to be implemented at a larger scale. The principal and the district coordinator of the English Language development program were hesitant to reduce the amount of academic/English language development hours provided to recent immigrants, which is understandable, but did not bode well for the design of this investigation. Without a true control-treatment design, it is hard to confidently report implications of the results of this study. At this point, it is hard to argue that the changes detected or not detected (other than the large increase in social-emotional knowledge scores) were due to participating in the intervention or to maturation effects. Furthermore, the power analyses of the conducted ANOVAs showed to have been low, which implies that for most of the variables the probability of detecting differences pre and post intervention was low due to the small sample size and desired statistical criterion.

Measuring students’ outcomes with the same instruments three times in a study represents a potential limitation and confound. Students had the opportunity to practice the items of each test. Students’ biases could have had an effect on their responses. Multiple experiences with instruments have been found to contribute to attenuation effects. Besides attenuation effects, the instruments used were mostly experimental for this population.

External Validity

Several threats to external validity limit the generalizability of this study. The entire population of this study was recruited from one high school from Northern California. The students' needs and received services participants are exposed to in that high school may or may not represent the needs and services other Latino immigrant students receive in other high school settings. It was noted by teachers, students, and focus group participants that recent immigrant students, those who are in ELD level I to II are very sheltered in their program and only take classes with other recent immigrant students. Such small opportunity to interact with other students from the mainstream culture might protect students' acculturative stress level and sense of school belonging (Olsen, 1997). According to ELD teachers and students in ELD IV or who had recently graduated from the ELD program, students in ELD level IV and Latino immigrants outside the ELD program have more opportunities to experience acculturative stress and less sense of school belonging. Teachers and students who participated in this study perceived this study as a prevention attempt rather than an intervention.

Implications for Practice

Because of the multiple limitations experienced in this study, implications for practice should be considered with caution. The main purpose of this research was to show if the intervention was effective at improving students' outcomes and to see if the *Jóvenes Fuertes* program is socially valid and feasible.

According to the social validity results, we can confidently imply that the intervention is socially valid and feasible for the targeted population. Teachers and students reported high levels of participating, satisfaction, and willingness to participate

in the program again. Teachers and students perceived this intervention as something Latino immigrants could benefit from.

Implications of Outcomes. An increase of social-emotional knowledge should be expected for Latino immigrants who participate in this study. Correlations showed that once students learn the concepts taught during this program, their reported internalizing symptoms decrease. Internalizing symptoms were also correlated with levels of acculturative stress. The more symptoms the students reported during baseline 1 the more levels of acculturative stress they reported as well, this implies that acculturative stress is a mental health construct that needs to be targeted for this population.

Directions of Future Research

Project F.U.E.R.S.A., or the implementation of the culturally-adapted version of *Strong Teens (Jóvenes Fuertes)*, was the first known attempt to provide recent Latino immigrant adolescents with skills to better solve interpersonal problems and to deal with acculturative stress and poor sense of school belonging. Many research questions have been developed after the implementation of this study. Future research in this area should focus on: 1) development of valid/sensitive measures, 2) improved research methodology, 3) increase generalization.

Development of Valid Measures

Developing measures that are strengths-base and/or focus on protective factors is a wide need for general social-emotional research. Specifically for recent Latino immigrants and U.S. born Latino students, valid measures of acculturative stress should be developed. Such measures should focus on the impact of schools' culture on students'

acculturation and acculturative stress. Measures of sense of school belonging should also be a major focus for researchers.

Improved Research Methodology

In order to ensure intervention effects are due to participation in the intervention and not other confounding variable, a true experimental design should be employed for future replications of this study. A larger sample size to increase statistical power is also desired.

Generalization

In order to ensure *Jóvenes Fuertes* is effective with all Latino recent Immigrant students, further investigations should be conducted in different parts of the nations. New research should include participants who attend schools with different ELD services. Expanding this research to non-immigrant/ or recent immigrant Latinos is also important to determine the effects of immigrant on resiliency.

Conclusion

Meeting the social-emotional needs of culturally minority students is a great need. Developing and implementing research-based culturally sensitive interventions for at-risk populations has become an urgency rarely met due to the lack of available programs and literature. The purpose of this study was to assess the efficacy of a culturally-adapted social-emotional program on the social, behavioral, and academic outcomes of recent-Latino immigrant high school students. Evaluating the social validity of the cultural adaptation made to the *Strong Teens* program and the feasibility of implementing this type of program in regular school settings was also a priority of this study. A total of forty-two students, from two different classes, participated in the study. Students filled

out questionnaires on knowledge, internalizing symptoms, acculturative stress, anti-social/delinquent behavior, and sense of school belonging three different times during the duration of the study. Two times before the intervention and one time after the intervention. Teachers who provided the instruction were asked to report on students' academic behavior. One math teacher was also asked to report on students' academic behavior.

The results show that the students who participated in this study had significant knowledge gains and were very satisfied with the intervention. According to the information obtained from the social validity scales, both teachers and students would recommend this program to others and would use the skills taught.

Project FUERSA makes a valuable contribution to the available literature and knowledge about culturally-adapted social-emotional interventions. The present study was unique in nature and provides with an excellent direction for future research in this area. Future research in this area should focus, first, on the development of valid measures, employing research designs and methodology that better allows for better interpretations of the results. Future research should also focus on implementing this type of intervention with different generation Latino (U.S. born and other not-recent immigrant Latinos).

APPENDIX A
Parent Consent Form

Project F.U.E.R.S.A.: Parent Consent

Your child's school/district has volunteered to be a part of a research study on resiliency conducted by Sara Castro Olivo, a doctoral student from the University of Oregon, and Dr. Ken Merrell, the director of the Department of School Psychology at the University of Oregon. The study will test the effectiveness of a twelve lessons program. The program is designed to teach Latino high school students resiliency, or ways how to handle typical social situations in a positive manner. Resiliency skills are the skills that students use everyday to overcome minor problems in their environment. Since resiliency is the ability to bounce back, some of the skills covered in the resiliency program will be skills like problem-solving, positive-thinking, goal- setting, and anger-management.¹ The program was adopted by your child's district and will be offered as part of his/her Spanish Language Arts class. For this study we would like your child to answer some questionnaires that are related to the program.

