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With the growing rate of immigrants in the United States, there has been an increased need for research on immigrant-origin children's experiences as it relates to their social development in the preschool context. For young children, emotion regulation has been shown to be an important skill in the development of positive social relationships with peers and teachers. However, there exists a gap in the literature on the role that acculturation plays in immigrant-origin children's experiences within the classroom. The present study aimed to look at the association between parents' acculturation levels, children's emotion regulation, and children's social relationships within the Head Start classroom. Specifically, this study examined if children's emotion regulation levels impact the relationship between parents' acculturation levels and the children's peer/teacher relationships in immigrant families. I hypothesized that children whose parents have higher levels of acculturation will also have more positive peer relationships and closer student teacher relationships. I further expect that this relationship will be stronger with children who have higher levels of emotion regulation. This study was conducted as a secondary data analysis using a sample (N=86) of Head Start families who have recently immigrated to the United States. Zero-order correlations and linear regression models were used in order to test the hypotheses. I created an interaction variable of parents of acculturation and children's emotion regulation to test our main question. Results indicated that parents' acculturation levels did not predict children's peer or teacher relationships and further emotion regulation did not seem to significantly affect this relationship. However, we did find a main effect for emotion regulation on children's peer and teacher relationships. These results highlight

the importance of social emotional learning within the ECE context and further contribute to the growing literature on immigrant children's experiences within Head Start.

THE DEVELOPMENT OF IMMIGRANT-ORIGIN

CHILDREN'S SOCIAL RELATIONSHIPS.

by

Shivani W. Raina

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DEDICATION

To my family, who have supported me more than I can ever repay. To my friends, near and far, who fill my life with joy and unwavering love.. To Branden, who believed in me even when I couldn't.

Words will never be enough. Thank you.

APPROVAL PAGE

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CHAPTER I: INTRODUCTION

Preschool children's social relationships influence their development throughout their lives. Within the early education environment, teachers and peers make-up a large portion of the social interactions in a child's life. An extensive body of research has provided evidence supporting the role that high quality positive relationships play in supporting the growth of a child's social-emotional, behavioral, and academic functioning (Baker, 2006; Fantuzzo et al., 1995; Hamre & Pianta, 2001; Mendez et al., 2002; Pianta & Nimetz, 1991; Pianta & Stuhlman, 2004). Many factors such as children's attachment, temperament, and emotion regulation abilities have been shown to influence the development of these relationships (Mendez et al., 2002; Myers & Pianta, 2008 Szewczyk-Sokolowski et al., 2005). Early education programs have become an important setting in which we can invest in preschool aged children's social and academic development; however, research has yet to focus intensively on the diversity of children in these settings.

This study focuses on the lives of immigrant-origin children, or children whose families have recently immigrated to the United States (U.S.), as they are becoming an increasingly relevant population of interest in the early childhood and education field (Golden, 2011). Approximately 14% of the U.S. population is made up of foreign-born residents, making 1 in 7 residents an immigrant (Immigrants in the United States, 2021). The past few decades have shown exponential growth in U.S. immigration, as the number of children in 2019 with at least one immigrant parent was more than double of that in 1990 (Children in U.S. Immigrant Families, 2020). Currently, over 25% of the children in the U.S. belong to immigrant families (Children in U.S. Immigrant Families, 2020). With this increase in immigrant-origin children in

the U.S. population, the need for comprehensive and culturally responsive early childhood education programs to accommodate them continues to grow.

While there is evidence that supports the idea that high quality relationships positively affect the development of young children in early childhood, we do not have a clear understanding of the experiences of children from immigrant families. With over a quarter of the population of children in the U.S. belonging to immigrant families, it is particularly important to understand how these children's personal and cultural backgrounds may impact their classroom experiences in unique ways. There exists a gap in the literature on children's social relationships in Head Start that examines how immigrant-origin children's experiences guide their relationships during early development. This study aims to explore how parents' levels of acculturation and children's emotional development might impact children's social relationships with their peers and teachers. Results from this study may help inform policy and practice around provision of equitable and efficacious care to the diverse population of families via early education programs such as Head Start.

Peer Relationships in Early Childhood

In this section I will discuss the ways in which children's ability to relate with their peers acts as a major contributor to their developmental trajectory and as an indicator for healthy adjustment. For older children, such as adolescents, high quality friendships can help foster children's sense of self-esteem, social competence, global well-being, and positive academic performance (Moses & Villodas, 2017). These high-quality friendships are often characterized by high levels of companionship and intimacy as well as low levels of conflict (Moses & Villodas, 2017). However, the skills necessary to form these high quality friendships in later years begins developing during the early childhood period through experiences of rich

connections with peers, which are critical for young children's socialization (Fantuzzo et al., 1998; Fisher, 1992; Mendez et al., 2002). Play is one effective way to facilitate these experiences in order to give children the opportunity to learn from the perspectives of other individuals in their environment that may have differing views, attitudes, and opinions (Fantuzzo et al., 1998; Gagnon & Nagle, 2004). Free play activities can help children develop these skills through methods of turn-taking, sharing, and negotiating over toys that can foster language and emotional growth (Duch et al., 2019; Fantuzzo et al., 1998). These social competencies may be particularly important for children from low-income and minority communities because they may face added challenges when entering school, where positive peer interactions may serve as a protective factor (Bulotsky-Shearer et al., 2012; Fantuzzo et al., 1998;)

Children who are able to be engaged and play effectively with their peers tend to show more positive outcomes when it comes to their social, emotional, behavioral, and academic development (Acar et al., 2015; Coolahan et al., 2000). Positive peer interactions develop through active initiation, engagement, and sharing (Bulotsky-Shearer et al., 2012). Through a series of observational studies, a rating scale for measuring peer play was developed. Three distinct dimensions were identified using factor analysis that measure the quality of children's peer play: Play interaction, Play disruption, and Play disconnection (Fantuzzo et al., 1995). Children who exhibit positive play interactions are often characterized as being active and animated in their behaviors. These children are easily able to initiate and maintain interactive play with peers through sharing and turn-taking, while also retaining their positive characteristics (Fantuzzo et al., 1995). Alternatively, children who display disruption and disconnection in play struggle with the ability to begin and maintain play with peers. In particular, children categorized as disruptive often exhibit aggressive behaviors in the classroom and are easily prone to

frustration (Cohen & Mendez, 2009). Children categorized as disconnected are often described as being quiet, withdrawn, and isolated from others (Fantuzzo et al., 1995). The ability to positively interact with peers assists children in their ability to explore their environment, practice prosocial behaviors, and form social competencies that aid in a range of developmental outcomes.

Children's learning in the early education setting is heavily facilitated by their ability to engage in shared experiences with their peers. As previously mentioned, active engagement is a main component of positive peer interactions. These positive interactions have regularly been shown to be associated with increased academic achievement in low-income, minority families (Fantuzzo et al., 2004). Preschool children who display positive peer interactions are also more likely to initiate and engage in classroom learning, display higher levels of academic competency, and possess more positive attitudes towards learning as a whole in comparison to children who are less engaged in peer play (Coolahan et al., 2000; Fantuzzo et al., 2004). Furthermore, children who are rated as being disconnected during peer interactions are more likely to be viewed as inattentive and lacking motivation during classroom activities (Coolahan et al., 2000). Children with successful peer relationships are also associated with high receptive vocabulary, literacy, and numeracy skills, supporting the connection between successful peer engagement and effective communication (Fantuzzo et al., 2004).

