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Latinos Raising Academically Gifted Middle School Students: Parental Academic Socialization and Consejos

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LATINOS RAISING ACADEMICALLY GIFTED MIDDLE SCHOOL STUDENTS: PARENTAL ACADEMIC
SOCIALIZATION AND CONSEJOS

by

Martha Aracely López

A Dissertation Submitted in
Partial Fulfillment of the
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May 2021

ABSTRACT

LATINOS RAISING ACADEMICALLY GIFTED MIDDLE SCHOOL STUDENTS: PARENTAL ACADEMIC SOCIALIZATION AND CONSEJOS

by

Martha Aracely López

The University of Wisconsin-Milwaukee, 2021
Under the Supervision of Professor Susie Lamborn, Ph.D.

This qualitative research study sought to understand how Latino parents use parental academic socialization (Hill & Tyson, 2009) and *consejos* (Delgado-Gaitán, 1994; Alfaro et al., 2014) as forms of home-based parental involvement to converse about education. A phenomenology approach was used to research and analyze data to describe the lived experiences of Latino parents raising academically gifted children middle schoolers while engaging in academic discourse. This study used semi-structured interviews with sixteen Latino participants who were US-born ($n=7$) and Mexico-born ($n=9$) from a large urban school district in a Midwestern city. The following major themes emerged: 1) parental academic socialization, 2) *consejos*, and 3) other educational messages. As it pertains to Theme 1, results showed Latino parents instill values, expect their gifted child to study for college, explore high schools and careers, teach responsibility and self-advocacy, and desire for a professional career. In regards to Theme 2, results indicated that Latino parents discuss better opportunities in the US, adolescent witness their parents' adversities, and instill a positive mindset to "do your best" or *echarle ganas* through the use of storytelling. Theme 3 showed that parents discussed supporting their child and have concerns about friends, physical safety, and their social-emotional challenges related to giftedness. This study contributes new information about how

Latino parents utilize parental academic socialization and *consejos* to convey the importance of education and support their child's academic trajectories through developmental and educational perspectives.

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DEDICATION

I dedicate this dissertation:

To my parents, Martha Avila-Noriega and Juan Noriega, for always supporting me with your *consejos* and showing me what hard work and dedication looks like. Thank you for believing in me, encouraging me to be my best, and for raising me into the woman I am today. You are my role models. This is for you!

To my husband, Gabriel López for supporting my dream to obtain this degree and celebrating every milestone with me. During my tough times, you always cheered me up and reminded me of my *ganas* to achieve this ultimate goal, *te amo*. This is for you!

To my one and only daughter, Maya López for being my best *compañera* throughout this long journey. Thank you for being by my side during the long days and long nights. Whether you knew it or not, you always gave me the motivation and extra push that I needed to keep chasing my dream. I hope I have been a great example for you. The best educational *consejo* I can give you is never stop believing in yourself and your dreams, work hard, *échale ganas*, and celebrate your small goals as much as you would celebrate your big goals. This is mainly for YOU!

To all of you, I could never have done this without you. Each of you helped enormously to make my dream come true in pursuing a doctorate degree. I hope I make you all proud.

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CHAPTER 1: INTRODUCTION

This qualitative research study investigated parental academic socialization (Hill & Tyson, 2009) and *consejos* or advice (Delgado-Gaitán, 1994; Alfaro, O'Reilly-Díaz, & López, 2014) as possible types of home-based involvement among US-born and immigrant Latino parents raising academically gifted middle school children. This research study used phenomenology to research the phenomenon of what Latino parents discuss with their academically gifted children in middle school while conversing about education.

Parental academic socialization, the first major concept of this study, is defined as, “communicating parental expectations for education and its value or utility, linking schoolwork to current events, fostering educational and occupational aspirations, discussing learning strategies with children, and making preparations and plans for the future.” (Hill & Tyson, 2009, p. 742). *Consejos*, the second major concept of this study, is defined as “nurturing advice” (Delgado-Gaitán, 1994, p. 298), and “powerful narratives used by Latino families to transmit feelings, perceptions, and responses to the educational system.” (Alfaro et al., 2014, p. 11).

Academically gifted students are a subgroup of students that possess exceptionally advanced abilities in an academic area (i.e., reading, math, science, etc.). Several researchers have supported the notion that gifted and talented (GT) students require additional social and emotional support (McGee & Hughes, 2011; Rinn & Plucker, 2010; Daniels & Piechowski, 2009). They argue that GT students often show special characteristics, such as asynchronous development (Neihart et al., 2016), overexcitabilities (Dabrowski, 1962), underachievement, and perfectionism (Baslanti & McCoach, 2006; Matthews & McBee, 2007; Siegle & McCoach, 2005). First, asynchrony occurs when an area of their brain develops at a faster rate than the

rest of the child's development. Next, overexcitabilities, describe a heightened physiological experience of sensory stimuli resulting from increased sensitivity of the neurons (Dabrowski, 1962; Mentaglio & Tillier, 2006). Lastly, underachievement and perfectionism have been associated with many adolescent GT students (Merriman, 2012). Evidence suggests that GT students may be inclined to experience these social-emotional characteristics and psychological aspects at high rates (Daniels & Piechowski, 2009). As a result, parents of GT adolescents may need to make parenting adjustments at home in order to effectively support this group of students.

The population I studied are US-born and immigrant Latino parents who are raising academically gifted students. These two subgroups were studied because the important role culture plays in shaping one's values and beliefs, which may influence educational conversations between a parent and their child. Despite belonging to similar ethnicities, there are differences between immigrant and US-born Latinos. First, immigrant Latinos tend to have values and beliefs comprised of a more collectivist perspective, which emphasizes a view of oneself in relation to other human beings (Sawitri, Creed, & Zimmer-Gembeck, 2015). A common value and belief among immigrant Latino parents is the great importance on education (Gonzales, 2010; Cabrera, Shannon, & Jolley-Mitchell, 2013; Tamis-LeMonda, Glick, Hanish, Yabiku, & Bradley, 2012). Conversely, Latino parents born in the US may be influenced by the more individualist perspective of the US and place more emphasis on individual achievement, value social and economic independence (Sawitri et al., 2015). Therefore, it was interesting to study how birthplace might influence the educational messages parents communicate with their children.

The overarching question that guided this research study asked, “how do Latino parents engage in academic conversations with their gifted middle school youth?” The research study utilized the parental academic socialization theoretical framework that was developed by Hill and Tyson (2009). This framework focuses on the academic messages, conversations, and discussions that parents use to convey their academic values, beliefs, aspirations, expectations, and assessment of their child's academic performance. This focus on the verbal form of parental involvement in education, as a developmental phenomenon, allows parents to maintain their involvement while also supporting their adolescents’ growing autonomy, independence, and advancing cognitive abilities during middle school. The first goal was to understand how Latino parents may use parental academic socialization to communicate their educational expectations and aspirations, link schoolwork to current events, and discuss learning strategies and plans for their children’s future (Hill & Tyson, 2009). Therefore, the first sub-question asked, “how do these conversations relate to the construct of parental academic socialization?”

I also investigated the ways that Latino parents give *consejos* or “advice” to their academically gifted middle school children while discussing the topic of education. Delgado-Gaitán (1994) claims Latino parents socialize their children and teach them values about the importance of education by utilizing their personal experience as a lesson to “impress upon their children how much they care that they succeed in school.” (p. 305). Delgado-Gaitán paved the way by revealing that one of the ways that Latino parents transmit aspirational messages is by giving their children *consejos*. Then, Alfaro and colleagues (2014) expanded on Delgado-Gaitán’s definition of *consejos* by classifying them into four categories: optimism,

determination, disposition, and motivation. The second goal sought to understand how Latino parents might use *consejos* to teach their children values about the importance of education. In addition, this study strives to articulate the anticipated connections between the concept of *consejos* and the concept of parental academic socialization. Broadly, *consejos* refer to a Latino cultural practice that involves communicating at a deep level where emotional empathy is present. For example, parents may give advice to their children on many issues such as how to make friends, how to handle conflict, or how to live a good life to name a few. However, in this research study, *consejos* will specifically refer to the *consejos* that Latino parents transmit to their children about education. Therefore, the second sub-question asked, “how do these conversations relate to the construct of *consejos*?” Finally, a third sub-question asked, “how is the concept of *consejos* related to the concept of parental academic socialization?”

Throughout the dissertation, I use the terms child(ren), early adolescent, adolescent, and student interchangeably. These terms refer to middle schoolers enrolled in grades six through eight who are from eleven to thirteen years old. The following terms are crucial to this research and warrant a precise description and definition. Definitions are based on the literature and, where appropriate, sources are referenced. Definitions of the key terminology used for the research study are listed in Table 1.1.

Table 1.1. Key Terminology

Terminology	Definition
Parental academic socialization	<i>Parental academic socialization</i> refers to the academic messages, conversations, and discussions that parents use to convey their academic values, beliefs, aspirations, expectations, and assessment of their child's academic performance (Hill & Tyson, 2009).

Gifted and talented	<i>Gifted and talented</i> children give evidence of high-performance capability in (1) intellectual, (2) creative, (3) artistic, (4) leadership, or (5) specific academic areas and need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.” (Wisconsin Statute: § 118.35). GT students are a subgroup of the student population that have been formally identified to receive Tier II or III services, such as full-grade acceleration, subject acceleration, pull-out services, specialized programs, curriculum compacting, or another advanced programming.
Consejos	<i>Consejos</i> refers to the “nurturing advice” (Delgado-Gaitán, 1994, 298) and “powerful narratives used by Latino families to transmit to their children the parents’ own feelings, perceptions, and responses to the educational system” (Alfaro et al., 2014, p. 11)
Latino	<i>Latino</i> refers to persons of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish-speaking culture or origin. For the purpose of this study, <i>Latino</i> refers to a person of Latino origin born in the US or a Spanish-speaking country.
Parent	<i>A parent</i> , for the purpose of this study, is whoever the caregiver for the student, including a mother or father (biological or adopted).

In summary, the research study investigated Latino parental academic socialization (Hill & Tyson, 2009) and *consejos* (Delgado-Gaitán, 1994; Alfaro et al., 2014) as forms of home-based discourse for academically gifted middle school students. First, I investigated how Latino parents may use parental academic socialization to communicate their educational expectations and aspirations, link schoolwork to current events, and discuss learning strategies and plans for their children’s future (Hill & Tyson, 2009). Second, I sought to understand how Latino parents might use *consejos* to teach their children values about the importance of education. In addition, I strived to articulate the anticipated connections between the concept

of *consejos* and the concept of academic socialization. Academic socialization and *consejos* may be ways to influence and contribute to students' high academic success. I hope that this study provides further evidence about how Latino parents may engage in conversations related to education with their academically gifted middle school children.

Theoretical Framework

First, the research study utilized the parental academic socialization theoretical framework developed by Hill and Tyson (2009). Researchers claim that parent involvement in the academic process plays a big role in a child's educational path (Epstein, 2018), particularly in early childhood and elementary age students. However, what remained unclear was how parents maintain their involvement in the education of their middle school students. Therefore, Hill and Tyson (2009) expanded upon a study on academic socialization with early childhood and elementary age students (Taylor et al., 2004) and developed a theoretical framework aimed at studying parents of middle school students (Hill & Tyson, 2009). Hill and Tyson (2009) noted that a student in middle school or high school benefits from a different type of parent involvement than an elementary school student. Parent involvement for elementary school-aged student may focus on assisting with homework, while middle school students may need assistance in linking a specific learning strategy to a strong interest, making plans for college, planning for the future. In addition, parents may need to express the importance of education and their expectations while their middle schooler gains autonomy and independence. Based on this theoretical framework, the perceived lack of involvement reported in some studies may not accurately reflect parent's involvement that occurs more frequently in the home (Hill &

Tyson, 2009). Therefore, parental academic socialization must be acknowledged and addressed to give value to the actions of Latino parents of academically gifted middle schoolers.

Secondly, Latino parents engage in their child's education using specific cultural socialization practices (Alfaro et al., 2014). Reflecting on the definition of parental academic socialization, Latino families engage in another type of educational conversations with their child by giving *consejos* (Delgado-Gaitán, 1994; Alfaro et al., 2014). *Consejos* is a home-based Latino parental involvement cultural practice that is often overlooked and undervalued as an effective form of involvement (López, 2001; Delgado-Gaitán, 1994; Alfaro et al., 2014). Latino parents have been judged for not participating in traditional school-based involvement (De Luigi & Martelli, 2015; Quioco & Daoud, 2008; Shoji, Haskins, Rangel, & Sorensen, 2014; Durand & Perez, 2013). Deficit perceptions by teachers and school leaders may reflect existing cultural stereotypes. Deficit perceptions focus on what parents lack rather than on their strengths and funds of knowledge that they pass on to their child as social and cultural capital traits (Yosso, 2005). According to Yosso's community cultural wealth paradigm, minorities are no longer seen as being deficient, rather an array of cultural knowledge, skills, abilities and contacts that usually go unrecognized, acknowledged or celebrated by schools and other mainstream institutions (Yosso, 2005). Their *consejos* are a form of cultural capital that should be recognized as an effective type of home-involvement.

Moreover, *consejos* share several characteristics that overlap with parental academic socialization (Hill & Tyson, 2009). For instance, the parental academic socialization model stresses the importance and value of parents communicating expectations for education. In the same way, Latino parents communicate these values by giving their children *consejos* (Delgado-

Gaitán, 1994). However, there appears to be a difference in the manner that academic socialization practices and *consejos* are conveyed. For instance, parents may use academic socialization messages to support their adolescent while conversing about homework, discussing learning strategies, and preparing for high school and college as they navigate the educational system. Meanwhile, Latino parents may give *consejos* by sharing stories and narratives to teach the value and importance of education. Findings from this research study will benefit educators and administrators who work with Latino families by providing a deeper understanding of how parents communicate with their academically gifted middle schoolers to encourage, support, and nurture their education.

Problem Statement

First, the lack of research on GT Latino populations is due in large part to the fact that the field of gifted education in the United States has largely focused on White middle-class students. Even though one could argue why the gap in the literature exists, it is most likely due to the national crisis of underrepresentation of culturally, ethnically, linguistically diverse and/or economically disadvantaged students in gifted education programs. This is relevant because Latinos are part of the underrepresented population and there is a need for more research to be conducted on this population of GT students.

According to the most recent research of the Civil Right Data Collection (2015), Milwaukee Public Schools (MPS) follows national trends when examining the issue of underrepresentation of minority students in gifted programs. Categorically, as seen in Figure 1.1., among the entire GT population, there are 6.9% ($n = 4,909$) students identified. Out of these GT students, White students are overrepresented in GT programs because they represent

28.4% of the GT population even though only represent 12.9% of the total population.

However, Latinos are underrepresented in GT programs because they are 20.1% of Latinos in the GT population even though they are 25.5% of the total population. Clearly, Latino students are disproportionately underrepresented, in the field of gifted and talented education.

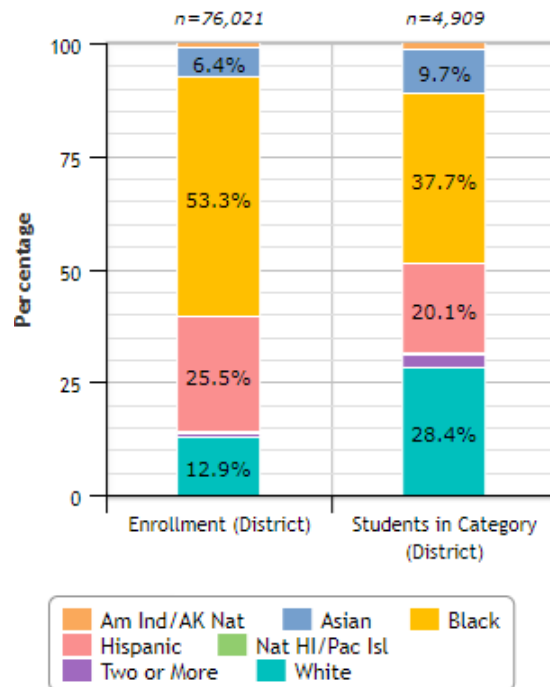


Figure 1.1. Percentage of MPS Students in Gifted and Talented Programs Compared to the Total Enrollment.

Many teachers, policymakers, and researchers have been concerned about the underrepresentation of culturally diverse students in gifted education. National concerns about the persistent underrepresentation of culturally diverse students in GT education programs were partly responsible for the Jacob K. Javits Gifted and Talented Education Act of 1988 (National Association for Gifted Children [NAGC]). According to NAGC, The Javits Act focuses resources on identifying and serving students who are traditionally underrepresented in GT education programs, particularly economically disadvantaged, English learners, and special

needs students, to help reduce gaps in achievement and to encourage the establishment of equal educational opportunities for all US students. Since 2015, MPS has been awarded three Javits grants to help mitigate the disproportionality of underrepresented students in GT education.

Secondly, research demonstrates that parent involvement significantly contributes to improved student outcomes such as more positive attitudes toward school, higher achievement, better attendance, and higher enrollment and graduation rates in postsecondary education (Epstein, 2018). With research showing an association between parent involvement and student achievement, parent involvement has become an important focus on improving schools (Auerbach, 2007). While parent involvement is associated with improved student outcomes, variations in cultural, ethnicity, and/or socioeconomic backgrounds affect how families are involved (Fisher & Padmawidjaja, 2011).

Efforts to understand the phenomenon of parent involvement in middle schools have extended the literature to include a developmental perspective. The important concept of academic socialization has been supported by Hill and Tyson (2009) who argued that the transition from elementary to middle school can be an overwhelming experience for early adolescent students. Developmentally, Hill and Tyson argued that middle school students experience physical, psychological, and contextual changes that cause them to respond differently to school and the work involved in being successful. Hence, parent involvement in education often declines in effectiveness (Hill & Tyson, 2009). Having recognized this problem, Hill and Tyson conducted a meta-analysis assessment of parent involvement strategies that worked for middle school students and concluded that the type of parent involvement with the

greatest influence on middle school students' achievement is academic socialization.

Nonetheless, this topic remains underdeveloped with respect to middle school students and falls short on the specifics of how this process occurs in Latino families with academically gifted children. Specifically, given the limited research in this area, it is important to understand how Latino parents use academic socialization practices that impact their academically gifted children.

Evidence suggests that parent involvement can make a difference in student achievement (Epstein, 2018), but additional research needs to be conducted to further understand how parental academic socialization occurs with academically gifted Latino middle school students. In 2019-2020, MPS had 17% ($n = 602$) of Latino middle school students that were significantly above grade level and received gifted programming. A research gap exists as to what parents of academically gifted students may be communicating at home regarding their education. Furthermore, it has been reported by multiple researchers that Latino parents engage in their children's schooling in alternate ways (Delgado-Gaitán, 1994; López, 2001, 2003; Alfaro et al., 2014). Even though there is a growing body of research that documents Latino parenting from strength-based approaches, there appears to be no research, to my knowledge, regarding Latino parents' use of academic socialization and *consejos* to encourage, support, and nurture academically gifted middle school students. This is the aim of my dissertation study.

Research Questions

1. How do Latino parents engage in academic conversations with their gifted middle school youth?

- a. How do these conversations relate to the construct of parental academic socialization?
- b. How do these conversations relate to the construct of *consejos*?
- c. How is the concept of *consejos* related to the concept of parental academic socialization?

Significance of the Study

This qualitative research dissertation study stems from many years of teaching academically gifted students and collaborating with their parents to ensure their children reach their greatest potential. I have witnessed the positive academic influence parents have in their children's advanced academic achievement. In addition, my motivation also stems from: a) learning from the literature about the decline of parent involvement at the middle school level and the limitations of educators and administrators to effectively tap into that resource, and b) the underrepresentation of Latino children in GT programs.

The first reason this research study is significant is because of the limited research on academically gifted Latino students. This is mainly because scholars in the field of gifted education have focused on White middle-class children. However, this is in large part due to the national underrepresentation of Latino students enrolled in GT programs. According to the most recent research of the National Center for Educational Statistics, approximately 3 million public elementary and secondary students were identified as GT in 2014; of these, 68% of students identified as GT were White, even though they only represent 55.8% of all students enrolled nationwide in public schools. What is concerning are the low percentages of students who are culturally, ethnically, and linguistically diverse. For example, 13% of Latinos were

identified as GT, much fewer than the 21.4% of Latinos represented in the nation's public schools (National Center for Education Statistics, 2014). The national underrepresentation of Latinos enrolled in GT programs is similar to the underrepresentation of Latino students at the local level. If by further representing Latino families in the scientific literature, local school districts may be encouraged to mitigate the underrepresentation of Latinos identified for GT programs.

The second reason this research study is significant is that it may provide further evidence about how Latino parents engage in academic conversations with their academically gifted middle schoolers through parental academic socialization (Hill & Tyson, 2009) and *consejos* (Delgado-Gaitán, 1994; Alfaro et al., 2014). Furthermore, the research study is important because it could add to the theoretical understanding of home-based parent involvement of middle school Latino students. Essentially, this study could help in understanding the Latino parents' academic socialization for academically gifted students through their academic discussions and *consejo*-giving.

CHAPTER 2: LITERATURE REVIEW

Introduction

Questions about the association of parental involvement at home with a child's academic achievement have long been a focus of educational research. However, the parental involvement of Latino parents with their children at home has received less attention, particularly parents raising academically gifted middle school students. Children identified as gifted and talented (GT) experience exceptionally advanced abilities compared to their average ability peers. Parenting GT children may demand unique parenting resources to meet the GT child's needs.

The goal in this chapter is to explore the different ways Latino parents are involved at home by encouraging, supporting, and nurturing their children's gifts and talents. Specifically, I will examine the research on parental academic conversations and discussions as a form of home-based involvement and its influence on their children's academic outcomes. The aim is to understand how Latino parents of academically gifted children use this type of communication. In addition, I will examine the complexities of the GT individual and how these may affect how they are parented at home. I conceptualize parental involvement as an aspect of parenting that influences child academic development. As such, I will use parental academic socialization (Hill & Tyson, 2009) and *consejos* (Delgado-Gaitán, 1994; Alfaro et al., 2014) as theoretical frameworks to explore this phenomenon. Therefore, the organization of this literature review will be divided into two main parts: (1) parental involvement with gifted and talented students and (2) parental academic socialization and *consejos*.

Part 1: Parental Involvement with Gifted and Talented Students

The role that parents play is viewed as important in developing and supporting their children's gifts and talents (Garn, Matthews, & Jolly, 2012). In this part of the literature review, I will begin by (a) defining gifted and talented students, (b) explore the complexities of GT students, and (c) discuss the home-based parental involvement and academic outcomes of gifted and talented students.

Defining Gifted and Talented Students

To begin, in order to understand who advanced learners are, it is imperative to know who and why they are identified as GT. There is some controversy over what constitutes a GT student. When considering GT students, "It is important to consider all of the dimensions of a GT child's life: academic, self-concept, social skills and well-being, emotional health, and talent maturation" (Robinson, Shore, & Enersen, 2007, p. 15). There is not a single agreed-upon definition of giftedness nor are GT students all the same (Coleman, Micko, & Cross, 2015). However, the definition of giftedness is the key to who qualifies for gifted programming to meet their academic needs, and who does not (Coleman et al., 2015). Definitions of giftedness vary greatly among states and school districts (National Association for Gifted Children, State of the States in Gifted Education Report, 2013).

My research study was based on a subset of domains within the Wisconsin Department of Public Instruction's (DPI) broader definition of gifted individuals to identify my sample. Their definition consists of five domains. It states:

Gifted and talented pupils mean pupils enrolled in public schools who give evidence of high-performance capability in (1) intellectual, (2) creative, (3) artistic, (4) leadership, or

(5) specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities. (Wisconsin Statute: § 118.35, Wis. Stats).

A key phrase in the state's definition is, "...who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities". The end goal of K-12 gifted education is to provide students in need with some service or intervention that they would not otherwise receive in the regular education classroom.

In response to DPI's definition, Milwaukee Public School (MPS) recently revised its identification goals for gifted and talented programs. It states:

Giftedness is fluid, inclusive, and is exhibited across gender, race, ethnicity, income level, languages, and exceptionality. Gifted students exist in all MPS schools. The composition of the students identified for gifted and talented services will reflect the total student population in the district. Identification is responsive and it is acknowledged that student needs may change over time to be exhibited in a particular context.

As a result, MPS adopted a multifaceted conception of giftedness and multidimensional identification practices. The 2018, MPS' revised Gifted and Talented Identification Process policy states:

Students can be identified for GT through five areas: academic, artistic, creativity, leadership, intelligence. MPS has a specific process and universal screeners for identifying students in academics and intelligence. Creativity, artistic, and leadership areas are vaguer and are still being developed. Staff members look at multiple criteria

that are appropriate for each category of giftedness before determining whether special GT services are needed. When students are screened for services, MPS is committed to identifying students that have been traditionally overlooked with unmet needs.

Multiple criteria are used to screen and identify giftedness;

- 1) The Cognitive Abilities Test (CogAT). The CogAT assesses students' verbal, quantitative, and nonverbal reasoning abilities. All second-grade students in MPS will be assessed through the CogAT during the first semester and all other students on an as-needed basis. Students who score in the 9th stanine in any domain will be flagged as GT and receive services as needed.
- 2) Teacher Observation of Potential in Students (TOPS). Evidence of a student that learns easily, shows advanced skills, displays curiosity and creativity, has strong interests, shows advanced reasoning and problem solving, displays spatial ability, shows motivation, shows social perceptiveness, and displays leadership.
- 3) The STAR 360 Universal Screener. All students will screen using STAR mathematics and reading assessments three times a year. Students are recommended for Tier 2 GT services if their performance is in the national 75th percentile or above in either math or reading. Student performance in the national 95th percentile or above or top 5th percentile using local school data in either math or reading is recommended for Tier 3 GT services. Students scoring in the top 75th percentile and above will be identified as significantly above benchmarks in the MPS data warehouse and receive GT services as needed.

- 4) Evidence of demonstrated performance. Artifacts that consistently demonstrate the student is working at advanced levels and can be used in education planning.
- 5) Classroom Data. Evidence includes exceptional grades, projects, participation, performance, formative assessments, creativity, and leadership demonstration.
- 6) Parent Input is a valued piece of information when reviewing student data. Parents are encouraged to complete the *Parent Input Form for Gifted and Talented Identification* so that teacher teams have parent input into the educational planning for their child.

Once a student is identified, systematic and continuous programming begins. MPS uses the WI Department of Response to Intervention (RtI) program model. RtI is a process for achieving higher levels of academic and behavioral success for all students through high-quality instructional practice, continuous review of student progress, and collaboration. In this model, options and services become specialized according to tiers. GT students have a Tier 2 or Tier 3 plan documented and progress is monitored in Infinite Campus.

- 1) Tier I services occur in the regular classroom with modifications and differentiation made by the classroom teacher. The classroom teacher provides these services.
- 2) Tier II services occur through curriculum compacting, ability grouping, problem-based learning, and/or tiered lessons, which may change over time and is dependent upon the needs of the student. These services may be provided by the classroom teacher, academic coach, and/or other trained staff members.
- 3) Tier III services occur as an individualized program, which may or may not mean grade acceleration, subject acceleration, pull-out services, specialized programs, and curriculum compacting. Tier III activities require a parental conference with the

classroom teacher, the school administrator, and/or another authorized staff member such as the school psychologist, counselor, or Rtl specialist.

For my research study, I specifically targeted Latino parents of academically gifted middle school students that give evidence of high-performance capability in only two domains from the broader DPI definition; intellectual giftedness and a specific academic area (i.e., reading and/or math) (Wisconsin Statute: § 118.35). In 2020, MPS had 17% ($n = 602$) of Latino middle school students receiving Tier III services. To select my academically gifted sample, the STAR 360 district universal assessment will be used to identify significantly above grade level students, particularly those performing at the 90th percentile rank or higher (top 10%) in reading and/or math. Furthermore, Latino students will be selected who are receiving Tier III services, such as subject acceleration, pull-out services, and participating in specialized programs.

It is of great significance to study gifted Latino students because this population is underrepresented in gifted programs (Peters & Engerrand, 2016). To clarify, Coleman (2003) has defined underrepresented as “children from culturally, linguistically diverse and/or economically disadvantaged families and gifted children with disabilities.” Latino students who are culturally and linguistically diverse that have been identified by their teachers and formally recognized as academically gifted by the district is considered important. For decades, scholars in the field of gifted education have declared that districts are not doing enough to identify Latino students as gifted (Peters & Engerrand, 2016; Peters, 2019; Esquierdo & Arreguin-Anderson, 2012). This is significant because Latino students represent the fastest-growing population in K-12 education, and many of their talents and gifts are overlooked and

underdeveloped (Peters & Engerrand, 2016). Therefore, the fact that academically gifted Latino students *are* having their advanced academic needs met by receiving an intervention ultimately helps to mitigate disproportionality in the identification of traditionally underrepresented students nominated for GT programs.

Complexities of Gifted and Talented Children

The research on the nature of gifted children is contradictory. Some research refutes the idea that GT students have different social and emotional needs from their typical peers. Cross (2011) indicated that there was not enough research and data to support the idea that GT students have different social and emotional needs. Neihart, Reis, Robinson, and Moon (2002), after reviewing the literature, stated that they saw no evidence that GT students experienced additional emotional and social problems compared to other students. While there was disagreement between leading experts on whether or not GT students had different social and emotional needs than the regular student, there was little argument that GT students needed more social and affective education in school (McGee & Hughes, 2011; Moon, 2002; Neihart et al., 2002; Rinn & Plucker, 2010).

In fact, other research supports the idea that many GT children need additional support when it comes to social and emotional problems (McGee & Hughes, 2011; Rinn & Plucker, 2010). Some researchers believed that GT students have to comprehend and manage situations far outside the normal sphere of average students because GT students have the intellect to understand the complexities of the world beyond their normal age level. In addition, GT students may suffer from social or emotional problems with which many normal students their age might not have to contend (Silverman, 2002). While GT students' academic intelligence

might be significantly higher than their average-ability peers, their social and emotional levels are often not advanced (McGee & Hughes, 2011; Rinn & Plucker, 2010). Some gifted students were observed to have problems in “initiating and maintaining relationships with others, resolving conflicts, and communicating feelings in appropriate and effective ways” (Corso, 2007, p. 53). Other experts reported that GT students suffered from more serious issues. Professionals who work with GT students report issues such as: “trauma, anxiety, depression, suicidal ideation, bullying, learning disability, underachievement, career development impasse and poor coping” (Peterson, 2009, p. 280). Therefore, a range of negative implications could come along with being a GT student.

Daniels and Piechowski (2009) claim there are potential social-emotional characteristics and psychological aspects of giftedness. However, these researchers acknowledge that not all GT individuals experience all of these characteristics, and not all GT individuals experience these characteristics to the same degree (Daniels & Piechowski, 2009). It has been suggested that gifted individuals do not just think differently from non-GT individuals. Actually, they experience the world in a completely different way (Webb, 2013). Some of the most common of the social-emotional and psychological characteristics of gifted individuals include asynchronous development, overexcitabilities, underachievement and perfectionism (Daniels & Piechowski, 2009).

Asynchronous development. First, asynchronous development is a characteristic that is often seen in GT children, especially those that are profoundly to exceptionally gifted (Neihart, Pfeiffer, & Cross, 2016). The Columbus Group (1991) developed a definition of asynchronous

development that ties it directly to giftedness and captures the essence of this uneven development:

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching, and counseling in order for them to develop optimally.

Asynchrony occurs when one area of the brain develops at a faster rate than the rest of the child's development. As Neihart and colleagues (2016) explain, a child may be extremely developed in one area (e.g., academics), which puts their intellectual development far ahead of their chronological development. On the other hand, in the same student, their social development may either be at the appropriate chronological development for their age, or even a little behind, which creates a gap in development (Neihart et al., 2016). Strip and colleagues (2002) warned that asynchronous development is not a "problem" per se, but it can become an issue if parents and teachers do not appropriately deal with it. Alternatively, while development in one academic area may be advanced by several grade levels, it may be average or underperforming in other academic areas. For example, a gifted 6th grader may perform at a 10th grade level in math but perform at a 4th-grade reading level. As a result, asynchronous development can be very confusing to children as they cannot understand why they are not "as smart" in one area as they are in another (Neihart et al., 2016).