Participation in this project is completely voluntary. Your child was selected as a possible volunteer because he/she will be part of the class where this new program will be implemented. The questionnaires will be given 3 times during this school year. Two times before the program starts and one time after the program ends.

If you decide you want your child to participate, the questionnaires will take one class period to be completed (50 minutes). Again, your child only needs to complete these questionnaires 3 times a year.

Some of the information asked as part of the questionnaires represents little emotional risks such as embarrassment, sadness, anger. Some of the questions ask students about their resiliency skills, social, emotional and academic performance (e.g. "do you feel confident about doing your school work?," "do you feel sad sometimes" what are the steps to solve problems? " Some of the information could also represent some risk of being identified for doing inappropriate things. Some of the questionnaires ask students about potential drug use and sexual activities, which could make them, feel uncomfortable. Some of these questions include: "have you sell any hard drugs?" "have you had sex with more than one person?" The questionnaires will be administered by the classroom teacher and Ms. Castro Olivo, both who are trained to monitor situations that could make students feel uncomfortable (embarrassed, sad, angry, and stressed).

In general, the questionnaires are easy. The students are given these tests at the end of the twelve weeks to see if the lessons were effective in teaching resiliency. There is no grade attached to your student's performance on these tests or for their performance throughout the twelve lessons.

¹ To view the materials that will be presented to your child or to learn more about the curriculum prior to making a decision to participate please log on to <http://orp.uoregon.edu>

Besides having the students answer questionnaires related to the program, we would like to have their teachers rate your child's behavior. If you give us permission, we would also like to access your child's school records to obtain information such as grades, number of tardiness, and number of office referrals. All this information will stay confidential. To protect your child's confidentiality, the answers to the questionnaires will only be reported per groups, not individuals. We will not be able to provide specific information about the answers of any particular student. In order to obtain your child's trust, we will not be sharing their individual information with school staff, police, or yourself. A copy of all blank-questionnaires is available for you to view at your child's classroom.

To respect your child's privacy, any written information will be given a code and will not be attached to his or her name. All of the coded information will be kept at the University of Oregon, and only general information like age, grade, gender, and country of origin will be attached to the code. The information will be pooled with similar information gathered from around the country to further protect your child's privacy. Only Ms. Castro Olivo will have access to the list of names and code numbers.

Your decision whether or not to let your child participate will not affect your relationship with your child's district, school, teacher, or with the University of Oregon. If you decide that your child will not participate in the evaluation process, a structured activity will be provided for your child from the regular class curriculum. If you decide to let your child participate, you may still withdraw your consent and discontinue your child's participation at any time without penalty.

If you have any questions, please feel free to contact Dr. Ken Merrell by phone at (541) 346-2414, or by mail at 5208 University of Oregon, Eugene, OR 97403. You can also contact Ms. Sara Castro Olivo by phone at (541) 729-0082, or by mail at 5208 University of Oregon, Eugene, OR 97403. If you have questions regarding your or your child's rights as a research participant, contact the Office of Human Subjects Compliance, University of Oregon, Eugene OR 97403, (541) 346-2510. You will be given a copy of this form to keep.

Your signature indicates that you have read and understood the information provided above, that you willingly agree that your child may participate in all parts of this evaluation study, that you know that you may withdraw your consent at any time and discontinue participation without penalty, that you will receive a copy of this form, and that you are not waiving any legal claims, rights or remedies. Your signature also indicates that you agree to allow us to access your child's school records. If you would like your child to participate in other evaluation procedures, but would not like us to access his/her school records, please indicate that in this form.

Print name of parent/legal Guardian and relationship to student

I agree to allow _____ to participate in the Project F.U.E.R.S.A.
Print name of student

Signature and date

Permission for school records to be reviewed by Researcher: I give permission I don't give permission

APPENDIX B
Student Assent Form

Strong Teens: Student Assent

Dear (*insert grade 9th through 11th*) grader:

My name is (*Sara Castro Olivo*) and I study at the University of Oregon. I am creating research studies to investigate what helps Latino adolescents to stay strong even when things are going wrong in life. The research I've done has shown that there are good strategies that can help students to stay resilient, which means strong in the face of life-difficulty. Your school principal (*insert principal's name*) has read through my research and agrees that these are some of the things that help adolescents and teenagers to remain resilient, and a teacher in your school (*insert teacher's name*) has agreed to participate by presenting the lessons.

Very little of the information presented to you should be disturbing. A few scenarios (for example scenarios related to anger-management) may present mild negative situations and ask you to work through them, but your teacher is trained to monitor these situations closely and to be ready to help you through any of the lessons that bring up any bad feelings.

For the next twelve weeks, (*insert teacher's name*) is going to teach you a few resiliency strategies once a week. For example, the best things to do when you feel angry or just negative, some good ways to think positively and set goals. Don't worry; you'll still have your regular class the other 4 days of the week (*insert activity to be replaced*) on (*insert day or days of week*).

Before (*insert teacher's name*) starts to teach these lessons, (*he or she*) is going to give you two tests to find out how much you already know about resilience in your life. Then, at the end of the twelve weeks, *s/he*'ll give you two more questionnaires to find out if the lessons have been effective in teaching anything new about resilience. The questionnaires take 30 – 35 minutes each. No grades are assigned to these questionnaires. We only use the scores to see how effective the lessons are. Very little of the information presented to you in the questionnaires could be disturbing or embarrassing. The questionnaires ask questions about how comfortable you feel in your school and community and will also ask you about some of your social activities such as: potential drug use, peer associations, and potential sexual activities. Your answers will stay confidential and will only be reported in groups. The information you provide will not be shared to your parents, police, or school administrators.

If you participate, all of the work that you do in this class will be kept confidential. We will use a number instead of your name and that code will only tell us your gender, age, grade, and your country of origin.

Your parents have already given permission for you to participate but we'd still like to know if you would like to have these lessons. These lessons will happen during the regular school day. Remember, these lessons are voluntary, but, if you think you'd like to help us test them, just sign your name on the line below.

If you sign but then change your mind later on, just let (*insert teacher's name*) or your parent know that you'd like to stop taking these lessons, and you won't get in any trouble for changing your mind. If you are thinking about signing but still don't feel sure what this is asking about, ask your parents about it, or you can log onto <http://orp.uoregon.edu>, you can even call me, Sara Castro Olivo, at my office at the University of Oregon: 541-729-0082.