Children's ability to successfully interact with their peers also influences their behavioral and social-emotional adjustment in the classroom. In a group of primarily African American children attending a Head Start program, the individuals who exhibited early signs of positive peer engagement were less likely to start fights, disrupt peers, and display lethargic behaviors in the classroom (Fantuzzo et al., 2004). Teachers also viewed the children who interacted

positively with their peers as having better self-control and displaying more verbal assertiveness than children who had less positive peer interactions (Coolahan et al., 2000). Alternatively, children who were more disruptive and disconnected during play were more aggressive, had more difficulty during transitions, and displayed more attention-seeking behaviors in the classroom (Fantuzzo et al., 2004). Overall, there is strong support to suggest that, generally, children who experience positive peer interactions early in their schooling also exhibit strong academic, behavioral, and social-emotional development. However, we do not yet know if this work will generalize to immigrant-origin children. Having discussed peer play, we now turn to another key social relationship during early childhood, the importance of teacher-child relationships.

Teacher-Child Relationships

A core theme of attachment theory suggests that positive relationships between parents and children create secure attachments from which children can be comfortable to explore their environments (Bowlby, 1969). Teachers have been shown to play a similar role as a secure base for children in order for them to engage in the environment of the classroom, whether that be socially, behaviorally, or academically (Bergin & Bergin, 2009; Howes & Hamilton, 1992; Lynch & Cicchetti, 1992). This development stems from positive student-teacher relationships characterized by high levels of warmth, affection, and support (Kennedy & Haydon, 2001; Pianta, 2001).

In particular, three key features of student-teacher relationships seemed to be pertinent in the evaluation of relationship quality: conflict, closeness, and dependency (Pianta, 2001). Teacher perceptions of high levels of conflict often indicate that they viewed the particular student as angry and unpredictable and felt that their relationship was negative and draining

(Pianta, 2001). Students and teachers in conflictual relationships also seemed to lack rapport, minimizing the level of support received by the student (Birch & Ladd, 1997; Roorda et al., 2011). As previously mentioned, high levels of support are vital for creating a secure base for children – without which can lead to feelings of anxiety, anger, and loneliness. Alternatively, close student teacher relationships have been characterized as warm, affectionate, and highly supportive with teachers viewing themselves as effective resources for the student (Pianta, 2001). Unlike in highly conflictual relationships, close student-teacher relationships consist of healthy, open communication which can aid in the child's ability to comfortably engage with their environment in the classroom and help to foster positive development and learning (Birch & Ladd, 1997; Jones & Bouffard, 2012; Wang et al., 2020). Although close student-teacher relationships are a source of warmth and support for students, an overreliance on the teacher can lead to dependent relationships. When children are too dependent on their teachers for comfort, they can become possessive of their teacher's time and attention. This overreliance can actually increase their anxiety about exploration of their environment and hinder their ability to engage in other social relationships (Birch & Ladd, 1997; Murray & Murray, 2004).

In young children, the quality of the student-teacher relationship has been shown to be useful in predicting children's academic performance and adjustment (Roorda et al., 2011). Children in kindergarten with closer student-teacher relationships exhibited higher visual and language skills in comparison to children with less close student-teacher relationships (Birch & Ladd, 1997). However, dependency showed the opposite interaction with highly dependent children performing worse on visual and language tasks than less dependent children (Birch & Ladd, 1997). Teachers in first grade similarly reported higher levels of academic achievement for children with whom they shared close relationships with, and lower levels of academic

achievement for children with whom they had highly conflictual relationships (Pianta & Stuhlman, 2004). Overall, positive student-teacher relationships are characterized as being high on the feature of closeness. These positive relationships have been shown to be strong predictors of academic achievement in early school aged students (O'Connor & McCartney, 2007). Interestingly, these positive student-teacher relationships in third grade were even stronger predictors of students' academic success than their peer relationships and insecure maternal attachments (O'Connor & McCartney, 2007). Therefore, not only are strong, positive student-teacher relationships highly influential for all young students' academic achievement, they seem to also be particularly important for students who may be at high risk in other aspects of their relationships.

Teachers' perceptions of their relationships with their students can help to showcase the behavioral development of young children. First grade children who were perceived to have close relationships with their teachers were also less likely to be reported for internalizing problems, while children with conflictual relationships were more likely to be reported for both internalizing and externalizing problems (Pianta & Stuhlman, 2004). Additionally, the mothers' report of their child's behavior problems changed depending on the status of the student-teacher relationship, suggesting that the effects of student-teacher relationships may carry over into the home environment as well (Pianta & Stuhlman, 2004). In kindergarten, children who were reported to exhibit high levels of dependency and conflict were more likely to engage in school avoidance behaviors, were less self-directed, and were less cooperative in comparison to children who had less conflictual and dependent relationships with their teachers (Birch & Ladd, 1997).

High quality relationships with teachers have been shown to be influential in children's social and emotional competencies. Between preschool and first grade, children with teachers

who perceived their relationships as more positive and less conflictual showed significantly higher levels of social abilities (Pianta & Stuhlman, 2004). Furthermore, the quality of student-teacher relationships can shape students' attitudes toward school and the classroom environment. When students feel that their teachers are reliable they are more confident in their learning and are more likely to ask for help (Osher et al., 2020). Children who were in high conflict classrooms, and who were rated as being highly conflictual themselves, tended to report liking school less than their peers who were rated as having close relationships (Birch & Ladd, 1997). However, children who were seen as more dependent were more likely to report liking school, despite the fact that they were also lonelier than children with close relationships (Birch & Ladd, 1997).

In sum, when children have engaging, warm, and positive social relationships within the classroom, we see a range of beneficial outcomes. Positive relationships with teachers influence children's confidence to explore and engage with their environment, including their peers, giving them the ability to establish the developmentally appropriate skills they need to succeed in school. With this understanding, we have enough reason to support the general investment in relationship building opportunities within the early education curriculum. However, as shown in the literature review, there are no studies of peer or teacher relationships for immigrant origin children who likely have different cultural experiences and may require different sets of support in order to best foster these relationships. The investigation into immigrant-origin children's experiences with their teachers is particularly relevant as recent work has found that ethnic and racial matches between teachers and students can have profound impacts on minoritized children's academic achievement (Redding, 2019).

Emotion Regulation: An Emerging Developmental Competency

The early years of children's lives are essential for their ability to develop emotion regulation skills. Emotion regulation is considered to be an individuals' ability to modulate their emotions in a way that provides them with the ability to successfully engage with their environment (Shields & Cicchetti, 1997). As children get older, their reliance on others to help regulate their emotions decreases and they learn more active and autonomous strategies as they start to reach preschool age (López-Pérez et al., 2017). A child who is seen as autonomous is often characterized as displaying initiative, agency, and self-determination (López-Pérez et al., 2017).