Overexcitabilities. Next, the term *overexcitability* (OE) is defined as a, “higher than average responsiveness to stimuli, manifested either by psychomotor, sensual, emotional (affective), imaginal, or intellectual excitability, or the combination thereof” (Dabrowski, 1972, p. 303). In other words, OE is a heightened physiological experience of sensory stimuli resulting from increased sensitivity of the neurons. Found to a greater degree in gifted individuals, overexcitabilities are expressed in increased sensitivity, awareness, and intensity, and represent a difference in the quality of experience compared to average ability individuals (Mentaglio & Tillier, 2006).

Several researchers noted that although it may be hard to statistically and quantitatively measure OE, it can still exist (Dabrowski, 1972; Mentaglio & Tillier, 2006). Tieso (2007) noted that GT students measured higher on each of the five “composite subscales” of Dabrowski’s overexcitabilities (p. 6). In a 2011 study, researchers found that GT learners were more likely to suffer from lack of sleep and fear from undetermined causes than their normal counterparts (Harrison & Van Haneghan, 2011). Additionally, OE may be linked to perfectionism and social and intellectual asynchrony (Tieso, 2007).

Dabrowski (1974) identified five types of overexcitabilities that were not mutually exclusive from one another: psychomotor, intellectual, imaginal, emotional, and sensual. The first type, psychomotor OE refers to an excitability of the neuromuscular system, and intensities may include excessive energy, rapid speech, incredible enthusiasm, or a need for action (Webb, 2013). Some common manifestations of a psychomotor OE may include talking compulsively, acting impulsively, intense drive/being a workaholic, compulsive organizing, or being incredibly competitive (Webb, 2013).

The second type, intellectual OE refers to a deep need to seek understanding and truth, and intensities may include incredibly active minds, intense curiosity, avid readers, profound observers, tenacity in problem solving, complexity, and metacognition (Webb, 2013).

Intellectual OEs may manifest in the following ways, such as strong concerns about moral and ethical issues, independent and/or divergent thinking, frustration with other peoples' inability to keep up with their thinking, making broad and deep connections, not being able to contain ideas and interrupting and/or blurting out inappropriately or at bad times (Webb, 2013).

The third type, imaginal OE refers to a heightened imagination, which may include the following intensities, rich associations of images and impressions, frequent use of images and metaphors, great capacity for invention and fantasy and/or detailed visualizations, elaborate dreams, or a desire to daydream (Webb, 2013).

The fourth type, emotional OE occurs when students display intense emotional reactions. Emotional OE is often the first to be noticed and includes heightened/intense feelings, identification with others' feelings, great compassion and empathy, physical responses to emotions (e.g., stomachaches, headaches, or blushing), concern with death and/or depression, capacity for deep relationships, or emotional attachments to things and animals (Webb, 2013). Emotional OEs may manifest in the following ways including being very aware of their feelings and personal growth, self-judgment, and self-criticism, being accused of "over-reacting" or being "too emotional," or their feelings may interfere with their ability to accomplish tasks (Webb, 2013).

The fifth type, sensual OE refers to an excitability of the senses and creates a heightened pleasure/displeasure from sensory experiences, and intensities may include an early

appreciation of aesthetics (e.g., language, art, music, colors, or sounds); a joy in tastes or sounds, textures or sights; or becoming overstimulated with sensory input (Webb, 2013). Some common manifestations of a sensual OE include overeating, wanting/needing to be the center of attention, or completely withdrawing from stimulation (Webb, 2013).

Dabrowski's OEs were not used to explain personality development and stimuli processing of the gifted alone. In fact, it was years after OEs were introduced that it was first applied to the GT community (Brennan & Piechowski, 1991). Many researchers warn that there is a danger of taking OEs out of context and recognize that many non-GT individuals also experience OEs. Winkler and Voight (2016) argue, based on a meta-analysis, there is no statistical difference between the numbers of GT and non-GT people with psychomotor OEs, and the effect sizes for those with emotional and sensual OEs were small. They did, however, find that the effect sizes for those with intellectual and imaginal OEs were significant between the GT and non-GT (Winkler & Voight, 2016).

Underachievement and perfectionism. Underachievement is another social-emotional and psychological characteristic of GT students. Underachieving gifted students are those who do not perform in school at a level equal with their abilities (Reis & McCoach, 2000).

Additionally, scholars who have studied gifted underachievement have defined the underachiever as a student who demonstrates a discrepancy between expected achievement and actual achievement (Reis & McCoach, 2000). It is estimated that 10% to 40% of gifted students are considered underachievers (Plucker & Callahan, 2008).

Gifted underachievement is problematic because GT students seem to have the skills and knowledge needed to be successful. However, some start out doing well in school, but as

they progress through grade levels, their academic performance declines (McCoach & Siegle, 2003). Parents and teachers are aware that these students are not performing at the level they should be.

Underachievement is a multifaceted problem that may result from a variety of factors (Baslanti & McCoach, 2006). Several school factors may cause underachievement among GT students including low self-motivation and low effort towards academic tasks (Baslanti & McCoach, 2006; Matthews & McBee, 2007; Siegle & McCoach, 2005), low self-efficacy (Matthews & McBee, 2007), external attributions, negative attitude toward school and teachers (Siegle & McCoach, 2005), and low self-regulatory or metacognitive skills (Mennuti, Freeman, & Christner, 2006).

Further, Neihart (2016) noted that students might reject habits that help them achieve such as studying, taking higher-level classes, and working with the teachers so that they do not have to lose their perceived identity. Underachievement may be linked to social pressures based on gender and race. For example, some girls may believe they should be valued for their appearance rather than their intelligence, acknowledging that while they want to be smart, they do not want to be “too smart” (Neihart, 2016, p.1). Similarly, boys may avoid trying to be smart because it may jeopardize their identity of being strong and masculine. Other gifted adolescents may underachieve due to perfectionistic fears of failure that paralyze them (Mofield, 2008).

Perfectionism is associated with underachievement for many adolescent GT students (Merriman, 2012). It is a complex topic because perfectionism can have positive and negative attributes (Mofield, 2008). Perfectionism can be considered a strength of GT and non-GT

students. A competitive drive to achieve is a positive characteristic often associated with perfectionism (Christopher & Shewmaker, 2010). Students who have positive attributes of perfectionism seem to have high levels of self-esteem and an internal locus of control (Speirs Neumeister, 2015).

On the other hand, researchers claim that serious emotional issues, such as depression and suicide, are more likely to occur in GT people (Christopher & Shewmaker, 2010). Some researchers believe that an unhealthy focus on high expectations to succeed in GT students was due to perfectionism. In addition, perfectionism can contribute to other unhealthy traits such as anxiety, obsessive-compulsive disorder, and low self-esteem (Delegard, 2004). There is evidence to suggest the idea that perfectionism could be positive but could also lead to unhealthy social and emotional issues.

In short, there are many social-emotional characteristics and psychological aspects (Daniels & Piechowski, 2009) that GT students may experience. These characteristics and aspects associated with giftedness are often social-emotional and psychological in nature but may have a negative impact on academic outcomes. Therefore, parents of GT children may need to make parenting adjustments in order to effectively support this population.

Home-Based Parental Involvement and Gifted Children

Parents are the first teachers for their children. The value of a parent's influence on their child's academic success is widely accepted, however not all influence is equal (LaRocque, Kleiman, & Darling, 2011), particularly regarding parental involvement for GT children. For example, Weber and Stanley (2012) identified high levels of parental involvement in the homes of GT individuals and found that greater parental trust and approval is associated with positive

academic outcomes. This association supports the idea that families also need to allow for a certain degree of autonomy, choice, and independence. Research claims that in order for a GT child to achieve, he or she must have the freedom to choose and make decisions followed with support and encouragement (Weber & Stanley, 2012).

In the same way, research has shown that parents can facilitate their child's GT development by being involved academically at home, by helping their child develop self-confidence, and by communicating a positive attitude toward school and holding high educational aspirations (Webb, 2007). As a result, parents create homes that respect learning and the educational environment.

Rimm's (2008) well-known study supports that families can enhance the development of gifts and talents in high ability children by providing autonomy, parental support, and academic challenges in the home. Rimm found that families with GT children achieve their greatest potential by providing contexts that are integrated yet differentiated (2008). That is, contexts that are integrated allow family members to connect and support each other, while contexts that are differentiated offer high expectations from parents so each child can develop their greatest potential. At the same time, children are encouraged to express their talents. Also, the authors conclude that such families raise children who are self-motivated and self-directed (Rimm, 2008).

Additionally, Rimm (2008) highlighted the important role parents play in developing the psychological dispositions in their GT children that support talent development. Specific dispositions like persistence, achievement motivation, self-efficacy, and self-confidence are associated with high achievement (Silverstein, 2000). According to Olszewski-Kubilius and

colleagues (2014), some ways that parents of GT children develop these achievement-oriented dispositions are by demonstrating a love of work and learning and modeling risk-taking and coping with failures. These findings show four important factors. First, success takes a great deal of hard work. Secondly, success requires a sustained effort over a long period of time. Next, building social networks with teachers, mentors, coaches, and peers provides GT children with emotional and academic support. Lastly, letting the child experience some stresses in life is valuable (Olszewski-Kubilius, Lee, & Thompson, 2014). Particularly, parents use motivation to diminish blame for failures and by attributing them to a lack of effort. This type of parenting is important in talent development. Gifted and talented children need to experience adequate challenges so they understand the risk of failure and are praised for their successes. More importantly, researchers agree that without these key psychological dispositions, GT children are at greater risk for underachievement (Morawska & Sanders, 2008) compared to their average ability peers.

Recently, one research study focused on the concept of successful academic home environments of GT children (Pilarinos & Solomon, 2017). The authors sought to discover whether the home environment positively predicts academic intrinsic motivation from childhood to early adolescence when controlling for socioeconomic status, as it has been shown to correlate with academic outcomes and parental involvement. The authors concluded that GT children who come from homes that have a greater emphasis on learning opportunities and activities are for the most part more academically intrinsically motivated. This led the authors to hypothesize that the availability of cognitive stimulation in the home and exposure to learning-oriented academic opportunities and activities stimulates children's orientation

toward increased enjoyment of learning through engaging in, as well as, valuing such activities (Pilarinos & Solomon, 2017).

Summary

Experts in gifted education have long debated the definition of giftedness. However, they agree that gifted and talented individuals give evidence of high-performance ability. Wisconsin DPI has identified five domains of exceptionality: (1) intellectual, (2) creative, (3) artistic, (4) leadership, or (5) specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities. (Wisconsin Statute: § 118.35, Wis. Stats).

Furthermore, some researchers propose that GT students do not experience different social and emotional needs from their average ability peers (Cross, 2011; Neihart et al., 2002). On the other hand, some researchers have supported the notion that numerous GT children require additional social and emotional support (McGee & Hughes, 2011; Rinn & Plucker, 2010; Daniels & Piechowski, 2009). They argue that GT students have the intellect to understand the complexities of the world beyond their normal age level.

Weber and Stanley (2012) identified high levels of parental involvement in the homes of GT individuals and found that greater trust and approval in children is associated with positive academic outcomes. This finding supports the idea that families also need to allow for a greater degree of autonomy, choice, and independence.

Finally, research has shown that parents raising GT children can facilitate their child's development in several ways. For example, parents can be involved at home by helping their child develop self-confidence, communicating a positive attitude toward school, and holding

high educational aspirations (Webb, 2007). Next, parents need to provide autonomy, parental support, and academic challenges in the home (Rimm, 2008). Also, parents can communicate their high expectations so children can develop their greatest potential and express their talents (Rimm, 2008). How parents communicate these aspirations and expectations are what I will analyze in the next part of this literature review.

Part 2: Parental Academic Socialization and Consejos

While I found limited research using the parental academic socialization model (Hill & Tyson, 2009) and *consejos* (Delgado-Gaitán, 1994; Alfaro et al., 2014) to capture academic discourse in Latino parents, I found several studies that reveal exceptionally well what Latino parents communicate with their children about education. However, research on GT Latino children is scarce. Therefore, in this section, I will refer to Latino parents that may not have children formally identified as GT. In this part of my literature review, I will seek to analyze how the academic performance of Latino children is related to the parental academic socialization and *consejos* frameworks by (a) broader socialization frameworks to conceptualize parental academic socialization, (b) presenting the parental academic socialization theoretical framework (Hill & Tyson, 2009), (c) examining parental academic socialization represented among Latino parents, and (d) presenting the *consejos* model (Delgado-Gaitán, 1994; Alfaro et al., 2014) as a way that Latino parents communicate educational values, aspirations, and expectations to their children.

Broader Socialization Frameworks to Conceptualize Parental Academic Socialization

Parents are considered the primary agents of socialization during early childhood. In general, the process by which parents shape their children's development is largely covered by

the term *socialization* (Bempechat, 1992; Maccoby, 1992). According to the socialization perspective, parents hold goals and values for their children to grow in various developmental including intellectual development. Therefore, parents are motivated to interact with their children in specific ways to internalize those goals and values (Wentzel, 1999).

Garcia Coll and colleagues (1996) research the use of an integrative model for studying developmental competencies in minority children that integrates the unique developmental context of minorities into traditional developmental theory. The need for this model emerged from the lack of consideration of constructs such as social class, ethnicity, culture, and race within traditional models (Garcia Coll, Crnic, Lamberty, Wasik, Jenkins, Garcia, & McAdoo, 1996). Her team created a model of human development that is “anchored within social stratification theory and emphasizes the importance of racism, prejudice, discrimination, oppression, and segregation to the development of minority children and families” (Garcia Coll et al., 1996). Figure 2.1 below presents this model.

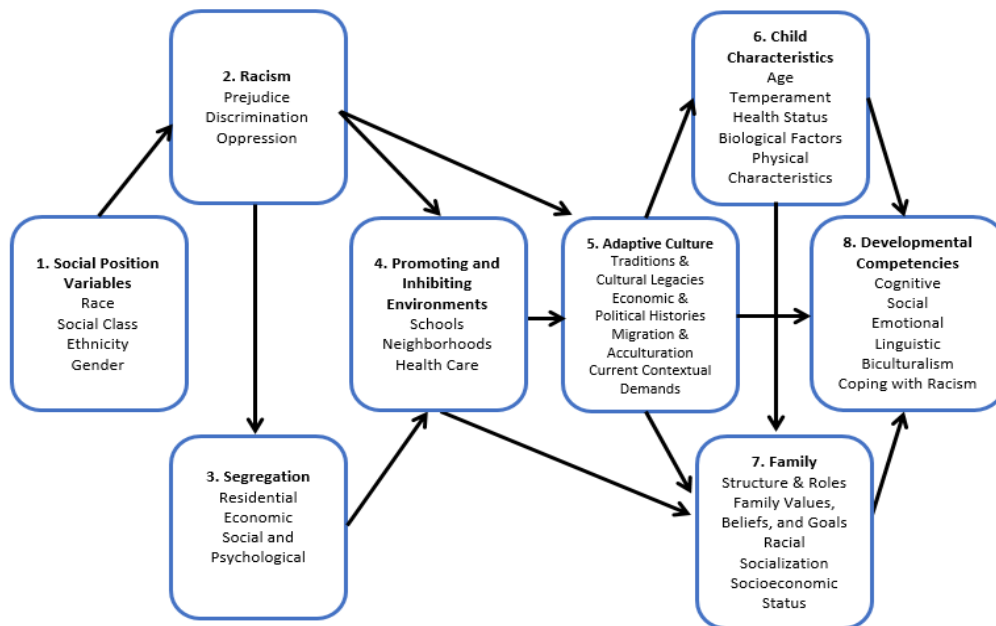


Figure 2. 1. An Integrative Model for the Study of Developmental Competencies in Minority Children.

The model consists of eight major components connected by pathways of influence. These eight major components are 1) Social position variables that directly influence 2) Racism that affects 3) Segregation, which forms the social stratification structure; which affects the 4) Promoting/Inhibiting Environments that are the intermediate societal institutions. These environments influence and interact with 5) Adaptive Culture, which each interacts with the 6) Child's Characteristics. All six of these components influence and interact with 7) Family. Finally, it is the last three components that directly influence children's 8) Developmental Competencies. This model challenges researchers to take into consideration issues of social stratification, including racism and segregation, as well as the promoting and inhibiting environments in which Latino families live. It is important to recognize that this model provides a framework to understand the developmental processes and competencies of Latino children in a more balanced way. This model also allows researchers to understand how Latino parents may positively influence their children's academic success and talent development despite all the barriers that may exist in the environments of Latino families.

Most recently, Suárez -Orozco and colleagues expanded on the integrative model by Garcia-Coll and included the integrative risk and resilience model (Suárez-Orozco, Motti-Stefanidi, Marks, Katsiaficas, 2018). Specifically, the model incorporates ideas and concepts from Bronfenbrenner's bioecological model of human development (Bronfenbrenner & Morris, 2006; Suárez-Orozco, Hernández, & Casanova, 2015) and Masten's risk and resilience framework (Masten, 2014) to understand the adaptation of immigrant-origin (i.e., children that have at least one immigrant parent) children and youth. At its core, the model argues that these children and youth's adaptation are shaped by four different contextual levels, including

(1) the contexts of globalization and global phenomena; (2) the political and social context; (3) microsystems; and (4) the individual level context. The influences of each level trickle down to impact the adaptation of immigrant-origin children and youth and can either hinder or promote positive adaptation in their development (e.g., academic progress), psychological adjustment (e.g., mental health) as well as acculturative tasks (e.g., acquire host culture competencies; Suárez-Orozco et al., 2018). For example, the model suggests that global forces such as “ideas without borders” (e.g. xenophobia) have been a driving force behind the creation of harsh immigration laws and policies (manifested at political and social levels). Harsh immigration laws, for instance, toward undocumented immigrants have resulted in family separations (as explained by the microsystem) and have detrimental effects on the development and well-being of their children (Suárez-Orozco et al., 2018).

The integrative model (Garcia-Coll et al., 1996) and the integrative risk and resilience model (Suarez-Orozco et al., 2018) show that immigrant-origin children and youth face many contextual barriers to successful adaptation. Despite the odds, many thrive beyond expectations and demonstrate resilience. When studying GT Latino students it is important to consider these models because some GT Latino students may be undocumented or live with one or more parents who are undocumented. Undocumented youth may be deprived of obtaining advanced educational resources that could positively influence their future. For example, undocumented youth that are academically gifted may encounter numerous difficulties gaining admissions into a university because of their legal status or they may shy away from going to college due to their inability to apply for financial aid. They continue to report high levels of anxiety about being deported (Abrego, 2011).

Another framework that portrays people of color through a strengths-based model is the community cultural wealth framework by Yosso (2005). It is an important model to consider when studying parental academic socialization. It expands Bourdieu's (1986) concept of cultural capital in the educational arena. Cultural capital refers to the privileged knowledge and skill sets that students are awarded from their middle-class educated White parents to succeed in school (Bourdieu, 1986). Yosso (2005) developed the community cultural wealth model, which is a culturally sensitive alternative to the traditional framework of cultural capital. It challenges the idea that households of minority families are deficient. Similar to the developmental competencies, adaptive cultures, and family components of the integrative model (Garcia-Coll et al., 1996), community cultural wealth recognizes the knowledge, resources, skills, and abilities minority parents use to empower their child. Yosso (2005) also argued against the belief that people of color do not have the capital to succeed in society. This culturally sensitive framework contributes to the understanding of Latino parental involvement because it identifies six types of capital that communities of color possess such as aspirational, familial, linguistic, social, navigational, and resistant capital (Yosso, 2005). These forms of capital are not mutually exclusive. Community cultural wealth are dynamic practices that build on one another.

First, aspirational capital refers to the ability to maintain hopes and dreams for the future despite challenging circumstances. Many Latino parents come to this country looking for the American Dream, which "is the premise that one can achieve success and prosperity through determination, hard work and courage" (Hill & Torres, 2010 p. 95). They also convey to their children their appreciation for education because they "hold strong beliefs about the role

of education for upward mobility (Hill & Torres, 2010 p. 95). Secondly, familial capital refers to the cultural knowledge drawn from the *familia*. It includes community history, memory and cultural intuition (Delgado Bernal, 1998). The concept of *familia* includes strong ties with the extended family and friends. Third, linguistic capital includes the intellectual and social skills developed through communication experiences in one or more languages. It recognizes that students of color arrive at school with multiple language practices. Fourth, social capital includes economic resources that one gains from being part of a network of social relationships, including group membership (Bourdieu, 1986). Yosso (2005) adds that communities of color have used their social capital to attain “education, legal justice, employment and health care” (Yosso, 2005 p. 80). Fifth, navigational capital refers to the skills of maneuvering through social institutions. This skill works on resilience, which has been recognized as a characteristic present in immigrant communities (Gándara, 1995) that helps students to navigate through institutions not created with minorities in mind. Finally, resistance capital refers to the knowledge and skills fostered through oppositional behaviors that challenge inequality. Within these structures of inequality such as “racism, capitalism, and patriarchy” (Yosso, 2005 p. 81). Many Latino parents have taught their children to be self-reliant and challenge the status quo.

Differences between Immigrant and US-Born Latino Parents

Moreover, it is important to understand the difference between immigrant Latinos and Latinos born in the US. Most Latinos living in the US are immigrants or children of immigrants (Suarez-Orozco & Suarez-Orozco, 2015; Suarez-Orozco, Abo-Zena, & Marks, 2015). Immigration is an important experience that affects many Latinos. However, they may have remarkably different experiences in the immigration and acculturation process once they are in the US. One

challenge that immigrant parents may face is living in a culture that may have different parenting practices from their own.

Evidence suggests that immigrant Latinos tend to adhere to values and beliefs comprised of a more collectivist perspective, which emphasizes a view of oneself in relation to other human beings (Sawitri, Creed, & Zimmer-Gembeck, 2015). An example of familial capital, parents from collectivist cultures see their children's primary role as being contributing members of the family unit. For example, children are expected to understand and act on a strong sense of responsibility toward their immediate and extended family and their community. Self-worth and self-esteem are not terms that are commonly used in collectivist cultures, because the individual's wants and needs are subordinate to the needs of the family or community (Sawitri, et. al., 2015). A constant finding in the literature on immigrant Latino parents is the great importance placed on education (Gonzales, 2010; Cabrera, Shannon, & Jolley-Mitchell, 2013; Tamis-LeMonda, Glick, Hanish, Yabiku, & Bradley, 2012). Loyalty to collectivist values may influence what messages parents communicate with their children about education.

In addition, important parts of the immigrant narrative are shared stories about poverty and leaving their homeland. It is important to acknowledge that not all immigrants endure poverty. Nonetheless, these stories are often regarded as a source of motivation for children to persevere and achieve in school (Ceballo et al., 2014). Additionally, immigrant parents talk to their children at home about how they are doing in school and about their beliefs, goals, and aspirations that one day they will attend college. This validates their linguistic, social, and aspirational capital that create a particular meaning in the lives of their children. Among studies

that have examined parental values toward education, there is a growing consensus that immigrant Latino parents often have even greater aspirations for their children's educational success compared to non-Latino parents born in the US (Gonzales, 2010; Cabrera et al., 2013; Tamis-LeMonda et al., 2012).

Alternatively, US-born Latino parents are often described as having a greater individualist perspective and value individual achievement compared to immigrant Latinos. In addition, parents born in the US tend to value their children being more independent, both socially and economically than immigrant parents (Sawitri et al., 2015). For example, self-worth and self-esteem are developed by focusing on individual achievement. Therefore, Latino parents born in the US may value independence and autonomy, which might influence what messages parents communicate with their children about their education.

Theoretical Framework of Parental Academic Socialization

Taylor and colleagues further developed the contextual systems model to study parents of early childhood and elementary age children (Taylor, Clayton, & Rowley, 2004). As a result, these researchers were the first to introduce "academic socialization", which they say encompasses parents' beliefs and behaviors that influence school-related development (Taylor, et al., 2004). Academic socialization suggests that parent' cognitions about school influence parenting behaviors, which, in turn, influence children's early outcomes during the transition to elementary school (Taylor et al., 2004). Their conceptual model of academic socialization reflects principles of ecological theory by suggesting that children's academic socialization is influenced by one's socioeconomic and cultural contexts. Fundamentally, academic socialization provides a conceptual framework for understanding how parenting can influence

children's learning and development by what parents believe about education and how they convey educational messages to their children (Taylor et al., 2004).

Hill and Tyson (2009) expanded on Taylor and colleagues (2004) study on academic socialization with early childhood and elementary age students and developed a theoretical framework on academic socialization for parenting middle schoolers. They define academic socialization as, "communicating parental expectations for education and its value or utility, linking schoolwork to current events, fostering educational and occupational aspirations, discussing learning strategies with children, and making preparations and plans for the future." (p. 742). Their definition is different from Taylor and colleague's (2004) definition of academic socialization, which mainly revolved around parental behaviors and beliefs. Hill and Tyson's (2009) concept of academic socialization focuses on the academic messages, conversations, and discussions that parents use to convey their academic values, beliefs, aspirations, expectations, and assessment of their child's academic performance. This focus on the verbal form of parental involvement in education, as a developmental phenomenon, allows parents to maintain their involvement while also supporting their adolescents' growing autonomy, independence, and advancing cognitive abilities during middle school. For my study, this model provided a more developed and appropriate perspective to study Latino parents of academically gifted middle school students.

As seen in Figure 2.2, Hill and Tyson described academic socialization by including five components: (a) parents communicating their expectations for achievement and value for education, (b) parents linking materials discussed in school to students' interest and goals, (c) parents fostering educational and occupational aspirations in adolescents, (d) parents

discussing learning strategies with children, and (e) parents making preparations and plans for the future (Hill & Tyson, 2009). The purpose of these parent-child academic discussions is to support student outcomes by helping children connect schoolwork and future goals using problem-solving, decision-making, and critical thinking skills (Hill & Tyson, 2009).

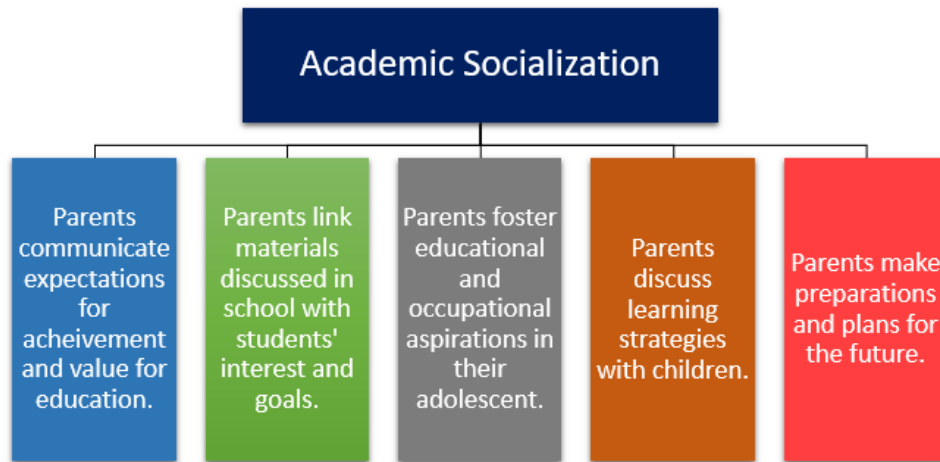


Figure 2.2. Academic Socialization Theoretical Framework.

According to Hill and Tyson (2009) as elementary children transition to middle school, direct home-based involvement (i.e., helping with homework) or school-based involvement (i.e., volunteering at school) becomes less effective. Parent involvement for middle school students may consist of making plans for which high school their child will attend and preparing for their future. For example, parents may discuss with their children about which high school they believe is the best fit based on their interests, strengths, and goals. That is, through these conversations, parents might prepare their children for the future by linking their child's goals and interests to extracurricular activities and/or programs. This involvement provides middle schoolers with the tools to begin making semi-autonomous decisions about their future academic pursuits. Based on this theory, the perceived lack of involvement reported in some

studies may not accurately reflect the parent’s involvement that occurs more frequently in the home through academic socialization (Hill & Tyson, 2009). Therefore, these differences must be acknowledged and addressed to give value to the discussions and conversations middle school parents have with their children, including those with academically gifted children.

The researchers identify academic socialization as an important home-based type of parental involvement (Hill & Tyson, 2009), as depicted in Figure 2.3. It acknowledges parents fostering educational aspirations and values through conversations that are often overlooked as parent involvement (Hill & Tyson, 2009). Specifically, parental academic socialization is demonstrated by parents communicating with their child regarding the value and purpose of education (Hill & Tyson, 2009) rather than just reading with their children at home or being involved with extracurricular activities (Epstein, 2018). As represented in Table 2.1, several key studies have used the academic socialization framework with Latino populations. Some authors have used the Hill and Tyson’s (2009) definition of parental academic socialization while others have modified it or used parts of it.

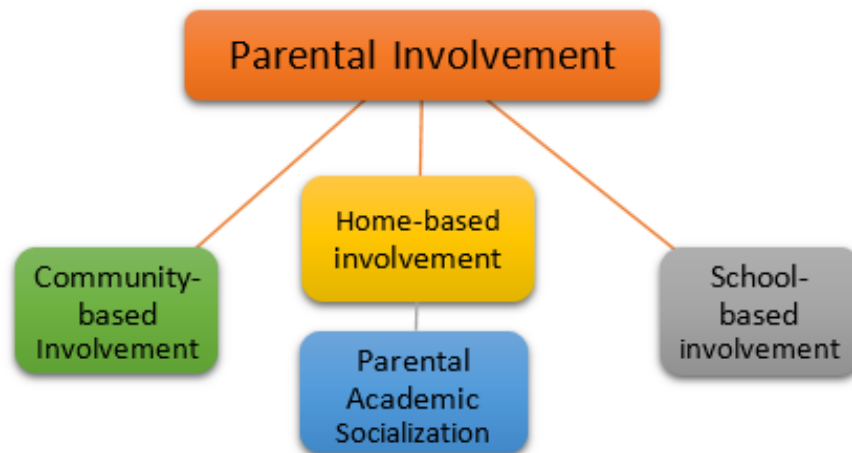


Figure 2.3. An Adapted Version of Epstein’s Parental Involvement Model by Including Parental Academic Socialization as a Type of Home-Based Involvement.