You will get a copy of this letter to keep and take home.

Sincerely,

Sara Castro Olivo.

I, _____, have decided to help you with this project.
Print Name and grade

Signature and date

APPENDIX C:

Societal, Attitudinal, Familial, and Environmental Acculturative Stress (SAFE) Scale

(English Version)

SAFE Short Version Scale
(English version)

Instructions: The following sentences represent the way that many adolescents could feel or things that could do sometimes. Read each of these sentences and decide how much it bothers you or how it applies to your life **for the last 3 months**. Ask yourself, does not apply, it does not bother me, it almost never bothers me, it bothers me sometimes, it bothers me a lot? After you have decided how often the sentence is true for you, mark an X in the box that goes with the answer. There is no right or wrong answers, just choose the answer that best describes what you feel, or have felt in the last 3 months.

	<i>1 does not apply</i>	<i>2 it doesn't bother me</i>	<i>3 it almost never bothers me</i>	<i>4 it bothers me sometimes</i>	<i>5 it bothers me a lot</i>
1. I feel bad when others make jokes about people who are in the same ethnic group as me.					
2. It's hard for me to talk to new kids.					
3. I have more things that get in my way than most people do.					
4. It bothers me that people in my family who I am close to don't understand the things that I think are important, that are new to them.					
5. People in my family who I am close to have plans for when I group up that I don't like.					
6. It bothers me when someone in my family is very sick					
7. It bothers me when my parents argue.					
8. It's hard for me to tell my friends how I really feel.					
9. I don't have any close friends.					
10. It's hard for me to ask questions in class.					
11. I worry about what other kids think about me.					
12. Many people believe certain things about the way people in my ethnic group act, think, or are, and they treat me as if those things are					

true.					
13. I worry about having to take tests in school.					
14. I don't feel at home here in the United States.					
15. People think I am shy, when I really just have trouble speaking English					
16. I worry about being sick					
17. The thought of my family and I moving to a new place bothers me.					
18. I often feel that people purposely try to stop me from getting better at something.					
19. I worry that others kids won't like me.					
20. It bothers me when people force me to be like everyone else.					
21. I worry that other kids are making fun of me					
22. I often feel like people who are supposed to help are really not paying any attention to me.					
23. It bothers me when I am not with my family.					
24. Because of the ethnic group I am in, I don't get the grades/jobs I deserve.					
25. It bothers me when I argue with my brother/sister.					
26. I worry about getting my report card					
27. It bothers me that I have an accent					
28. It's hard to be away from the country I used to live in.					
29. I think a lot about my group and its culture.					
30. It bothers me when some countries of the world don't get along.					
31. It's hard to talk with my teacher					
32. Because of the group I am in, I feel other don't include me in some of the things they do, games they play etc.					

33. It's hard for me to "show off" my family.					
34. People think badly of me if I practice customs or do the "special things" of my ethnic group.					
35. I have a hard time understanding what others say when they speak.					
36. I worry about having enough money.					

APPENDIX D:

Societal, Attitudinal, Familial, and Environmental Acculturative Stress (SAFE) Scale

(Spanish Version)

TC #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Class #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Respondent:	Maestro(a) ____ Estudiante ____
Fecha:		Pre1	Pre2	Post	

SAFE Short Version Scale
(Spanish version)

Instrucciones: Las siguientes frases demuestran formas que algunos adolescentes se puedan sentir o cosas que puedan hacer algunas veces. Lee cada una de estas frases y decide que tanto te molestan o aplican a tu vida **En los últimos 3 meses**. Pregúntate, “¿No aplica, no me molesta, casi nunca me molesta, algunas veces me molesta, me molesta mucho?” Después que hayas decidido que tan seguido la frase es cierta/verdadera/aplica a ti, has una X en la caja que va con esa respuesta. No hay respuestas correctas o incorrectas, simplemente escoge la respuesta que describe lo que sientes o has sentido en los últimos tres meses.

	<i>1</i> <i>No aplica</i>	<i>2</i> <i>no me molesta</i>	<i>3</i> <i>casi nunca me molesta</i>	<i>4</i> <i>algunas veces me molesta</i>	<i>5</i> <i>me molesta mucho</i>
1. Me siento mal cuando otros hacen bromas acerca de la gente que esta en mi mismo grupo cultural.					
2. Se me hace difícil hacer nuevos amigos.					
3. Tengo más obstáculos en mi vida que otras personas.					
4. Me molesta que otras personas de mi familia, a las que aprecio y con los que soy unido, no entiendan las cosas que para mi son importantes, las cuales son nuevas para ellos					
5. Miembros de mi familia con los cuales yo soy unido tiene planes para cuando yo crezca que a mi no me gustan.					
6. Me molesta cuando alguien de mi familia esta muy enfermo.					
7. Me molesta cuando mis padres discuten/tienen argumentos.					
8. Es difícil decirle a mis amigos como me siento en verdad.					

9. No tengo ningún buen amigo.					
10. Me molesta hacer preguntas en clase.					
11. Me preocupo de lo que otros jóvenes piensen de mí.					
12. Mucha gente creen ciertas cosas de la manera en que la gente de mi grupo cultural actúa, piensa, o es, y me tratan como si esas cosas fuesen ciertas.					
13. Tomar exámenes en la escuela.					
14. No me siento a gusto, aquí en los Estados Unidos.					
15. La gente cree que soy tímido(a), cuando en realidad solamente tengo problemas hablando en Inglés.					
16. Me preocupo cuando pienso en estar enfermo.					
17. Me molesta el solo pensar que mi familia y yo nos mudamos a otro lugar nuevo.					
18. A menudo siento que la gente a propósito tratan de detenerme de ser mejor en algo.					
19. Me preocupa el no caerle bien a otros jóvenes.					
20. Me molesta cuando la gente me forza a ser como todos los demás.					
21. Me preocupa que otros jóvenes se burlen de mí.					
22. A menudo siento que la gente que esta supuesta a ayudarme no me esta poniendo ninguna atención.					
23. cuando no estoy con mi familia.					
24. Por el grupo cultural en el cual estoy, no me dan las calificaciones que merezco.					
25. cuando discuto con mis hermanos.					
26. cuando recibo mi tarjeta de calificaciones.					