Personal characteristics of children can also affect the way children's emotion regulation emerges. A family's socioeconomic status has been shown to be one influence on how children's emotion regulation develops. Poverty status places children at a higher risk for compromised self-regulation (Li-Grining, 2012). Long-term exposure to poverty creates chronic stressors on a family that can present an increased need for emotion regulation, possibly lessening its efficiency (Li-Grinning, 2012). There is conflicting evidence on whether gender differences play a role in the development of emotion regulation. Some studies suggest that males and females use different strategies for emotion regulation, for instance, females have been reported to use more social support and rumination strategies while males often use avoidance, passivity, and suppression strategies (Zimmermann & Iwanski, 2014). However, other studies looking at the process model of emotion regulation have found no gender differences in emotion regulation strategies (Lopez-Perez et al., 2017).

Many factors play a role in a child's capacity for successfully developing social competence, one of which being their ability to regulate their emotions. These skills play an important role in children's adaptation during their later years. The ability to regulate emotions

has been shown to be instrumental for children's success in positive peer interactions (Mendez et al., 2002). A study looking at a sample of African American Head Start preschool children showed that children who were able to maintain a calm demeanor were also more likely to have greater levels of interactive peer play (Mendez et al. 2002). Similarly, Head Start preschool children who exhibited higher levels of emotional lability in the beginning of the school year had more trouble developing social competence throughout the year (Cohen & Mendez, 2009). Children's self-regulation skills also influence teachers' perceptions of them and impact the quality of the teacher-student relationship (Myers & Pianta, 2008; Valiente et al., 2012). Teachers often judge children based on their perceptions of the child's "teachability" so children who exhibited higher levels of positive affect and school adaptability were viewed more positively (Myers & Pianta, 2008). This idea of how teachers think children should act in the school setting often leads to children with more positive characteristics receiving more positive interactions and praise (Myers & Pianta, 2008).

Fewer studies however have approached the association between emotion regulation and children's relationships with a focus across racial and ethnic populations. Cross-culturally, the development of emotion regulation in young children seems to vary greatly across different contexts. In research on children from eastern cultures, the method of shaping emotion regulation can be seen through relationships with caregivers and authority figures where young children are encouraged to limit anger and practice impulse control (Grabell et al., 2015). Another study comparing Japanese and German toddlers found that Japanese children were more likely to depend on their mothers to help them regulate in a stressful situation than German children (Friedlmeier & Trommsdorff, 1999). However, the particular experience of immigrants is largely underrepresented in the current literature. One paper looking specifically at the differences in emotion regulation by immigration status in kindergarten children found that immigrant children

of Mexican descent had better socioemotional adjustment in comparison to native-born Latino children, as well as White and African American children (Li-Grining, 2012). While there is some evidence that immigration status plays a role in the beginnings of children's social-emotional competencies, there is not yet a clear picture of how these factors interact in order to clearly reflect the experiences of immigrant-origin children. The next section will begin to discuss how the cultural context ties together children's personal skills and characteristics in order to predict their developing social competencies.

Cultural Context of Social Relationships for Immigrant Origin Children

Culture is thought to be an arrangement of cognitions, emotions, and behaviors that intersect in unique ways and that continually change through social interaction (Zea et al., 2003). For immigrant families, acculturation is one major phenomenon that they will experience during their transition into the United States. Acculturation refers to the way individuals adapt in response to long term exposure and contact with a new culture (Juang, 2019). It is thought to be a bilinear process where changes occur both within the culture of origin and within the new host culture (Zea et al., 2003). Limited research has been conducted on how parents' acculturation impacts young children's development, but components of the acculturation process may play a role in individuals' well-being. For example, in a sample of immigrant adults, greater competency and adaptation to one's new cultural environment was shown to be related to positive psychological well-being in the context of school and work (Birman et al., 2014). However, children from families with higher rates of native identity, or lower rates of U.S. acculturation, may present with social interaction styles that are unfamiliar to native-born children and teachers, putting them at a higher risk for disconnection from their peers and less positive relationships with their teachers. One study looking at immigrant and native born preschool aged children in the U.S. found that immigrant children were more passive in their

social interactions and less likely to take leadership roles during play than the non-immigrant children in their classes (Neitzel et al., 2018). Consequently, the authors found that the immigrant children were less likely to be pursued as playmates by their peers and more likely to be rejected when they initiated play than their native counterparts (Neitzel et al., 2018).

The influence of immigrant cultures' values and traditions may interfere with children's ability to operate successfully within the early education environment. In particular, as an increasing number of Latinx families immigrate to the U.S. it is helpful to illustrate some of the core values in Latinx cultures that may influence children's social experiences, such as independence, familism, and machismo (Lauricella et al., 2021). The values of independence and familism involve families relying primarily on each other as opposed to external sources for help (Leyendecker & Lamb, 1998). While this is a strength in many settings, immigrant parents' reluctance to seek support for their children's behavioral or internalizing problems may influence their children's behaviors within the classroom. Similarly, with the role of machismo, fathers are seen as the head of the family and are often met with the assumption that they are unable to express emotion and can be seen as prideful and domineering (Lauricella et al., 2021). Fathers' dedication to their families can be beneficial in many ways, but the negative stigma around expressing emotions in a healthy manner may be a deterrent in children's emotion regulation learning.

For this study, a bioecological theory such as the Process-Person-Context-Time (PPCT) model is a helpful way to illustrate the process of how parents' culture might impact immigrant-origin children's experiences in the preschool environment. According to the bioecological model, a person's development occurs through reciprocal interactions between the individual and the people, objects, and things in their external environment (Bronfenbrenner, 1995). The key factor in this development lies in the proximal processes between some characteristic of the

individual and their environment (Tudge et al., 2009). The context, or the environment, is a salient aspect of the PPCT model that influences the development of the individual (Tudge et al., 2009). Context can be broken down into 5 systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. This study focuses primarily on the interaction between the microsystem, mesosystem, and macrosystem. The microsystem, or the child's immediate environment, is especially important to consider, as Bronfenbrenner states that proximal processes only occur here (Tudge et al., 2017). Young children are emerged in multiple microsystems including, but not limited to, their caregivers, peers, and teachers. The mesosystem accounts for the interactions between the microsystems, such as the way parents and teachers communicate, or the relationship the child's classmates and teachers have within the classroom. These are people in the child's immediate surroundings that influence their daily life. Additionally, the macrosystem refers to the cultural context in which the child exists. This includes the beliefs, values, and practices held by the people in their environment. As immigrant parents acculturate to the U.S., the cultural context in which the child is developing in will potentially include beliefs, values, and practices across both the native and new cultures.

While it is clear from the literature that positive interaction between the child's home and school environments can work together towards optimal developmental outcomes, the process in which this interaction occurs may vary for immigrant families. For example, research has shown that parents from immigrant families hold strong values surrounding education and showing respect for teachers; however, they were more hesitant to become involved in the child's school because they felt like it may be taken as a sign of disrespect (Mendez & Westerberg, 2012). Other studies have found that mothers with lower levels of U.S. acculturation also had less knowledge about the ways to get involved with their children's school activities (Mendez &

Westerberg, 2012). Furthermore, parents' worries about discrimination and legal status, as well as their contextual issues with conflicting work schedules are often barriers to their involvement with the school (Mendez & Westerberg, 2012). This misalignment in shared beliefs and values between other significant figures in the child's daily life may affect the processes that impact development and functioning.