Table 2.1. Summary of Key Studies on Parental Academic Socialization that includes Latinos

Conceptual Model	Authors	Definition	Emphasis on Academic Socialization Components					Method Sample	Measures
			Parents communicate expectations for achievement and value for education	Parents link materials discussed in school with students' interest and goals	Parents foster educational and occupational aspirations in their	Parents discuss learning strategies with children	Parents make preparations and plans for the future		
Academic socialization (Hill & Tyson, 2009)		"For early adolescence, parental involvement may entail communicating parental expectations for education and its value or utility, linking schoolwork to current events, fostering educational and occupational aspirations, discussing learning strategies with children, and making preparations and plans for the future." (p. 742)	X	X	X	X	X		Meta-analysis 50 articles between 1985-2006 None

<p>Suizzo, Jackson, Pahlke, McClain, Marroquin, Blondeau, & Hong, 2016</p> <p>Academic socialization (Hill & Tyson, 2009)</p>	<p>"With PAS, the focus is on discrete parent-child interactions that promote learning and achievement." (p. 345)</p>	<p>X</p>				<p>Emphasis on emotional autonomy support (students' interest and goals), not part of the Hill & Tyson 2009 PAS model.</p>	<p>Mixed-methods</p> <p>N=122, parents of sixth graders (69.2% Mexican origin, 10% other Latinos, 13.3% African American, and 4.2% European American)</p>	<p><i>Parental Academic Socialization Questionnaire</i> (PASQ; Suizzo & Soon, 2006) consists of two 5-point subscales: 1. Value of Education ($\alpha = .84$, items not reported) and 2. Emotional Autonomy Support ($\alpha = .83$, 11 items).</p>
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<p>Mireles-Rios & Romo, 2010</p> <p>None specified. Focus on parent-child and teacher-student interactions about academics.</p>	<p>No concrete definition provided. Only description of parent-adolescent academic conversations as a form of parental involvement (p. 457)</p>	<p>X</p>	<p>X</p>					<p>Mixed-methods</p> <p>N=69, Mexican-American girls in 3rd-6th grades.</p>	<p>3 PAS Measures using a three-point scale, no alpha score was reported for these measures.</p> <ol style="list-style-type: none"> 1. Perceptions of communication with mothers about homework ("She talks to me about my homework habits.") 2. Perceptions of communication with mothers about grades. ("She talks to me about my grades.") 3. Perceptions of communication with mothers about college. ("She talks to me about college.")
<p>Altschul, 2011</p> <p>Parental involvement (Pomerant</p>	<p>Parental Involvement in Academics is defined as "Home-based involvement includes assisting children with homework, discussing school-related matters</p>		<p>X</p>				<p>Quantitative</p> <p>N=1,609, Mexican American high school students</p>	<p>A three-point scale on three questions about how often school-related issues were discussed including schoolwork, plans</p>	

z, Moorman, & Litwack, 2007)	with children, and engaging with children in intellectual activities (p. 160).								for high school, and postsecondary educational plans.
Camacho, Gonzalez, & Fuligni, 2018 Triachic model of minority children's school achieve- ment (Okagaki, 2001); Cultural ecology theory (Weisner, 2002)	Latino parents employ to socialize their adolescents toward a value of education— such as meetings with school personnel, conversations about academics, or exposing their children to the hard labor they endure (p. 4). Parents communicate their hopes, expectations, and academic goals as well as the value and utility of education, and prepare adolescents for the future."(p.6)	X		X				Qualitative N=24, Mexican families of high achieving youth	Semistrucre, opened-ended conversational individual interviews.
Ceballo, Maurizi, Suarez, & Aretakis, 2014 Academic socialization	"Discussions that entail communicating educational expectations, values, or utility, fostering educational aspirations, linking school subjects to	X		X				Quantitative N=223, Latino 9th graders (Dominicans 61%; Puerto Rican 17%;	Questionnaire to measure mother's educational aspirations, educational expectations, and educational values

(Hill & Tyson, 2009)	current events, and discussing learning strategies or future goals." (p. 117)							Other Latinos 22%)	(Fuligni, Witkow, & Garcia, 2005)
Suizzo, Jackson, Pahlke, Marroquin, Blondeau, & Martinez, 2012 Parental academic socialization (Taylor, Clayton, & Rowley, 2004; Hill, 2001)	"Parental academic socialization (PAS) theory contributes to the study of parental involvement by proposing psychological mechanisms through which parents influence children's learning and academic development." (p. 534)	X						Quantitative N=216, Low-income Mexican mothers of sixth graders	<i>Parental Academic Socialization Questionnaire</i> (PASQ; Suizzo & Soon, 2006) 3 PAS subscales 1. Providing an environment to learn ($\alpha = .91$, 10 items) 2. Communicating messages about the importance of hard work ($\alpha = .90$, 8 items) 3. Communicating messages about the importance of school success ($\alpha = .86$, 6 items)

Parents help their children feel confident in their ability to persist and succeed, push them to reach their potential, and help them cope with challenges along the way (Suizzo, Pahlke, Yarnell, Chen, & Romero, 2014) through parental academic socialization messages (Hill & Tyson, 2009). Also, parents use these academic messages to convey their academic values, beliefs, expectations, and assessment of their child's academic performance. Through these conversations, children learn to interpret their academic experiences, build academic motivation and persistence, manage their engagement with academic content, and further develop their academic selves and skills (Taylor, Clayton, Rowley, 2004). Through parental academic socialization, parents influence the academic processes and outcomes of their children.

Furthermore, autonomy and independence are important concepts in parental academic socialization. According to Hill and Tyson (2009) as children transition to middle and high school, they require more autonomy and parents need to adjust their involvement in response to this need. That is, as children exit elementary school they develop a greater need for independence. As a result, parental involvement shifts from school-based engagement towards at-home parent-child conversations regarding school (Hill & Tyson, 2009). Parental academic socialization messages are a way that parents support their children as they gain increased independence and responsibility for their academic tasks and performance. Thus, parents rely on academic socialization that emphasizes communication that takes place at home (Hill & Tyson, 2009).

However, research is vague regarding which communication messages parents tend to use. Hill and Tyson (2009) noted that many of the studies analyzed specific actions parents can

take to support their elementary school students; much less has been conducted for middle school students. Even less research focused on parent academic socialization, which represents a different view of how some parents get involved in their children's education. These types of conversational aspects of parental involvement may be more common in ethnic families and among families with fewer resources. Specifically, more studies are needed that focus on understanding parental academic socialization among middle school Latino families.

Parental Academic Socialization Among Latino Parents

The socialization efforts of parents of Latino children are likely to reflect their "active efforts to equip their children with the beliefs, values, and resources needed for success" (Hill, 2001, p. 505) in a society in which racial/ethnic challenges exist (Suizzo & Stapleton, 2007). Parental academic socialization messages are parents' efforts to strengthen their child's academic performance through communication and guidance (Hill & Tyson, 2009).

Throughout the past decade, several researchers studied how Latino parents influence child academic outcomes through academic socialization (Hill & Tyson, 2009; Suizzo, Jackson, Pahlke, McClain, Marroquin, Blondeau, & Hong, 2016; Mireles-Rios & Romo, 2010; Camacho, Gonzalez, & Fuligni, 2018; Ceballo, Maurizi, Suarez, & Aretakis, 2014; Suizzo, Jackson, Pahlke, Marroquin, Blondeau, & Martinez, 2012). They have begun to conceptualize academic messages shared between parents and children as a home-based parent involvement practice that influences academic achievement. In addition, research on the content of parental academic socialization messages has begun to establish links between specific academic messages parents communicate and their child's academic motivation and performance.

To investigate academic socialization in children of color, Suizzo and colleagues' (2016) studied 122 parents (69.2% Mexican origin, 10% other Latinos, 13.3% African American, and 4.2% European American) and their sixth-graders in a mixed-methods study. Compared to Hill and Tyson's 2009 more elaborate definition, Suizzo and colleagues broadly define parental academic socialization as, "Discrete parent-child interactions that promote learning and academic success" (p. 345). Researchers utilized two scales of the Parental Academic Socialization Questionnaire (PASQ; Suizzo & Soon, 2006) to measure the parents' expression of the value of education and emotional autonomy support to the child. Sample items to measure the value of education included "I talk to my child about how important education is for his or her future" and "I ask my child he/she has homework to do". Sample items to measure emotional autonomy support included "I try to get my child to develop his or her special strengths or qualities" and "I listen to my child's opinions and ideas about what he or she is learning". Previous studies obtained reliabilities of .86 for discussing the value of education and .91 for emotional autonomy support. In addition, researchers measured parents' educational goals by asking two questions regarding their aspirations and expectations for their children's future education. Results indicate that for many African American and Latino families that cannot be involved physically in the school environment, home-based involvement, such as academic socialization, becomes a more feasible means of showing involvement to improve the academic success of students (Suizzo et al., 2016). Parents' relationships with their children are important to facilitate not only the communication of educational values and beliefs but also their internalization to ensure that students behave in a manner that upholds these standards once they are in school (Suizzo, Jackson, Pahlke, McClain, Marroquin, Blondeau, & Hong, 2016).

Next, a study by Ceballo (2004) demonstrated how Latino families stress the importance of education to their children. Ceballo used grounded theory methodology to conduct a systematic analysis of the transcribed interviews. This qualitative study included semi-structured interviews with ten Latino U.S.-born, first-generation college students at Yale. Interview questions included topic areas such as parental involvement in academics and students' participation in extracurricular activities. Some questions asked in the interview were, "Did your parents supervise your academic work at home?" and "In what ways were your parents involved in your academic work?" Although Ceballo found minimal involvement in school settings, she found that parents stressed the importance of education by communicating about school at home. Parents would also encourage and support their children's participation in after-school extracurricular activities. Parents believed it was key to identify and link mentors with their children to support their academic interests and goals. This was because parents felt that they were not able to support their children in all aspects of schooling; therefore, being close to someone in their community who could better guide them was of utmost importance (Ceballo, 2004).

Another study conducted by Mireles-Rios and Romo (2010) illustrated parents communicating their expectations for achievement and value for education (Hill & Tyson, 2009). The researchers do not offer a new definition of parental academic socialization but agree with Hill and Tyson (2009) that parent-adolescent academic conversations are a form of parental involvement at home. They surveyed and interviewed sixty-nine Mexican-American girls in grades three through six (ages 8-13). The researchers used a survey to measure academic socialization by asking participants their perceptions of communication with mothers

about homework, grades, and college using a Likert-type scale. Results revealed that parents' increased communication about grades and expectations were associated with girls not only reporting higher grades in mathematics but also predicted girls liking mathematics. The authors claimed, "The support that low-income Mexican immigrant parents provide in communicating their values about education can play a major role in the academic success of girls who are at risk for failure in math." (p. 465). Mireles-Rios and Romo indicated that more research is needed to better understand the various dimensions of academic socialization through encouragement, communication between parents and children, and their long-term impact on students' mathematics achievement (Mireles-Rios & Romo, 2010).

Suizzo and colleagues (2012) studied home-based involvement in children's learning using parental academic socialization (Taylor, Clayton, & Rowley, 2004; Hill, 2001) with 216 Mexican, low-income sixth graders. The researchers defined parental academic socialization as, "a theory that contributes to the study of parental involvement by proposing psychological mechanisms through which parents influence children's learning and academic development." (p. 534). Researchers used the Parental Academic Socialization Questionnaire (PASQ) (Suizzo & Soon, 2006) to assess mothers' home-based practices that do not require a high school diploma as perceived by the early adolescent. This questionnaire was adapted for early adolescents and items were added to gather data associated with low-SES groups with less education using a five-point scale. Results show that parents provided children with a home environment that facilitated learning, instilled the importance of educational success through hard work, and had warm relationships with their adolescents. As a result, adolescents believed that they had the

capabilities to succeed, had greater motivation to succeed, and demonstrated better academic outcomes (Suizzo et al., 2012).

In another study, Altschul (2011) focused on parent's home involvement with Mexican American adolescents. Home-based involvement strategies included discussing school-related issues and connecting activities based on their strengths, interests, and goals. Despite not using Hill and Tyson's (2009) model, the study closely aligns with one of the components of the parental academic socialization model, which states that parents link materials discussed in school with students' interests and goals. Altschul (2011) used data from the National Education Longitudinal Study on 1,609 high school Mexican American adolescents. The author measured the effects of family involvement on academic achievement. Six family engagement variables in the study included involvement in school organizations, discussions of school-related issues between parent-student, homework assistance, connecting children with enriching activities, parent investing in resources in the home, and seeking extracurricular instruction according to the child's interest (Altschul, 2011). Of the six family engagement variables, discussions of school-related issues directly align with academic socialization. To measure this variable, researchers used a three-point scale on three questions about how often school-related issues were discussed including schoolwork, plans for high school, and postsecondary educational plans. The name of the measure was not reported. The scale's mean indicated that, on average, parents spoke with their children between occasionally and regularly about school-related issues ($M = 2.32$, $SD = 0.72$). The scale had a Cronbach's alpha of .825. Interestingly, findings showed parents reported high levels of home-based involvement, particularly when it came to discussing school matters. However, discussing plans for high

school and beyond did not have a significant impact on student achievement between eighth grade and sophomore year of high school. Altschul (2011) suggests that discussing school matters may only function as a form of socialization similar to engaging in enriching activities with children. Altschul (2011) concludes that the specific content of the discussion may not be as important as discussing education in general and the positive impact it has on achievement may occur earlier.

The most recent qualitative study conducted by Camacho and colleagues (2018) used the triarchic model of minority children's school achievement (Okagaki, 2001) and the cultural ecology theory (Weisner, 2002) to study twenty-four Mexican families. Specifically, they examined parents' use of daily academic routines to pass on educational values to their children and academic aspirations. They also explored parents' perceptions of school and adolescents adopting their parents' academic values or academic identity. The researchers used Hill and Tyson's 2009 definition of parental academic socialization but expand their definition to include Latino parents. They say, "Latino parents employ a variety of ways to socialize their adolescents toward a value of education—such as meetings with school personnel, conversations about academics, or exposing their children to the hard labor they endure (Camacho, Gonzalez, & Fuligni, 2018, p. 4)."

Furthermore, researchers used semi-structured, opened-ended conversational individual interviews to identify and describe activities in daily life that parents used to socialize their adolescents academically (Camacho, Gonzalez, & Fuligni, 2018). Similarly, structured interviews were conducted with the adolescents to study the meaning they make of these interactions and how they internalize their parents' messages about achievement. Interview

topics focused on daily family routines, socialization, family obligations, well-being, and school engagement. Researchers used the interpretive paradigmatic framework (Morrow, 2005) through inductive thematic analysis (Braun & Clarke, 2006) to analyze the data. It was discovered that Mexican parents of high achieving adolescents that were enrolled in Advanced Placement and/or Honors courses tended to hear good things about their child's academic progress and misbehavior calls were dismissed. Instead of discussing the misbehaving calls with the teacher, they would talk to their child about the call. Furthermore, while the authors found that parents engaged in traditional home-based academic involvement, such as checking in daily with their children for homework completion, they would also have conversations with them about grades, classes, and school (Camacho et al., 2018). Adolescents self-monitored homework completion and sometimes taught parents about school topics they were learning. Through daily conversations with their parents, adolescents internalized the advice that perseverance in doing homework was beneficial to their goals (Camacho et al., 2018).

Lastly, in another study, Ceballo and colleagues (2014) used Hill and Tyson's (2009) concept of parental academic socialization to focus on parents' stories about struggles with poverty and immigration as important components to parental involvement that influences Latino adolescents' academic performance. They collected quantitative data on the parents and families of 223 Latino ninth-graders in three high schools in the northeastern United States (61% Dominican, 17% Puerto Rican, and 22% other Latinos). Aligned to the academic socialization model (Hill & Tyson, 2009), researchers used a questionnaire developed by Fuligni, Witkow, & Garcia, (2005) to measure how mothers convey their educational aspirations, educational expectations, and educational values to their adolescent children (Ceballo, Maurizi,

Suarez, & Aretakis, 2014). Finally, a set of questions was specifically designed for this study to assess parents' use of educational aspiration so that students are motivated to do well academically in order to "give back" to their parents. For example, items used were "How far does your mother want you to go in school? How far do you actually think you will go in school? It is important for me to go to college." Results show that parental discussions with adolescents about their academic future, educational aspirations, and sacrifice were significantly associated with higher educational values among students (Ceballo et al., 2014). The authors suggest academic socialization may be particularly important for low-income, Latino children as their willingness to succeed academically appeared to be influenced by their parents' communication about hard work, sacrifice, the value of an education, and to aspiring to greater achievements through education (Ceballo et al., 2014).

Consejos

Consejos refers to a Latino cultural practice that involves communicating at a deep level where emotional empathy is present (Delgado-Gaitán, 1994). In this section, I will examine four relevant studies that study *consejos* as a verbal form of Latino home-based parental involvement. Then I will suggest how this construct may relate to the concept of parental academic socialization.

Delgado-Gaitán (1994) exposed the importance of educational values and expectations via communication in an anthropological study. She claimed that Latino parents socialize their children and teach them values about the importance of education by utilizing their personal experience as a lesson to "impress upon their children how much they care that they succeed in school." (Delgado-Gaitán, 1994, p. 305). She was the first researcher to reveal that Latino

parents transmit aspirational messages through *consejos*. More precisely, she defines *consejos* as “nurturing advice.” (Delgado-Gaitán, 1994, p. 298). During her eight-year longitudinal study, she held conversations with the Estrada family that revealed the parents use *consejos* to praise and recognize their child’s good work and positive action. Ultimately, students develop critical thinking skills because of reflecting on their parent’s *consejos*. Because of this finding, Delgado-Gaitán found that this empowered the Estradas to challenge the school’s notions of learning. Through specific *consejos*, such as conveying high parental expectations, parents made their children aware that education is an expectation and a priority. One way parents made younger children aware of this expectation was having older siblings set an example for the younger siblings and serve as guides for them to follow their educational footsteps. It was the high value they place on education that served as the platform for their involvement (Delgado-Gaitán, 1994, Dixon, Graber, & Brooks-Gunn, 2008; Suárez-Orozco & Suárez-Orozco, 2015; Hill & Torres, 2010).

Secondly, Alfaro, O’Reilly-Díaz, and López (2014) expanded on Delgado-Gaitán’s definition of *consejos* as “powerful narratives used by Latino families to transmit feelings, perceptions, and responses to the educational system.” (Alfaro et al., 2014, p. 11). They classify *consejos* into four categories: optimism, determination, disposition, and motivation (see Figure 2.4 below).

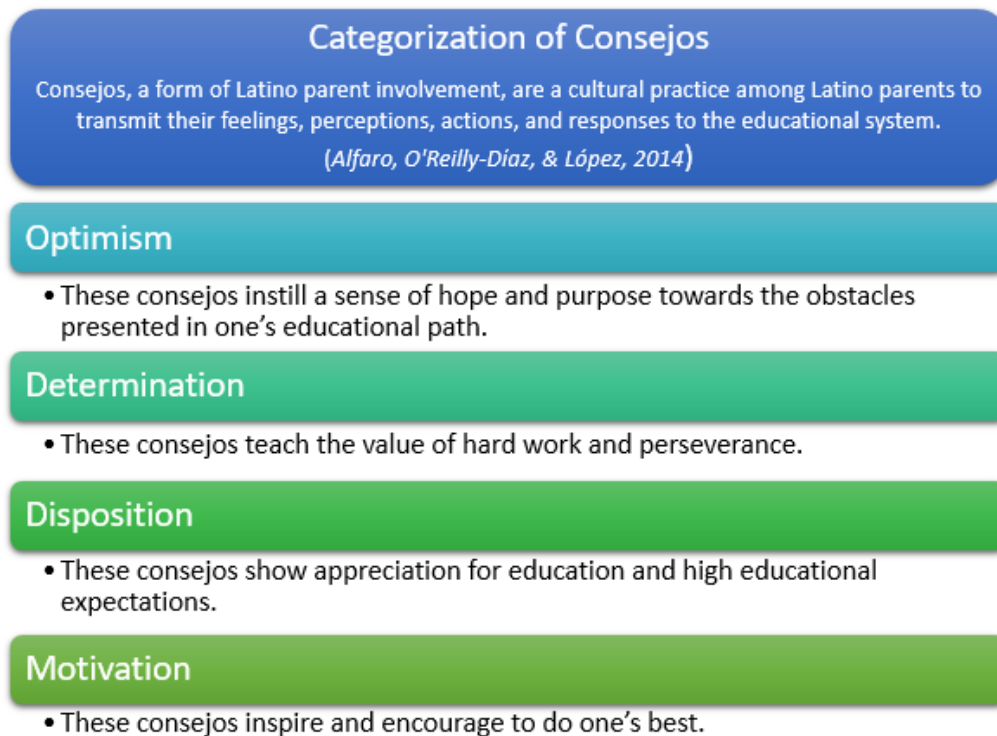


Figure 2. 4. Categorization of *Consejos*.

In general, optimism is a type of *consejo* that instills an aspiration of hope and purpose towards the obstacles presented in one's educational path. Determination is a type of *consejo* that teaches the value of hard work and perseverance. Disposition is a type of *consejo* that shows appreciation for education and high educational expectations. Lastly, motivation is a type of *consejo* that inspires and encourages a child to do one's best. Each category consists of key examples, which are displayed below in Table 2.2. Alfaro and colleagues (2014) have called for schools to build authentic and meaningful relationships with Latino families, recognizing the power of *consejos* as a deep cultural and powerful form of Latino parent involvement.

Table 2.2. Key Examples of the Four Types of *Consejos*.

Optimism

- These *consejos* translated into an actual survival strategy and coping mechanism.
- Reminding children that life and opportunities available in the United States were more abundant than the ones in their home country
- Reminding children that “a better life” would come if they took advantage of the educational opportunities this country had to offer.

Determination

- The sacrifices parents endure so that children can be successful.
- Hardships strengthen the determination to succeed academically and provide children with the tools needed to persist and be resilient against such hardships.
- Witnessing parents facing adversity make children understand the importance of education.
- Witnessing parents’ own struggles as underpaid and mistreated laborers and exposure of the realities of manual work.
- Experiencing the consequences of lacking formal education by making children work in construction and landscaping.
- “Work as a lesson in life, work to teach children the value of school, and work to learn life skills” (López, 2001, p. 428).
- The same determination parent’s show through hard work is the same determination that sustains children to keep moving forward in spite of obstacles.

Disposition

- Telling children to do well in school, to behave and to work hard—because if not they would end up repeating the same social and economic trajectory as their parents.
- Making explicit the connection between education and the possibility of a better life.
- The love for learning transmitted from generation to generation.
- The belief of “learning as much as one can”.
- Recognizing that various skills are needed in order to navigate within a particular economy.

Motivation

- Various ways in which parents try to encourage and motivate children to do their best.
- Instilling a particular mindset or attitude
- Reminding of how blessed and lucky they are to be in school, and how they need to persevere and maintain a positive outlook.
- Commitment of educational excellence through hard work serves as an important motivating factor.

Furthermore, in their research, they described a case study based on a larger qualitative longitudinal study, which examined the factors that nurtured the academic success of nine Latino students who successfully navigated the P-20 pipeline into law school. Throughout the case study of Alejandro Medina, the authors documented how *consejos* guided and inspired him throughout his life and how he internalized and applied the lessons learned through

consejos in order to graduate from law school. Medina's narrative suggests that parental *consejos* transcended over time and guided him as he made educational decisions throughout the P-20 pipeline. Eventually, Medina was able to translate and transfer the values, work ethic, and teachings learned through his parent's *consejos* to new environments and circumstances. Alfaro and colleagues concluded that *consejos* are like *pláticas* or talks parents have with their children. They are Latino cultural practices that enable Latino parents to participate in significant ways to shape their children's educational aspirations and promote their academic success. The researchers confirmed the influence of *consejos* in nurturing Latino students' resilience, perseverance, and determination (Alfaro et al., 2014).

Next, a powerful qualitative research study conducted by López and colleagues (2001) investigated the use of *consejos*. They used a semi-structured interview protocol with seventeen immigrant families raising academically successful children in three Texas school districts and one Illinois school district. All of the children were identified by their school as highly successful having attained at least 70% passing rating in the subject areas (i.e., math, reading, and writing) of their state assessment. (López, Scribner, & Mahitivanichcha, 2001). Researchers used a computer-assisted program and manually coded interviews to identify significant themes, as well as utilizing case and cross-case analysis. They found Latino families perceived themselves to be highly involved in their children's education, not by attending school functions or traditional parental involvement activities but rather by giving *consejos* to their children in a supportive home environment (López et al., 2001). Often, parents reflected on their own life experiences, hardships, and limited opportunities and encouraged their children to be successful hoping to inculcate in their children's higher educational aspirations.

Furthermore, parents instilled in their children a strong work ethic (López et al., 2001). López and colleagues (2001) explain that a form of Latino parent involvement is the way parents communicate the importance and value for education by discussing their value of hard work. Often times, immigrant parents share their stories of struggle and hardships to their children in an effort to motivate them to do well in school (Ceballo et al., 2014). For one particular family, involvement was “seen as teaching their children to appreciate the value of their education through the medium of hard work” (López et al, 2001, p. 422). They translated the lessons of working hard in the fields into lessons of working hard in school to get better opportunities in life.

Finally, a recent study conducted by Alma Flores (2016), examined the influence that mothers played in preparing their Mexican first-generation college students for educational success. This study used the Chicana Latina Feminist Theory to focus on the unique experiences of the Mexican first-generation students. In this qualitative study, Flores used a snowball and convenience sampling method to select ten Mexican doctoral students or recent graduates and their respective mothers in the Los Angeles area. She facilitated ten *pláticas*/talks (similar to an interview but less formal) with the mothers and ten with the daughters. Flores’ findings showed that Mexican mothers used a “pedagogy of the borderlands to raise *mujeres truchas* (astute women)” (Flores, 2016, p. 88). For Flores, pedagogy of the borderlands “encompasses the creative, defying, and empowering ways in which immigrant working-class mothers raise their daughters” (Flores, 2016, p.88). Flores defined the concept of *mujeres truchas* as “women whose intelligence allows them to navigate the world in which they live as women of color” (Flores, 2016, p.88). Throughout the *pláticas*/talks, several topics emerged from the *consejos*

the mothers gave to their daughter to prepare them for future success. These topics were about hard work, sharing stories about personal hardships and financial struggles, and value for education to have a better future. Another academic *consejo* was constantly reminding their daughters to “*echarle ganas*” in school (“apply yourself in school” or “put forth your best effort”) so their daughters would not have to endure similar financial struggles (Flores, 2016).

After careful analysis of the research on ways Latino parents communicate with their early adolescents, I suggest that *consejos* may be a form of parental academic socialization practiced by Latino parents. As shown below in Figure 2.5., I believe Latino parental academic socialization contains an overlap between the two concepts.

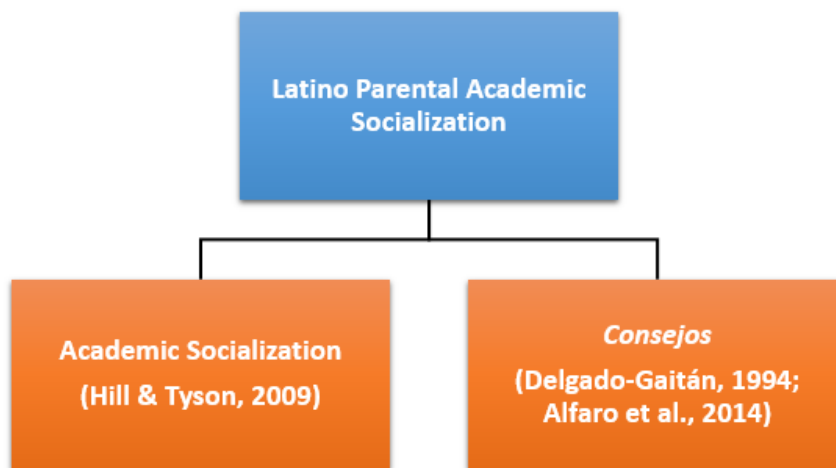


Figure 2.5. Conceptualization of Latino Parental Academic Socialization by Linking Academic Socialization and *Consejos*.

Several major similarities that both models convey are educational expectations and value for education, which are passed on through parent-adolescent conversations. Each concept is different and have their central characteristics.

On one hand, a major emphasis on academic socialization is the essence of parents helping their children feel confident in their ability to persist and succeed to reach their potential through academic messages (Hill & Tyson, 2009). Through these verbal interactions,

children learn to interpret their academic experiences, build academic motivation and persistence, manage their engagement with academic content, and further develop their academic selves and skills.

In contrast, *consejos* (Delgado-Gaitán, 1994; Alfaro et al., 2014) is a rich Latino cultural resource that involves communicating at a deep level where emotional empathy is present. It emphasizes on giving children recommendations to overcome obstacles and challenges that children may encounter during their education through deep conversations; instilling principles of education. Delgado-Gaitán (1994) describes these powerful narratives as a way “to transmit feelings, perceptions, and responses to the educational system” that includes recognizing hard work, developing critical thinking skills, and giving back to their family through attaining an education.

Despite these differences, I am convinced there is a connection between the concepts of *consejos* and academic socialization that paves a pathway to explicitly investigate whether *consejos* may be a type of academic socialization in Latino families. This is one of my questions and the primary goal of my dissertation study.

Summary

In sum, Latino parents tend to engage in their children’s education using specific cultural socialization practices (Delgado-Gaitán, 1994; Alfaro et al., 2014; López et al., 2001, López, 2003). Hill and Tyson’s (2009) parental academic socialization model stresses the importance and value of parents communicating their expectations for education. In a similar way, Latino parents also communicate by giving their children optimistic, determination, dispositional, and motivational *consejos* (Alfaro et al., 2014). New approaches to understanding cultural and

community wealth forms of capital need to focus on the assets found in Latino families as well as challenge educational systems to validate various forms of capital held by Latino parents.

The findings from this research study will benefit educators and administrators that work with Latino families. Researchers urge school staff to look beyond numbers of parents in attendance at events and into other interactions or practices (e.g. academic socialization and giving *consejos*) through which Latino parents may support their children's educational achievement and successes (Calzada, Huang, Anicama, Fernandez, & Brotman, 2012; Glick et al., 2012).

Lastly, According to Hill and Tyson (2009), parental academic socialization has the strongest positive relationship with achievement in middle school children. However, because academic socialization has been studied primarily among African American and White families, there is a need to examine the salient parental academic socialization practices that occur with the parents of Latino GT children. That is, considering the lack of representation in the literature of Latino families raising GT children and parental academic socialization, it remains unclear how parental academic socialization takes place for Latino parents with their GT children. Also, parental academic socialization includes strategies that scaffold a student's growing autonomy, independence, and cognitive abilities (Hill & Tyson, 2009). Thus, it would be interesting to discover whether Latino parents acknowledge the increase of independence and maturity in their children. How do they engage in *consejos* and academic socialization to support, nurture, and guide their GT children as they transition from elementary school to middle school? I intended to explore these issues in my dissertation study.

CHAPTER 3: METHODOLOGY

This chapter will describe the design and methodology that was used in this research qualitative research study. A rationale for the qualitative design of this study will be provided. The purpose of this study was to gain a deep understanding of the academic conversations, including parental academic socialization and *consejos* that Latino parents had with their academically gifted middle school adolescents. The following sections provide an explanation of how the methodology of this study was designed to answer the research questions. Specifically, this chapter consists of six sections: (1) research questions, (2) reflexivity in the research process, (3) research design and rationale, (4) procedures, (5) data analysis procedures, and (6) limitations.

Research Questions

To obtain an understanding of the contributing factors that occurred in the academic conversations, including parental academic socialization and *consejos*, that Latino parents had with their academically gifted middle school child, this research study was guided by the following research question and sub-questions:

1. How do Latino parents engage in academic conversations with their gifted middle school youth?
 - a. How do these conversations relate to the construct of parental academic socialization?
 - b. How do these conversations relate to the construct of *consejos*?
 - c. How is the concept of *consejos* related to the concept of parental academic socialization?

Reflexivity in the Research Process

First, I underwent a process of reflection. By continuing to examine my personal beliefs and biases. I intended to grow in my ability to be reflexive. According to Berger (2013), reflexivity is an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process. In other words, it is being aware of one's bias and personal views of the world, as well as to how the researcher affects and is affected by the research process (Probst & Berenson, 2014). Being aware of one's biases does not mean that such bias will not affect the research process. However, it presents the readers with an upfront understanding of how a particular researcher's values and expectations influence the conclusions of the study (Maxwell, 2012).

In qualitative studies, the researcher is the primary collector and interpreter of data. This means that any interpretation of reality occurs through a particular lens and it is for the most part subjective (Watt, 2007). Consequently, the identities of both the researcher and participants have the potential to influence the research process. Identities come into play via our perceptions, not only of others but also of the ways in which we expect others will perceive us. Our own biases shape the research process, serving as checkpoints along the way. Through recognition of our biases, we presume to gain insights into how we might approach a research setting, members of particular groups, and how we might seek to engage with participants (Patton, 2002).

In order to maintain the integrity and validity of the research process, it is necessary to know the researcher's positionality (Macbeth, 2001). To reiterate, reflexivity is a process that helps me to be aware of my own bias, dispositions, perceptions, assumptions, experiences,

worldviews, beliefs, and theoretical orientations (Berger, 2013) through which I interpret day-to-day experiences. Reflexivity involves a self-scrutiny on the part of the researcher, a self-conscious awareness of the relationship between the researcher and the research participants, a clear positionality regarding their role as an insider-outsider partaker, and finally, an objective, yet critical analysis of the relations of power (Probst & Berenson, 2014).

Positionality Statement

The researcher collected and interpreted data for meaning and this interpretation was always done through a particular lens (Berger, 2013). My belief systems have developed through my life experiences, including the following: my upbringing, education, and, perhaps most importantly, my experience as a Mexican-American.

The first research question that guided this study asked, *how do Latino parents engage in academic conversations with their gifted middle school youth?* I accept there are several aspects that directly connect me with this question. I am a Latina parent raising an academically gifted student. My daughter was a middle schooler when I began my doctoral studies who was receiving enrichment and advanced level classes. As a parent, I experienced receiving a letter from the district identifying her as GT and the advanced programs and opportunities offered by the district to meet her academic needs. As an educator of gifted students, I am attracted to this phenomenon because of my belief in the power of having academic conversations and preparing students for a successful academic career. I desire to find out how other Latino parents converse with their academically gifted children.

The act of defining who I am was not an easy task, especially considering that each person develops and uses multiple perspectives. In the process of defining myself, I had to

consider different aspects. One of them was the fact that whether I accept it or not, I am defined in the light of how others see me (Kirkland, 2014). In other words, identities are in part socially created.

First of all, my family and upbringing are important parts of my life that have shaped my morals and values. I was born and raised in Madison, Wisconsin, but my parents were born in Mexico. Neither parent completed high school because they were required to work to help contribute to the family finances. Therefore, neither parent had the experience of attending college. However, they strongly valued education as a way to better myself.