27. Me molesta que tengo un acento al hablar.					
28. Es difícil estar tan lejos del país donde vivía antes					
29. Pienso mucho de mi grupo y mi cultura.					
30. Cuando algunos países no se llevan bien.					
31. Hablar con alguno de mis maestros.					
32. Por el grupo cultural al cual pertenezco, siento que otros jóvenes no me incluyen en algunas cosas que hacen, juegos, etc.					
33. Es difícil para mí estar orgulloso de mi familia.					
34. La gente piensa cosas mal de mi si practico las costumbres o hago las “cosas especiales” de mi grupo cultural.					
35. Es para mí muy difícil entender cuando otros hablan en Inglés.					
36. Me preocupa el no tener suficiente dinero.					

APPENDIX E

“Strong Teens”- Knowledge and Symptoms Measures

English Version

TC #:	<input type="text"/>	Class #:	<input type="text"/>	Respondent:	Maestro(a) _____ Estudiante _____
Fecha:		Pre		Post	

Pretest 1 _____ Pretest 2 _____ Posttest _____

Strong Teens Unit Test

For students in Grades 9-12

Name/code _____ Grade _____
Age _____

School _____ Date _____

I am: male female

I was born in: _____ In my country I went up to _____ grade.

I moved to the United States: _____ (years/month/days) ago.

On the next pages, you will be asked to answer questions about how you have been feeling over the **last three months**. Think about how you have been feeling overall and answer the questions as well as you can. After answering those questions, you will then be asked to answer more questions to see how much you know about healthy and unhealthy ways to express emotions, thoughts, and behavior. Read each question carefully and choose what you think is the best answer.

You will not be graded on your answers. Your answers will be kept confidential. If you have any questions, please ask your teacher or group leader.

Part I: - P.S.

Directions: The following statements tell some ways that teens might sometimes feel and things they might sometimes do. Read each of these statements and decide how often they are true for you for the past 3 months. Ask yourself, is this “*Never True, Hardly Ever True, Sometimes True, or Often True* for me?” After you have decided how often the statement is true for you, make an **X** in the box that goes with that answer. There are no right or wrong answers, just choose the answer that tells how you feel.

	<i>Never True</i>	<i>hardly ever true</i>	<i>sometimes true</i>	<i>often true</i>
1. There is very little that I like to do				
2. I can't deal with my problems				
3. I argue with other people				
4. I get so mad that I break or throw things				
5. I worry about things				
6. I feel depressed or sad				
7. Things don't work out for me				
8. I get headaches				
9. I feel sick to my stomach				
10. I argue with my parents				

Total _____

Parte 2: Knowledge Test

Directions: This test has 20 questions about healthy and unhealthy ways to express feelings, thoughts, and behavior. Read each question carefully and pick what you think is the best answer.

TRUE-FALSE. Read each sentence. If you think it is true or mostly true, circle T, which means “true.” If you think it is false or mostly false, circle F, which means “false.”

1. T	F	When most people feel embarrassed, they are likely to stand tall, smile, and talk to others.
2. T	F	When identifying a problem, it is important to describe how you feel and then listen to how the other person says they feel.
3. T	F	Each situation you experience needs to be reframed.
4. T	F	Anger is a natural emotional reaction.
5. T	F	The thinking error “black and white thinking” is when you blame yourself for things that are not your fault.
6. T	F	<u>Clenched fists</u> and <u>trembling hands</u> are often signs of stress.

MULTIPLE CHOISE. Circle the setter that goes along with the best answer for each question.

- 7). *Thinking errors* occur when
- You see things differently that what really happened or what might happen
 - You see both good and bad of a situation
 - You think something different than your friend
 - Something tells you that you are going to fail
- 8). An example o fan emotion that is uncomfortable for most people is
- excited
 - frustrated
 - curios
 - content
- 9). Self-talk is a way to calm down alter you get angry. Self talk includes telling yourself
- I don’t deserve this
 - I should get angry when something like this happens
 - I can work through this

- d) I need to stop getting angry so often
- 10). Which of the following statements best describes empathy?
- a) knowing how you are feeling
 - b) wondering why another person is feeling sad
 - c) trying to see things in a different way
 - d) thinking about another person
- 11). What is the meaning of the thinking error dark glasses?
- a) looking at the whole picture
 - b) thinking about the things that make you smile
 - c) think about the situation more realistically
 - d) think about what you will do next
- 12). Reframing is a way to
- a) see the whole picture
 - b) think about the things that make you smile
 - c) think about the situation more realistically
 - d) think about what you will do next
- 13). Which of the following is not a step for dealing with your feelings?
- a) determine if you feel comfortable or uncomfortable
 - b) identify how you feel
 - c) tell your friends how you feel
 - d) choose three positive or appropriate ways to express that feeling
- 14). What does the ABCDE plan for optimism help you do?
- a) look at both sides of a situation
 - b) view situations ore positively
 - c) control your positive and negative thoughts
 - d) realize that you sometimes have no control over things
- 15). Conflict resolution is best described as
- a) discussing a problem until there is a winner and a loser
 - b) arguing with another person until they see your point and give in
 - c) finding some way to reach an agreement
 - d) talking about the problem until something changes their mind
- 16). Which of the following is a positive way to express how scared you are to tell your parents that you got a detention at school?
- a) tell them why you are scared
 - b) hide your report card
 - c) tell your parents they are expecting too much from you
 - d) say that it happened because other kids at school distracted you

- 17). Why is important to make an agreement when you are trying to solve a problem?
- a) to understand what the other person is feeling
 - b) to let the other person know what you think about the problem
 - c) to make sure both people accept the solution to the problem
 - d) to solve the problem more quickly
- 18). Which of the following is an okay or appropriate way of dealing with your anger when the person next to you in class keeps talking and annoying you?
- a) yell at them and tell them to stop
 - b) take their backpack or books
 - c) stop, count to ten, and try to relax
 - d) tell the teacher about the other student
- 19). Carla's gym teacher wants her to try out for the basketball team, but Carla does not try out because she thinks she is too short to make the team. What thinking error is described here?
- a) binocular vision
 - b) black and white thinking
 - c) making it personal
 - d) fortune telling
- 20). Why is it important to evaluate a goal you have set for yourself?
- a) to determine if it meets other people's expectations of you
 - b) to decide if it is practical and realistic
 - c) to be able to compare your goals to those of others
 - d) to think about what you are doing well in your life

APPENDIX F

“Strong Teens”- Knowledge and Symptoms Measures

Spanish Version

TC #:	<input type="text"/>	Class #:	<input type="text"/>	Respondent:	Maestro(a) _____ Estudiante _____
Fecha:	_____	Pre 1	_____	Pre 2	_____
				Post	_____

Prueba de Unidades
Estudiantes en 9-12 grado

Grado _____ Edad _____ nivel de ELD _____

Yo soy un: Joven/ masculino Jovencita/femenino

Escuela _____ Fecha _____

Yo nací en (país): _____ En mi país estude hasta el _____ grado.