Acculturation as a bilinear process has been broadly conceptualized across several dimensions of interest. Particularly, the literature touches on dimensions of behavior, cultural identity, knowledge, language, and values within the native and majority cultures (Juang & Syed, 2019; Zea et al., 2003). This shift towards a multidimensional perspective on acculturation is in response to questions about how the different constructs themselves change over time and whether or not they develop independently (Juang & Syed, 2019). This paper utilizes a method of measurement that focuses on how those multidimensional constructs are characterized. Specifically, cultural behavior is often displayed through an individual's choices of friendships and preferences with media; cultural identity is relayed through an individual's affiliations and pride in their culture; cultural knowledge is related to historical, political, and social knowledge; language proficiency is seen through the individual's preference and abilities; values are related to the individual's beliefs of their social roles, relationships, and customs/traditions (Zea et al., 2003). For this paper, the dimensions of cultural identity, cultural knowledge, and language will be particularly relevant.

Present Study

The reviewed literature supports the importance of peer play and student-teacher relationships in fostering children's social competence. The present study will examine the relationship between parent's acculturation levels, children's emotion regulation skills, and

children's social relationships, looking at the outcomes of peer play and student–teacher relationships in Head Start classrooms in order to address a gap in the literature on how immigrant-origin children form social relationships. Specifically, this study looks at these associations with children from recently arriving immigrant families to the U.S. I aim to replicate previous research which found that children, in a similar sample of low-income African American children enrolled in Head Start, who are better at regulating their emotions have shown to have higher levels of interactive peer play (Mendez et al., 2002). Additionally, there is evidence children with better emotion regulation skills are more likely to have better relationships with their teachers (Acar et al., 2020; Silva et al., 2011); thus, the present study will determine if immigrant children's emotion regulation skills are associated with teacher closeness. Lastly, I will examine if children's emotion regulation impacts the association between parent acculturation and children's peer and teacher relationships.

Specific research questions and hypotheses are presented below:

1. How does parent's acculturation impact children's peer relationships?
    a. I hypothesize that immigrant-origin children will have more positive peer relationships when their parents have higher levels of acculturation.
2. How does children's emotion regulation impact their peer relationships?
    a. I hypothesize that immigrant-origin children will have more positive peer relationships when their emotion regulation is higher.
3. How does parent's acculturation impact children's student-teacher relationships?
    a. I hypothesize that immigrant-origin children will have closer student-teacher relationships when their parents have higher levels of acculturation.
4. How does children's emotion regulation impact their student-teacher relationships?

    a. I hypothesize that immigrant-origin children will have closer student-teacher relationships when their emotion regulation is higher.

5. Does the association between parental acculturation and children's peer relationships differ based on children's levels of emotion regulation?
    a. I hypothesize that children with higher levels of emotion regulation will have a stronger positive relationship between parental acculturation and peer relationships than children with lower levels of emotion regulation.
6. Does the association between parental acculturation and student-teacher relationships differ based on children's level of emotion regulation?
    a. I hypothesize that children with higher levels of emotion regulation will have a stronger positive relationship between parental acculturation and student-teacher relationships than children with lower levels of emotion regulation.

CHAPTER II: METHODS

Sample

The present study is a secondary data analysis conducted on a sample of immigrant families with children enrolled in Head Start programs (Mendez & Westerberg, 2012). Data was collected on a total of 86 children between 2010-2012 as part of a larger study on immigrant parent engagement in Head Start programs. Participants were recruited from Head Start centers outside of a major Northeastern U.S. city. Parents were identified from school records to determine eligibility for the study. Those who were interested in an adult literacy and parenting program and their children were consented by bilingual and trained research assistant.

Child Demographics

A total of 86 children between the ages of 3-5 (M= 3.8) from immigrant families participated in this study (31% male, 35% female, 34% unreported). Children's racial and ethnic group membership were reported by their primary caregiver as Hispanic/Latino (58%), White/Non-Hispanic (16%), Turkish (7%), Asian (1%), Other (5%), and did not report their ethnicity (13%). Parents reported children's country of birth and 10% identified their children as being born outside of the U.S.

Adult Demographics

Of the 86 responses, 72% identified their relationship with the child as their mother (*n*= 62), 9% as fathers (*n*=8), 2% as grandmothers (*n* = 2), 1% as aunts (*n*=1), 1% as stepfathers (*n*=1), 1% as grandfathers (*n*=1), and 13% were not reported (*n*=11). Respondents (*n*=73) reported a mean of 6.83 years living (SD= 3.99) in the U.S. with a range of 1 to 25 years. Respondents immigrated from 10 countries and 1 U.S. territory: Ecuador (*n*=19), Brazil (*n*=13), Mexico (*n*=13), Honduras (*n*=11), Turkey (*n*=8), Peru (*n*=3), Colombia (*n*=2), Guatemala (*n*=1),

Syria (*n*=1), Bangladesh (*n*=1), and Puerto Rico (*n*=1). The majority of the respondents were married and/or living together (*n*=42, 49%), 26% were single (*n*=22), 5% were separated (*n*=4), and the rest were not reported (*n*=18).

Procedures

This is a secondary data analysis from a study examining immigrant parent engagement and perceived barriers and potential benefits for a culturally adapted intervention that was conducted over three years, starting in 2010. Data were collected from three Head Start centers in a Northeastern U.S. city where the adult literacy and parenting program was offered on a rotating schedule. The program was offered once in the fall and once in the winter/spring each year, following the center's calendar and avoiding weeks where school was not in session. A wide variety of strategies were used to recruit participants, including speaking at parent orientations at the start of the school year, attending parent meetings each month, providing information sheets for children to take home (available in native and English languages), having the school staff and other parent participants refer participants to the program, and meeting with all school staff. For study enrollment, participants were presented with written information and consent forms in both Spanish, Turkish, and English with interpreters available to provide assistance. Research assistants and Head Start staff were also responsible for further explaining project goals and objectives to the participants, as well as presenting the consent forms orally.

After enrollment in the study, parents completed self-report measures two to three weeks prior to the parent program. These report measures were also repeated at the end of the parent program. Parent data was collected through individual interviews either in person or over the phone with a bilingual interviewer. Participants received a $30 gift card upon completion of each assessment, but not for the program classes. However, participants kept all the materials

and workbooks used in the classes. Data from the pre-assessment period for each participant is used for the present analysis.

Measures

Emotion Regulation

The Emotion Regulation Checklist (ERC; Shields & Cicchetti, 1997) is a 24-item teacher-rated measure used to assess children's ability to control their emotions in the classroom. The items in this measure are rated on a 4-point scale (1=rarely/never, 2=sometimes, 3=often, 4=almost always). Factor analysis of this measure indicated two factors: Lability/Negativity and Emotion Regulation. Lability/Negativity (16 items) measures children's emotion dysregulation, for example mood swings and negative affect. Examples of these items include "exhibits wide mood swings" and "is easily frustrated". The scoring range for lability/negativity scale extends from 14 to 56. Emotion Regulation (8 items) measures children's emotional self-awareness and their ability to react appropriately in certain situations. Examples of these items include "responds with positive emotions to neutral or friendly overtures by peers" and "can say when s/he is feeling sad, angry or mad, fearful or afraid". The scoring range for emotion regulation extends from 8 to 32. In a similar Head Start sample, the two factors were found to be reliable, with Cronbach's alphas at .88 and .79 for Lability/Negativity and Regulation, respectively (Cohen & Mendez, 2009).