Throughout my primary and middle school years, I was defined as Mexican only and not as American. I attended mainly parochial schools where I was one of several minority students in the entire school. My ethnicity and bilingualism were seen as deficits and I was provided special education services despite never being tested as having a cognitive delay or a learning disability. Due to these remedial classes, I was unable to stay at pace with the majority of my classmates. My failing grades were never a true reflection of what I could really accomplish academically.

However, that changed when I transferred to a public high school where there was more diversity among the students and faculty. My Latino Student Association (LSA) coach noticed I had great leadership capabilities and I was elected president of the LSA. I led our organization to hold several fundraisers and hosted many events to educate the community about Latino cultures. My underlying purpose and goal were to highlight the positive aspects of Latino cultures and change the public's deficit thinking towards Latinos. As president, not only did my self-esteem drastically improve but also my grades. I worked extra hard to improve my

grades and struggled as a student because for the first time I was taking “regular” classes. This experience changed the way I perceived myself as Latina and as a leader, which led me to graduate high school a year early and with an impressive 3.95 GPA.

Professionally, I define myself as an educator-activist for underrepresented students. For two decades, I have worked with mainly immigrant students in the Latino community. In my role as an educator, I strive to recognize, notice, and nurture the many talents and gifts they possess. When I was a classroom teacher, I challenged my students to work hard and focused on using their gifts and talents to overcome adversity. Currently as a gifted and talented teacher leader, I train numerous teachers in my district to identify students’ gifts and talents, respond to their academic needs, and nurture their growth as advanced learners. Through my work, I believe that I am making a difference and shaping the lives of young students through educational empowering, which allow them to break the cycle of poverty, oppression and social marginalization that many of them and their family’s experience.

Currently, I am one of two district gifted and talented teacher leaders that provide coaching services to 120 elementary teachers to identify potentially gifted students from underrepresented populations. I ensure that elementary teachers are trained to provide students the opportunities to engage in inquiry-based, project-based, and STEM learning at an above grade level. I recognize that my district level position grants me certain privileged such as access to all student data and personal family information. To ensure I conduct this research in a professional and ethical manner, I did not identify academically gifted Latino students who could be candidates to participate in this study or personally contact families who could be candidates to participate in this study.

Most recently, as I pursue a doctoral degree in educational psychology, I recognize that my main motivation to do this has been more personal rather than the desire to climb the professional ladder. In retrospect, that sixteen-year-old in me still wants to highlight the positive aspects of Latinos and challenge the public's deficit thinking towards Latinos except now I want to accomplish this within the scientific community. As a researcher, I first acknowledge that I am in a position of privilege and power in conducting this research. Also, I was cognizant of my own bias and preconceptions about parenting academically gifted children since I have an insider's perspective on the topic. Nevertheless, as the phenomenology approach seeks to encourage the researcher to engage in "openness, wonder and humility" (Vagle, 2014, p. 15), I worked professionally and ethically in this research study.

Research Design

For this study, a qualitative research approach allowed the researcher to understand a complex issue from the perspective of Latino parents. Using a qualitative approach, the researcher obtained rich data for a problem or issue that needed to be explored (Creswell, 2017; Glesne, 2016). The purpose of qualitative research is to "make sense of actions, narratives, and the ways in which they intersect" (Glesne, 2016, p. 1). Further, qualitative research "can refer to research about persons' lives, lived experiences, behavior, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations" (Strauss & Corbin, 1998, p. 11). It involves interpretation of the world through the perspectives of people (Denzin & Lincoln, 2011). In qualitative research, researchers maintain a focus on learning the meaning that participants hold about the problem or issue, not on the meaning that the researchers bring to the research (Creswell, 2017).

According to Merriam and Tisdell (2016), qualitative research emerged from the fields of anthropology and sociology; it serves as a primary design for other fields of knowledge such as education. In addition, they claim qualitative researchers do not seek to test a theory or measure any variable; rather, they are guided by theory and are interested in understanding the experiences of individuals and their perception of the world (Merriam & Tisdell, 2016). In other words, qualitative researchers are interested in understanding the meaning people have constructed. As such, qualitative research is an appropriate way to discover new information to a research problem or topic because it comes from the perspectives of those who personally experience the phenomenon.

Furthermore, in qualitative research, according to Creswell (2017), the researcher begins with the use of a theoretical lens and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. Qualitative studies usually take place in a natural setting with face-to-face interaction (Creswell, 2017). Researchers utilize a qualitative approach when they want to understand and interpret social interactions in context (Glesne, 2016). Research questions guide qualitative research and researchers attempt to develop a complex picture of the problem or issue under study (Creswell, 2017).

Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations (Creswell, 2017). Hence, using a qualitative research design helped me capture the essence of how Latino parents engage in parent-child discussions about education.

Additionally, qualitative research is conducted to empower individuals to share their stories, and hear their voices (Creswell, 2017). In this study, a qualitative research design

enabled me to add the voices and hear the stories of what Latino parents may say to communicate their educational expectations, values, hopes, and aspirations to their academically gifted children. It was important to study this population because they are frequently understudied, underrepresented, and misrepresented in the literature. Ultimately, by understanding and sharing the stories and lived experiences of Latino parents, educators and administrators can create opportunities that will better meet and serve students and families. One qualitative approach that was effective in answering my research questions is the phenomenology approach. Next, I will explain phenomenology and its appropriateness to my research design.

Phenomenology Approach

One of the main characteristics of qualitative inquiry in a phenomenological approach to research is that it is naturalistic, which allows the researcher to experience and study a phenomenon as it unfolds naturally. As a result, qualitative research permits the researcher to approach a phenomenon from multiple perspectives (Patton, 2005). This holds true when trying to articulate the academic conversations that Latino parents have with their middle schoolers.

Phenomenology is an umbrella term encompassing both a philosophical movement and a range of research approaches. Historically, phenomenology is a school of thought associated with Husserl (1970) which developed as a philosophical approach in the twentieth-century. Currently, phenomenology is a qualitative research methodology that remains closely tied to phenomenological philosophy. Langdrige (2007) defines phenomenology as a discipline that "aims to focus on people's perceptions of the world in which they live in and what it means to them; a focus on people's lived experience" (p.4). She further clarifies that phenomenology as a

qualitative method focuses on human experience as a topic in its own right. It is concerned with meaning and the way in which meaning arises in experience. The focus is on the way things appear to us through experience or in our consciousness where the phenomenological researcher aims to provide a rich textured description of lived experience. In other words, a principal aspect of phenomenological research allows the researcher to *describe* rather than to *explain* (Lester, 1999).

Phenomenological research allows for the development of a descriptive analysis of what currently exists in the field. This research approach is “good at surfacing deep issues and making the voices heard” (Lester, 1999, p. 4) of marginalized participants such as Latino parents. A core goal is to find the essence of what the specific experiences mean to the participants and how they were affected. Immersing in and focusing on the subjective perspective of the participants allows for the enhanced comprehension of their point of view and the breaking of rigid assumptions that may prevent researchers from reaching a deeper understanding (Lester, 1999).

The basic tenet of phenomenology is that our most fundamental and basic experience of the world is full of meaning (Merleau-Ponty, 2006; Van-Manen, 2014). People are involved in the world and immediately experience the world as meaningful because our histories, cultures, and events motivate us to try to understand it or explain it. This methodology allows the research to present the meaning manifested by a group of people and their lived experiences (Creswell, 2017). It explains the commonalities that people share as they proceed through some event. Through phenomenology, the researcher produces a synthesized description of what the participants experience (Creswell, 2017).

Vagle (2014) explains that phenomenology is not a “singular, unified philosophy and methodology” (p. 14). Phenomenology is a methodology that encourages the researcher to engage in “openness, wonder and humility” (Vagle, 2014, p. 15). Glesne (2016) explains, “accessing the perspectives of several members of the same social group about some phenomena can begin to say something about cultural patterns of thought and action for that group” (p.9). In this study, a phenomenological approach was used in order to understand how “concepts are entangled in complicated ways” (Vagle, 2014, p. 14). Phenomena can vary in research studies but can be explained by analyzing how “we find ourselves being in relation to the world through our day-to-day living” (Vagle, 2014, p. 20). In this study, parents were asked about the academic conversations they have with their academically gifted middle schoolers and the advice they gave them about education. The researcher sought to understand the perspectives of Latino parents of academically gifted middle schoolers in order to construct meaning of their shared experiences. Phenomenological research enabled the researcher to have a deep understanding of the experiences of multiple individuals (Creswell, 2013).

This form of research differs from other kinds of qualitative research primarily in that it focused on the detailed narratives of experiences of a group of people who have lived through the same event. Furthermore, phenomenology was useful as a qualitative methodology because it offered a valuable way to understand the lived experiences of Latino families that go through similar events (Creswell, 2017; Merriam & Tisdell, 2016).

Phenomenologists are not concerned with modern science efforts to reduce a phenomenon to abstract laws. Rather, phenomenologists are entirely interested in capturing the lived experiences of a sample. Therefore, it was necessary to “go to the things themselves”

(Merriam & Tisdell, 2016) to uncover essence. Lester (1999) argues that phenomenology serves as a vehicle to access the world as we experience it in our day-to-day existence.

In general, the goal of qualitative research is a comprehensive summarization of specific events experienced by individuals or groups of individuals (Merriam & Tisdell, 2016).

Phenomenology surpasses this goal by going beyond a mere description of human experiences; instead, it gets to the essence of these lived experiences and the underlying structures of the phenomenon. Van Manen (2016) writes, “phenomenology does not just aim for the description and clarification of meaning, it aims for meaning to become experienced as meaningful” (p. 373).

In sum, to answer the questions regarding academic conversations that include parental socialization and *consejos*, I conducted a phenomenological analysis, which captured the perceptions of parents regarding their stories and conversations with their children. Because the goal of this study was to create a new narrative of successful Latino parenting, one that is holistic and reveals the dynamic conversations between parents and their academically gifted middle school youth, I believe phenomenology was the most appropriate method for this study for two main reasons.

First, Hill and Tyson (2009) conducted a meta-analytic assessment to synthesize the results of fifty empirical studies to determine the extent to which parental involvement is positively associated with achievement outcomes in middle school. Whereas, Alfaro et al (2014) used a case study from a larger qualitative longitudinal study to examine the factors that nurtured the academic success of nine Latino student who navigated the P-20 pipeline into law school. In addition, Delgado-Gaitán (1994) conducted an eight-year longitudinal anthropology

study to examine the importance of educational values and expectations via communication in a Latino family. Therefore, the phenomenological approach was used to understand Latino parent-adolescent academic conversations because this phenomenon has not been examined through this approach. In addition, this research approach was “good at surfacing deep issues and making the voices heard” (Lester, 1999, p. 4) of marginalized participants such as Latino parents. Wertz (2005) also claimed, a phenomenological investigation respects individual viewpoints and acknowledges multiple perspectives on a given phenomenon, which can provide culturally critical information.

Secondly, phenomenology is a methodology that encourages the researcher to engage in “openness, wonder and humility” (Vagle, 2014, p. 15). Utilizing this approach allowed me to be open to understanding the phenomenon of how Latino parents engage in conversations about education that included aspects of parental academic socialization (Hill & Tyson, 2009) and *consejos* (Delgado-Gaitán, 1996; Alfaro et al., 2014). Phenomenological research provided a picture of different cultural dynamics (e.g., expression of emotion, relationships with children) that supported the phenomenon of raising academically gifted Latino middle school students. Ultimately, phenomenology provided an avenue to comprehend the role parental academic socialization and *consejos* played in parenting academically gifted Latino students and how they constructed meaning of their experiences (Creswell, 2017).

Procedures

Sample

In phenomenological research, the researcher selected participants “who have experienced the phenomenon” (Vagle, 2014, p. 128). Thus, participants in this study were

Latino parents who conversed about education with their academically gifted children in middle school. In qualitative studies, the selection of the site and participants may occur in multiple ways. However, when trying to secure the best sources of data, it is important to conduct a careful selection of the research participants. Parents were recruited at a large public school district in a Midwestern city where students receive Tier II or III services as academically gifted students.

This research study used a purposeful sampling approach. I selected participants because they purposefully informed the exploration of my research questions (Creswell, 2007). According to Patton (2002), the main goal of purposeful sampling is to focus on particular characteristics of a population that are of interest, which will best enable the researcher to answer the research questions. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experience the phenomenon of interest (Patton, 2002). Purposeful sampling does not serve to be representative of the population and this is not considered a weakness. Furthermore, the logic and power of purposeful sampling leads to selecting information-rich cases for in-depth study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research (Patton, 2002). Moreover, criterion sampling was utilized in this study. Creswell (2017) recommends criterion sampling with a phenomenological study “when all individuals studied represent people who have experienced the phenomenon” (p. 128). From a qualitative methodology approach, participants who meet the specific criterion possess in-depth knowledge of the phenomenon of interest by virtue of their experience make them ideal

participants (Patton, 2002; Creswell, 2017). For this study, Latino parents must meet all four-inclusion criteria to be eligible to participate:

- immigrant parents of Latino ethnicity or parents born in the US of Latino descent
- have a middle school child formally identified as academically gifted and is enrolled in the bilingual middle school program;
- have a middle school child that is scoring significantly above target in the STAR 360 reading or math assessment at the 90th percentile rank or higher; and
- have a middle school child that is currently receiving Tier II or III services (i.e., subject acceleration, pull-out services, or participating in specialized academic programs).

There are no inclusion or exclusion requirements based on socioeconomic status, gender, health status/condition or other personal criteria.

According to a comprehensive study conducted by Levine (2016) about Latinos in Milwaukee, the percentage of Latinos residing in Milwaukee, regardless of immigration status, are Mexican (66.8%), Puerto Rican (23.3%), Central American (3%), South American (2.5%), and Other (2.8%). Of these Latinos, 73% are born in the US and 27% are born in a Spanish-speaking country. Therefore, this study expected to see the majority of the participants of Mexican descent represented in this study.

The majority of Latino students in this public school district are enrolled in the southwest region of the district. Therefore, Upon IRB approval from the university and public school district, recruitment occurred in eleven schools that have a middle school bilingual (English/Spanish) program. These schools included K-8th and 6th-8th grade buildings in the southwest region of the district. The rationale behind why these eleven schools were selected is

due to the large metropolitan district. There are 83 middle schools in the district. Yet, only eleven middle schools serve the majority of Latino students enrolled in a bilingual program. In addition, while Latino students account for only 28 percent of the population in the district, the bilingual schools that were selected ranged from 100% to 54% of Latino student enrollment.

Table 3.1. shows the demographics of the middle schools selected including the total enrollment, percentage of Latino students, and academically gifted Latino students at each bilingual school. The total potential pool of participants that were eligible to participate in this study was $n = 241$.

Table 3.1. Demographics of Latino Students Enrolled in Bilingual Middle Schools

Middle Schools with a Bilingual Program	Total Enrollment	Percentage of Latino Students	Percentage of GT Latino Students
School #1	58	100%	6%
School #2	232	99%	19%
School #3	184	98%	10%
School #4	239	95%	16%
School #5	219	90%	4%
School #6	216	85%	4%
School #7	235	84%	2%
School #8	194	80%	2%
School #9	273	75%	1%
School #10	476	65%	5%
School #11	840	54%	22%

Despite the high percentage of Latino students at each middle school, it is evident that the majority of bilingual middle schools have a low to very low percentage of academically gifted Latino students receiving Tier II or Tier III services. A school with equitable representation of any group of GT students would range between 10% to 20% (Peters & Engerrand, 2016). Only four schools exhibit equitable representation of GT Latino students identified and

receiving Tier II or Tier III services. This speaks to the crisis of the underrepresentation of ethnically, racially, and linguistically diverse and/or economically disadvantaged students.

Next, I sent middle school bilingual teachers a letter (see Appendix H) explaining the purpose of this study. Additionally, I requested their assistance in helping in the recruitment process by identifying eligible students. Due to position in this school district and the existing rapport I have with bilingual teachers across the bilingual schools, this may have increased their willingness to assist me in recruiting eligible participants. The letter also outlined the inclusion criteria to identify and select eligible Latino parents. After participants were identified by their child's teacher, a recruitment flyer (see Appendix A-English and Appendix B-Spanish) was sent given to parents.

When interested parents contacted me, I utilized the Parent Eligibility Checklist (see Appendix G) to screen parents to determine whether parents were eligible to participate in this study. Two parents contacted me that were not eligible to participate in this study because they did not meet all four criteria (e.g., a White mother of a mixed-race student, a Latino student who was neither formally identified as GT nor receiving a Tier II or III level service). In addition, I informed parents they would not be compensated for participating in this study and addressed any questions or concerns they had about the study before committing to an interview. When parents decided to volunteer, they were asked to bring documents or artifacts to the interview that showed their child's advanced abilities. This procedure was not included in the data analysis. It was done to allow me to build a connection with the parent and gain a contextual understanding of what motivates them to communicate their educational values, inspirations, hopes and dreams to their children.

Lastly, a meeting was scheduled for the interview and the parent determined the location. At the interview, the informed consent form (see Appendix C-English and Appendix D-Spanish) was explained and signed. The participants and researcher each kept a copy of the informed consent. The consent form included the following information, description of the study, purpose of the study, risk or benefits for participating, and contact information for the researcher in case they had questions about the study.

Specifically, this research sample consisted of sixteen participants that pertained to two subgroups, US-born Latino parents ($n=7$) and Latino immigrant parents from Mexico ($n=9$). The research questions, research problem, phenomenon to be explored, and quality of the data were taken into consideration while deciding the number of participants to recruit for this study (Wertz, 2005). Therefore, it was the researcher's expectation to recruit at least eight US-born and eight immigrant parents for a total of sixteen participants because this number of participants could yield in-depth knowledge and experience to fulfill the goals of the research (Wertz, 2005). After the last interviews were conducted within each subgroup, the researcher concluded that saturation (Seidman, 2006) had been satisfied, as no new ideas or themes had been identified. Hence, no additional participants were recruited or needed for the study.

The sixteen participants represented 6.65% of the total potential respondents. Of the parents born in the US, six were of Mexican descent and one was of Puerto Rican descent. In addition, six were mothers and one was a father. Two parents had college degrees and five had high school diplomas. All US-born participants preferred to be interviewed in English. Of the nine Mexican parents, four were mothers and five were fathers. Educational level was used to determine socioeconomic status across US-born and immigrant parents. In this sample, two

had college degrees and one completed some college. Four had high school diplomas, one completed up to sixth-grade, and one completed up to third-grade. All Mexico-born participants preferred to have the interview conducted in Spanish. The demographic information of participants is listed below in Table 3.2. Names were replaced with pseudonyms for the confidentiality of participants.

Table 3.2. Demographics of Participants

Parent	Parent's Gender	Birth country	Highest Education Level	Language Preferred During Interview	Child's Gender	Child's Grade Level
Panfila	F	US	High School	English	M	6
Nancy	F	US	High School	English	F	7
Linda	F	US	High School	English	M	8
Marco	M	US	High School	English	M	8
Paulina	F	US	High School	English	M	7
Toni	F	US	Bachelor's Degree	English	M	6
Juana	F	US	Master's Degree	English	M	8
Diana	F	Mexico	3 rd Grade	Spanish	F	8
Fabiola	F	Mexico	6 th Grade	Spanish	F	6
Manuel	M	Mexico	High School	Spanish	F	7
Max	M	Mexico	High School	Spanish	M	6
José	M	Mexico	High School	Spanish	F	6
Carolina	F	Mexico	High School	Spanish	F	8
María	F	Mexico	Some College	Spanish	F	7
Mario	M	Mexico	Bachelor's Degree	Spanish	M	6
Saúl	M	Mexico	Bachelor's Degree	Spanish	F	8

Of the sixteen academically gifted Latino students, eight were males and eight were females. Their grade levels were sixth-graders ($n=6$), seventh-graders ($n=4$), and eighth-graders ($n=6$).

Data Collection

In qualitative research, selection of data collection methods was a critical part of the research process. This study relied on semi-structured interviews, which allowed the researcher

to have a list of interview questions (see Appendix E-English and Appendix F-Spanish), but also permitted probing questions guided by the responses of the participants. According to Glesne (2016), “probes are requests for more: more explanation, clarification, description, and evaluation” (p. 114).

Interviews

Interviews are an interaction “between at least two persons” (Glesne, 2016, p. 96). However, there are various models to conduct interviews including structured, semi-structured and unstructured. Essentially structured interviews are verbally administered questionnaires, in which a “list of predetermined questions are asked, with little or no variation and with no scope for follow-up questions to responses that warrant further elaboration” (Meriam & Patton, 2016, p. 109). Consequently, they are relatively quick and easy to administer and may be of particular use if clarification of certain questions is required. However, by their very nature, they only allow for limited participant responses and are, therefore, of little use if an in-depth goal is desired.

Conversely, unstructured interviews do not reflect any preconceived theories or ideas and are performed with little or no organization (Booth, Colomb, & Williams, 2008). Such an interview may simply start with an opening question and will then progress based primarily upon the initial response. Unstructured interviews are usually very time-consuming and demand a skillful interviewer. Generally, this type of interview is used when the researcher requires significant depth, or where little is known about the subject area.

Alternatively, semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allow the interviewer or interviewee to diverge in

order to pursue an idea or response in more detail (Britten, 2007). The flexibility of this approach, particularly compared to structured interviews, also allows for the discovery or elaboration of information that is important to both the researcher and the research participants.

For this study, considering that qualitative research allows researchers to shape findings around the story and experiences of the interviewee, I conducted semi-structured interviews to tap into these experiences. A semi-structured interview format allowed me “to respond to the situation at hand, to the emerging worldview, and to the new ideas on the topic” (Merriam & Tisdell, 2016, p. 111). Semi-structured interviewing allows researchers to follow the interviewee’s interests and thoughts; revealing deep information; and establishing a sense of empathy for the research participants. Finally, in this type of interview, questions were flexibly worded, and in most cases, these questions sought specific information relevant to the purpose of the study. Semi-structured interviews helped to best capture people’s stories and perceptions, which was the main purpose of this study.

Qualitative research is understood as a conversation that has a structure and a purpose. Therefore, questions sought to find specific and useful data. Researchers agree that the key to obtaining good information from interviews is to ask good questions (Merriam & Tisdell, 2016; Patton, 2002; Fielding, 2014). Equally important was that questions had to be related to the purpose of the study, used a familiar language and were clear to the participants that were interviewed. For example, open-ended questions stimulated rich responses and kept a conversation flowing. For this study, I purposefully used different types of questions including open-ended questions, follow-up questions, probes, and interpretive questions. These types of

questions served as an effective technique to yield rich descriptive data, powerful stories, and deep insights on parents' perceptions about a problem or phenomena.

Interviews with Latino parents of academically gifted students was the primary qualitative data collection strategy utilized in this study. Interviews allowed the researcher "to learn about what you cannot see" (Creswell, 2017, p. 104). The researcher gained insight into the thoughts of Latino parents of academically gifted students through the interviews. Trust was built with the participants by actively listening to them throughout the interviews. During interviews, the researcher made sure to "consider relationships, salience, meanings, and explanations" (Glesne, 2016, p. 134).

When focusing on Latino communities, it is important to establish a good rapport with the families when conducting research (Crisp & Nora, 2012). Moreover, when working with Latino parents, Delgado-Gaitán (2004) recommended using the preferred home language and respecting the family's time constraints and their choice of location. I am fluent in English and Spanish, thus I conducted interviews in the language that parents felt most comfortable speaking. That is, in either Spanish, English, or both languages. Equally important for me as the researcher was to set aside time to talk with parents about topics they wanted to talk about before engaging in the interview. This allowed parents to increase their comfort with me. Specifically, the interviews aimed at understanding the academic conversations of Latino parents of academically gifted middle schoolers that might include aspects of parental academic socialization (Hill & Tyson, 2009) and *consejos* (Delgado-Gaitán, 1994; Alfaro et al., 2014).

In this study, Individual interviews ranged from 35-45 minutes. The length of interviews depended on how much the participants shared regarding their perspectives and experiences in conversing about education with their academically gifted Latino children. The interviews took place in mutually agreed upon places. For example, eleven interviews occurred in the participant's homes and five interviews took place on Google Meet, an online video-conferencing platform. One interview was eliminated and not included in the data analysis because the participant seemed nervous and offered very little information during the interview, which lasted fifteen minutes.

In total, the researcher conducted and analyzed sixteen semi-structured interviews with Latino parents whose children were identified as academically gifted middle schoolers. The interviews were conducted and digitally audio recorded in either English or Spanish, depending on the parents' preferred language. The researcher transcribed interviews into a Microsoft Word document on a password-protected device. Then, the researcher translated the Spanish interviews into English. The researcher reviewed to ensure the translations were culturally and linguistically accurate. Afterward, the researcher recruited a native Spanish speaker, who teaches Advanced Placement Spanish in a local high school, to check the written translations of the nine interviews that were translated. The researcher shared the Spanish and English transcriptions and checked for grammatical errors and cultural and linguistic accuracy, particularly when parents used cultural sayings, expressions, or phrases that may be difficult to translate into English. The Spanish teacher communicated to the researcher that the translations were "precise and exact". In addition, during the translation, the researcher

maintained the essence of the message that Mexico-born parents expressed in their native language.

During the interview, I asked open-ended questions to understand how parents' converse with their child about education and requested examples of advice they give their children about education. Furthermore, the interview protocol (see Appendix E- English and F-Spanish), included several probing questions as follow-up questions to gain a deeper understanding of parent-child academic discussions. Ultimately, I sought to understand the messages that communicated about education by Latino parents to their academically gifted children.

The first limitation of the interviews was that the data collection was lengthy and time-consuming. Transcribing interviews and taking field notes demanded a lot of discipline and rigor. This required side-by-side initial coding and data analysis to capture rich insights present in the form of quotes, metaphors, and personal stories. The second limitation of interviews was they were highly subjective. However, Hellawell (2006) argued that the role of the researcher as an insider adds power to the research process by seeing things that others might not be able to notice. Nevertheless, to limit subjectivism a process of reflexivity was important for the researcher to be aware of their positionality, bias, and preconceptions about others and the phenomenon being observed.

Data Analysis Procedures

In qualitative research, "data analysis involves organizing what you have seen, heard, and read so that you can figure out what you have learned and make sense of what you have experienced" (Glesne, 2016, p. 183). Data analysis is a process that makes sense of the data and

shows relationships within the data (Glesne, 2016). In phenomenology, data is analyzed as the researcher describes the experiences of the participants, describes the phenomenon, and provides a narrative of the phenomenon (Creswell, 2017). The process of data analysis in phenomenological research involves a whole-part-whole method in which the researcher takes time to analyze the data holistically, then line-by-line, and again holistically in order to fully understand the phenomenon (Vagle, 2014).

As depicted below in Figure 3.1., I used the six-step framework of thematic analysis (Braun & Clarke, 2006). The steps are as follows: (1) become familiar with the data, (2) generate initial codes, (3) generate categories and themes, (4) review categories and themes, (5) define ad label categories and themes, and (6) interpret and report results.

During the first step of the analysis, I transcribed the set of interviews in English on Microsoft Office Word to prepare them for data analysis. All Spanish interviews were translated into English. Becoming familiar with the data involved rereading the interview transcripts, marginal notes, interpretations, analytic thoughts, and personal memos that were written after each interview. This part of procedure was to gain a deep understanding of the data (Vagle, 2014). I became familiar with the data. Analyzing data in phenomenological research is a process that required repeated readings of the transcripts in order to fully understand the essence of the phenomenon and the experiences of the participants (Vagle, 2014).

In the second step of the thematic analysis, I began to generate initial codes by reducing data into fragments or small chunks of meaning (Braun & Clarke, 2006). This analysis involved using NVivo 12, a qualitative data analysis software by QSR International in a password-protected laptop. Given the phenomenological nature of this study, open coding was done,

which signifies that participants' responses generated the codes that were assigned to specific data. This step consisted in assigning codes using words, colors, symbols, and notes that emerged from the interviews by selecting terms, words, and phrases that resurfaced frequently in the data (Saldaña, 2013; Merriam & Tisdell, 2016). Additionally, open coding was used since I did not have an established set of codes. Consistent with the phenomenological approach, I was open to develop and modify the codes throughout each time I reread the transcripts during the coding process. The first round yielded 115 codes that were related to concepts including academic socialization, *consejos*, concerns, faith, friendships, rewards, challenges, and supports. The second round yielded 85 codes, which I modified due to the richness of the data. I eliminated faith and rewards due to the weakness of the codes and merged challenges and concerns as similar concepts. This modification generated richer data. Methodically comparing the responses of the participants through word, phrase, and sentence analysis also allowed me to understand the phenomenon, meanings, and interpretations of the participants. I looked for a pattern that captured something of significance from the data for each research question.

During the third step of the process, I began to cluster codes into categories and identified categories that corresponded to major themes. During the fourth step, I reviewed, modified, and developed preliminary categories and grouped them under a major theme (see coding manual in Appendix I). In general, theme 1 consists of five categories, theme 2 consists of three categories, and theme 3 consists of two categories. I also began to gather data from the participant's quotes that were relevant to each category and theme. The ultimate goal of organizing and synthesizing data into categories and themes is to create a rich description that

captures that essence of the phenomenon as experienced by the participants. That is, to “provide a thorough and rich description of the phenomenon” and detail the “multiple, partial, and varied contexts” of the phenomenon (Vagle, 2014, p. 128). The process of organizing the data into categories and themes involved “analyzing the data for significant phrases, developing meanings and clustering them into themes, and presenting an exhaustive description of the phenomenon (Creswell, 2013, p. 194).

The fifth step involved refining and defining the themes and categories within the data (Braun & Clarke, 2006). In this step, I decided on final labels for each theme, as well as clear definitions that capture the essence of each theme. The final step was to report the themes and categories as they related to the research questions (Braun & Clarke, 2006). The write-up involved converting the data analysis into an interpretable analysis, including examples from the data that related to the themes, categories, research questions, and literature (Braun & Clarke, 2006). The data synthesis of this research study resulted in an integrated narrative description that captured the phenomenon experienced by parents of academically gifted Latino adolescents.

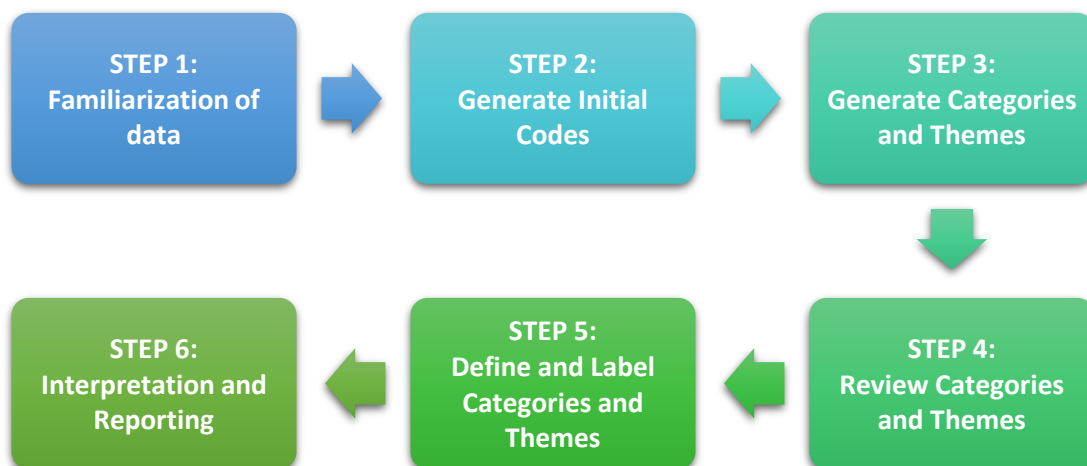


Figure 3. 1. Six Step Summary of Conducting Thematic Analysis

Lastly, an inductive approach was used with this study, which was driven by the researchers' theoretical or analytic interest. With inductive analysis, the themes were found from the coded data that connected to the parental academic socialization and *consejos* models. This approach to data analysis, which privileges participants' own words and the meaning they attribute to their experiences, was particularly appropriate for exploring the experiences of understudied and underrepresented populations. It is important to note that the researcher expected to find specific codes that were related to academic socialization and *consejos*, which informed the coding process. For example, values, expectations, and stories of struggle were expected due to the theoretical frameworks and understanding the Latino culture.