Cuantos años de estudios continuos has perdido? _____

Me mude a los Estados Unidos hace: _____ (años/meses/días)

En las próximas paginas, te pediremos que contestes a unas preguntas acerca de cómo te has sentido en el transcurso de los **últimos tres mes**. Piensa acerca de cómo te has sentido en general y contesta las preguntas lo mejor que puedas. Después que hayas terminado de contestar esas preguntas, te pediremos que contestes otras preguntas para ver cuanto sabes acerca de maneras de cómo expresar saludablemente y no-tan saludablemente: emociones, pensamientos, y conducta. Lee cada una de las preguntas con mucho cuidado y escoge la que piensas es la mejor respuesta.

Tus respuestas no serán calificadas. Tus respuestas van ha ser guardadas con confidencialidad. Si tienes alguna pregunta, por favor consulta a tu maestra o líder de grupo.

Parte I: - P.S.

Instrucciones: Las siguientes frases demuestran formas que algunos adolescentes se puedan sentir o hacer algunas veces. Lee cada una de estas frases y decide tan *seguido* son verdaderas/aplican con tu vida en el último mes. Pregúntate, “*Nunca es cierto, Casi nunca es cierto, A veces es cierto, o muchas veces es cierto* para mí?” Después que hayas decidido que tan seguido la frase es cierta/verdadera/aplica a ti, has una X en la caja que va con esa respuesta. No hay respuestas correctas o incorrectas, simplemente escoge la respuesta que dice lo que sientes.

	<i>Nunca es cierto</i>	<i>Casi nunca es cierto</i>	<i>A veces es cierto</i>	<i>muchas veces es cierto</i>
1. Hay muy pocas cosas que me gusta hacer				
2. No puedo lidiar con mis problemas				
3. Discuto con otras personas				
4. Me enojo tanto que quiebro y aviento cosas				
5. Me preocupo por las cosas				
6. Me siento deprimido(a) o triste				
7. Las cosas no me salen bien				
8. Me dan dolores de cabeza				
9. Me siento enfermo(a) del estomago				
10. Discuto con mis padres				

Total _____

Parte 2: Jóvenes Fuetes Prueba de Conocimientos

Instrucciones: Esta prueba tiene 20 preguntas acerca de maneras saludables e insalubres de expresar sentimientos, pensamientos, y conducta. Lee cada pregunta y cuidadosamente escoge la que creas es la mejor respuesta.

Cierto/Falso- Lee cada oración. Si crees que es cierto, o por lo general cierto, circula la C, que quiere decir “cierto.” Si crees que es falso o por lo general falso, circula la F, que quiere decir “falso.”

1. C F	Cuando las personas están apenadas, es probable que se mantengan firmes, con una sonrisa y que hablen con otros.
2. C F	Cuando estas identificando un problema es importante describir como te sientes y luego escuchar como es que la otra persona se siente.
3. C F	Cada situación que vives tiene que ser reenfocada
4. C F	El enojo es una reacción emocional natural
5. C F	El error de pensar “pensando en negro o blanco” es cuando te culpas por cosas que no son tu culpa.
6. C F	Puños apretados y manos temblorosas son señales de estrés.

Opción Múltiple: Circula la letra que va mejor con cada pregunta.

7). *Errores de Pensamiento* ocurren cuando:

- a) ves las cosas diferentemente de cómo realmente pasaron o puedan pasar.
- b) ves las cosas buenas y malas de una situación
- c) piensas algo diferente a tus amigos o padres
- d) alguien te dice que vas a fracasar.

8). Un ejemplo de una emoción que es incomoda para la mayoría de las personas es:

- a) emocionado
- b) frustración
- c) curiosidad
- d) contento

9). Hablar consigo mismo es una manera de calmarse después de enojarse. Hablar consigo mismo incluye decirte:

- a) Yo no merezco esto
- b) Me debería de enojar cuando algo como esto me sucede
- c) Yo puedo solucionar esto

- d) Necesito de dejar de enojarme tan seguido
- 10). ¿Cual de las siguientes frases describe mejor a la empatía?
- a) saber como te estas sintiendo
 - b) preguntarte porque es que otra persona se siente mal
 - c) comprender los sentimientos de otros
 - d) pensar en otras personas
- 11). ¿Cual es el significado del *errores de pensamiento* lentes oscuros?
- a) ver todo el panorama de la situación
 - b) ver solo la parte que te pone triste
 - c) tratar de ver las cosas de una forma diferente
 - d) pensar solamente de cosas negativas o malas
- 12). Recuadrar/ re-enfocar es una manera de:
- a) ver todo el panorama
 - b) pensar en las cosas que te hacen sonreír
 - c) pensar en la situación más realísticamente
 - d) pensar en lo que harás después
- 13). ¿Cual de estos no es uno de los pasos para lidiar con tus sentimientos?
- a) determinar si te sientes cómodo o incomodo
 - b) identificar como te sientes
 - c) decirle a un amigo como te sientes
 - d) escoger tres maneras positivas y apropiadas para expresar ese sentimiento
- 14). ¿Que es lo que el plan APCDE para optimistas te ayuda a hacer?
- a) ver a los dos lados de una situación
 - b) ver las situaciones más positivamente
 - c) controlar tus pensamientos positivos y negativos
 - d) reconocer que a veces no tienes control de las cosas
- 15). Resolución de conflictos es mejor descrita por:
- a) discutir un problema hasta que haya un ganador y un perdedor
 - b) discutir con otra persona hasta que ellos vean tu punto de vista y dejen de discutir
 - c) encontrar una manera para llegar a un acuerdo
 - d) hablar del problema hasta que algo cambie su forma de pensar
- 16). ¿Cual de las siguientes es una manera positiva de expresar el miedo que tienes de decirle a tus padres que tienes detención en la escuela?
- a) diles porque tienes miedo
 - b) esconde tu reporte
 - c) dile a tus padres que esperan mucho de ti
 - d) diles que te paso porque otro niño te distrajo