Parental Acculturation

The Abbreviated Multidimensional Acculturation Scale (AMAS-ZABB; Zea et al., 2003) is a 42-item parent-reported scale that measures aspects of one's native and U.S. cultures. The Native Cultural Competence, U.S. Cultural Competence, Native Language, and U.S. Language subscales were used in this study. For the present study, we created a composite score on the

U.S. Cultural Competence and U.S. Language subscales to serve as the parental acculturation variable. Cultural Competence assesses one's knowledge about the culture and their ability to function within it. This includes items that test familiarity with national heroes, TV shows, pop culture, and politicians. Language competence assesses how well the reporter can speak the language of interest in different situations, such as at school, work, with friends, on the phone, and in general. This measure was used in a previous study based on this sample that found that acculturation was correlated with years in the country (Mendez & Westerberg, 2012). Specifically, length of residency in the U.S. was positively correlated with U.S. Language (r=.29, p=.05) and negatively correlated with Native Competence (r=.36, p=.01) Native Competence and U.S. Competence were positively correlated (r=.29, p= .05), but to a much lesser degree than U.S. Language and U.S. Competence (r=.80, p=.01).

Peer Relationships

The Penn Interactive Peer Play Scale - Teacher Version (PIPPS-T; Fantuzzo et al., 1995) is a 32-item empirically validated teacher-report measure used to identify common play behaviors that facilitate or interfere with prosocial peer interactions in the classroom. The PIPPS measure yielded three reliable and valid dimensions: Play Interaction, Play Disruption, and Play Disconnection. For this study, the play interaction dimension will be used as an outcome of interest in order to evaluate positive peer relationships in the Head Start classroom.

The Play Interaction dimension assesses creative, cooperative, and helpful behaviors that facilitate successful peer play interactions. This dimension looks at prosocial, creative, and cooperative behaviors in children; item examples include "shares toys with other children" and "comforts others who are hurt or sad". In a study with a similar population, each dimension demonstrated high internal consistency (Cronbach's alpha = .92, .91, and .89, respectively).

Student Teacher Relationship

To analyze the teacher-child relationships, I will be using the teacher-reported Student – Teacher Relationship Scale (STRS; Pianta, 2001). This is the most widely used instrument for evaluating teacher-child relationships. The measure is designed to assess the relationship from the teacher's perspective along the dimensions of closeness, conflict, and dependency. The eleven closeness items reveal the degree to which a teacher feels affection, openness, and warmth with the child. The twelve conflict items show the level of difference or discord within the relationship. The five dependency items show the teachers' perception of clingy behaviors in the child. An example item includes, "*This child sees me as a source of punishment and criticism."* Responses are rated on a five-point scale where 1=*definitely does not apply* and 5=*definitely applies*. Retest reliabilities with Pearson correlation coefficients based on a four-week interval, are reported to be .89 for the total scale, .92 for conflict, and .88 for closeness. Cronbach's alpha coefficients range from .91 to .93 for the conflict scale, and .85 to .87 for the closeness scale.

CHAPTER III: DATA ANALYSES

We computed the mean, standard deviation, range, skew, and kurtosis for all study variables. We also conducted zero order correlations among all study variables. In order to test hypotheses 1-4, we ran two linear regression models in order to determine how much variance in play interaction and student-teacher closeness was associated with parents' acculturation and children's emotion regulation after controlling for children's age and gender. An interaction term was created from the parental acculturation and children's emotion regulation variables and entered into the regression model in order to determine how much variance in play interaction and student-teacher closeness was associated with the interaction variable after controlling for age and gender.

Figure 1: Model for Hypotheses 1,2,&5

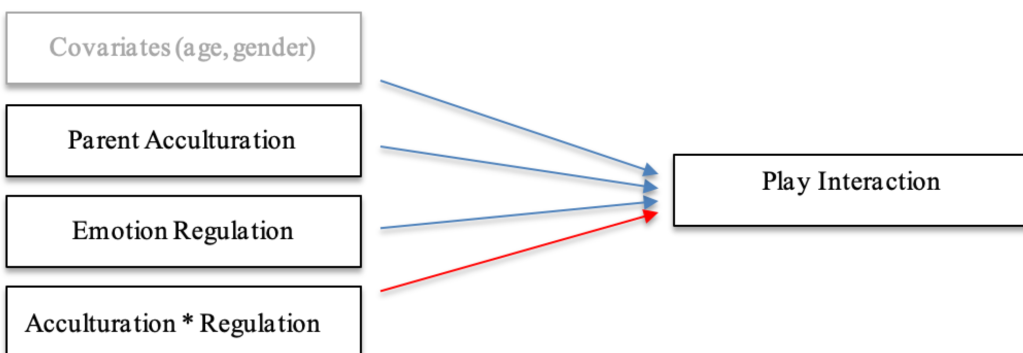

Figure 2: Model for Hypotheses 3,4,&6

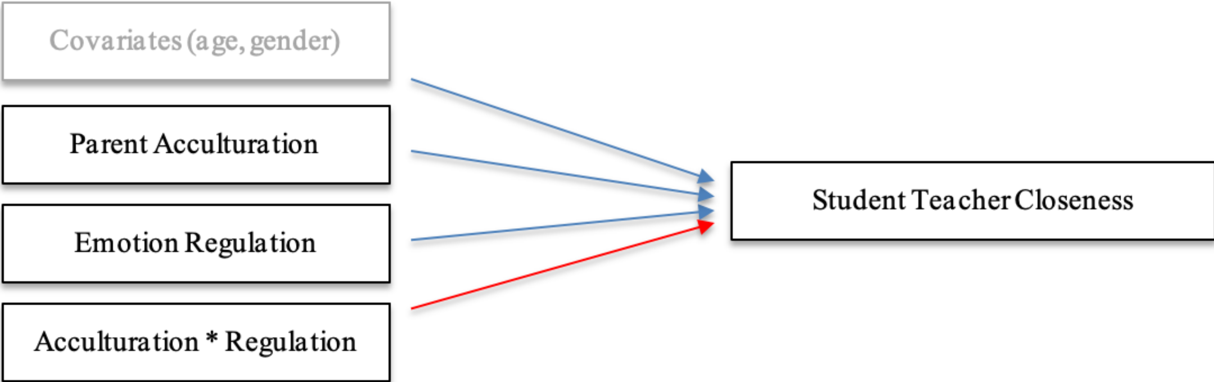

Table 1: Descriptive Statistics

Variable	M	SD	Min/Max	Skew	Kurtosis
1. Age (months)	45.55	13.73	15.00/63.00	-1.05	0.01
2. Gender (Boys=0 Girls=1)	0.526	-	-	-0.105	-1.99
3. Parental Acculturation	1.82	0.52	1.00/3.59	0.74	1.30
4. Child Emotion Regulation	3.06	0.49	1.38/3.88	-0.97	1.52
5. Play Interaction	47.03	9.80	10.00/66.00	-0.483	0.98
6. Student-Teacher Closeness	41.95	7.01	22.00/53.00	-0.73	0.12

