

## A Correlated Constraints Model for Serving Latino/a Students who are Neglected, Delinquent, or At-Risk

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## Why Latino/a Students?

- Fastest growing racial/ethnic group
- Latino-White achievement gap
- Relation between achievement and behavior
- “Latino students don’t have behavior issues—as demonstrated by their underrepresentation in programs for Emotional and Behavioral Disorders (EBD).”

## Identification of Latino/a Students

- As EBD
  - As compared to White students
    - 0.55 Relative Risk
  - As compared to all other students
    - 0.48 Relative Risk
- In juvenile corrections facilities
  - As compared to White students
    - 2.52 Relative Risk
  - As compared to all other students
    - 2.16 Relative Risk
- Also experience high dropout rates & gang membership, & decreased college attendance

## Correlated Constraints

- Individuals are integrated systems
- Multiple factors (at multiple levels) contribute to individual's functioning
  - Some generate risk, some provide protection
- Isolated risk factors not as problematic as multiple risk factors
  - Conversely, isolated protective factors aren't as good as multiple protective factors
- Factors act in relation to a specific outcome

## Risk Factors

- Characteristics or variables that increase the likelihood that an individual will develop difficulty in a specific area or activity
- 3 types (Kraemer, Kazdin, Offard, Kessler, Jensen, & Kupfer, 1997)
  - Correlates
  - Predictive risk factors
  - Causal risk factors

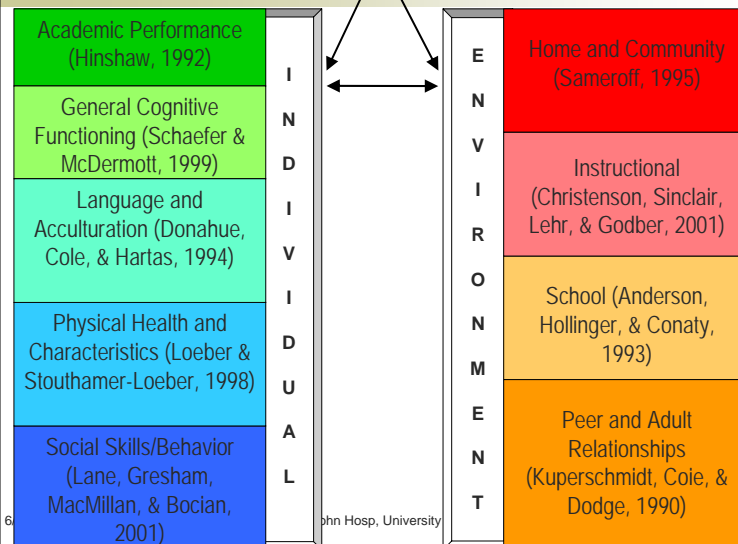
## Protective Factors

- Characteristics or variables that are related to success in an area or activity
  - Or variables that provide resistance to the negative influence of poor performance in another area
- 3 Types (Luthar & Cicchetti, 2000)
  - Protective-stabilizing
  - Protective-enhancing
  - Protective, but reactive

# Risk & Protective Factors

- Flip side of the coin dilemma
- Specific variables can serve as risk *or* protective factors
- Research on Risk and Protective factors must examine not only *what* variables serve as these factors, but the conditions necessary for them

## Positive Outcome



## Areas/Variables examined with Latino/a Children & Youth

- Individual level
  - Self-concept & motivation (Gordon, 1996)
  - Academic skills (Marsh & Cornell, 2001)
  - Social skills/problem behaviors (Robertson, Harding, & Morrison, 1998)
  - Perceptions of/Attitudes toward school (Reyes & Jason, 1993)
- Environmental level
  - Interpersonal interactions & relationships (Hao & Bonstead-Bruns, 1998)
  - Characteristics of instruction (Padron, Waxman, Powers, & Brown, 2002)