- 17). ¿Porque es importante llegar a un acuerdo cuando estas tratando de resolver un problema?
- a) para entender lo que la otra persona siente
 - b) para dejarle saber a la otra persona lo que crees del problema
 - c) para asegurarte que las dos personas acepten la solución al problema
 - d) para resolver el problema más rápidamente
- 18). ¿Cual de las siguientes opciones es una forma apropiada de controlar tu enojo cuando la persona que esta a tu lado en clase sigue hablándote y molestandote?
- a) grítales y diles que paren
 - b) toma su mochila o libros
 - c) para, cuenta hasta 10 y trata de relajarte
 - d) dile a la maestra(o) del estudiante
- 19). ¿El maestro de deportes de Carla quiere que ella trate de entrar al equipo de baloncesto, pero ella piensa que ella es muy baja de estatura y que nunca entraría al equipo. Que clases de *error de pensamiento* esta siendo descrito en esta situación?
- a) visión binocular
 - b) pensamiento blanco o negro
 - c) haciéndolo personal
 - d) adivinando el futuro
- 20). ¿Porque es importante evaluar una meta que te hayas trazado?
- a) para determinar si llena las expectativas que otros tienen de ti
 - b) para decidir si es práctica y realista
 - c) para poder comparar tus metas con las de otros
 - d) para pensar en lo que estas haciendo bien en tu vida

APPENDIX G

Academic Performance: Teacher Report

Academic Performance Outcomes

TC #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Class #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Respondent:	Maestro(a) ____ Estudiante ____
Fecha:	Pre		Post		

Official Data-
Report data based on the last 3 months

GPA (based on a 4.0 scale): _____
 # of Office Referrals: _____

Teacher Report-
 Responses should reflect the student’s academic behaviors for *the last 3 months*

	<i>1 never or almost never</i>	<i>2 occasionally</i>	<i>3 very often</i>	<i>4 always</i>	<i>5 N/A</i>
1. This student comes to class prepared					
2. This student comes to class on time					
3. This student turns in homework					
4. This student turns in high-quality work					
5. This student engages in class discussion					
6. This student seems to understand the material					
7. This student makes the effort to learn					
8. This student gets good grades in my class					
9. This student is making good progress					
10. This student gets along with others in the class					
11. This student makes <i>positive interactions</i> with					
12. members of other cultures					
13. This student seems to like my class					
14. I perceive this student as a “good student”					

Other comments: _____

APPENDIX H

Youth Activities Questionnaire

English Version

Youth Activities Questionnaire

TC #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Class #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Respondent:	Maestro(a) ____ Estudiante ____		
Fecha:	_____	Pre1	_____	Pre 2	_____	Post	_____

The next section asks how often you may have participated in certain types of activities that people your age often experience. Remember, we won't share your answers with anyone.

Please indicate how many times you have done each of the following in the last 3 months.
(Use the number underneath the line to tell us how many times you have experienced something. For example, if you have done something about 12 times, you would write "5" next to the activity.)

Never	Once or twice	3-5 times	6-10 times	11-20 times	More than times	20 times
1	2	3	4	5	6	6

1. Spent time with friends who are gang members. _____
2. have had sex with more than one person?
 0—**No**
 1—**Yes**
3. Gotten drunk in a public place? _____
4. Sold drugs of any kind? _____
5. Participated in any gang activities? _____
6. had unprotected sex? _____
7. Have any of your brothers or sisters participated in gang activities in the past year? (Circle no if you have no brothers or sisters.)
 0—**No**
 1—**Yes**
8. Are you, or would you like to be, a member of a gang?
 0—**No**
 1—**Yes**
 2—**Would like to be**
9. had oral sex? _____
10. sold hard drugs such as heroin, cocaine, or LSD
11. smoked cigarettes or chew tobacco? _____
12. used drugs of any kind more often than just experimenting a few times? _____
13. have sex with your boyfriend/girlfriend?
 0—**No**
 1—**Yes**
14. got a girl pregnant or got pregnant themselves when not married to that person? _____

APPENDIX I

Youth Activities Questionnaire
Spanish Version

Cuestionario de Actividades de Jóvenes

Esta sección pregunta de la frecuencia de tu participación en cierto tipo de actividades que muchas personas de tu edad experimentan. Recuerda que no vamos a compartir tus respuestas con nadie y que este cuestionario será completamente anónimo. Por favor contesta lo mas honestamente posible.

Por favor indica cuántas veces has hecho cada una de las siguientes actividades en **LOS ÚLTIMOS 3 MESES.**

Usa esta escala para las preguntas número 1 al número 14

Nunca	Una o dos veces	3-5 veces	6-10 veces	11-20 veces	Más de 20 veces
1	2	3	4	5	6

En los últimos meses, ¿cuántas veces has

1. ¿Pasado tiempo con amigos que perteneces a pandillas. _____
2. ¿tenido sexo con mas de una persona?
0—**No**
1—**si**
3. ¿embriagado/emborachado en un lugar publico? _____
4. ¿vendido cualquier tipo de drogas? _____
5. ¿Participado en actividades de pandillas? _____
6. ¿tenido sexo sin protección? _____
7. ¿Algunos de tus hermanos o hermanas han participado en actividades de pandillas?
(marca no si no tienes hermanos).
0—**No**
1—**Si**
8. ¿Estas, o te gustaria estar, en una pandilla?
0—**No**
1—**Si**
2—me gustaria
9. ¿has tendio sexo oral? _____
10. ¿has vendido drogas duras tales como heroína, cocaino o LSD? _____

11. ¿has fumado o masticado tabaco? _____
12. ¿has usado drogas de cualquier tipo mas seguido que en experimentos?_____
13. ¿has tenido sexo con tu novia o novio? _____
14. ¿has salido, o has dejado a alguien embarazado sin estar casados?_____

APPENDIX J
School Belonging Questionnaire
English Version

TC #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Class #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Respondent:	Maestro(a) ___ Estudiante ___
Fecha:	Pre		Post		

SB (English Version)

Instructions: For each of the following sentences, please mark how true each of the sentences is for your **for the last 3 months**. Ask yourself, it is almost never or never true, sometimes it is true, it is often true, almost always, or always true? If you prefer not to respond mark the last box. There are no right or wrong answers.