Note. N=86

Table 2: Zero-Order Correlations

Variable	1	2	3	4	5	6
1. Age (months)	1.0					
2. Gender (Girls=1)	0.150	1.0				
3. Parental Acculturation	-0.180	-0.025*	1.0			
4. Child Emotion Regulation	0.256	0.237	-0.231	1.0		
5. Play Interaction	0.276	0.215	-0.092*	0.494	1.0	
6. Student-Teacher Closeness	0.191	0.242	-0.164	0.701	0.630	1.0

Note. *p < 0.05

CHAPTER IV: RESULTS

Preliminary Analyses

Table 1 reports the descriptive statistic (mean, standard deviation, range, skew, and kurtosis) computed for the study variables. The overall mean for parents' acculturation was fairly low at 1.82 with a range of 1.00-3.59 (see Table 1). The mean for children's emotion regulation was on the higher end at 3.06 with a range of 1.38-3.88 (see Table 1). Table 2 reports the zero order correlations computed for the study variables. A significant correlation was found between the parental acculturation variable and children's gender ($r=0.025$) indicating that the parents of girls in our sample had higher levels of acculturation on average. Additionally, a significant correlation was found between the play interaction variable and parent's acculturation levels ($r=0.092$) indicating that children with greater play interaction had parents with higher levels of acculturation on average (see Table 2).

Primary Analyses

Two multiple linear regression models were conducted for this study. The first model examined the effects of children's ER, parent's acculturation, and the interaction between children's ER and parent's acculturation on children's play interactions. After controlling for age and gender, children's emotion regulation was a significant predictor of their peer relationships ($\beta= 0.45$ $p=0.00$) (see Table 3). Parent's acculturation and the interaction variable were not significant predictors of children's play interactions (see Table 3). The second model examined the effects of children's ER, parent's acculturation, and the interaction between children's ER and parent's acculturation on student-teacher closeness. After controlling for age and gender, children's emotion regulation was a significant predictor of close student-teacher relationships

(β=0.65 p=0.00) (see Table 3). Parent's acculturation and the interaction variable were not significant predictors of close student-teacher relationships (see Table 3).

Overall, children's emotion regulation was a significant predictor for their peer and teacher relationships providing support for hypotheses 2 and 4. However, parental acculturation did not prove to be a significant predictor for either peer (β =0.04 p=0.65) or teacher (β =0.01 p=0.88) relationships, therefore, we did not find evidence of support for hypotheses 1 and 3 (see Table 3).. Additionally, the interaction between children's emotion regulation and parental acculturation was not a significant predictor for either peer (β= -0.01 p=0.83) or teacher (β=0.09 p=0.15) relationships, therefore we did not find evidence of support for hypotheses 5 and 6 (see Table 3).

Table 3: Multiple Linear Regression of Parents' Acculturation and Children's ER Predicting Social Relationships

	Outcome			
Predictor	Play Interaction		Teacher-child Closeness	
	B (S.E.)	*p*	B (S.E.)	*p*
Age (Months)	0.16 (0.12)	0.15	-0.01 (0.07)	0.94
Gender (Boys = 0 Girls = 1)	0.09 (0.11)	0.44	0.08 (0.10)	0.45
Parental Acculturation	0.04 (0.08)	0.65	0.01 (0.08)	0.88
Child Emotion Regulation	**0.45 (0.10)**	**0.00***	**0.65 (0.09)**	**0.00***
Acculturation*Emotion Regulation	-0.01 (0.06)	0.83	0.09 (0.06)	0.15
R^2 (p-value)	0.28 (0.00)		0.50 (0.00)	

Note. $*p<0.05$

CHAPTER V: DISCUSSION

The present study aimed to examine how factors such as emotion regulation and parental acculturation influence how immigrant-origin children develop social relationships within the context of the Head Start classroom. There were mixed results in terms of the overall study hypotheses. First, as expected, this study replicated prior research with non-immigrant samples that immigrant-origin children's emotion regulation skills were a significant predictor of the development of children's peer and teacher relationships. In contrast, there was no support that parent's acculturation was influencing these relationships with peers or teachers. With respect to age and gender, the study covariates, there is a general consensus that children become more capable of regulating their emotions as they grow older and learn new developmentally appropriate skills (Blandon et al., 2010; Lopez-Perez et al., 2016; Zeman et al., 2006). Additionally, there is some evidence that there are gender differences in the ways males and females regulate their emotions (McRae et al., 2008). Importantly, our results found that there was a significant relationship between children's emotion regulation abilities and their peer and teacher relationships even when controlling for age and gender. Overall, the study findings on the importance of emotion regulation for children's social relationships during preschool are in line with other work on young children's social development.

Emotion Regulation within Social Relationships Literature

The focus on emotion regulation (ER) in this study is important given the vast number of positive and negative outcomes associated with ER, particularly the research on young children's emotion regulation. For example, one longitudinal study looking at a large, diverse group of kindergarten children found that children who struggled the most with self-regulation at the beginning of the year ended up experiencing an increase in conflict and a decrease in closeness

with their teachers by the end of the year (Portilla et al., 2014). Similarly, another study looking at a primarily African American sample in a Head Start program found that children who were more emotionally dysregulated in the fall, continued to exhibit a decline in social competence with peers throughout the year (Cohen & Mendez, 2009). These emotional regulation struggles seem to be persisting over time and furthermore, when teachers view these impulsive and challenging behaviors as stable traits, they are less likely to view the possibility of improvements in children's relationships in the future (Nemer et al., 2019). While we have known that emotion regulation abilities are linked to several positive outcomes for non-immigrant children, this paper shows that this likely holds true for immigrant-origin children as well, adding a crucial piece of data to existing work. Thus, early childhood programs can look to methods for supporting children with ER difficulties in order to sustain more positive peer and teacher relations.

Acculturation Findings

Turning to the interpretation of acculturation findings, we did not find evidence that parent's acculturation was related to children's social relationship outcomes. Furthermore, though there was a direct effect of emotion regulation on children's social relationships, parents' acculturation did not affect this relationship. There is a lot of deliberation over the definition of acculturation, but it is generally considered to be a dual process in which individuals directly interact with a new environment and begin to adopt certain factors of the novel culture while retaining aspects of their native culture (Berry, 2017). As immigrant parents begin acculturating to U.S. culture, they must make decisions about which values and customs to either retain or to adopt and we hypothesized that these decisions may be influencing their children and may impact how they interact with their peers and teachers. Since we did not find support for this, one explanation could be that the children in our sample are too young to be significantly influenced by their parents' cultural values and customs. Findings from research on parents' ethnic and

racial socialization practices with young Latinx children shows that parents begin initiating practices of cultural pride by the time children are 2.5 years of age and continue to engage in these behaviors well into their adolescence (Contreras et al., 2022; Umana-Taylor & Hill, 2020). However, most parents did not begin endorsing strategies, such as a preparation for bias, until around Kindergarten (Contreras et al., 2022). It could be that racial and ethnic bias does not appear to be a significant issue for children's social development until they start their journey into grade school. Furthermore, findings show that while the practice of parents preparing their children for social biases begins in early childhood it is not as prevalent until the adolescent stage (Wang et al., 2020). Therefore, as immigrant-origin children grow up in the U.S. and are receiving input from their parents about their native cultures, it may not be creating a significant difference in their school relationships until later in their academic years.