Validity and Reliability

Finally, a fundamental aspect that determined the excellence of this qualitative research rested on producing valid and reliable knowledge. As such, it was important to ensure that the presentation of the findings reflected high-quality research. Researchers highlighted the importance of this principle by arguing that there must be a strong connection between methods and meaning, which guarantees trustworthiness (Denzin & Lincoln, 2011; Lichtman, 2013). From a qualitative point of view, trustworthiness refers to the rigor in carrying out the study. In addition, research results become trustworthy only when the researcher is able to ensure validity and reliability (Merriam & Tisdell, 2006). The data from a research study has internal and external validity to the extent that the findings are credible. It is important to clarify that generalizability in qualitative studies is not established statistically. Therefore, authors such as Patton (2002) and Merriam & Tisdell (2016), proposed the use of the term

extrapolation rather than *generalization*. They explained, “unlike the usual meaning of the term *generalization*, an *extrapolation* clearly connotes that one has gone beyond the narrow confines of the data to think about other application of the findings. Extrapolation involves modest speculations on the likely applicability of findings to other situations under similar, but not identical, conditions” (p. 255). Merriam and Tisdell (2006) claimed that validity and reliability could be attained in different ways, including triangulation, which uses various sources of data analysis to compare and cross-check data collected through interviews with each participant. Specifically, I triangulated the data using field notes and personal memos from each interview.

Additionally, to increase reliability, I recruited another coder who was trained and understands the coding process but was unfamiliar with the goals of this research study. Inter-rater reliability is a critical component in the content analysis of qualitative research (Campbell, Quincy, Osserman, & Pedersen, 2013). Walther and colleagues (2013) suggested inter-rater reliability as a means to “mitigate interpretative bias” and ensure a “continuous dialogue between researchers to maintain consistency of the coding” (p. 650). The second coder was previously trained on using NVivo and understands the coding process. However, they were unfamiliar with the goals of this research study. The researcher sent the second coder a copy of each of the transcripts. To prevent codes from seeming broad or vague, I explained to the second coder all the codes that were used and described them using a concrete definition and example quote from the data (Creswell, 2014). In addition, I explained that I was open to making changes to the codes if the second coder felt strongly about suggesting any modifications. The second coder examined each transcript and independently coded the first

interview broad question that asked, “with as much detail as possible, please share with me a recent conversation you had with your child about their education.” (See Appendix E-English and Appendix F-Spanish). During the first round, the coders agreed on 85% of the codes. Therefore, after discussing the low inter-rater reliability that was obtained due to some confusion over definitions and key concepts, the coders re-coded the data. During the second round, the coders agreed on 97% of the codes, which is strong (Miles & Huberman, 1994). Miles and Huberman (1994) suggest that an inter-rater reliability of at least 80% agreement between coders on 95% of the codes is sufficient agreement among coders. The researcher resolved the 3% of codes that were not agreed on by discussion. The main reason of the disagreement in coding the data had to do with the second coder’s unfamiliarity of the differences between *consejos* types. The researcher provided clarification and reviewed the literature by Alfaro and colleagues (2014) with the second coder, which allowed them to understand the distinctions between the four *consejos* types. This dialogue confirmed the researcher’s initial codes. The second coder did not suggest any modifications to the codes.

Limitations

Limitations include conditions that restrict or weaken the generalizability of the study because they cannot be controlled as part of the study design (Creswell, 2017). Due to the design of this research study, there were limitations that may have affected the research results. One limitation was that the sampling was not random, and the sample size included sixteen Latino parents in an urban setting. Because there are other middle schools within the district, the size and location may not be representative of other populations of non-Latino families. The schools selected were located in an urban area; therefore, parental academic

socialization might not be the same as that of Latino parents whose children attend suburban school districts or those whose children attend private schools. Due to these factors, the results of this study may not be generalizable to all Latino parents. A final limitation was that parents may have provided false information to appear involved. During the data collection, parents' perspective may have resulted in biases in the data. In other words, parents may have perceived themselves to be more involved than they really are. This could have skewed the results and affected the overall results of this study.

CHAPTER 4: RESULTS

This qualitative study aimed to contribute to the research on Latino parents' use of academic socialization and *consejos* to encourage, support, and nurture academically gifted middle school students. This chapter presents the results of a phenomenological study, designed to provide an understanding of the academic discourse between Latino parents and their academically gifted middle school children. The following topics will be discussed in this sequence: (a) overall presentation of results, (b), Theme 1: Parental Academic Socialization, (c) Theme 2: *Consejos*, (d) Theme 3: Other Educational Messages, (e) comparison between US-born and immigrant groups, and (e) conclusion.

Presentation of Results

Through the analysis of the interviews, three themes were revealed (see Figure 4.1). Theme 1: Parental Academic Socialization consists of five categories: instill values that includes three sub-categories, parental expectations to study for college, exploration of high schools and careers, teach responsibility and self-advocacy, and parent's desire for a professional career. Theme 2: *Consejos* consists of three categories: better opportunities in the US, witness parents' adversities, and *echarle ganas*: instill a positive mindset to "do your best". Theme 3: Other Educational Messages consists of two categories: parental concerns and parental support.

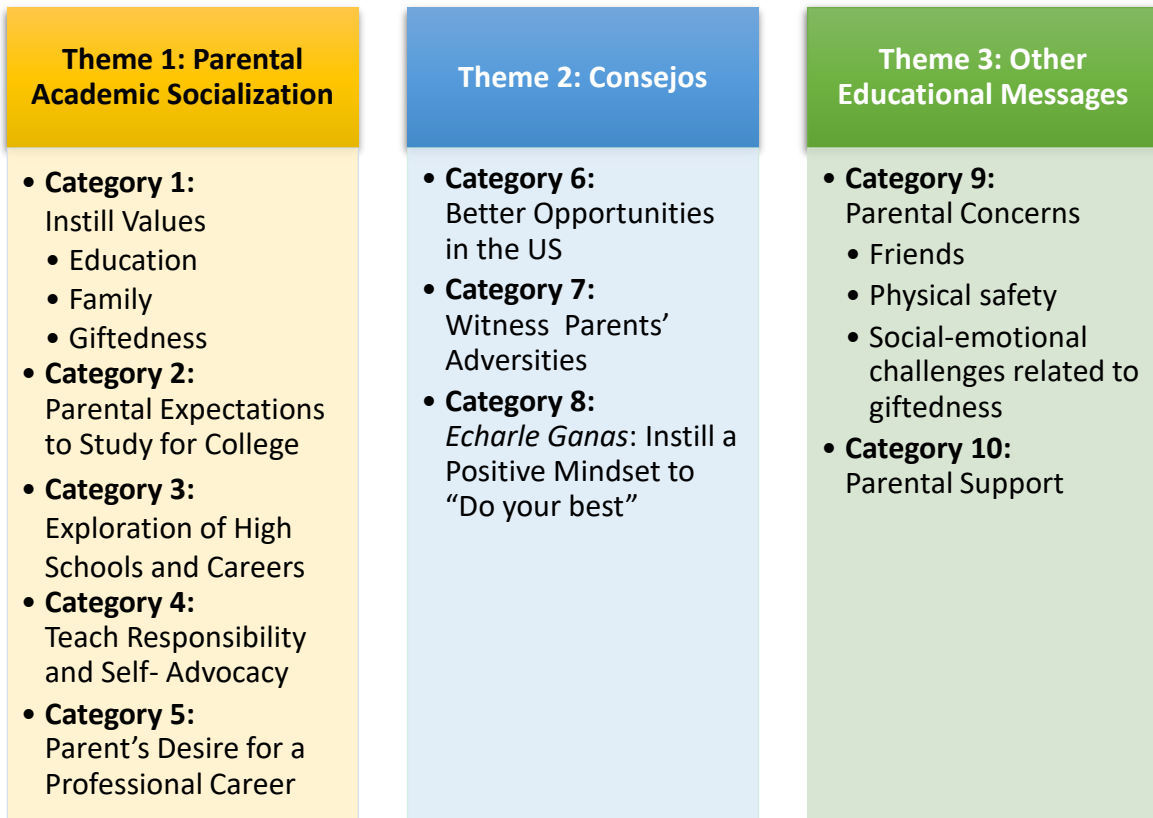


Figure 4.1. Overall Themes and Categories

Categories 1, 2, 6-10 (see Figure 4.1) emerged from parents' discussions to an open-ended prompt about conversations they had with their academically gifted child regarding education. The interview started with this open-ended prompt to better understand the parents' perspective regarding academic conversations with their child.

Several targeted probes followed. With targeted prompting, Categories 3-5 (see Figure 4.1) were found when Latino parents responded to specific questions that asked, "In what ways do you prepare and plan for your child's educational future?"; "Can you explain your role in helping your child be more independent in regard to their education?"; and "What are your hopes and dreams for your child's future?"

The researcher examined the interview transcripts from all sixteen parents and selected between one and two prototypical quotes from each parent group for each category. Prototypical quotes will include US-born parents followed by Mexico-born immigrant parents unless categories were only mentioned by one parent group. A collection of the prototypical quote regarding each category is found in the coding manual (see Appendix I).

Theme 1: Parental Academic Socialization

In general, the first way Latino parents communicated the importance of education was using parental academic socialization messages. To begin with, for Latino parents valuing education, family, and appreciating one's gifted abilities were an important part of being successful in school. They believed these values were the foundation to ultimately attain a respectable career in the future and help their community. The main academic expectation Latino parents communicate to their child was to "study hard" so they could "go to college". Several steps that Latino parents talked about being involved in to support their child included exploring high schools, exposing them to a variety of careers, teaching responsibility and self-advocacy skills. These topics were important to set their child up for success when they transitioned to high school, college, and in life.

This theme includes five categories: 1) instill values with three sub-categories (education, family, and appreciation for giftedness), 2) parental expectations to study for college, 3) exploration of high schools and careers, 4) teach responsibility and self-advocacy, and 5) parent's desire for a professional career. Next, I will present the results for categories 1-5.

Category 1. Instill Values

In this category, Latino parents demonstrated they communicate and teach their academically gifted children about the importance of education and purposefully instill their values. All of the Latino parents spoke about instilling, transmitting, and passing on their values to their children. Three prominent sub-categories that were mentioned the most were values of education, family, and appreciation for giftedness. Next, I will examine each sub-category.

Education. Value for education was the most common code among the three values. All Latino parents in this study claimed it was important that their children became well educated, and this was a primary goal for their children. All Latino parents expressed the importance of receiving a good education as the best way to “get ahead in life”. Many parents mentioned that they speak to their children a lot about valuing their education because it will “open many doors” for their future. They made it clear that education is the most important priority in their homes. For example, Juana (US-born) communicated to her son, “I also tell him to value his education and the importance of being an educated Latino or an educated person of color in this country because it’ll open more [career] opportunities for him.” The majority of parents stressed how important education is to their child’s future. Latino parents reinforced their belief that education is essential by demanding that schoolwork be completed before anything else.

Many parents value education that involves children’s behavior as well as academic success. For example, Maria (Mexico-born) said, “*Primero viene la educacion del hogar y luego la educacion academica*” (First comes home education and then academic education). They commonly referred to this “home education” as receiving “*una buena educacion*” (a good

education). This expression extends beyond the American usage of the word education.

Receiving “*una buena educación*” is not just to be academically educated, but it is a broader concept that goes beyond academics. It includes academic goals, morality, proper behavior, good manners, and respect for elders. In other words, this is not an education related to learning from books or school, but it involves raising children to be good human beings.

Additionally, they explain to their children that to have “*educación*” will allow them to be ready to learn so they can become educated in the sense of learning, doing well in school, and preparation for a high paying job.

Interestingly, of the attributes that make up “*una buena educación*”, respect seemed to be the most mentioned and highly valued. For example, Max (Mexico-born) referred to valuing respect as a principle taught at home stated,

Yo le enseño principios en la casa, como respetándose a el mismo y a otros. Primero, el respeto y luego sigue la educación. Él va a aprender en la escuela de sus maestras, pero la primera cosa que tiene que aprender en la casa son los valores para que el pueda tener éxito.

I teach him principles at home, like respecting yourself and others. First, respect then education follows. He will learn at school from his teachers, but the first thing is that he has to learn at home are the values so that he is able to excel.

Family. The second sub-category refers to valuing family. The concept of familism is family closeness, unity, and dependence on family members for support. In this study, all Latino participants talked extensively about the importance of family. Some Latino parents indicated their willingness to sacrifice their time for the academic needs of their children, which they perceived as more important than their own needs. One way that Latino parents transmitted this value was by telling their children that their family reputation is very important to them. Often, Latino parents mentioned expecting their children to behave because they are their

family's "reflection". In other words, if they behave well this indicates they were raised correctly and their family name is uplifted. On the other hand, if they misbehave this indicates they were raised poorly and they will bring shame to their family name. For example, Juana (US-born) expressed this message to her son when she said,

Always be a reflection of who you are and who your family is... when people look at you they're like, 'Whoa... I imagine how his family is or how they raised this kid'.... when you're not being respectful, people will question how you were raised.

For Latino families, siblings and extended family members play a large role and are greatly valued. For example, many of the Latino families used older siblings to assist in the homework of the academically gifted middle schoolers. Other Latino parents used older siblings as role models and examples for the middle schooler to follow and recognized the importance of extended family members. In one case, Fabiola (Mexico-born) said she does not speak or read English and mentioned how difficult it was for her to help her academically gifted daughter with her advanced math homework. As a result, her older son would take on the responsibility to tutor his middle school sister with her advanced math homework. She shared,

A veces tiene y es muy difícil para ella porque está tomando matemáticas de la prepa, pero solamente tiene 11 años. Me gustaría poder ayudarla, pero su hermano viene y le ayuda, gracias a Dios.

Sometimes it [homework] is very difficult for her because she's taking high school math but is only 11 years old. I wish I could help her, but her brother comes in to help her, thank God.

Giftedness. The third sub-category refers to appreciating giftedness. Latino parents expressed that they also highly value and appreciate their children's giftedness and pass on this appreciation to their children. They explain to them the potential influence they will make on others in the future. Latino parents understood the exceptional abilities their children possess.

They also expressed how much they valued their child's outstanding potential and felt responsible to nurture their giftedness at home. One parent, Paulina (US-born), knew since her son was very young that he was born to be a leader. She explained to the researcher what she talks about with her son,

He is a natural born leader. I talk a lot to him about this because I value his leadership and know he's capable of becoming a caring and strong leader. We are seeing what a bad leader does and says versus what a good leader does and says. I ask him, 'what kind of leader do you want to be?

Latino parents would often communicate to their academically gifted children to appreciate and value their high intellectual abilities and encourage them to use their "intelligence to help people" in the future. For example, Max (Mexico-born) made a connection between valuing his academically gifted son's abilities with the future contributions he will make to help others. He said,

Mi'jo, valora la inteligencia que Dios te dio porque algún día en el futuro vas a ayudar a la gente como esos matemáticos que ayudaron a los astronautas llegar al espacio. No todos nacen con estas habilidades.

My son, value the intelligence God gave you because someday in the future you're going to help people like those mathematicians who help astronauts get to outer space. Not everyone is born with these abilities.

Category 2. Parental Expectations to Study for College

This category concentrates on the expectations Latino parents communicate to their children. The majority of Latino parents participating in this study said they expect their academically gifted children to "study hard" so they can one day "go to college". Eleven out of the sixteen Latino parents only have up to a high school diploma. Regardless of the parent's education level, they held high academic expectations for their children to go to college. Latino parents believed that attending college is linked to studying hard. Several Latino parents told

their children to go to college because they did not have the opportunity to attend college.

Other Latino parents had completed college and wanted their child to have the same opportunity. For example, Linda (US-born) explained to her son, “Most importantly you want to be an A student, you always want to put the extra... effort in studying hard”. Another example came from Fabiola (Mexico-born), who reiterated the following idea to her daughter,

Para mi es una expectativa, tienes que estudiar y siempre enfocarte en estudiar porque quiero que seas alguien en la vida porque muchos sueños se rompieron para mí.

It is an expectation for me, you have to study and always focus on studying because I want you to become someone in this life because many dreams were broken for me.

They want to relay this message because they want them to progress in life by attending college. This parent knew her daughter had the potential achieve excellence.

Category 3. Exploration of High Schools and Careers

When Latino parents were prompted about how they prepare for their child’s future, they indicated that selecting a “good high school” that offers an advanced program, extracurricular activities, and opportunities to prepare children for college was key. Latino parents mentioned they were informed by teachers and administrators about high schools and career-related opportunities. The school’s role is key to transferring information to families.

It is essential for Latino parents to prepare their academically gifted middle schoolers for high school. Latino parents mentioned ensuring they were achieving advanced grades to secure admissions into a “good high school”. For parents participating in this study, a “good high school” meant a top-performing school with advanced programs to allow their child to continue their advanced level trajectory. For instance, Paulina, (US-born) said, “Find a high school that would be best for him, where he’ll be pushed and be challenged, where he’ll be educated in a

way that fits his learning style.” For Fabiola (Mexico-born), when selecting a high school, applying for the same school her older children attended is most important. She explained,

Sí, ya estamos trabajando en eso. De hecho, incluso estamos buscando escuelas a las que pueda ir, y queremos que vaya a las mismas escuelas a las que asistieron su hermano y hermana para que reciba la misma educación que ellos, la mejor escuela pública.

Yes, we are already working on that. As a matter of fact, we are even looking at schools that she can go to, and we want her to go to the same schools that her brother and sister went to so that she receives the same education they did, the best public school.

Related to this topic, the parents explored careers with their children based on strengths and interests during the middle school years. Latino parents indicated the importance of exposing their academically gifted child to different careers, whether that was through school-based programs, community programs, or mentors. For example, Nancy (US-born) talked about seeking mentors and “role models” who are in the career her daughter is interested in pursuing during college. She said,

I do a lot of reading and I seek a lot of ideas from her teachers and from people that have been in the field of education. I talk to people that are prepared, especially people that are in the field that she is going to be more likely in... Then I come over and I share with her what I have learned or I have her talk to professional people so she has people to look up to as role models.

Saúl (Mexico-born) conversed with his daughter about different careers based on her interests. He also mentioned seeking out programs for his daughter that will provide her additional educational opportunities such as StEP-UP (Student Enrichment Program for Underrepresented Professions) and PEOPLE (Precollege Enrichment Opportunity Program for Learning Excellence). He explained,

Entonces, la tenemos en un programa con Medical College of Wisconsin. Se llama StEP-UP... Otro programa al que acaba de solicitar se llama PEOPLE con UW-Madison, que potencialmente le puede dar una beca para pagar su universidad. Entonces, de esta manera la estamos preparando para estas experiencias, oportunidades y cosas que en nuestra opinión la beneficiarán en el futuro para su educación y su vida profesional... El consejo que le doy es que preste atención a sus fortalezas y en qué clases. ella ama más. Esas son pistas sobre qué profesión le gustaría explorar más.

So, we have her in a program with Medical College of Wisconsin. It is called StEP-UP... Another program she just applied for is called PEOPLE with UW-Madison, which can potentially give her a scholarship to pay for her college. So, in these ways we are preparing her for these experiences, opportunities, and things that in our opinion will benefit her in the future for her education and her professional life... The advice I give her is to pay attention to her strengths and which classes she loves the most. Those are clues as to which profession she might want to explore more.

Latino parents spoke about taking advantage of numerous advanced educational programs and opportunities. It shows that they are actively engaged in taking responsibility for enrolling and transporting their children to these opportunities.

Category 4. Teach Responsibility and Self-Advocacy

In this category, Latino parents support their children as they gain increased responsibility for their academic tasks and performance. For example, they spoke about teaching their children to take responsibility for their education such as completing homework independently and seeking help when they are struggling with schoolwork. In addition, Latino parents spoke about expecting their children to advocate for themselves and telling them to “stand up” for themselves. Latino parents recognized the microaggressions their children had encountered, which may be the reason they strongly communicate to “stand up for yourself”. One parent that participated in this study told her son, “fight for yourself, fight your rights” because of the bullying he was facing at school. For example, Linda (US-born) discussed

responsibility as a way she expects her son to take ownership of his learning and opportunities offered at school. She said to him,

'It's your responsibility to ask questions when you are lost. That's on you. I expect you to take that responsibility'. He also loves to be part of after school clubs. Sometimes he expects me to call and ask about when clubs start or about events... But, I work two jobs, I tell him, '*preguntando se llega a Roma* (by asking one reaches Rome). Be responsible and ask for information'. I let him... choose those classes. So that's kind of how I'm allowing him to be independent in being able to choose because I don't always want to have control about what classes he takes.

Manuel (Mexico-born) shared an example of how he communicates to his daughter the importance of taking responsibility for oneself by being punctual. He said,

Le digo que cuando era pequeña, mis padres siempre nos inculcaron la puntualidad. Le digo que nunca llegue tarde si la gente le dice que llegue a una hora determinada ... Le digo que es muy inteligente, pero la responsabilidad tarde o temprano vence la inteligencia. A pesar de que es talentosa e increíblemente inteligente, si no es responsable y la llaman para una entrevista de trabajo y llega tarde, no les importará lo inteligente que sea, dudo mucho que la contraten ... Mi responsabilidad es pagar cerca prestar atención a lo que hace y enseñarle ... 'No puedes ser productivo si no tienes este tipo de valores'.

I tell her that when I was growing up, my parents always instilled in us to be punctual. I tell her to never be late if people tell her to arrive at a certain time... I tell her that she's very intelligent, but responsibility sooner or later beats intelligence. Even though she's gifted and incredibly intelligent, if she's not responsible and gets called in for a job interview and is late, they won't care how smart she is, I very much doubt that they will hire her... My responsibility is to pay close attention to what she does and to teach her... 'You can't be productive if you don't have these kinds of values.'

Category 5. Parent's Desire for a Professional Career

In this category, Latino parents expressed their desire for their child to "be a successful professional". They want their child to achieve highly desirable or profitable careers, such as becoming a doctor, bilingual teacher, businessman, community leader, and accountant. In the

Latino culture, these professions are seen as a means to elevate their social status. One parent, Marco (US-born), acknowledged that “barriers” exist and it was important to become a Mexican professional. He explained,

I hope he becomes a professional in the future. I want him to achieve great things in life especially because he’s Mexican but the reality is that as Mexicans we have many more barriers than White people. That’s why I want him to take his education seriously because it’s the only thing that will open doors for him.

Fabiola (Mexico-born) has older professional children and dreams her adolescent will also achieve the same success. She articulated,

¡Mis sueños ya se están haciendo realidad! Mi sueño siempre ha sido ver a mis hijos convertirse en magníficos profesionales. Mi hijo mayor se graduó como físico matemático e ingeniero espacial y ahora trabaja para la NASA. Mi hija mediana se graduará este mes de mayo como médico. Y mi hija menor, todavía es joven, pero sueño que se convierta en lo que Dios ya planeó para su futuro.

My dreams are already coming true! My dream has always been to see my children become magnificent professionals. My oldest graduated as a mathematical physicist and space engineer and now works for NASA. My middle daughter will be graduating this May as a medical doctor. And my youngest daughter, she is still young, but I dream she will become what God has already planned for her future.

Theme 2: Consejos

Another way Latino parents communicated the importance of education was with consejos. Consejos were mainly shared through the use of storytelling. Latino parents were open about sharing their personal stories of adversities, struggle, and hardship so the children see the importance of education. Thus, Latino parents would remind their child about the many opportunities that were available to them in the US that they did not have access to in their home country. In the US, they had access to advanced courses, extracurricular activities, and top-performing schools. Latino parents talked about wanting to motivate their child to excel in

their education by instilling a positive attitude. They shared they tell their child to always “do your best” or “*échale ganas*”, in school and in life. Theme 2 included three categories: 6) better opportunities in the US, 7) witness parents’ adversities, and 8) *echarle ganas*: instill a positive mindset to “do your best”.

Category 6. Better Opportunities in the US

Latino parents spoke about how they inculcate optimism in their academically gifted children to succeed in their education by stressing the importance of taking advantage of the opportunities offered in the US. This category revealed that Latino parents realized that the US had educational and enrichment opportunities that their children should take advantage of to succeed academically. Many of the parents expressed a similar message to their children, that if they purposefully sought out opportunities in school then this would allow them to live a better life than their parents. Although US-born Latino parents did not talk about an immigration journey, they often spoke about telling their children the story of *their* parent’s immigration journey. For example, Nancy (US-born) spoke about her conversations with her daughter about her mother’s immigration journey “for a better future” for her children and future generations. Her desire is that her daughter “appreciate the good life she has here”. She explained,

My mother immigrated to this country for a better future for all six of my brothers and sisters and our future kids and grandkids. I tell her my mother’s stories of life in Mexico in the 40s. I want her to appreciate the good life she has here and to take advantage of all the opportunities she has here.

Mexico-born immigrant parents openly spoke about immigrating to the US to provide their children with better opportunities. They frequently discussed with their children the importance of taking advantage of the opportunities they receive in their schools. These opportunities included enrichment clubs such as robotics, math club, chess club, foreign

language, and more. Parents often stated a strong sense that in the US, their children would have more options to advance in life and fulfill their educational dreams than they would in their home country. For example, Mario (Mexico-born) understands his son's intelligence combined with opportunities afford him the chance to become well educated compared to the option available in his home country. He said,

Eres muy inteligente y tienes oportunidades para muy educado en este país, lo cual es algo que nosotros no tuvimos en México porque vivimos en un pueblito donde no habían universidades.

You're very intelligent and have the opportunities to become very educated in this country, which is something we didn't have in Mexico because we lived in a small village where there weren't any universities.

Category 7. Witness Parents' Adversities

In this category, Latino parents spoke of sharing their struggles, sacrifices, hardships, and adversities with their children. They advised their children to study so they do not experience hard work like them. This study revealed that Latino parents intentionally wanted their children to witness their hard work as laborers, share their life struggles, and understand their adversities so their children can be successful through education. For example, some Mexico-born fathers took their sons to work with them so they would experience the difficulties of working hard in landscaping and construction jobs on weekends. They intended to translate these life lessons of working hard to instill a determination that education is a way to overcome the consequences of a lack of formal education. For example, Nancy (US-born) said she talked to her daughter about her experience working as a migrant worker as a way to spark determination in her daughter so she does well in school. She shared with the researcher, "I talk to her a lot about my teenage years. I used to work in the fields when I was young and... the least [that] I want for her is to [never] have to either do that or cleaning jobs." Manuel (Mexico-

born) explained a recent conversation he had with his daughter about the difference between people working multiple jobs to earn money and having better opportunities when people are educated. He told the researcher that his sacrifice to work hard is for his daughter to “have a good education”. He explained,

Su trabajo, como el nuestro, es muy difícil porque hacemos trabajo físico y terminamos muy cansados y con muchos dolores en el cuerpo. Entonces, sí, pueden ganar más, pero estarán muy cansados y no hay prestigio en ese tipo de trabajo. Aprenda a amar tu inteligencia; no te deshagas de ella con trabajo físico. Le digo esto porque necesita entender la diferencia entre el trabajo laboroso que hacemos y el trabajo que hará en el futuro, que es un trabajo profesional del que se sentirá orgullosa.

Their work, like our work, is very difficult because we do physical work and end up very tired and with many pains in our bodies. So, yes, they may earn more, but they will be very tired and there’s no prestige in [my] type of work. Learn to love your intelligence; don’t throw it away in physical labor. I tell her this because she needs to understand the difference between the hard work we do and the work she will be doing in the future, which is professional work she will be proud of.

Category 8. *Echarle Ganas*: Instill a Positive Mindset to “Do your best”

In this category, Latino parents referred to motivating their children to excel in their education by instilling a positive mindset to *echarle ganas* or “do your best”, inside and outside of school. This is a common Spanish phrase that Latino parents used when discussing education with their children, which cannot be literally translated from Spanish to English. However, it is defined as “put forth your best effort” (Flores, 2016). Latino parents say to their children to always do their best or *echarle ganas* as a way to motivate them to succeed in school. For example, Nancy (US-born) said, “The *consejo* I give her is that she must always do her work and try to always do her best.” Parents communicated these messages to their children to instill a positive mindset or attitude to do well in school.

Many Latino parents spoke about reminding their children about how lucky they were to be in school, which was an opportunity many other children did not have. Other Latino parents conveyed messages of perseverance, hard work, and maintaining a positive outlook as they transitioned to or out of middle school. One example of this type of educational message came from a Latino parent, Max (Mexico-born), who advised his son not to be complacent as an advanced student, but rather to aim to reach a higher level compared to other top students in his class. He explained,

A veces uno se satisface y se empieza a pensar, 'él siempre está al mismo nivel así que no tiene sentido echándole más ganas'. Le digo que 'preste atención a la niña o al niño que está por encima de usted. Trate de alcanzar su nivel o, mejor aún, trabaje duro para superarlos en lugar del niño que está muy por debajo de usted. No hay motivación en eso '. Esto es lo que siempre le digo cuando hablamos de esto [educación].

Sometimes one is satisfied and one begins to think, 'he's always at the same level so there's no point in *echándole más ganas*'. I tell him to 'pay attention to the girl or boy who is above you. Try to reach their level or even better work hard to surpass them instead of the kid that's far below you. There's no motivation in that.' This is what I always tell him when we talk about this [education].

These messages of working hard to attain academic excellence serve as an important motivation factor.

Theme 3: Other Educational Messages

Finally, Latino parents discussed other educational messages that were not related to parental academic socialization or *consejos*. They expressed several concerns that they believe would interfere with their child's studies. One concern that Latino parents shared involved their child befriending and socializing with peers who were not as advanced or as studious as their child. Latino parents discussed stories about their child's social-emotional challenges. They ~~just~~ recognized their child behaved and thought differently than the majority of children their age. They also worried about their physical safety in school or their neighborhood. Lastly, Latino

parents talked about helping their child with projects and homework. This theme includes (9) parental concerns with three sub-categories (friends, physical safety, and social-emotional challenges related to giftedness) and 10) parental support.

Category 9. Parental Concerns

In this category, Latino parents discussed legitimate concerns about their children. Parents shared three sub-categories of concerns: the negative influence of their children's friends. The physical safety of their child in and out of school; and the third sub-category was about common social-emotional challenges that are often related to giftedness, such as asynchrony, and being highly competitive and perfectionist.

Friends. This sub-category was most frequently coded as a concern. They worried about peer pressure that might pull their child from focusing on their education. Many Latino parents understood the influence peers have during the middle school years compared to elementary school years. At the same time, they recognized their child's exceptional potential and with "bad friends", their advanced grades and hard work might decline. The majority of Latino parents stressed how much this concern worried them. For example, Nancy (US-born) exemplified what most Latino parents brought up about friends. She said,

That she understands how friends influence her in a good way and a bad way. Her father and I tell her she needs to know how to pick good friends because bad friends will only influence her in a negative way. She is a quiet and shy girl that loves school and at this age, friends become important. The last thing I want is for bad friends to pressure her to do negative things. That's why I'm careful about who her friends are and that they are like her with the same goals as her.

The researcher asked her to clarify what she meant by "like her" and she replied, "What I mean is a smart, gifted girl like her. I'm scared all her intelligence will go to waste if she's around negative friends."

Some Latino parents advised their children to socialize with like-minded peers or find “good friends”. For example, one father said he advised his daughter to select friends who will motivate and encourage her to be successful. Manuel (Mexico-born) shared a conversation he had with his daughter when she told him about the results of a recent standardized assessment. He told her he prefers she seek friendships with students who are at “her level”. He shared their conversation,

El consejo que siempre intentamos darle es que en la escuela evite hacer amistad con personas que no están académicamente a su nivel porque a veces llega a casa y nos dice que hay chicos que tienen un uno o dos [rango percentil] y no me gustaría que ella se asociara con ellos porque lo malo a veces se pega. Le digo que esos amigos pueden empezar a afectarte poco a poco... Le digo mucho que no le preste mucha atención a lo que dicen los chicos porque ella está en un nivel muy alto. A veces llega a casa y dice: ‘Papi, un niño solo tiene un dos [rango percentil], pero está feliz, no le importa’. Incluso si obtiene un dos, le digo que todavía no me gustaría que ella se asociara con él porque esa actitud se te contagiará. Un día llegarás y dirás: ‘Papi, obtuve un cinco [rango percentil], pero está bien, estoy feliz’. En lugar de eso, le digo: ‘encuentra amigos que te animen o digan’ oye, obtuve este puntaje, pero la próxima vez voy a apostar más alto’ y tú también estarás motivada para obtener un puntaje aún más alto.