	1 <i>almost never or never true</i>	2 <i>sometime s true</i>	3 <i>very often true</i>	4 <i>almost always or always true</i>	5 <i>I don't want to respond</i>
1. Most of the mornings I want to go to school.					
2. I feel safe at my school.					
3. My school is a place I enjoy.					
4. I like to participate in class activities and discussions.					
5. I feel confident about how to do my school work.					
6. Doing well in school is important for me.					
7. The kids in my school have a good chance to grow and succeed..					
8. I like my classes this year.					

APPENDIX K
School Belonging Questionnaire
Spanish Version

TC #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Class #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Respondent:	Maestro(a) ____ Estudiante ____
Fecha:		Pre1	Pre2	Post	

SB (Spanish version)

Instrucciones: Para cada una de las siguientes oraciones, por favor marca que tan cierta es/o ha sido/ cada oración para ti **por los últimos 3 meses**. Pregúntate, “¿casi nunca o nunca cierto, algunas veces cierto, a menudo cierto, casi siempre o siempre es cierto? Si prefieres no responder marca la última casilla. ¡No hay respuestas correctas o incorrectas!

	<i>1</i> <i>Casi nunca o nunca cierto</i>	<i>2</i> <i>Algunas veces cierto</i>	<i>3</i> <i>A menudo cierto</i>	<i>4</i> <i>Casi siempre o siempre cierto</i>	<i>5</i> <i>Me niego a responder</i>
1. La mayoría de las mañanas me siento con deseos de ir a la escuela.					
2. Yo me siento seguro/a en mi escuela					
3. Mi escuela es un lugar agradable para estar.					
4. Me gusta participar en discusiones y actividades en mi clases					
5. Yo me siento seguro sobre cómo hacer mi trabajo en la escuela.					
6. Salir bien en la escuela es importante para mí					
7. Los muchachos en mi escuela tienen una buena oportunidad para crecer y triunfar.					
8. Me gustan mis clases este año.					

APPENDIX L

Social Validity and Implementation Scale

Teacher Form

Social Validity/Implementation

Please rate the following items based on your own perception:

	Strongly Disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
1) My students liked the intervention	1	2	3	4	5	6
2) My students found the skills useful	1	2	3	4	5	6
3) My students are likely to use the skills that were taught	1	2	3	4	5	6
4) My students would recommend this program to others	1	2	3	4	5	6
5) I liked teaching this class	1	2	3	4	5	6
6) I would teach this program next year?	1	2	3	4	5	6
7) I needed more training to better teach this program	1	2	3	4	5	6
8) I taught all the main points of each lesson	1	2	3	4	5	6

Please rate the following items based on your own perception:

	Excellent	Very Good	Good	Average	Poor	Very Poor	Extremely Poor
9) The quality of the program was?	1	2	3	4	5	6	7
10) My management of time to achieve the lesson agenda was?	1	2	3	4	5	6	7
11) My management of lessons to accomplish skill development was?	1	2	3	4	5	6	7
12) My use of humor was?	1	2	3	4	5	6	7
13) My teaching effectiveness at teaching this program was?	1	2	3	4	5	6	7

14) Were there any significant factors that impacted the effective delivery of the program ? **Yes** **No**

If yes, what were they: _____

15) Where there any significant positive events? **Yes** **No** if yes, describe _____

16) Is there anything you can think would improve this program? **Yes** **No** What? _____

APPENDIX M

Social Validity Scales

Student Form (English Version)

TC #:	<input type="text"/>	Class #:	<input type="text"/>	Respondent:	Maestro(a) ___ Estudiante ___	INT#:	<input type="text"/>
Fecha:	_____	Pre 1	_____	Pre 2	_____	Post	_____

Social Validity Scale

Please rate the following items based on what you believe/how you feel about the *Jóvenes Fuertes* program:

	Strongly Disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
1) I liked the intervention	1	2	3	4	5	6
2) I found the skills useful	1	2	3	4	5	6
3) I am likely to use the skills that were taught	1	2	3	4	5	6
4) I would recommend this program to others	1	2	3	4	5	6
5) I liked the way this class was taught	1	2	3	4	5	6
6) This program was targeted to Latinos like me	1	2	3	4	5	6

7. I think this program could be improved by: _____

APPENDIX N

Social Validity Scales

Student Form (Spanish Version)

TC #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Class #:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Respondent:	Maestro(a) ____ Estudiante ____
Fecha:		Pre 1	Pre 2	Post	

Escala de Validez Social

Por favor califica cada uno de los siguientes comentarios basándote en lo que tú crees o en como tú te sientes acerca del programa de *Jóvenes Fuertes*:

	Fuertemente en desacuerdo	En Desacuerdo	Mas o menos en desacuerdo	Mas o menos de Acuerdo	de Acuerdo	Fuertemente de Acuerdo
1) Me gusto el programa	1	2	3	4	5	6
2) Encontré las habilidades que se enseñaron útil	1	2	3	4	5	6
3) Es muy probable que yo use las habilidades que se enseñaron	1	2	3	4	5	6
4) Yo le recomendarías este programa a otros	1	2	3	4	5	6
5) Me gusto la manera en que enseñaron las lecciones	1	2	3	4	5	6
6) El programa estaba dirigido a Latinos como yo	1	2	3	4	5	6

7). Yo creo que este programa se podría mejorar al: _____

APPENDIX O

Fidelity Check

Lesson #:	Teacher: _____	Class #:
Date: _____	Observer B _____	

Program Fidelity Checklist

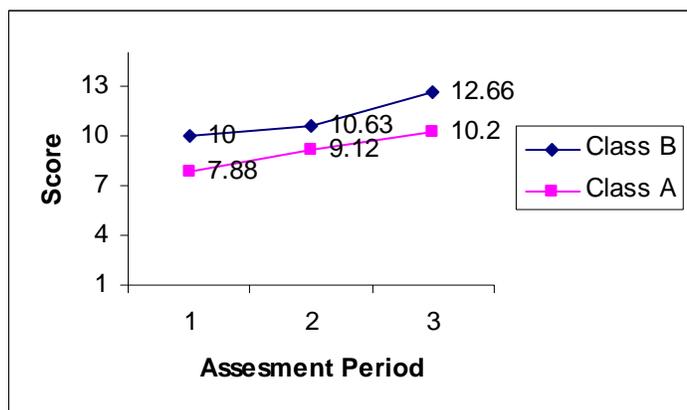
1. _____ # of concepts on lessons to be taught	4. Tally # of opportunities to participate (teacher lead):
2. _____ # of concepts taught	5. Tally Total # of students' participations:
3. Total time spent on lesson: _____	