Acculturation Theoretical Reasoning

The current study also focused primarily on the factors related to the parents' U.S. cultural competence and language proficiency; however, some work looking at culture has identified enculturation as potentially being a more relevant process in the immigrant experience (Chirkov, 2009). With regard to acculturation gaps between parents and older children, it seems that the maintenance of children's native cultures may actually be more protective and beneficial to children's development (Manzo et al., 2020; Telzer et al., 2016;). Therefore, we should continue by utilizing a more strengths based approach to study cultural impacts on immigrant-origin children's experiences in early childhood.

Additionally, the AMAS-ZABB is just one of many measures of acculturation. While there is a large range of variability in the ways acculturation is defined and operationalized within the literature, particularly when it comes to examining Hispanic and Latinx populations, few measures focus on the experiences of parents and young children. Another similar measure

is the Acculturation Rating Scale for Mexican Americans (ARSMA-II) which has been well validated for adult samples (Wallace et al., 2010). This measure looks at acculturation through two subscales, Anglo Orientation and Mexican Orientation (Cuellar et al., 1995). Similar to the AMAS-ZABB, the ARSMA-II looks at factors of both the native and U.S. cultures. Although our measure is consistent with others in the literature, the lack of focus on young children's experiences can be seen as a limitation.

Overall Study Limitations

The present study had several strengths but also some weaknesses that could explain some of the nonresults. For example, while our study revolved around a small sample of immigrant parents with low levels of acculturation on average, the makeup of our participants was highly reflective of the community of interest for this work. The demographics of our participants were similar to those of a much larger and widely used Head Start sample reflected in national studies. For example, the 2019 Family and Child Experiences Survey (FACES) is a nationally representative sample of 1,162 children enrolled in Head Start centers across the United States. Like those in our sample, the majority of the children in the national dataset identified as Hispanic/Latinx and White (non-Hispanic) (Doran et al., 2022). As our data collection occurred within this community of interest, our study has a unique reflection of the growing immigrant population, albeit on a smaller scale.

Future Directions Looking at other Parent Factors

From a theoretical standpoint, reflecting on the PPCT model, the relationship between parents and teachers is still important in the child's life. While parent's acculturation did not predict children's social outcomes, there may be other ways parents interact with the school system that could be more relevant with immigrant populations. Current literature on parent involvement in preschools has found that increased involvement can lead to more culturally

targeted services, decreased conduct problems, and less school failure in low-income children (Waanders et al., 2007). Additionally, there is evidence that low-income and minority families, particularly Latinx families, are more likely to face barriers to school involvement (Mendez & Swick, 2018; Smith et al., 2008; Turney & Kao, 2009;). Future research should continue to build on these findings in order to examine how these barriers impact immigrant-origin children's social experiences, particularly within Head Start. Overall, regardless of the evidence of an impact of parent's acculturation on children's school based relationships in our study, there are still vital intrapersonal and interpersonal factors of the immigrant-origin child that may be adding to the picture of their early experiences. The addition of our findings to the work on young children's emotion regulation continue to strengthen the case for the inclusion of self-regulation strategies in the ECE environment.

Implications for ECE

Additional work should be included on ways that the school curriculum and teacher training can approach these skills from a culturally responsive standpoint. The current Head Start performance standards place an emphasis on teacher and curricula requirements to ensure a responsive and effective learning environment for young children in center based care (Head Start Program Performance Standards, 2016). In line with the variables of our study, the standards require teachers to create nurturing and responsive learning environments that promote children's emotional security and to create developmentally appropriate opportunities for social emotional learning (Head Start Program Performance Standards, 2016). The standards also highlight the importance of targeted practices for Dual Language Learners, such as including staff in the classroom that speak the child's native language to help the language acquisition of both languages and to provide learning materials that are culturally appropriate for the child.

However, when it comes to children’s social emotional learning, very few interventions are approaching this task from a culturally responsive standpoint. A systematic review of SEL interventions in urban schools found that out of 51 studies, only 5 used culturally responsive practices, and none were targeted for children before kindergarten (McCallops et al., 2019). Therefore, there exists a gap in not only culturally responsive interventions, but also those targeted for young children who are at a particularly vulnerable stage for social-emotional development.

Conclusion

In conclusion, immigrants are a growing part of preschools around the nation, and we need to continue to address the gaps in our understanding of how to best serve these diverse learners, their families, and their communities. Social-emotional learning initiatives are a valuable investment in the Head Start curriculum and performance standards as they help to promote not only positive social relationships, but also further academic success and school readiness. Future work on SEL interventions within the classroom should aim to create programs around working with younger diverse samples as the effects of preschool experiences seem to carry on with children as they progress through their academic years.

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APPENDIX A: EMOTION REGULATION CHECKLIST (ERC)

Teacher Form

This form is designed to gather information about a child's emotions observed in your classroom. Please rate this child by circling one response, based on how you feel the child compares to his/her classmates over the past 3 months.

1. Is a cheerful child.	Rarely/Never	Sometimes	Often	Almost Always
2. Exhibits wide mood swings (child's emotional mood state is difficult to anticipate because s/he moves quickly from a positive to a negative mood).	Rarely/Never	Sometimes	Often	Almost Always
3. Responds positively to neutral or friendly overtures by adults.	Rarely/Never	Sometimes	Often	Almost Always
4. Transitions well from one activity to another; doesn't become angry, anxious, distressed or overly excited	Rarely/Never	Sometimes	Often	Almost Always

when moving from one activity to another.				
5. Can recover quickly from upset or distress (for example, doesn’t pout or remain sullen, anxious, or sad after emotionally distressing events).	Rarely/Never	Sometimes	Often	Almost Always
6. Is easily frustrated.	Rarely/Never	Sometimes	Often	Almost Always
7. Responds positively to neutral or friendly overtures by peers.	Rarely/Never	Sometimes	Often	Almost Always
8. Is prone to angry outbursts / tantrums easily.	Rarely/Never	Sometimes	Often	Almost Always
9. Is able to delay gratification.	Rarely/Never	Sometimes	Often	Almost Always

10. Takes pleasure in the distress of others (for example, laughs when another person gets hurt or punished; seems to enjoy teasing others).	Rarely/Never	Sometimes	Often	Almost Always
11. Can modulate excitement (for example, doesn't get "carried away" in high energy play situations or overly excited in inappropriate contexts).	Rarely/Never	Sometimes	Often	Almost Always
12. Is whiny or clingy with adults.	Rarely/Never	Sometimes	Often	Almost Always
13. Is prone to disruptive outbursts of energy and exuberance.	Rarely/Never	Someti mes	O ften	Almost Always
14. Responds angrily to limit-setting by adults.	Rarely/Never	Sometimes	Often	Almost Always

15. Can say when s/he is feeling sad, angry, or mad, fearful or afraid.	Rarely/Never	Sometimes	Often	Almost Always
16. Seems sad or listless.	Rarely/Never	Sometimes	Often	Almost Always
17. Is overly exuberant when attempting to engage others in play.	Rarely/Never	Sometimes	Often	Almost Always
18. Displays flat affect (expression is vacant or inexpressive; child seems emotionally absent).	Rarely/Never	Sometimes	Often	Almost Always
19. Responds negatively to neutral or friendly overtures by peers (for example, may speak in an angry tone of voice or respond fearfully).	Rarely/Never	Sometimes	Often	Almost Always