The advice that we always try to give her is that at school she avoid making friends with people who are not academically at her level because sometimes she comes home and tells us that there are kids who have a one or two [percentile rank] and I would not like her to associate with them because bad things sometimes stick. I tell her those friends can begin to affect you little by little... I tell her a lot not to pay much attention to what kids say because she is at a very high level. Sometimes she comes home and says, ‘Dad, a kid only got a two [percentile rank], but he's happy, he doesn't care’. Even if he gets a two, I tell her that I still would not like her to associate with him because that attitude will rub off on you. One day you will arrive and say, ‘Dad, I got a five [percentile rank], but that is fine, I’m happy’. Instead, I tell her, ‘find friends who will encourage you or say ‘hey, I got this score, but next time I’m going to shoot for higher’ and you will be motivated to score even higher too.

Physical safety. The second sub-category was a concern for their child’s physical safety inside and outside of school. One common concern Latino parents had was about how unsafe their neighborhoods were and worrying each time their children left home to walk to a nearby

park or go to school. For example, Fabiola (Mexico-born) expressed how worried she was every time her daughter left home to go to school. She said, “*Mira, nosotros no vivimos en el barrio mas seguro.*” (You see, we don’t live in the safest neighborhood). One Latino parent instructed her daughter to be vigilant of people she passes by and to remain alert while walking down the street because “there is great danger”.

Another common concern Latino parents shared was regarding school violence. Latino parents spoke about “school massacres”, “racial profiling”, and “school violence”. For example, Manuel (Mexico-born) and his wife feel conflicted because they want their daughter to remain in her current school because of the advanced program, but might remove her because he is concerned about school violence. He said,

En este momento, lo que estamos viendo son todas las masacres que ocurren en las escuelas. Son niños de once y doce años y no se sabe qué se les inculca desde casa. Hay tanta violencia en las escuelas. ¿Cómo puede tener éxito en un ambiente como ese? No la criamos en un hogar violento o agresivo. Pero su escuela tiene un gran programa para niños avanzados que sabemos que no recibiría en una escuela privada, pero todavía me preocupó todos los días.

Right now, what we are seeing are all the massacres happening in schools. These are eleven and twelve years old children and one does not know what is instilled in them from home. There’s just so much violence in schools. How can she be successful in an environment like that? We don’t raise her in a violent or aggressive home. But her school has a great program for advanced kids that we know she wouldn’t receive at a private school, but I still worry every day.

Social-emotional challenges related to giftedness. The third sub-category showed that Latino parents also expressed legitimate concerns related to the social-emotional complexities related to being GT individuals. Interestingly, Latino parents perceived these social-emotional traits as negative and challenging. Latino parents expressed valuing and appreciating their child’s giftedness, nonetheless they were concerned about their child being alienated and

marginalized due to their social-emotional challenges. The first social-emotional trait Latino parents mentioned was recognizing their middle schoolers were very mature for their age compared to other children their same age. It seemed their concerns were because they feel their child will miss socially interacting with peers. For example, José (Mexico-born) offered an example of his gifted daughter's challenging experience due to her above-average maturity level. He said,

En primer lugar, la dejamos madurar con el tiempo. Le hemos permitido hacer cosas que hacen las chicas de su edad. A veces, esto es difícil porque ella es muy madura para su edad y se preocupa por los temas y problemas para adultos.

First of all, we have let her mature over time. We've allowed her to do things girls her age do. Sometimes this is difficult because she's very mature for her age and she cares about mature issues and topics.

The researcher asked him, "Like what kinds of mature issues and topics?" He responded,

Por ejemplo, como la política y la inmigración, no conozco a muchos estudiantes de sexto grado como [ella] que se preocupen tanto por la política y la inmigración. Es de lo único que habla. Ella comprende mucho sobre el impacto que el gobierno tiene en nuestra gente. Conoce a cada presidente y sus biografías y las políticas por las que son famosos. Sigue las últimas noticias sobre inmigración. A veces pierde el sueño pensando que nuestra familia podría estar separada y me preocupa que se esté centrando en los problemas de los adultos. A otros niños de su edad no les importa esto, incluso se ríen de ella. Dice que nadie la entiende ni le agrada y la llaman menta. Pero respetamos sus intereses y cuando nos pide que la llevemos a un mitin o protesta, la acompañamos porque es importante para ella.

For example, like politics and immigration, I don't know many 6th graders like [her] that care so much about politics and immigration. It's all she talks about. She understands a lot about the impact the government has on our people. She knows every president and their biographies and the policies they are famous for. She follows all the latest news on immigration. Sometimes she'll lose sleep thinking that our family might be separated and I worry she is focusing on adult problems. Other kids her age don't care about this, they even laugh at her. She says nobody understands her or likes her and they call her dumb. But we respect her interests and when she asks us to take her to a rally or a protest, we go with her because it's important to her.

Another social-emotional trait Latino parents spoke about was being introverted and how difficult it is for them to make friends. For instance, Juana (US-born) shared an example that gives insight into the challenges of her son being introverted. She said,

He's into video games, so I am trying to find other activities for him to do and not just video games and like for him to socialize more with other people because he's an introvert. He doesn't have many friends, and he doesn't go out and do stuff with friends.

Latino parents also expressed concern about the competitiveness and perfectionism experienced by some of their children. Latino parents that participated in this study seemed to struggle with their child's competitive and perfectionist behaviors. For example, José (Mexico-born), offered a prototypical example that illustrates competitiveness behaviors,

Sin embargo, una cosa que me preocupa es que su competitividad pueda volverse poco saludable. Creo que quiere ser la mejor en sus clases porque está obsesionada con asegurarse de que sus proyectos sean perfectos. A veces, es un proyecto simple, pero puede ser la 1:00 am cuando llego a casa del trabajo y ella todavía está trabajando en sus proyectos. Le digo que no se obsesione tanto y ella me dice, 'entonces perderé mi lugar de ser el mejor papá'.

One thing I worry though is that her competitiveness might get unhealthy. I believe she wants to be the best in her classes because she obsesses about making sure her projects are perfect. Sometimes, it's a simple project, but it can be 1:00 am when I get home from work and she's still working on her projects. I tell her not to obsess so much and she tells me, 'then I'll lose my spot at being the best, dad.'

Similarly, another parent, Diana (Mexico-born), expressed concern about how perfectionist her daughter was about her schoolwork. She said,

Aunque sea por una hora, también tiene derecho a salir a ver la luz del día y distraerse un poco para no estar solo estudiando. Porque no para... se dedica a estudiar porque todo lo que hace tiene que ser perfecto y eso me preocupa... me preocupa que se acabe.

Even if it's for an hour, she also has the right to go out to see the light of day and be distracted for a little so that she's not just studying. Because she doesn't stop... she dedicates herself to studying because everything she does has to be perfect and this worries me... I worry she will get burned out.

Category 10. Parental Support

In addition to discussing what Latino parents communicate with their academically gifted children about education, they also discussed how they support their children's education. Two major ways they support their academically gifted middle schoolers, included educational and financial support.

Latino parents support their children by offering educational support by helping at home with homework or projects. Middle school students enrolled in the bilingual program receive the majority of their instruction in English, and most of the homework and projects are assigned in English. Bilingual parents mentioned offering more quality educational support than monolingual Spanish speaking parents did. That is, bilingual parents assisted in problem solving and asking children questions, whereas monolingual Spanish speaking parents were more limited in homework assistance. Nonetheless, the language barrier did not completely prohibit monolingual Spanish speaking parents from offering a different type of educational support. Mexico-born parents who were Spanish speakers gave examples of how they offered educational support to their children, including reminding their child to seek help from teachers, being innovative and encouraging creativity. Other examples of educational support include providing a clean and quiet home for their child to have an optimal learning

environment. Parents claimed these indications of support motivated their child to work hard on their assignments. One parent, Toni (US-born), explained how she takes advantage of car rides to play audiobooks as a way to support her son's education. She shared,

I try to be more mindful of what he is listening to so I would get audiobooks and if we were in the car... I would put stories in and he really liked Don Quixote de la Mancha but more Esperanza Rising because he made a lot of connections with that story. I didn't realize it was above his grade level, because he wanted to listen to it again, and when he got to school that was a higher level and they haven't even started it in third grade.

Latino parents support their children through their financial resources. Parents with more financial resources spoke about enrolling their academically gifted children in enrichment and tutoring programs. On the other hand, parents with less financial resources shared examples of ways they are able to provide financial support. For instance, Saúl (Mexico-born) spoke about how he worked extra hours in order to provide his daughter with the materials necessary to do her schoolwork successfully. He said,

Mi esposa me dice las cosas que necesitará para un proyecto o algo para que pueda hacer su mejor trabajo. No me importa la hora del día, pero salgo y se lo compro.

My wife tells me the things she will need for a project or something so she can do her best work. I don't care what time of day it is, but I go out and buy it for her.

Comparison between US-Born and Immigrant Groups

This research study included two Latino parent subgroups, US-born and immigrant, who are raising academically gifted middle school students. All of the immigrant parents that participated in this study happened to be born in Mexico. A matrix coding query was conducted to compare codes between US-born and Mexico-born parents who participated in the study. This allowed the researcher to identify possible patterns regarding generational status and the experiences of Latino parents raising academically gifted students. Figure 4.2 shows the matrix

coding query was conducted on the major categories to comparison US-born and Mexican-born parents.

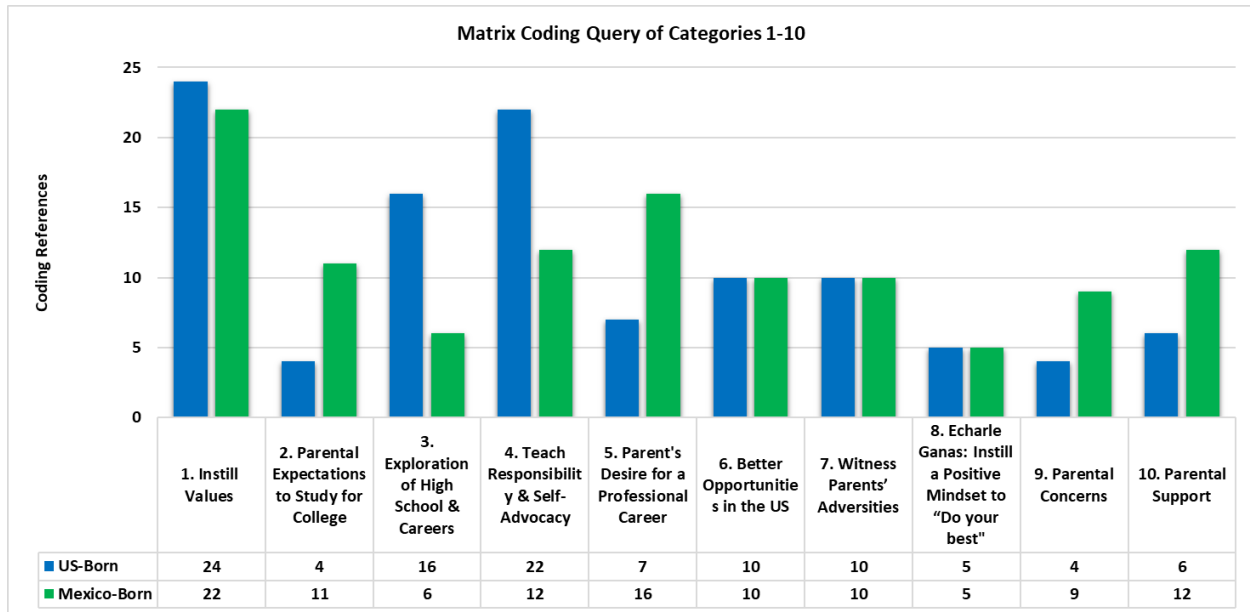


Figure 4.2. Matrix Coding Query of Categories 1-10 by Group Comparison

Each bar represents the total number of coding references for each category. US-born parents had greater coding references when for exploring high schools and careers (Category 3) and discussing teaching responsibility and self-advocacy (Category 4). Meanwhile, Mexico-born parents, in green, had more coding references for discussing parental expectations (Category 2), parent’s desire for a professional career (Category 5), parental concerns (Category 9), and parental support (Category 10). Interestingly, there were similar coding references for both parental groups on instilling values (Category 1), taking advantage of US opportunities (Category 6), discussing their adversities (Category 7), and instilling a positive mindset (Category 8). As Figure 4.3. there are similarities and differences across the two groups. Next, I will discuss the four major distinctions between the way US-born and Mexico-born parents communicate several topics.

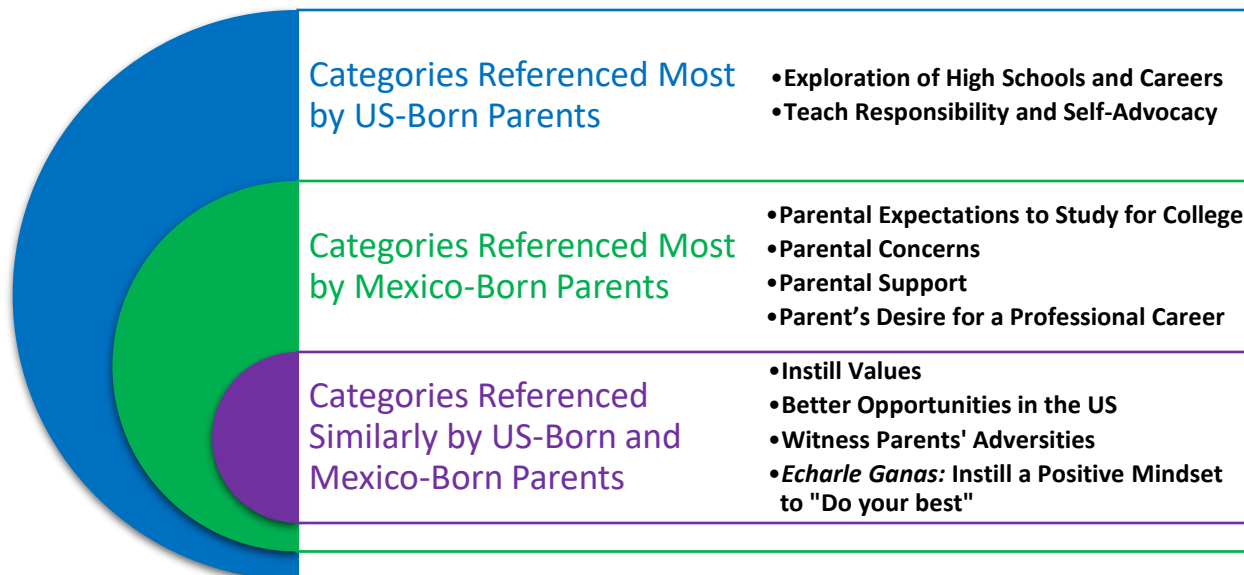


Figure 4.3. Categories Emphasized by US-born and Mexico-born Parents

First, a distinction existed between the messages US-born and Mexican-born parents communicated about their expectations for their children to “go to college”. US-born parents not only expect their children to “study hard” but expect advanced grades to match their effort. Conversely, Mexico-born parents indicated they expect their children to “focus on their studies” above everything else and made no mention about expecting certain grades.

Secondly, while US-born and Mexico-born parents both discussed better opportunities in the US, a distinction existed between *how* this message was expressed. On one hand, US-born Latino parents stressed the importance of taking advantage of the educational opportunities in the US while reminding them of the journey their grandparents made to the US “for a better future”. On the other hand, Mexico-born parents mentioned the overabundance of opportunities they have in the US that they did not have in Mexico or do not currently have due to their immigration status. They advised their children to take advantage of these opportunities to succeed in school.

Finally, a third difference existed between how US-born and Mexico-born parents offer educational support at home. US-born parents indicated directly helping with schoolwork, while Mexico-born parents voiced the language limitations they experience as non-English speakers and readers. Due to this barrier, Mexico-born parents sought other ways to support their child such as asking an older sibling. Moreover, in this study regardless of birthplace, a difference in income levels allowed parents with higher incomes to offer more extracurricular activities, materials, and out of school enrichment programs compared to parents with lower incomes. Several Mexico-born fathers indicated they work extra hours or jobs in order to provide their children with the materials necessary to do their schoolwork successfully. Overall, these forms of support may be different from the traditional forms of parental support that are well documented in the literature, but their impact on Latino students is worth further investigation.

Immigrant and US-born Latino parents shared many similarities in what they conversed about with their adolescents. That is, they discussed common topics regarding instilling values (Category 1), exploring high schools and careers (Category 3), teaching responsibility and self-advocacy (Category 4), desire for a professional career (Category 5), their hardships (Category 7), instilling a positive mindset (Category 8), and parental concerns (Category 9). In other words, there were no major distinctions among Latino parents for these categories.

Conclusion

In this chapter, the experiences of Latino parents communicating with their academically gifted middle schoolers about education were presented. Each theme consisted of the rich lived experiences of Latino parents of gifted middle schoolers that were described

through their own words to reflect their voices and experiences. Through data analysis, three themes were presented in this chapter. Academic socialization included the conversations Latino parents have about taking responsibility for oneself, sharing aspirations for the future, instilling values and expectations. *Consejos* included conversing about parents' personal stories, life's challenges, and advice to convey the importance of education. Concerns about friends, physical safety, and the social emotional challenges their gifted child experience were valid worries expressed by Latino parents. In addition, Latino parents articulated supporting their children financially and educationally. Generational comparison of immigrant and US-born parents suggests that *consejo*-giving is a common cultural practice. In sum, Latino parents communicated the importance of education through educational messages, stories, concerns, and ways they support their academically gifted child.

CHAPTER 5: DISCUSSION

Overview

To date, many educators, school leaders, and researchers alike might be unaware of the educational home environments and parent involvement that takes place in Latino homes to support the academic success of gifted middle schoolers. Considering the growing Latino population in the US over the past few decades, it is necessary for the greater educational community to develop a better understanding of how US-born and immigrant Latinos are supporting the academic achievement of their gifted middle school children. Based on the findings of this study, Latinos raising academically gifted children in the US, researchers studying gifted students, and middle school educators working with gifted Latinos, will have a better understanding of the influential role and rich academic conversations employed in Latino homes.

Researchers have sought to identify and examine educationally supportive activities that Latino parents engage in but are not captured in traditional measures of parent involvement. Specifically, this dissertation focused on parental academic socialization and *consejos*, the verbal support and advice-giving by parents, which have been reported to be an integral strategy for supporting and motivating children in school. While the existing qualitative literature suggests that academic socialization and *consejos* are widely used and considered valuable, there is still limited research that has examined the extent of their use in the Latino population, especially with GT students.

This study strived to understand how Latino parents communicate about education to their GT middle schoolers. Historically, the manner in which Latino parents are involved is often

misinterpreted by many educators as a lack of interest in their children's education (De Luigi & Martelli, 2015; Quiocho & Daoud, 2008; Shoji, Haskins, Rangel, & Sorensen, 2014; Durand & Perez, 2013). Specifically, the purpose of this study was to gain a deep understanding of the academic conversations, including parental academic socialization and *consejos*, that Latino parents have with their academically gifted middle schoolers as a form of home-based involvement. The goal was to explore the different ways Latino parents are involved through academic discourse at home to encourage, support, and nurture their children's gifts and talents. The question that drove this study was, how do Latino parents engage in academic conversations with their gifted middle school youth? Three sub questions were used:

- a. How do these conversations relate to the construct of parental academic socialization?
- b. How do these conversations relate to the construct of *consejos*?
- c. How is the concept of *consejos* related to the concept of parental academic socialization?

The following section discusses the findings to consider how they contribute to the field in this area. Specifically, this chapter consists of five main sections: (1) discussion of findings, (2) recommendations, (3) limitations, (4) implications and contributions to the literature, and (5) conclusions.

Discussion of Findings

Overall, even though each participant in this study had different lived experiences and variations in educational backgrounds, all sixteen Latino parents revealed the importance of education to them. This research found that Latino parents play an important role in their academically gifted child's development by employing two types of academic conversations: 1)

parental academic socialization, which are direct and straightforward messages and 2) *consejos*, which are emotionally intense stories based on personal experience. These academic conversations were consistent in stressing the importance of education. Latino parents reported engaging in meaningful conversations that took place during the drive home from school, around the dinner table, and while working on projects. Next, I will discuss the findings to answer key research questions, which are organized by theme. I end the discussion of findings with how academic socialization and *consejos* are related.

Theme1: Parental Academic Socialization

Traditionally, parental involvement usually referred two types of involvement: home-based involvement and school-based involvement (Epstein, 2019). However, over the last two decades, academic socialization has emerged as a third category of parental involvement (Taylor et al., 2004; Hill & Tyson, 2009). Parental academic socialization is a central concept of discussion in developmental psychology pertaining to the middle school years. Since then, a small group of studies have researched academic socialization with Latino families (Suizzo, Jackson, Pahlke, McClain, Marroquin, Blondeau, & Hong, 2016; Mireles-Rios & Romo, 2010; Altschul, 2011; Camacho, Gonzalez, & Fuligni, 2018; Ceballo 2014; Suizzo, Jackson, Pahlke, Marroquin, Blondeau, & Martinez, 2012). However, it remains unclear how Latino parents use academic socialization practices while raising academically gifted middle schoolers. Therefore, this section addresses how academic socialization is related to the educational conversations Latino parents have with their gifted middle school child.

As seen below in Figure 5.1, five categories that emerged from the data were related to key components of the parental academic socialization model. Specifically, this study found

that Latino parents instill values, have expectations to study for college, explore high schools and careers, teach responsibility and self-advocacy, and desire for their child to achieve a professional career. These findings were manifested in the results of this study.

Latino parents rarely mentioned linking materials discussed in school and learning strategies with their children, two other defining components of academic socialization from Hill and Tyson’s (2009) well-known model.

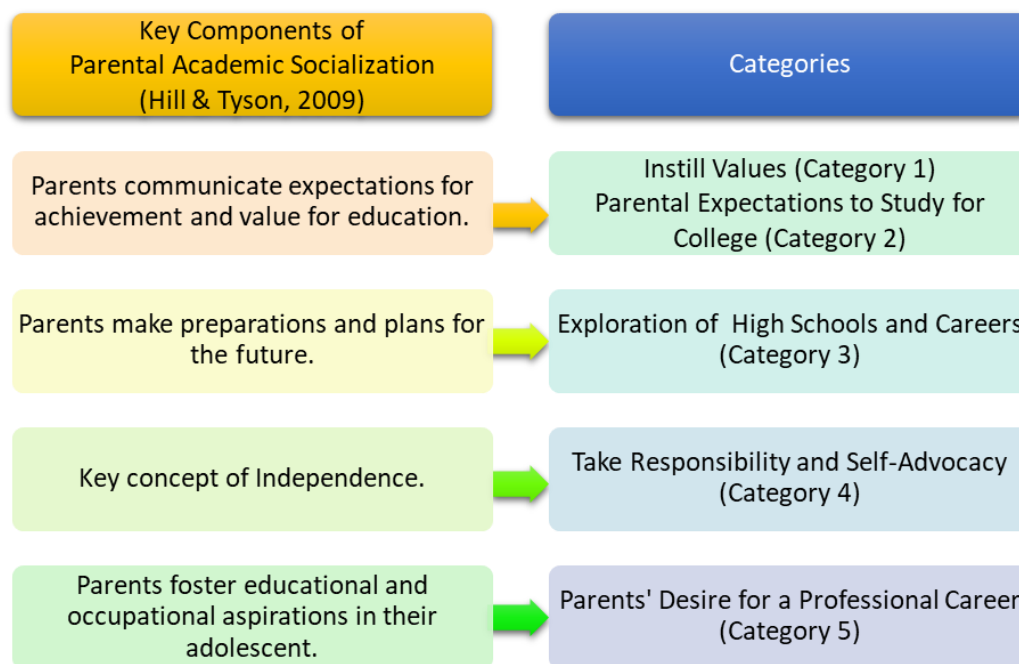


Figure 5.1. Categories Related to Parental Academic Socialization.¹

The Latino parents that participated in this study used academic socialization practices to relay direct and straightforward messages about education with their gifted child. Academic socialization has been identified as one of the most effective forms of parental involvement

¹ As depicted in Figure 5.1, instilling values and parental expectations (categories 1 and 2), were guided by the first component of the parental academic socialization framework (Hill & Tyson, 2009). However, in this study, Latino parents discussed value for education and expectations in detail. Therefore, it worked better to separate these to create two categories from this component.

that promotes academic achievement (Hill & Tyson, 2009; Suizzo, Jackson, Pahlke, McClain, Marroquin, Blondeau, & Hong, 2016; Mireles-Rios & Romo, 2010; Altschul, 2011; Camacho, Gonzalez, & Fuligni, 2018; Ceballo, Maurizi, Suarez, & Aretakis, 2014; Suizzo, Jackson, Pahlke, Marroquin, Blondeau, & Martinez, 2012; Chun & Devall, 2019; Strambler, Linke, & Ward, 2013). Hill and Tyson argued that what parents do at home matters more than what they do at school. Bæck (2017) conceptualized parental academic socialization as parents socializing their children to engage in a form of academic culture, emphasizing the importance of education, and performing well in school. Further, Bæck (2017) confirmed that messages about school success were linked to adolescents' determination and educational expectations. Chen and Gregory (2009) weighed in and suggested that parental involvement in secondary schools should be structured differently from parent involvement in elementary schools. However, it is still unclear how each component is structured and what examples are included for each component. Future research is needed to refine the parental academic socialization framework, especially in relation to Latino families with gifted children.

This study found that these Latino parents dreamed about their child achieving the academic goal of obtaining a highly desired and profitable career. This dream could be realistically within reach considering their children are some of the highest performing students in their respective schools. According to the nationally normed standardized assessment that was used to be eligible for this study, one could argue their children are among the top in the US since they are performing at or above 95 percent of same grade level peers in the country. Latino parents understood and discussed the immense potential their gifted children possess to make their dreams a reality.

This finding was supported by researchers that suggested Latino parents hold high educational aspirations for their children (Hill & Torres, 2010). In the Latino culture, achieving a college education is seen as a means to elevate their social status. In other words, an education in the US is an incredible opportunity for Latinos, regardless of birthplace that parents believe should it not be wasted (Ceballo, 2004). Scholars suggest that through these educational conversations, children learn to interpret their academic experiences, build academic motivation and persistence, and manage their engagement with academic content to further develop their academic selves and skills (Taylor, Clayton, Rowley, 2004). While these were important messages for academically gifted children to hear, parents did not provide specific strategies for studying, creating a path to college, or planning for a career. However, simply by stressing the value of education and expressing their aspirations, Latino parents support children to succeed. Latino parents discussed the importance of education in three ways: 1) communicating their expectations and values, 2) demanding responsibility and self-advocacy as a survival strategy, and 3) being proactively involved in their gifted child's educational endeavors.

Regardless of the parent's education level, Latino parents communicated their high academic expectations to "study hard" so their gifted child can "go to college". Latino parents not only had high expectations for academic achievement, but for behavior as well. Research confirms that Latino parents communicate their high educational expectations and instill their value for education to nurture their academically gifted child's true potential and exceptional talents (Rimm, 2008; Ceballo et al., 2014; López, 2001). It was apparent that Latino parents greatly value education and the promising future it uncovers. Consistent with previous research

on Latino parents, the findings support the great importance that they place on education even though they may convey this belief in ways that are different from White, middle-class families (Gonzales, 2010; Cabrera, Shannon, & Jolley-Mitchell, 2013; Tamis-LeMonda, Glick, Hanish, Yabiku, & Bradley, 2012).

Latino parents inculcate “*una buena educación*”, which is a “home-based training in morals and respect” (Auerbach, 2007, p. 263). It is considered to be the most important among the responsibilities for many Latino parents (Olivos, 2006) and is often intertwined with a child’s ability to develop academically (Valdes, 1996). For Latino parents, this notion of respect was essential to the upbringing of their children during their conversations about education. Olivos (2006) agrees that *educación* also translates into parents’ respect of educators and active involvement in the home rather than in school settings. Children are raised to respect all those who surround them and behave in an appropriate manner. The parents also show a strong value for family as well, which is a central cultural value that influences lifestyles and interpersonal relationships among Latino families (Suizzo et al., 2014; Suizzo et al., 2016; Calzada, Fernandez, & Cortes, 2010; Taylor et al., 2012). Scholars have claimed that positive relationships have been found between *familismo* and academic efforts (Esparza & Sánchez, 2008) and educational values (Aretakis, Ceballo, Suarez, & Camacho, 2015). Additionally, parents emphasized that siblings and extended family members play a large role and are greatly valued. López (2001) reports that in Latino families, extended family members are involved in the lives of their children in broader ways that do not conform to traditional, sanctioned ways. This emphasis on family indicates that it is best to study Latino parental involvement by giving significant attention to siblings and extended families; thus, it might be beneficial to study

Latino families in the context of a broader family unit. Furthermore, Yosso (2005) considers extended family and friends as social capital and integral to a child's success. Latino parents were motivated to interact with their children in specific ways to internalize these three values. Overall, even though these values fit with the idea that academic socialization reflects conversations about values, some of the specific values that are discussed by Latino parents may look different from other parents. Latino parents believed these values were the foundation to ultimately attain a respectable career in the future and help their community.

Latino parents were engaged in demanding their child take responsibility and be advocates for themselves and their education. Latino parents recognized their middle schoolers were no longer elementary students and realized their child was becoming more independent. Hill and Tyson (2009) suggest that as adolescents transition to middle school, they are cognitively advancing and in the process of achieving autonomy. This finding supports the idea that families need to allow for a certain degree of autonomy, choice, and independence. Research claims that for a GT child to achieve they must have the freedom to choose and make decisions followed with support and encouragement (Weber & Stanley, 2012). Latino parents also reported mandating their child "stand up" for themselves, due to the microaggressions their children endured at school. Microaggressions are considered to be subtle forms of racism that people of color experience in various settings, such as school, college, or work (Huynh, 2012). Students reported to their parents about being treated "less than" White students from the same class by teachers and students. For example, one parent shared their child being referred to by the teacher as "the bilingual kid" or being questioned by non-Latino students how a "kid like you" is taking advanced math. These types of comments make the children feel

unwelcome and unaccepted in the advanced classes. In response, Latino parents conversed with their adolescents by encouraging them to “stand up for themselves” as a strategy to cope with these stressful situations.

Finally, Latino parents were proactively involved in their child’s educational endeavors. By engaging in verbal conversations about education. However, this involvement was not done through traditionally sanctioned ways, such as participating in bake sales, fundraisers, and the parent-teacher organization. Research shows that Latino parents are involved in other, non-traditional, but effective ways in the home, such as communicating about grades (Mireles-Rios & Romo, 2010).

In this study, Latino parents were highly involved in their children’s education through strategies that differed substantially from typical parental involvement. This study captured a range of educational involvement practices including exploring high schools and exposing their child to a variety of careers. These types of conversations demonstrate Latino parents’ emphasis of the importance of education by their active involvement outside of the classroom. Furthermore, this active parental involvement shows that Latino parents strongly support their child’s educational goals, which indicates their belief that education is the ticket to fulfilling the American Dream through hard work and determination (Camacho & Fuligni, 2015). Adolescence is a time when young people begin to develop a sense of purpose, a clarification of long-term plans and values, and a growing sense of who they are and where they are heading (Margot & Rinn, 2016). Latino parents’ involvement and attitudes toward achieving a high school and college education seemed to be important because they ultimately hope to see their child become successful professionals.

Theme 2: *Consejos*

One documented parental practice in many Latino homes is the use of *consejos*. Despite its prevalence in Latino homes, less research exists on *consejos* in the context of education and as a form of home-based parental involvement in Latino families (Delgado-Gaitán, 1994; Alfaro et al., 2014; Ceballo et al., 2014; Espino, 2016; López, 2001, 2003; Hershberg, 2018; Auerbach, 2007; LeFevre & Shaw, 2017). Yet, there is limited research about *consejos* as a form of home-based parental involvement in Latino families (Delgado-Gaitán, 1994; Alfaro et al., 2014; López et al., 2001; Espino, 2016; Hershberg, 2018; Auerbach, 2007; LeFevre & Shaw, 2017). Delgado-Gaitán (1994) conducted an eight-year anthropological study of one Latino family. This early and important study revealed Latino parents transmit aspirational messages through *consejos*. This cultural model occurs outside the school-based parent involvement activities that are typically expected by schools, yet are aligned with the goals of teachers and schools. Furthermore, *consejos* can be considered as social, familial, aspirational, and linguistic capital (Yosso, 2005) that involves cultural knowledge, skills, and abilities that parents of color possess and passed on to their children. Research on the *consejos* given by Latino families has remained in the periphery of developmental and educational research. This study brings further attention to *consejos* as a cultural form of parent involvement of academically gifted middle school students.