5. Concepts covered?	Was concept delivered accurately (all main ideas written in curriculum were included)?	time spent on introduction	time spent on discussion/activity	Total Time spent on concept	Comments:
a)	<input type="radio"/> yes <input type="radio"/> no				
b)	<input type="radio"/> yes <input type="radio"/> no				
c)	<input type="radio"/> yes <input type="radio"/> no				
d)	<input type="radio"/> yes <input type="radio"/> no				
e)	<input type="radio"/> yes <input type="radio"/> no				
f)	<input type="radio"/> yes <input type="radio"/> no				
g)	<input type="radio"/> yes <input type="radio"/> no				

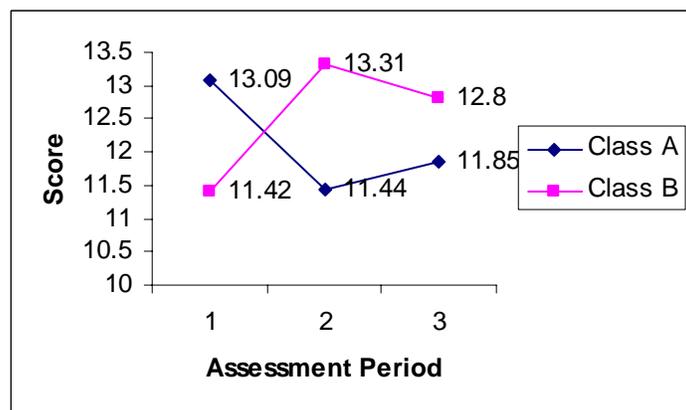
APPENDIX P

Visual Illustration of Students' Outcomes by Class

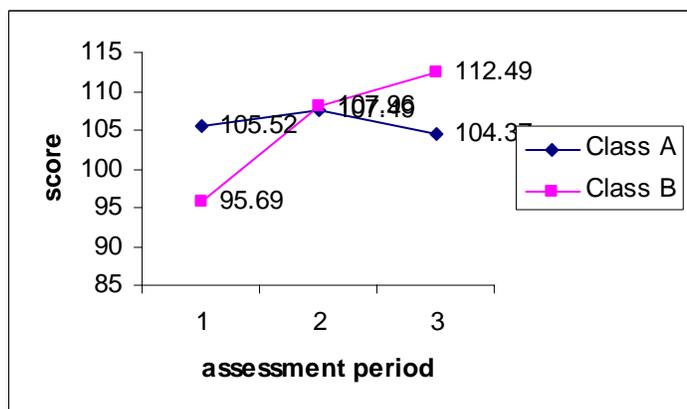
Knowledge Scores compare by Class



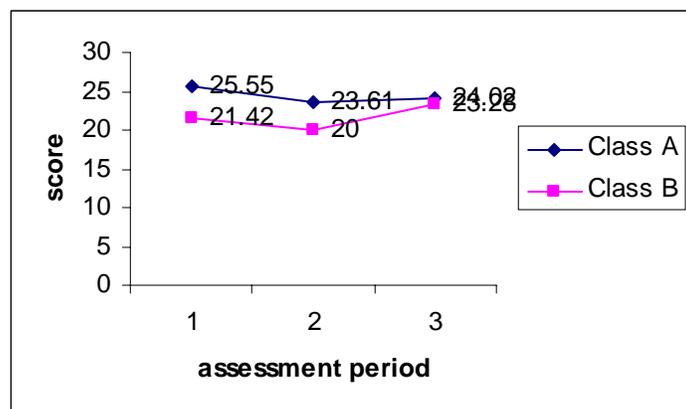
Symptoms scores by Class



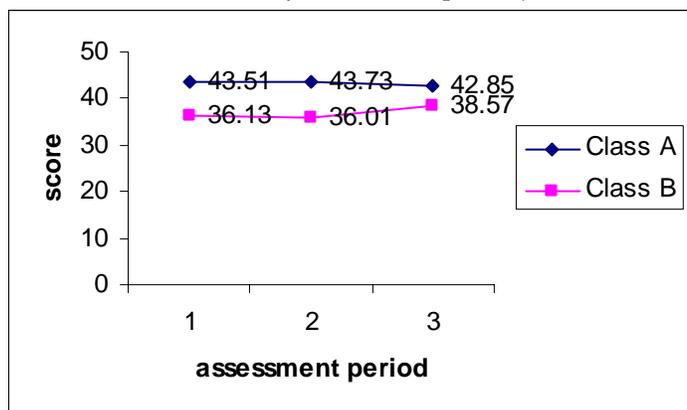
Acculturative Stress Scores by Class



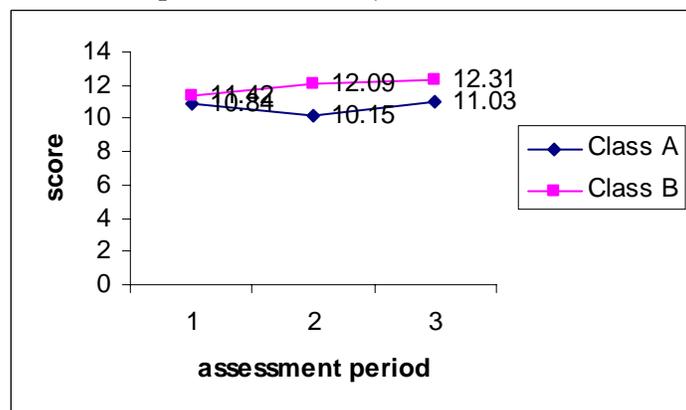
Sense of School Belonging by Class



Teacher Academic Performance report by Class



Youth Delinquent Activities by Class



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