20. Is impulsive.	Rarely/Never	Sometimes	Often	Almost Always
21. Is empathic towards others; shows concern when others are upset or distressed.	Rarely/Never	Sometimes	Often	Almost Always
22. Displays exuberance that others find intrusive or disruptive.	Rarely/Never	Sometimes	Often	Almost Always
23. Displays appropriate negative emotions (anger, fear, frustration, distress) in response to hostile, aggressive or intrusive acts by peers.	Rarely/Never	Sometimes	Often	Almost Always
24. Displays negative emotions when attempting to engage others in play.	Rarely/Never	Sometimes	Often	Almost Always

APPENDIX B: PENN INTERACTIVE PEER PLAY SCALE

Teacher Report

In the past few months, indicate how much you have observed the following behaviors in this child during free play by filling in the appropriate circle.

	NEVER	SELDOM	OFTEN	ALWAYS
1. Helps other children	O	O	O	O
2. Starts fights & arguments	O	O	O	O
3. Is rejected by others	O	O	O	O
4. Does not take turns	O	O	O	O
5. Hovers outside play group	O	O	O	O
6. Shares toys with other children	O	O	O	O

7. Withdraws	O	O	O	O
8. Demands to be in charge	O	O	O	O
9. Wanders aimlessly	O	O	O	O
10. Rejects the play ideas of others	O	O	O	O
11. Is ignored by others	O	O	O	O

	NEVER	SELDOM	OFTEN	ALWAYS
12. Tattles	O	O	O	O
13. Helps settle peer conflicts	O	O	O	O
14. Destroys others' things	O	O	O	O
15. Disagrees without fighting	O	O	O	O

16. Needs help to start playing	O	O	O	O
17. Verbally offends others (name calling)	O	O	O	O
18. Directs others' action politely	O	O	O	O
19. Cries, whines, shows temper	O	O	O	O
20. Encourages others to join play	O	O	O	O
21. Grabs others' things	O	O	O	O
22. Comforts others who are hurt or sad	O	O	O	O
23. Confused in play	O	O	O	O
	NEVER	SELDOM	OFTEN	ALWAYS
24. Verbalizes stories during play	O	O	O	O

25. Needs teacher’s direction	O	O	O	O
26. Disrupts the play of others	O	O	O	O
27. Seems unhappy	O	O	O	O
28. Shows positive emotions during play (e.g., smiles, laughs)	O	O	O	O
29. Is physically aggressive	O	O	O	O
30. Shows creativity in making up play stories and activities	O	O	O	O
31. Disrupts class during transitions from one activity to another	O	O	O	O

APPENDIX C: STUDENT-TEACHER RELATIONSHIP SCALE

Teacher's name ______ Gender: M F Ethnicity ______ Date __/__/__

Child's name ______ Grade ______ Gender: M F Ethnicity ______ Age ______

Please reflect on the degree to which each of the following statements currently applies to your relationship with this child. Using the point scale below, CIRCLE the appropriate number for each item. If you need to change your answer, DO NOT ERASE! Make an X through the incorrect answer and circle the correct answer.

1	2	3	4	5
Definitely does not apply	**Does not really apply**	**Neutral, not sure**	**Applies somewhat**	**Definitely applies**

Item					
1. I share an affectionate, warm relationship with this child.	1	2	3	4	5
2. This child and I always seem to be struggling with each other.	1	2	3	4	5
3. If upset, this child will seek comfort from me.	1	2	3	4	5
4. This child is uncomfortable with physical affection or touch from me.	1	2	3	4	5
5. This child values his/her relationship with me.	1	2	3	4	5
6. This child appears hurt or embarrassed when I correct him/her.	1	2	3	4	5
7. When I praise this child, he/she beams with pride.	1	2	3	4	5
8. This child reacts strongly to separation from me.	1	2	3	4	5
9. This child spontaneously shares information about himself/herself.	1	2	3	4	5
10. This child is overly dependent on me.	1	2	3	4	5
11. This child easily becomes angry with me.	1	2	3	4	5
12. This child tries to please me.	1	2	3	4	5
13. This child feels that I treat him/her unfairly.	1	2	3	4	5
14. This child asks for my help when he/she really does not need help.	1	2	3	4	5
15. It is easy to be in tune with what this child is feeling.	1	2	3	4	5
16. This child sees me as a source of punishment and criticism.	1	2	3	4	5
17. This child expresses hurt or jealousy when I spend time with other children.	1	2	3	4	5
18. This child remains angry or is resistant after being disciplined.	1	2	3	4	5
19. When this child is misbehaving, he/she responds well to my look or tone of voice.	1	2	3	4	5
20. Dealing with this child drains my energy.	1	2	3	4	5
21. I've noticed this child copying my behavior or ways of doing things.	1	2	3	4	5
22. When this child is in a bad mood, I know we're in for a long and difficult day.	1	2	3	4	5
23. This child's feelings toward me can be unpredictable or can change suddenly.	1	2	3	4	5
24. Despite my best efforts, I'm uncomfortable with how this child and I get along.	1	2	3	4	5
25. This child whines or cries when he/she wants something from me.	1	2	3	4	5
26. This child is sneaky or manipulative with me.	1	2	3	4	5
27. This child openly shares his/her feelings and experiences with me.	1	2	3	4	5
28. My interactions with this child make me feel effective and confident.	1	2	3	4	5

APPENDIX D: THE ABBREVIATED MULTIDIMENSIONAL ACCULTURATION SCALE

Abbreviated Multidimensional Acculturation Scale (Zea, Asner-Self, Birman, & Buki)

The following section contains questions about your *culture of origin* and your *native language*. By *culture of origin* we are referring to the culture of the country either you or your parents came from (e.g., Puerto Rico, Cuba, China). By *native language* we refer to the language of that country, spoken by you or your parents in that country (e.g., Spanish, Quechua, Mandarin). If you come from a multicultural family, please choose the culture you relate to the most.

Instructions: Please mark the number from the scale that best corresponds to your answer.

1	2	3	4
Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree

1. I think of myself as being U.S. American.
2. I feel good about being U.S. American.
3. Being U.S. American plays an important part in my life.
4. I feel that I am part of U.S. American culture.
5. I have a strong sense of being U.S. American.
6. I am proud of being U.S. American.
7. I think of myself as being ___________(a member of my culture of origin).
8. I feel good about being ___________(a member of my culture of origin).
9. Being ___________(a member of my culture of origin) plays an important part in my life.
10. I feel that I am part of ___________culture (culture of origin).
11. I have a srong sense of being ___________(culture of origin).
12. I am proud of being ___________(culture of origin).

Please answer the questions below using the following responses:

1	2	3	4
Not at all	A little	Pretty well	Extremely well

How well do you speak English:

13. at school or work
14. with American friends
15. on the phone
16. with strangers
17. in general

How well do you understand English:

18. on television or in movies
19. in newspapers and magazines
20. words in songs
21. in general