The second research sub-question asked how academic conversations relate to the construct of *consejos*. Three categories related to the *consejos* theme, including better opportunities in the US than in Mexico, witnessing parent's adversities, and instilling a positive mindset to "do your best" or *echarle ganas* (see Figure 5.2).

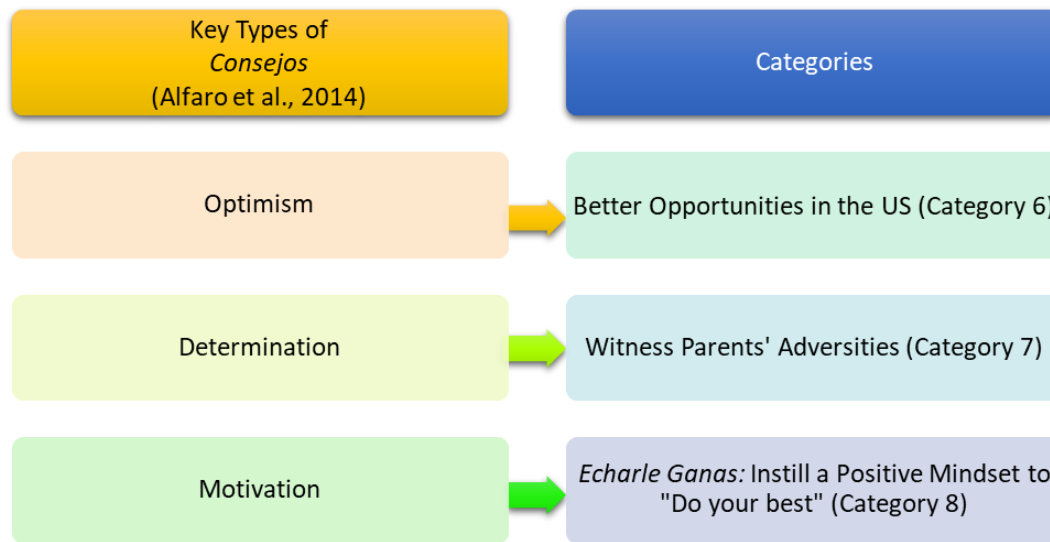


Figure 5.2. Categories Related to the *Consejos*.

Consejos have been classified into four components: optimism, determination, disposition, and motivation (Alfaro et al., 2014). As seen above in Figure 5.2, this study found that Latino parents mainly gave examples of three types of *consejo* in Alfaro and colleagues' model (2014). These findings show that Latino parents of academically gifted adolescents used *consejos* to teach about the importance of education during academic conversations. Importantly, the concept of *consejos* emerged during the first open-ended question about academic conversations. Latino parents were cognizant of this parental practice and used it to motivate their academically gifted adolescents to continue excelling in school and transmit the importance of education. Furthermore, *consejo*-giving occurred across educational backgrounds and generational status. I expected immigrant parents to utilize this cultural practice more often than US-born parents because this concept has mainly been studied with immigrant parents (Bernal, 2001; Delgado-Gaitán, 1994; López et al., 2001; Hershberg, 2018; Lefevre, 2012). However, finding that US-born parents similarly used *consejos* may indicate that this form of cultural practice transcends across generations. This is a concept that should

be studied among other Latino groups across all educational backgrounds and generational statuses to determine if it appears across the diverse groups that exist among the Latino population. As *consejos* have been mainly studied among immigrant Latinos, it would be interesting to find out whether Latino Americans who are second-generation and beyond utilize *consejos* as part of their conversations with their children; and if so, what is communicated.

Evidently, in this study, Latino parents passed on *consejos* to their children through life lessons and storytelling (Alfaro et al., 2014; Kiyama, 2010). They talked about family stories and narratives with their children in order to motivate them to achieve their goals in school and improve their lives (Delgado-Gaitán, 1994, Kiyama, 2010). Delgado-Gaitán (1994) acknowledges that Latino parents socialize their children and teach them values about the importance of education by utilizing their personal stories and experience as a life-lesson. Stories play a powerful role in Latino families because they establish a sense of worth and build resistance against the challenges faced outside of the home (Gándara, 1995). At times, the stories were manifested through parents' life experiences. As noted by López and colleagues (2001), Latino parents raising academically gifted children reflected on their own life experiences, hardships, and limited opportunities and encouraged their children to be successful, hoping to inculcate in their children higher educational aspirations.

Consejos were often given in order to inspire and encourage children to work hard and strive for success in school and beyond. These messages of working hard to attain academic excellence serve as an important motivational factor for their child. Latino parents told their children that they had to study hard, get good grades or go to college as found in several other studies (Ceja, 2004; Martinez, Cortez & Saenz, 2013; Holloway, Park, Jonas, Bempechat, & Li,

2014). Researchers claim that instilling an optimistic attitude influences children to be aware that education is important and a priority (Ceballo, et. al., 2014). López and colleagues (2001) described that instilling a strong work ethic was a form of Latino parental involvement that challenges the inflexibility of traditional forms of involvement commonly documented in the literature. Other studies of Latino parents reported that they give *consejos* to their children in order to keep them engaged and working hard in school (Auerbach, 2007; Delgado-Gaitán, 1994).

Parents talked to their children about their past and current struggles (e.g. difficult and low-paying manual labor jobs, leaving behind family and friends to immigrate), as a means to encourage children to take advantage of educational opportunities and obtain better lives for themselves. In this study, the majority of participants had lower educational background, as represented by a high school diploma or less. As a way to instill the importance of education, the majority of the Latino parents had to work low-paying and often physically exhausting jobs. They hoped their hardships would serve as a powerful example for their children of what life is like when one's education is limited. Their parents' lived experiences may provide salient evidence to children of why their parents encourage and value education. To make this connection even clearer, parents reported taking their children to work with them to further impress upon them the realities of their lives and to motivate them to work hard in school (Auerbach, 2007; López, 2001). These observations can uplift and motivate children, as well as serve as an added weight as children contend with the pressures of advancing their families and communities through education (Auerbach, 2007; Martinez et al., 2013). Researchers claim that Latino parents convey these messages to their children so they work hard and to do their best

in school to obtain better opportunities, which helps them understand the importance of education (Alfaro et al., 2014; Ceballo, et al., 2014; López, 2001; 2003). Parental *consejos* cannot solely resolve the challenges that Latino students face in advancing through the educational system, but the stories and *consejos* gathered from this study offer greater depth to understanding the wealth of support that parents provide that is often overlooked in the educational literature.

In general, these stories are often regarded as a source of motivation, optimism, and determination for children to persevere and achieve in school (Alfaro et. al., 2014; Ceballo et. al., 2014). *Consejos* are a significant cultural practice in Latino homes. This finding surrounding *consejos* opposes the tendency of the mainstream educational system to portray Latino parents and families as not valuing education. Instead, these findings honor the support embedded within the stories shared. In sum, this powerful utilization of storytelling, while simultaneously advising children to take advantage of educational opportunities, is an influential way to fight the systemic challenges surrounding the family.

Relationship between Parental Academic Socialization and *Consejos*

A central question for this study is to further explain the relationship between the concepts of *consejos* and parental academic socialization. To answer this research question, it is necessary to understand how each theoretical framework is unique and how they may overlap. On one hand, parental academic socialization messages are direct, straightforward, and goal-oriented messages. These academic discussions are intended to support their child during the middle school years by “communicating parental expectations for education and its value or utility, linking schoolwork to current events, fostering educational and occupational aspirations,

discussing learning strategies with children, and making preparations and plans for the future.” (Hill & Tyson, 2009, p. 742). Parents used parental academic socialization messages to support their child while discussing homework, discussing learning strategies, conveying values and expectations, importance of taking responsibility and advocating for themselves, and preparing for high school and college as they navigate the educational system. Additionally, academic socialization practices are effective because they are straightforward expectations that allow parents to convey their attitudes, beliefs, and values.

On the other hand, *consejos* is a Latino cultural practice that involves communicating at a deep level where emotional empathy and affection are present (Delgado-Gaitán, 1994) while conversing about the importance of education. In this study, Latino parents gave *consejos* through sharing personal stories and narratives to teach the value and importance of education. In their personal stories, they conveyed that there are better opportunities available in the US than in the parents’ home country, encouraged the child to study so they do not experience similar adversities experienced by parents, and motivated their child to *echarle ganas* and never give up. Although the literature continues to grow surrounding narratives and storytelling, they can serve as pedagogical tools to help better understand the experiences of people’s lives “through deliberative and mindful listening techniques” (Taylor, 2009, p. 10). According to Rodriguez (2010), storytelling is used to provide a venue for marginalized populations to voice their experiential knowledge and to make their lived experiences visible. This storytelling strategy is what makes *consejos* an effective tool in the Latino culture.

At the same time, as shown below in Figure 5.3., both models share concepts. That is, the parental academic socialization and *consejos* models both include educational expectations

and value for education. However, the manner in which Latino parents gave these messages was different.

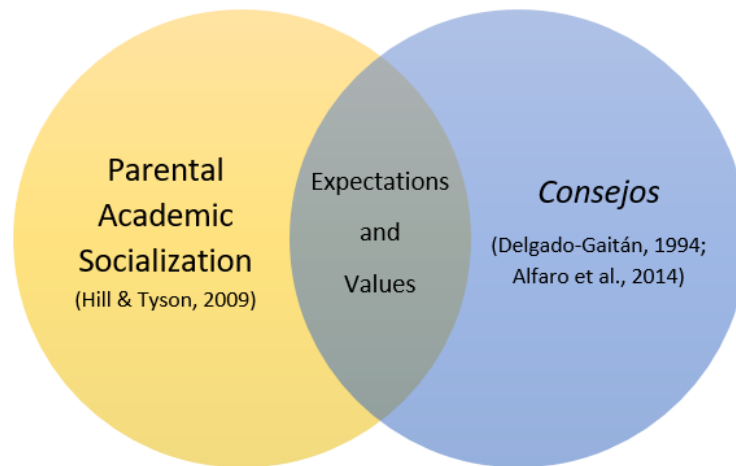


Figure 5.3. Two Concepts Overlap in Parental Academic Socialization and *Consejos*.

The first concept that is similar in both models is the concept of expectations. For example, central to the parental academic socialization model is the idea of parents communicating expectations for education (Hill & Tyson, 2009). In this study, Latino parents' main educational expectation was to study for college, but they shared this expectation as an academic goal for their child's future. In addition, their message was direct and non-negotiable. However, Latino parents did not explain what college their child should apply to or the admissions process of going to college. Instead, they simply stated that they expect their child to study hard so they could go to college.

Furthermore, the *consejos* model also claims that Latino parents hold high educational expectations. *Consejos* are a cultural dimension of communication within Latino families that is "sparked with emotional empathy and compassion as well as familial expectation and inspiration" (Delgado-Gaitán, 1994, p. 300). Parents conveyed this expectation using *consejos*, examples, and life lessons. Often times, Latino parents used *consejos* to explain why they

expect their gifted child to go to college. For example, parents instilled a positive mindset by consistently expecting their gifted child to “always do your best” and that they “must always work hard” by “*echándole ganas*”. Reminders of the difficult work their parent endures supported their expectations. For example, one parent reminded their child to “work with your brain and not your back” like their father. According to the parents in this study, their children tended to listen to their advice. The parents hope that these educational expectations will positively influence their adolescents who are performing at the top of their grade level and/or school. Levine and Sutherland (2013) argued that the most important predictors of student achievement in school are not the social or economic status of the family, but parents engaging at home and communicating their expectations.

The concept of values is also similar across both models. Central to the parental academic socialization model is the notion that parents communicate their value for education in order for their child to advance in intellectual development (Hill & Tyson, 2009). This study found that, from the academic socialization perspective, Latino parents primarily discussed the importance of education by relating it to achieving academic success. In addition, Latino parents included valuing family and their appreciation for giftedness, but when parents spoke about these values it was always aligned to achieving academic success. Parents exhibited that they value education for their children’s academic successes and educational plans (Omoregbe, 2010).

The *consejos* model also states that parents value education. This study found that when parents discussed values through *consejos*, they instilled values by sharing their stories of struggle, hardship, and sacrifice. They hoped to influence their children to value their education

and do well in school (Alfaro et al., 2014). The *consejos* model highlights that Latino parents socialize their children and teach them values about the importance of education (Alfaro et al., 2014).

Social-Emotional Challenges of Raising Academically Gifted Latino Students

Parenting academically gifted middle schoolers has its academic rewards as I mentioned earlier in this chapter. Latino parents reported feeling “proud” of their child’s high academic achievements, which are difficult to attain for many students. Research confirms that parents play an essential role in the lives of their gifted children (Humphries, Strickland, & Keenan, 2014). They are responsible for shaping and molding their gifted child’s physical, intellectual, emotional, and social well-being. They claim, “Parents provide support, structure, and models for how children approach the world and the development of their abilities” (Humphries, Strickland, & Keenan, 2014, p. 11). As demonstrated in this study, the academic conversations revealed the unique messages that Latino parents gave their gifted child that other children may not hear. For example, in this study, Latino parents wanted their child to appreciate their giftedness. Besides becoming a successful professional, parents desired their child use their intelligence to help others. Perhaps, Latino parents felt responsible because they believed their child’s gifted potential might make a difference in their future. Furthermore, Latino parents expressed to their gifted child to not waste their giftedness in physical labor, rather they should learn to embrace their intelligence. Parents claimed they recognized the incredible potential their gifted child possesses and know the possibilities of a having a successful future.

However, parenting gifted children also its social-emotional challenges compared to parenting other children who are not identified as GT. Interestingly, I did not expect

participants to discuss any social-emotional issues experienced by they were not asked about this concept or about giftedness, in general. Yet, during the open-ended question, parents brought up these valid concerns. The participants described characteristics that tend to exist in gifted individuals including asynchronous development (Neihart, et al., 2016), being highly competitive and perfectionists (Merriman, 2012), and the challenges of being an introvert (Daniels & Piechowski, 2009).

Participants worried about asynchronous development including psychomotor, intellectual, and emotional. GT children commonly allow their minds to obsess about a particular topic; feel uneasy about open-ended topics that dealt with deep issues; and experience intense emotions and reactions such as fear, anxiety, and overt shyness (Dabrowski, 1974; Tieso, 2007). Pfeiffer and Stocking (2000) validate that some gifted children experience high levels of overexcitability.

In addition, Latino parents expressed concern about their child being alienated and marginalized due to their social-emotional challenges. It seemed their concerns were because they felt their child would not socially interact with peers. Understandably, these overexcitability traits might cause peer social problems, such as bullying, lack of friends, and peer rejection (Lamont, 2012). Nugent (2000) suggested that gifted children can be excessively perfectionist, which may in turn affect their social interactions. However, Latino parents claimed they wanted their gifted child to socialize with other GT children, yet they were concerned about making sure their child fits in with the rest of their peers.

During the interviews, participants often wondered aloud what they could do to help their child. Reasonably, parents of academically gifted children desire methods for assisting

their gifted child with social emotional challenges (Rimm, 2006). These social emotional challenges may be heightened or more intense for gifted learners who experience the world differently. For example, GT students might have a heightened intelligence status that may be far above their emotional level, sometimes causing a student to understand a deep complex issue without having the social or emotional strategies to manage the emotions (Silverman, 2002). Researchers found that gifted learners were more likely to suffer from lack of sleep and fear from undistinguished causes than their average-ability peers (Harrison et al., 2011). Even more worrisome, adolescents who experience intellectual overexcitability sometimes found the broad scope of life hard to grasp; many students could only dwell on short-term problems, which could be cataclysmic and often sent the child into a spiral of irrational thinking, which could possibly lead to depression or even suicide (Cross, 2011). Future research should closely examine what strategies Latino parents use or need to support and guide their children through these difficult situations. Often times, these issues require a psychologist or therapist, which some parents may have difficulty to access due to language barriers and/or ability to afford such services. This is why school leaders and teachers must understand how to identify common characteristics and overexcitabilities in GT students.

Furthermore, Latino parents feared their child's advanced grades and hard work might decline if they socialized with "bad friends". Thus, parents advised their middle schoolers to select friends with similar academic and achievement orientations or befriend classmates who display "good" behaviors. It is possible that Latino parents unknowingly understand a phenomenon known as homophily, which may explain why they strongly emphasized the type of friends their children should associate with daily. Homophily is the tendency for people to

associate with peers who are similar to themselves (Kossinets & Watts 2009; Schwartz 2013).

This finding indicates that parents preferred their adolescents be friends with peers who achieve similar grades (Engberg & Wozniak, 2010) and avoid peers who would steer them away from focusing on their education. By and large, negative peer influence was a concern the majority of parents mentioned, yet it is more likely a common concern most parents have and it is not solely experienced by Latino parents nor parents of GT children.

The third concern is about parents feeling anguish for their child's physical safety inside and outside of school. Parents communicated how unsafe their neighborhoods were and worried each time their child left home to walk to a nearby park or go to school. They recognized the neighborhoods in which they resided were moderate to high levels of crime. Most of the parents in this study do not have a choice to live in ecologically advantageous neighborhoods for their children to feel safe. Parents that brought up these concerns genuinely expressed immense worry that something bad would happen to their child. This is likely neither unique to Latino parents nor parents of GT children. The majority of parents want to protect their children from being victims of violence, thus act on intervening by structuring their children's activities and helping them avoid risky situations. For example, several parents mentioned their need to be "strict" and prohibit their children from leaving home, visiting other homes, and going to the store or park without adult supervision. Some parents acknowledged they were concerned about gangs (Kossinets & Watts 2009; Schwartz 2013).

In regards to parental support, the first way Latino parents support their child is being involved in their child's schoolwork and projects. This finding deviates from studies that claim that marginalized parents are less likely to help their children academically and may have more

difficulty in assisting their child with academic success (Brandon, Higgins, Pierce, Tandy, & Sileo, 2010; Altschul, 2012). Henderson, Mapp, Johnson, and Davies (2007) recognized that parents' knowledge, talents, and experiences in life give them plenty of capacity for assisting their children with school skills. Even Latino parents with less than a high school education seem to maintain strong support for educational goals even though they claimed to feel unprepared to help with schoolwork.

Additionally, the second way Latino parents support their child involves paying for school materials, classes and equipment for their child's academic success. This finding may be related to Henfield and colleagues' observation that, "parents from lower socioeconomic backgrounds tend to work longer hours or more jobs and as a consequence place more value on providing for their family monetarily" (Henfield, Washington, & Byrd, 2014, p. 148). Parents that participated in this study were willing to sacrifice their own needs in order to meet the academic needs of their child. Latino parents value their children's education and endeavor to support them (Ceballo, et al., 2014), academically and financially.

Recommendations

Few studies in developmental area access the cultural knowledge and lived experiences of Latino parents raising academically gifted children. Learning from the experiences of the Latino parents that participated in this study will validate to other Latinos living similar experiences. Additionally, findings from this study could persuade school leaders and educators to realize the rich home-based academic conversations Latinos have with their gifted children. Lastly, this study might encourage other researchers to investigate more about Latino parental academic conversations and/or GT Latino students.

Recommendations for Latino Parents of Academically Gifted Middle Schoolers

Latino parents play an important role in the lives of their academically gifted children. As their children's first teachers, they are responsible for shaping and molding their children's physical, intellectual, emotional, social, and spiritual well-being. For Latino parents, academic conversations, *consejo*-giving, and storytelling are strategies to take a powerful position in nurturing the motivation, optimism, and determination of their academically gifted adolescents. Findings from this study may lead other Latino parents to realize that their academic conversations and *consejo*-giving messages support their academically gifted adolescents as they gain more independence. This is a way that Latino parents can stand by their gifted adolescents and serve their needs in opposition to negative messages that sometimes come from mainstream perspectives.

According to Hill and Tyson (2009) as children transition to middle and high school, they require more autonomy and parents need to adjust their involvement in response to this need. As young adolescents exit elementary school, they develop a greater need for independence. As a result, parental involvement shifts from school-based engagement towards at-home parent-child conversations regarding school (Hill & Tyson, 2009). Parental academic socialization messages are a way that parents support their children as they gain increased independence and responsibility for their education. Parents rely on academic socialization that emphasizes communication that takes place at home (Hill & Tyson, 2009). Research agrees that "family relationships and support contribute to the success" of academically gifted middle school students (Brooks, 2015, p. 833).

Recommendations for Middle Schools

This research study points to the importance of teachers being more empathetic and respecting rather than judging Latino parents who do not participate in school in traditional ways (De Luigi & Martelli, 2015; Quiocho & Daoud, 2008; Shoji, Haskins, Rangel, & Sorensen, 2014; Durand & Perez, 2013). It points to why schools should structure parental engagement events differently in order to recognize other forms of involvement such as home-based parental involvement. The verbal or written communication between the educator or school administration and the home could include phrases such as “Thank you for giving *consejos* to your child because your *consejos* empower them to have high educational aspirations.” Teachers could also create opportunities to hear immigrant parents’ voices that reaffirm the way they are involved in their middle schooler’s lives. Moreover, teacher education programs should incorporate studies like this one that are based on Latino parent voices and help preservice teachers understand that all forms of parental involvement, school-based and home-based, should be valued.

Latino parents that participated in this study demonstrated they have high educational aspirations for their children to study and go to college. They value education, family, and their child’s giftedness. They are involved at home through academic discussions about education with their academically gifted children. In the quest for social justice in educational psychology, teachers should look at the unique forms of home-based parent involvement of Latino parents, make connections with their students and families, and let them know that they are listened to and valued. This is a principle of culturally responsive instruction and one that asks effective

teachers to embrace and empower their academically gifted students and their families intellectually, socially, and emotionally.

Thus, it is imperative that a connection be forged between schools and families. Delgado-Gaitán (1994) proposed a model in which schools and families work together for the benefit of the students by sharing power and influence. This could be achieved by making accommodations for each other instead of allowing the school to dictate the needs and expectations of Latino families (Auerbach, 2007). Often, schools expect parents to be involved by participating in formal school activities thereby alienating minority parents. Instead, schools could build opportunities that utilize their cultural values to build trusting relationships, which would allow schools and families to work together in support of students (López et al., 2001).

Finally, school leaders and teachers should be trained to identify and understand the common characteristics of Dabrowski's five overexcitability intensities commonly experienced by GT students. Afterward, every school's Behavioral Intervention Team (BIT) should identify their GT students that exhibit these characteristics and intensities to make a plan to address these issues as a school team. However, research claims GT children are generally not in team discussions, and thus not provided with a BIT plan (Zeidner, 2017). It is my hope that this study brings attention to concerns brought up by Latino parents regarding their middle school adolescent and that school leaders and teachers take these concerns seriously.

Recommendations for Future Research

Given the limited research in the literature on parental academic socialization and *consejos* in Latino families, further research would help validate the findings. First, because the school is expected to inform parents of effective strategies within the home (Epstein, 2018),

more studies are needed that focus on academic socialization and *consejos* as acceptable forms of parent involvement for increasing academic achievement among Latino families.

Secondly, I recognized the power of phenomenology to reveal the lived experiences of Latino parents' personal conversations about education with their adolescents. However, a different methodology other than phenomenology may deliver different or additional data. This research also challenges other Latino scholars to use other culturally sensitive methods to study Latino families. A longitudinal study should also be considered to expand the knowledge base of whether Latino parents sustain academic socialization and *consejo*-giving behaviors throughout high school.

Third, researchers should consider investigating how Latino children perceive the educational messages and *consejos* of their parents. Researchers agree that students need the support of their parents at all levels of their educational process (Midraj & Midraj, 2011; Rosenberg, 2012). Hence, the identification of the most effective involvement practices should include the perspective of the students.

Fourth, an interesting finding in this study showed that *consejo*-giving was as prevalent for US-born parents as well as immigrant parents. This was not expected since the majority of research on *consejos* has been mainly conducted with immigrant parents (Delgado-Gaitán, 1994; Alfaro et al., 2014; Ceballo et al., 2014; Espino, 2016; López, 2001, 2003; Hershberg, 2018; Auerbach, 2007; LeFevre & Shaw, 2017). This finding was surprising because I thought acculturation might diminish this cultural practice because Latino Americans tend to adopt more mainstream and individualist values than cultural practices from collectivist societies, such as Latin America (Sawitri et al., 2015). Future research on *consejos* should be studied

among Latino Americans also. This would help expand our understanding on how US-born Latinos use *consejos* in parent-child academic discourse.

The main finding about parents' concerns emphasized the social emotional complexities experienced by their academically gifted Latino students. Relatively less was conveyed by parents about the experience of raising a GT child. This may be due to the lack of specific questions about raising gifted learners. Therefore, a sixth recommendation for future research on gifted Latino students would be to study in depth regarding the experience of raising a GT child. Research could expand on ways Latino parents help their children cope with these social emotional complexities.

Lastly, this study's findings provided rich ideas for future research, particularly in regards to the parental academic socialization and *consejos* models. The current study contributes findings that could inform measures for studying parental academic involvement during the middle school years. It is essential for future researchers to develop instruments that focus on parental academic socialization and *consejos* among Latino families. It may be important to develop measures that are valid for Latino adolescents during this unique developmental period.

Limitations

Although this study has helped to extend existing research on the use of academic socialization and *consejos* as educationally supportive practices and forms of verbal home involvement, there are some important limitations to consider when interpreting the results. As with any qualitative research, these limitations need to be acknowledged and addressed (Creswell, 2013). To be specific, limitations include conditions that restrict or weaken the

generalizability of the study because they cannot be controlled as part of the study design (Creswell, 2017).

Due to the design of this research study, several limitations that may have affected the research results. One of the limitations of this study was that parents may have provided false information in order to appear involved. During the data collection, parents' perspective can result in biases in the data. For example, parents may perceive themselves to be more involved than they really are. This may have skewed the results and affected the overall results and implications of this study. The second limitation was that the sampling was not random, and the sample size included sixteen Latino parents in an urban setting. Furthermore, this study did not account for the experiences of educators. Additionally, the sample primarily included Mexican-origin parents and one Puerto Rican descent parent and, therefore, it may not be representative of other non-Mexican Latino families. The schools selected were located in a Midwestern urban area, which limited the results to one geographic region. Moreover, parental academic socialization might not be the same as that of Latino parents whose children attend suburban school districts or those whose children attend private schools. Due to these factors, the results of this study may not be generalizable to all Latino parents. The third limitation only investigated the parents' lived experiences, therefore interviewing the middle schoolers would likely provide more information as to how they internalize the academic conversations and *consejos* given by their parents.

Implications and Contributions to the Literature

Historically, sharing family stories and *consejos* were not seen as pedagogical tools to understand the parent-child educational conversations that support adolescents' academic

trajectories in the American educational system. Although the literature in this area continues to grow, *consejo*-giving narratives and storytelling can serve as pedagogical tools to help understand how *consejos* can “illuminate the ways in which they negotiate within and through traditional and emancipatory spaces” (Espino, 2016, p. 185). My goal was to use the *consejos* model to analyze and challenge the stories of those in power and those whose stories are a natural part of the dominant discourse by documenting the lived experiences of those whose perspectives are not often recognized, especially those on the margins of society (Delgado-Gaitán, 1994; Hershberg, 2018; Espino, 2016; López, 2001, 2006; Alfaro et al., 2014; Auerbach, 2006, 2007).

This study includes two specific implications for educators, administrators, and researchers whose interest lie in studying and promoting parent involvement among gifted middle school parents, particularly of Latino families. First, parental academic socialization suggests that parents engage in academic discussions to support their child during the middle school years by “communicating parental expectations for education and its value or utility, linking schoolwork to current events, fostering educational and occupational aspirations, discussing learning strategies with children, and making preparations and plans for the future.” (Hill & Tyson, 2009, p. 742). A critique about the parental academic socialization model is that it falls short to provide the personal and emotional intensity that the *consejos* model is able to capture. According to Delgado-Gaitán (1994), Latino parents not only give *consejos* to advise their children about the importance of education but also to convey emotion and affection, which every parent in this study discussed. Therefore, as shown in Figure 5.4., I conclude that parental academic socialization and *consejos* should be utilized to study Latino parental

academic conversations. Enhancing the parental academic socialization model will allow researchers to fully understand Latino parental involvement through a culturally sensitive perspective.

Secondly, the study highlights the need for educators, administrators, and school boards to appreciate the informal ways in which Latino parents are involved in their child's middle school education. The participants of this study provided evidence that parental academic socialization and *consejo*-giving activities are being practiced in homes. Therefore, educators and administrators need to applaud parents' academic conversations as a way to support their child's education. We need to validate their efforts especially since *consejos* play a powerful role in Latino families because they establish a sense of self-worth and build resistance against the challenges faced outside the home (Espino, 2016). Latino parents need to understand the importance and impact of their efforts. For schools struggling to improve parental involvement, it may be worth developing more sustained programs for Latino parents with children receiving gifted programming at the middle school level to enhance parents' self-efficacy and beliefs about their role in supporting their child's advanced academic learning. Therefore, it falls on the shoulders of administrators and school boards to share with the parents about how they can remain actively involved in their children's schooling during the middle and eventually the high school years. These results could form the basis for further research regarding parental academic socialization and giving *consejos* as effective models of Latino parental involvement in middle school.

Two important contributions of this study to theory are the following. First, it expands our understanding of *consejos* used by Latino parents to convey the importance of education

through the developmental and educational perspectives. Second, it increases our understanding of how Latino parents utilize parental academic socialization messages combined with *consejo*-giving narratives to support their child's academic trajectories.

First, this study augments a wider and deeper understanding of the power of *consejos* as a parent involvement strategy used by Latino parents regardless of educational background and generational status in the US. While readers of earlier qualitative research on *consejos* might have assumed that this cultural model of advice-giving was common within the Latino population, its actual prevalence is unclear. An early study about the power of *consejos* was published twenty-six years ago by Delgado-Gaitán (1996). Unfortunately, this concept has not infiltrated the center of the developmental and educational research literature. It has existed mainly in the periphery of parent involvement research as a practice that has primarily been reported through ethnographic case studies. The accomplishment of this qualitative study is that it brings the concept of *consejos* to the forefront of developmental and educational research. While this study is significant to researchers' consideration of parent involvement in Latino families, it is also important for teachers and administrators to understand that Latino parents—while they may speak to teachers, attend conferences or visit the school fewer times than parents from other groups—are far from uninvolved. The results from this study provide additional evidence to a growing body of literature that shows that beyond caring very deeply about their children's education, Latino parents use a wide variety of available strategies, including giving *consejos*, in order to support their children's education.

Next, a second major contribution of the current study is the increased understanding of how parental academic socialization messages and *consejos* are conveyed by Latino parents to

encourage and support their academically gifted students. The educational messages Latino parents shared with their children were to motivate them to continue achieving academic excellence and ultimately shape their educational aspirations for the future. Despite the fact that all Latino parents in this study conveyed being highly involved in their children's educational life, their involvement does not fit the traditional model of home-based parental involvement. Nevertheless, they were unquestionably involved at home through parent-adolescent academic discourse. Results from this study show Latino parent use parental academic socialization strategies to discuss their educational expectations, values, aspirations, and prepare for their future. Similarly, the results indicate Latino parents use *consejos* to share their stories of struggle and sacrifice to motivate their child to understand the importance of education. In addition, this study revealed the concerns Latino parents have regarding their children and the ways they support them at home. Even though there is a growing body of research that documents Latino parenting from strength-based approaches, there appears to be limited research, to my knowledge, regarding Latino parents' use of academic socialization and *consejos* to encourage, support, and nurture academically gifted middle school students. Thus, this research makes an important contribution by shedding light on the benefits of parental *consejos* and academic conversations with academically gifted Latino middle schoolers.

In sum, this current study challenges preconceived notions of parental involvement and deficit views of Latino parents. I hope that educators, administrators, and school boards begin a serious examination of the assumptions underlying traditional notions of parent involvement. The one-size-fits-all approach to parent involvement is no longer accurate, especially if schools

want to build authentic and meaningful relationships with Latino families. Schools need to create more inclusive family involvement programs. But to do so, schools need to learn about and embrace culturally relevant practices of involvement while accepting the richness of Latino families and the influence of language and cultural narratives as vital forms of socialization. Research studies have pointed out the importance of designing outreach programs that embrace a family through a strength-based approach (Auerbach, 2007; Epstein et al., 2019). This study highlights the funds of knowledge that Latino families already possess and use to provide guidance and support through the education process. Programs that understand the alternative forms of involvement within households will be more successful in serving the Latino community. By exploring the practice of academic socialization and *consejos*, I hope this study will offer educators and administrators a deeper understanding of home-based parent involvement in Latino families while initiating a conversation about the value and potential of using their academic conversations to influence their child's educational outcomes.

Conclusion

This study evolved from the researcher's experience as a gifted and talented teacher coach and as a Latina parent of an academically gifted and musically talented daughter. It was apparent from personal experience and the literature that home-based parent participation in children's education is a vital ingredient to student outcomes. However, while parents tend to be involved at the primary levels, the literature suggested that parent involvement typically declined as students transition to middle school, resulting in less visible involvement (Hill & Tyson, 2009; Wehrspann, Dotterer, & Lowe, 2016; Bhargava & Witherspoon, 2015). Often times, Latino parents have been misunderstood as being uninvolved in their child's education

(De Luigi & Martelli, 2015; Shoji, Haskins, Rangel, & Sorensen, 2014; Durand & Perez, 2013).

Teachers and administrators often associate parents' low skill jobs, low education, and immigrant background as barriers to their children's educational access (De Luigi & Martelli, 2015). Researchers have claimed that less educated immigrant parents lack the skills required to help their children with homework or make sure their work is done correctly (De Luigi & Martelli, 2015).

For the reasons stated in the literature, I was interested in understanding how Latino parents, regardless of their educational background and generational status in the US, were verbally involved in their child's middle school education at home through a strength-based approach. During the data collection process, parents' verbal messages, *consejos*, hopes, dreams, and worries resonated with me at a personal and professional level. Throughout my entire academic journey, I witnessed firsthand my parents' involvement in my education despite not being visible in school activities because they worked day and night. The level of their involvement took on many different forms beyond the traditional home-school involvement, such as their verbal form of involvement, particularly during my middle and high school years. They made it a priority that I understood the importance of getting a good education. They taught me life skills and instilled in me a strong work ethic, communicated their expectations, and gave me daily *consejos*. After learning about the parental academic socialization and *consejos* models, I instantaneously realized that my parents' conversations are forms of parental involvement under the parental academic socialization and *consejos* models. Alfaro and colleagues (2014) pointed out that Latino parents instill in their children a love of learning that is translated into achievement that is put to good use. As a teacher of

academically gifted students, I understood the integral role and immense influence parents had on the success of their child's education. These reasons and experiences motivated me to explore this phenomenon.

Finally, the purpose of this study was to gain a deeper understanding of the academic conversations that Latino parents transmit to their academically gifted middle school youth. The findings enrich our understanding of how Latino parents use academic socialization and *consejos* during their conversations with their academically gifted middle schoolers, which is a population that has not been studied using these theoretical frameworks, to my knowledge. In closing, this study suggests that academic socialization combined with *consejos* are forms of home-based parent involvement among Latino families that deserve to be acknowledged and valued by educators, administrators, and the research community. Ultimately, I hope that this dissertation will inspire Latino parents to continue having academic conversations with their gifted child, convince educators to recognize the powerful conversations Latino parents have with their gifted child, and motivate researchers to study more about Latino parental involvement and giftedness.

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APPENDIX A: English Recruitment Flyer

Research participants needed for a qualitative research study!



Contact Martha Lopez, Student Principal Investigator, for more information:

Cell Phone: (414) 403-7532
Work phone: (414) 475-8401
Email: lopezma@uwm.edu

WHO?

Latino parents of gifted and talented students in grades 6th-8th.

WHAT?

Participate in a voluntary one-45 minute interview.

WHY?

To understand how Latino parents talk about the importance of an education. This study is intended to be a part of a PhD dissertation that will be published.

APPENDIX B: Spanish Recruitment Flyer

Se necesitan participantes para un estudio cualitativo!



Para más información, comuníquese con **Martha López, estudiante encargada del estudio:**

Celular: (414) 403-7532

Trabajo: (414) 475-8401

Correo electrónico: lopezma@uwm.edu

¿QUIENES?

Padres de estudiantes Latinos académicamente avanzados de 6° a 8° grado.

¿QUE?

Participar en una entrevista voluntaria de 45 minutos.

¿POR QUE?

Para entender cómo los padres Latinos les comunican a sus hijos/as la importancia de la educación. Este estudio es parte de una disertación de doctorado que será publicado.

APPENDIX C: English Informed Consent Form

Study title	Parental Academic Socialization of Latinos Raising Academically Gifted Middle School Students
Researcher[s]	Dr. Susie Lamborn (Principal Investigator) and Martha López (Student Principal Investigator), PhD student in the Cognitive and Developmental Science Program, Educational Psychology Department, University of Wisconsin-Milwaukee

Interview Consent Form:

My name is Martha López (Student Principal Investigator) and I am inviting you to participate in a research study that I plan to publish as my dissertation. Participation is completely voluntary. If you agree to participate now, you can always change your mind later. There are no negative consequences if you decided to withdraw from the study.

What is the purpose of this study?

The purpose of this study is to research the ways Latino parents convey their academic values, expectations, and educational advice to their middle school children that are academically gifted.

Interviews: During the interview, you will be responding to a series of questions, sharing your experience of having conversations with your middle school child about education. I'll ask you follow-up questions based on your responses.

- You will be audio-recorded during this session.
- The interview will last about 45 minutes.

Risks

Possible risks	How we're minimizing these risks
We do not anticipate any risks to you participating other than those encountered in daily life. We will not ask you for sensitive personal information, but it is possible you	<ul style="list-style-type: none"> ● You may can skip any questions you do not want to answer. ● The purpose of this one interview is not to evaluate your parenting practices or abilities, but rather to attain information about the academic conversations you have with your advanced middle school child. ● No risk greater than those experienced in ordinary conversation are anticipated.

<p>may be hesitant to some ideas.</p>	
<p>Breach of confidentiality (your data being seen by someone who shouldn't have access to it)</p>	<ul style="list-style-type: none"> ● All data will be de-identified. ● I'll remove all proper names and identifiers that could identify research participants, the people you might talk about during the interview, and school sites. I will use pseudonyms and delete or alter any identifying information. [This will take place during the transcribing process, the coding process, data analysis, reporting of findings]. ● I'll store all electronic data on a password-protected, computer. ● I'll store all paper data such as transcripts from interviews and audio recordings in a locked filing cabinet in a locked office. ● I'll keep your identifying information separate from your research data. I will destroy this link after we finish collecting and analyzing the data.

There may be risks we do not know about yet. Throughout the study, we will tell you if we learn anything that might affect your decision to participate.

Other Study Information

<p>Possible benefits</p>	<ul style="list-style-type: none"> ● Research participants will not receive any direct benefit. However, your participation may benefit you, teachers, and principals to develop practical strategies for collaborating with Latino parents to help support the advanced learner at home. ● Findings from this research will contribute to the advancement of this theory. It'll help us also better understand the impact of Latino parents' discussions with their academically advanced middle school students about education.
<p>Estimated number of participants</p>	<p>16 Latino parents with a gifted child</p>
<p>How long will it take?</p>	<p>Each participant is will spend about 45 minutes as part of the individual interview.</p>
<p>Costs</p>	<p>None</p>

Compensation	None
Future research	Only de-identified (all identifying information removed) data with the use of pseudonyms may be used as part of a dissertation and possible subsequent academic conference presentations or publications. It's possible that I may share data with other researchers.
Recordings	I'll record you as part of the interview process. The recordings will be used only for the purpose of facilitating the transcribing process. All recording will be erased right after.

Confidentiality and Data Security

I'll collect the following identifying information for the research: *your name, email address, and phone number*. This information is necessary to communicate between the researcher and the research participants.

Where will data be stored?	A hard copy of the consent form is the only document with your identifying information such as your name on it and will be secured in a locked filing cabinet in a locked office. Transcript data will be stored on a personal computer under password-protected access. Pseudonyms will be used and Identifying information will be minimal.
How long will it be kept?	The duration of the study will be about (data collection and analysis) 6 months. Secured transcripts may be kept for one year.

Who can see my data?	Why?	Type of data
Student Principal Investigator	The researcher will use the recordings to transcribe the interview to analyze data.	<ul style="list-style-type: none"> ● Audio recordings from interviews. ● Transcripts from interviews and personal notes. ● Coded Data. Therefore, none of the participants' names or any other personal information will be used in this study.

The IRB (Institutional Review Board) at UWM The Office for Human Research Protections (OHRP) or other federal agencies	To ensure we're following laws and ethical guidelines	<ul style="list-style-type: none"> • Audio recordings from interviews. • Transcripts from interviews and personal notes. • Coded Data. Therefore, none of the participants' names or any other personal information will be used in this study.
Anyone (public) N/A	N/A	N/A

Contact information:

For questions about the research	Martha López (Student Principal Investigator)	Phone number: 414-403-7532 Lopezma@uwm.edu
For questions about your rights as a research participant	IRB (Institutional Review Board; provides ethics oversight)	414-229-3173 / irbinfo@uwm.edu
For complaints or problems	Martha López (Student Principal Investigator)	Phone number: 414-403-7532 Lopezma@uwm.edu
	Dr. Susie Lamborn (Principal Investigator)	Fax number: 414-229-3912 slamborn@uwm.edu
	IRB	414-229-3173 / irbinfo@uwm.edu

Signatures

If you have had all your questions answered and would like to participate in this study, sign on the lines below. Remember, your participation is completely voluntary, and you're free to withdraw from the study at any time.

Name of Participant (print)

Signature of Participant

Date

I am willing to have this interview recorded on audio tape:

Signed: _____

Date: _____

Statement of Person Obtaining Informed Consent

I have explained the study information to research participants and gave them the opportunity to ask questions.

Name of Researcher obtaining consent (print)

Signature of Researcher obtaining consent

Date

APPENDIX D: Spanish Informed Consent Form

Título de la Investigación	Socialización Académica de Padres Latinos que Crían Estudiantes de Escuela Intermedia Dotados Académicamente
Investigador[as]	Dra. Susie Lamborn (Investigadora Principal) y Martha López (Estudiante Investigadora Principal), doctorado en el Programa de Ciencias Cognitivas y del Desarrollo, Departamento de Psicología Educativa, Universidad de Wisconsin-Milwaukee

Formulario de consentimiento de entrevista:

Mi nombre es Martha López (Estudiante Investigadora Principal) y los invito a participar en un estudio de investigación. Este estudio será publicado como parte de mi disertación. Su participación es completamente voluntaria. Si acepta participar, usted podrá cambiar de opinión más adelante. No hay consecuencias negativas si decide retirarse del estudio.

Cual es el propósito de este estudio?

El propósito de este estudio es investigar las formas en que los padres Latinos transmiten sus valores académicos, expectativas y consejos educativos a sus hijo/as los cuales están académicamente avanzados.

Entrevistas: Durante la entrevista, usted responderá a una serie de preguntas, compartiendo sus experiencias de sus conversaciones con sus hijos/as acerca de la escuela intermedia sobre la educación. Yo Le haré preguntas de seguimiento basadas en sus respuestas.

- Nuestra entrevista será grabada.
- La entrevista durará unos 45 minutos.

Riesgos

Posibles Riesgos	Cómo estamos minimizando estos riesgos
No anticipamos ningún riesgo con su participación excepto los riesgos que son de la vida cotidiana. No le pediremos información personal, pero es posible que tenga usted no quiera responder a algunas preguntas.	<ul style="list-style-type: none"> ● Puede omitir cualquier pregunta que no desee responder. ● El propósito de esta entrevista no es evaluar sus prácticas o habilidades de crianza, sino obtener información sobre las conversaciones académicas que tiene con su hijo/a. ● No se anticipan riesgos mayores a los experimentados en una conversación ordinaria

<p>Incumplimiento de la confidencialidad (una persona que no debería tener acceso a ella puede ver sus datos)</p>	<ul style="list-style-type: none"> ● Todos los datos no tendrán indicadores que pueda ser identificada con el participante. ● Eliminaré todos los nombres e indicadores adecuados que puedan identificar a los participantes de la investigación, o de las personas que podría mencionar durante la entrevista y nombres de escuelas. Usaré seudónimos y eliminaré o alteraré cualquier información de identificación. [Esto tendrá lugar durante el proceso de transcripción, el proceso de codificación, el análisis de datos y el informe de los resultados]. ● Guardaré todos los datos electrónicos en una computadora protegida con contraseña. ● Guardaré todos los datos en papel, como transcripciones de entrevistas y grabaciones de audio, en un archivador con seguro en una oficina cerrada. ● Mantendré su información de identificación separada de sus datos de investigación. Todo el material recolectado durante este proyecto será destruido al final de la investigación,
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Puede haber riesgos que aún no conocemos. Por lo tanto, a lo largo del estudio, le diremos si descubrimos algo que pueda afectar su decisión de participar.

Otra información sobre el estudio

<p>Posibles beneficios</p>	<ul style="list-style-type: none"> ● Los participantes de la investigación no recibirán ningún beneficio directo. Sin embargo, su participación puede beneficiarlo/a usted, a maestros y directores para desarrollar estrategias que lleven a la colaboración con padres Latinos para ayudar a apoyar a alumnos académicamente avanzados. ● Los resultados de esta investigación contribuirán al avance teórico. También nos ayudará a comprender mejor el impacto de las conversaciones de los padres Latinos con los estudiantes de escuela intermedia que son están avanzados académicamente.
<p>Numero estimado de participantes</p>	<p>16 padres Latinos (8 inmigrantes and 8 nacidos en los Estados Unidos)</p>
<p>¿Cuánto tiempo tardará?</p>	<p>Cada participante participará aproximadamente 45 minutos en una entrevista individual.</p>
<p>Costos</p>	<p>Ninguno</p>
<p>Compensacion</p>	<p>Ninguno</p>

Investigación futura	Solo se eliminarán o alterarán los datos unavez se hayan removido sus identificadores (toda la información de identificación eliminada) con el uso de seudónimos y podrán usarse como parte de una disertación y posibles presentaciones o publicaciones de conferencias de índole académico. Es posible que en el proceso de esta investigación se comparta algunos datos con otros investigadores.
Grabaciones	Como parte del proceso de la entrevista se hará una grabación. Las grabaciones se utilizarán únicamente con el fin de facilitar el proceso de transcripción. Todas las grabaciones se borrarán después de que se haya terminado el proceso de transcripción.

Confidencialidad y seguridad de datos

Recopilaré la siguiente información de identificación para la investigación: *su nombre, dirección de correo electrónico y número de teléfono*. Esta información es necesaria para comunicarse con ustedes.

¿Dónde se guardarán los datos?	Una copia del formulario de consentimiento es el único documento con su información de identificación, como su nombre, y se guardarán en un archivador cerrado en una oficina cerrada. Los datos de la transcripción se almacenarán en una computadora personal con acceso protegido por contraseña. Se utilizarán seudónimos y la información de identificación será mínima.
¿Cuánto tiempo se guardará su información?	El estudio durará aproximadamente (recopilación y análisis de datos) 6 meses. Las transcripciones pueden conservarse durante un año.

¿Quién puede ver mis datos?	¿Por qué?	Tipo de datos
Estudiante Principal Investigadora	La investigadora utilizará las grabaciones para transcribir la entrevista para analizar los datos.	<ul style="list-style-type: none"> ● Grabaciones de audio de entrevistas. ● Transcripciones de entrevistas y notas personales. ● Datos codificados. Por lo tanto, ninguno de los nombres de los participantes o ninguna otra información personal se utilizará en este estudio.
El IRB (Junta de Revisión Institucional) en UWM La Oficina de Protección de la Investigación Humana (OHRP) u otras agencias federales	Para garantizar que seguimos las leyes y pautas leyes éticas de un proyecto de investigación.	<ul style="list-style-type: none"> ● Grabaciones de audio de entrevistas. ● Transcripciones de entrevistas y notas personales. ● Datos codificados. Por lo tanto, ninguno de los nombres de los participantes o ninguna

		otra información personal se utilizará en este estudio.
Cualquiera (público) N/A	N/A	N/A

Información del Contacto:

Para preguntas sobre la investigación.	Martha López (Estudiante Principal Investigadora)	Número de Teléfono: 414-403-7532 Lópezma@uwm.edu
Para preguntas sobre sus derechos como participante de investigación	IRB (Junta de Revisión Institucional; proporciona supervisión ética)	414-229-3173 / irbinfo@uwm.edu
Para quejas o problemas	Martha López (Estudiante Principal Investigadora)	Número de Teléfono: 414-403-7532 Lópezma@uwm.edu
	Dr. Susie Lamborn (Principal Investigadora)	Número de Fax: 414-229-3912 slamborn@uwm.edu
	IRB	414-229-3173 / irbinfo@uwm.edu

Firmas

Si ha respondido a todas sus preguntas y desea participar en este estudio, firme en las líneas a continuación. Recuerde que su participación es completamente voluntaria y puede retirarse del estudio cuando usted lo desee.

Nombre del Participante (letra de molde)

Firma del Participante

Fecha

Estoy dispuesto/a ser grabado/a para ésta entrevista:

Firma: _____

Fecha: _____

Declaración de la persona que obtiene el consentimiento informado

Les expliqué la información del estudio a los participantes de la investigación y les di la oportunidad de hacer preguntas.

Nombre de la investigadora que obtiene el consentimiento (letra de molde)

Nombre de la investigadora que obtiene el consentimiento

Fecha

APPENDIX E: English Interview Protocol

Thanks again for helping us with this study. During this interview, I will be asking you to share your personal experiences and conversations you have with your middle school child about their education. *There are no right or wrong answers*, I just want to learn about what you discuss with your child about academics. You don't have to answer any questions you do not wish to answer.

For this research, you will be asked to participate in a one-45 minute interview. During this time, we have several questions that we would like to cover. As part of the interview process, we ask you not to share any information that could lead to direct identification of your child's identity. If that happens, don't worry, I'll make sure to change it on the written transcript. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

I want to remind you of your rights as a participant and I'd also like to start recording so that we have a record of consent. Before I start recording, I want to let you know that I am recording this interview because I want to be able to pay full attention to you. No one outside the research team will have access to the recording and the recording will be destroyed once we transcribe the interview and remove all identifying information. Is it okay to begin recording now? (start recording)

The information you share with me is confidential. All identifying information will be removed from the interview and the only information shared outside the research team are general findings. We will not share any data that might connect you with your response. The only time I would need to break confidentiality is if I hear something that makes me think you are in danger of hurting yourself or someone else. I will also have to share information if I hear anything that makes me think you are in a situation where someone is harming you because I am a mandated reporter for the state of Wisconsin. You have the right to withdraw from the study at any time. Is it okay for us to continue with the interview? (Yes/No—if no, discontinue)

To additionally protect you, we would like you to choose a fake name for yourself. Do you have one you would like to use? _____

In the transcript, I will use pronouns to refer to your child's gender instead of their real name. What is your child's gender? Male or Female

Do you have any questions before I begin?

[The researcher allows time for the participant to read and sign the form. The researcher will also sign it.] Thank you.

To start, I'd like you to answer some questions to help me understand your background better:

INTERVIEWEE BACKGROUND AND BUILDING RAPPOR

- 1. What country were you born?**
- 2. What is your highest level of education?**
- 3. Can you share with me your documents that show your child's advanced academic abilities and talk about what these documents mean to you?**
 - *Probes:*
 - a. *What is most challenging about raising your child?*
 - b. *What is most rewarding about raising your child?*

PARENT'S COMMUNICATION ABOUT EDUCATION

As you know, this study is about parenting gifted children. The next several questions will be about the conversations you have with your child.

- 4. With as much detail as possible, please share with me a recent conversation you had with your child about their education.** (Follow up to clarify that conversation involves a discussion/talk between two people).

(If participant mentioned the following topics of expectations or value, prompt with these probes to help participants expand on their response.)

- *Probes:*
 - a. *What do you say to communicate your educational expectations? (Follow up to clarify that expectation are a belief that someone will or should achieve something.)*
 - b. *What do you say to communicate that you value education? (Follow up to clarify that value means something is important.)*

- 5. What are your hopes and dreams for your child's future?**

(If participant mentioned the topic of aspirations, prompt with this probe to help participants expand on their response.)

- *Probe:*
 - a. *What do you say to communicate your educational aspirations? (Follow up to clarify that aspirations are a hope of achieving something.)*

- 6. In what ways do you prepare and plan for your child's educational future?**
- 7. Can you explain your role in helping your child be more independent in regard to their education?**
- 8. What are some examples of *consejos* that you share with your child about their education?**

- *Probe:*
 - a. *Can you tell me more about why you give your child these *consejos*.*

Is there anything else you would like to add?

Post Interview Comments and/or Observations: _____

APPENDIX F: Spanish Interview Protocol

Gracias nuevamente por ayudarnos con este estudio. Durante esta entrevista, le pediré que comparta sus experiencias personales y conversaciones que ha tenido con su hijo/a de secundaria sobre su educación. *No hay respuestas correctas o incorrectas, solo quiero aprender sobre lo que discute con su hijo/a sobre la educación académica.* No tiene que responder ninguna pregunta que no desee responder.

Para esta investigación, se le pedirá que participe en una entrevista de 45 minutos. Durante este tiempo, tenemos varias preguntas que nos gustaría cubrir. Como parte del proceso de la entrevista, le pedimos que no comparta ninguna información que pueda conducir a la identificación directa de la identidad de su hijo/a. Si eso sucede, no se preocupe, me aseguraré de cambiarlo en la transcripción escrita. Si el tiempo comienza a agotarse, puede ser necesario interrumpirlo/a para avanzar y completar esta línea de preguntas.

Quiero recordarle sus derechos como participante y también me gustaría comenzar a grabar para que tengamos un registro de consentimiento. Antes de comenzar a grabar, quiero hacerle saber que estoy grabando esta entrevista porque quiero poder prestarle toda mi atención. Nadie fuera del equipo de investigación tendrá acceso a la grabación y la grabación se destruirá una vez que transcribamos la entrevista y eliminemos toda la información de identificación. ¿Está bien comenzar a grabar ahora? (iniciar la grabación)

La información que comparte conmigo es confidencial. Toda la información de identificación será eliminada de la entrevista y la única información compartida fuera del equipo de investigación son los hallazgos generales. No compartiremos ningún dato que pueda conectarlo/a con su respuesta. La única vez que necesitaría romper la confidencialidad es si escucho algo que me hace pensar que está en peligro de lastimarse a sí mismo o a otra persona. También tendré que compartir información si escucho algo que me haga pensar que está en una situación en la que alguien le esté lastimando porque soy una reportera obligatoria del estado de Wisconsin. Tiene derecho a retirarse del estudio en cualquier momento. ¿Está bien que continuemos con la entrevista? (Sí / No, si no, descontinúe)

Para protegerlo/a adicionalmente, nos gustaría que elija un nombre falso para usted.

¿Tiene uno que le gustaría usar? _____

En la transcripción, usaré pronombres para referirme al género de su hijo/a en lugar de su nombre real. ¿Cuál es el género de su hijo/a? Masculino o Femenino

¿Tienes alguna pregunta antes de comenzar?

[The researcher allows time for the participant to read and sign the form. The researcher will also sign it.] Gracias.

Para comenzar, me podría contestar unas preguntas para ayudarme entender mejor sus antecedentes:

INFORMACION DEL PARTICIPANTE Y ESTABLECER UNA RELACION

1. ¿En qué país nació?
2. ¿Hasta qué nivel de educación logro?
3. **Puede compartir conmigo el documento y/o artefacto que muestra las altas capacidades de su hijo/a y platicarme el significado que tiene para usted?**
 - *Preguntas de exploración:*
 - a. *¿Qué es lo más difícil al criar a su hijo/a?*
 - b. *¿Qué es lo más gratificante al criar a hijo/a?*

COMMUNICACION DEL PADRE SOBRE LA EDUCACION ACADEMICA

Como sabe, este estudio se trata sobre criar a un hijo/a académicamente avanzados. Las siguientes preguntas serán sobre sus conversaciones.

4. **¿Lo más detallado posible, favor de contarme de una plática que haya tenido con su hijo/a, desde que empezó la secundaria, en que discutió sobre la educación?** (Hacer lo siguiente para aclarar que la conversación implica una plática entre dos personas).
(Si el/la participante mencionó los siguientes temas de expectativas o valor, usa estas preguntas de exploración para ayudar a los participantes a ampliar su respuesta).
 - *Preguntas de exploración:*
 - a. *Cuénteme sobre cómo ha comunicado sus expectativas de logro académico?*
(Hacer lo siguiente para aclarar que la expectativa es la creencia de que alguien logrará o debería lograr algo.)
 - b. *Cuénteme sobre cómo ha comunicado su valor de la educación.* *(Hacer lo siguiente para aclarar que el valor significa que algo es importante.)*
5. **¿Cuáles son sus esperanzas y sueños para el futuro para su hijo/a?**
(Si el/la participante mencionó el siguiente tema de aspiraciones, usa esta pregunta de exploración para ayudar a los participantes a ampliar su respuesta.)
 - *Pregunta de exploración:*
 - a. *Cuénteme sobre cómo ha comunicado sus aspiraciones de logro académico?*
(Hacer lo siguiente para aclarar que la aspiración es la esperanza de lograr algo.)
6. **En que maneras prepara y planea el futuro de su hijo/a para o después de la preparatoria?**
7. **En el caso de que ayude a su hijo/a a ser más independiente en su educación académica, ¿puede explicarme como le ayuda?**
8. **Cuales son unos ejemplos de *consejos* que le comparte a su hijo/a sobre su educación académica?**
 - *Pregunta Pregunta de exploración:*
 - a. *¿Puede contarme más sobre por qué le da estos consejos?*

¿Hay algo más que quiera agregarle a esta conversación?

Post Interview Comments and/or Observations: _____

APPENDIX G: Parent Eligibility Checklist

“Thank you for your interest in participating in this research study. I appreciate you contacting me. So I can determine if you are eligible for participating in this research study I would like to ask you several questions, is that okay?”

“Gracias por su interés en participar en este estudio de investigación. Agradezco que me contacte. Para determinar si usted es elegible para participar en este estudio de investigación. Me gustaría hacerle varias preguntas, ¿está bien?”

- What country were you born?
 - Are you of Latino decent?
 - Do you have a middle school child enrolled in a bilingual program?
 - Have you received an MPS letter identifying your child as academically gifted?
 - Is your child receiving advanced services or classes?
 - ¿En qué país naciste?*
 - ¿Eres de ascendencia latina?*
 - ¿Tiene un niño de secundaria matriculado en un programa bilingüe?*
 - ¿Recibió una carta de MPS que identifica a su hijo como dotado académicamente?*
 - ¿Su hijo recibe servicios o clases avanzados?*
- If not all responses match the inclusion criteria then end the conversation:
- “Thank you for taking the time to contact me about participating in this research study, but you’re not be eligible to participate.”
 - *“Gracias por tomarse el tiempo de contactarme para participar en este estudio de investigación, pero no es elegible para participar”.*
- If all responses match the inclusion criteria then proceed to schedule an interview:
- “Thank you for taking the time to contact me about participating in this research study; you are eligible to participate. Are you interested in scheduling an interview with me? Which day and time is convenient for you? Where would you like to meet for our 45-minute interview? I suggest a semi-private place such as your home, a local library, or local coffee shops.”
 - *“Gracias por tomarse el tiempo de contactarme para participar en este estudio de investigación; Es elegible para participar. ¿Está interesado/a en hacer una cita para una entrevista? ¿Qué día y hora es conveniente para usted? ¿Dónde le gustaría reunirse para nuestra entrevista de 45 minutos? Sugiero un lugar semiprivado como su casa, una biblioteca local o cafeterías locales”.*

Interview Date: _____ Time: _____

Interview Location: _____

APPENDIX H: Letter to Bilingual Middle School Teachers



December 17, 2019

Dear Bilingual Middle School Educator,

My name is Martha López and I work in the Advanced Academic Department in MPS. I am also conducting a research study for my dissertation. The purpose of my study is to research the academic conversations Latino parents have with their academically gifted middle school children.

I need your help to recruit eligible students in your classrooms. After reviewing the inclusion criteria below, please send my recruitment flyer home with eligible students only. I expect parents will contact me and I will conduct a one-45minute interview with parents of eligible students.

Inclusion criteria:

- Immigrant Latino parents or Latino parents born in the US who have a middle school child formally identified as academically gifted and is enrolled in the bilingual middle school program.
- Latino middle school students that are scoring significantly above target in the STAR 360 reading or math assessment at the 90th percentile rank or higher.
- Latino middle school students that are currently receiving Tier II or III services (i.e., subject acceleration, pull-out services, or participating in specialized academic programs).

There are no inclusion or exclusion requirements based on socioeconomic status, gender, health status/condition or other personal criteria.

If you have any questions regarding any part of my research study, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Martha A. Lopez', with a large, sweeping flourish at the end.

Martha A. López

Student Principal Researcher

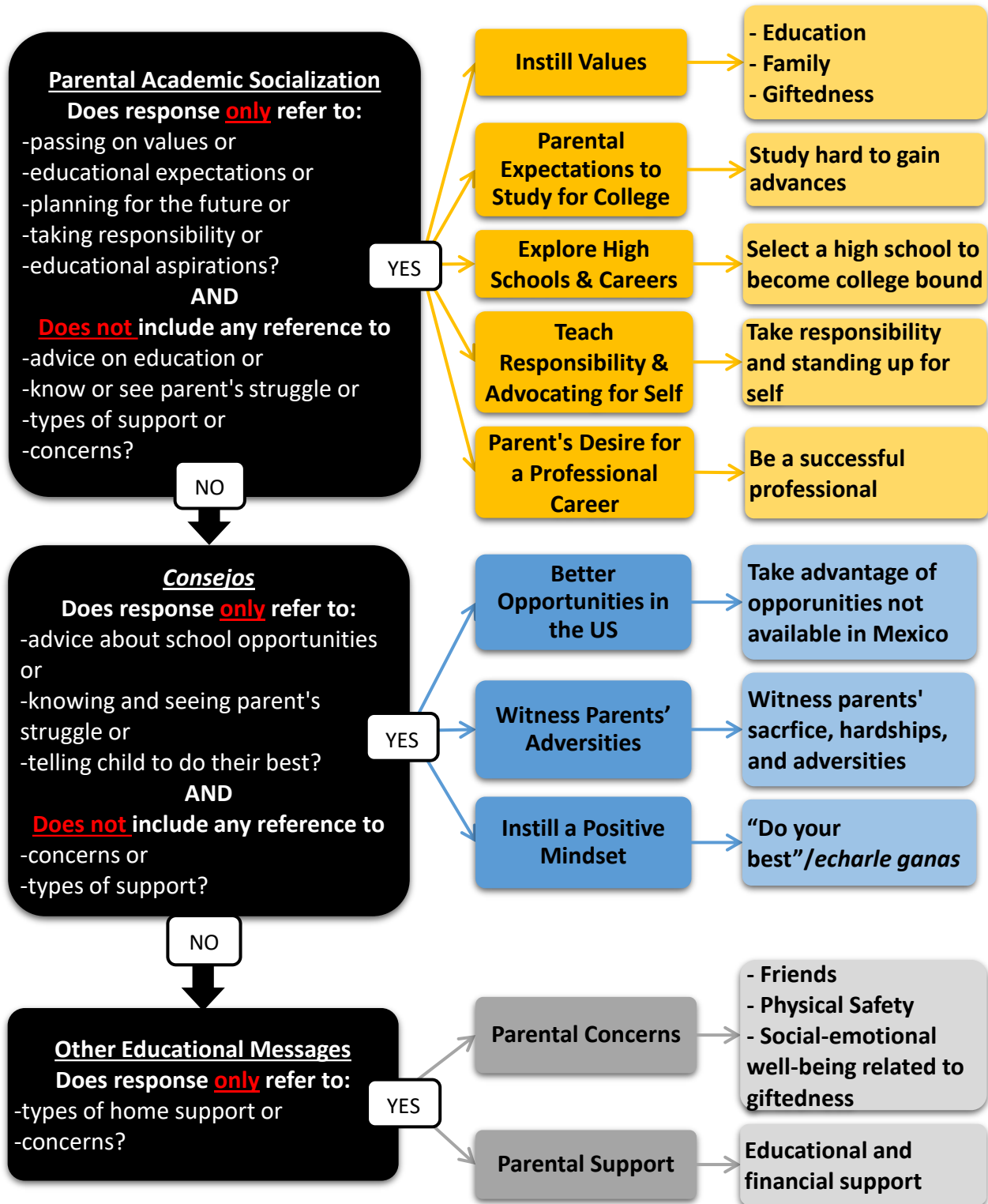
UWM email: lopezma@uwm.edu

APPENDIX I: Coding Manual

Overall Themes and Categories

Theme 1: Parental Academic Socialization	Theme 2: <i>Consejos</i>	Theme 3: Other Educational Messages
<ul style="list-style-type: none">• Category 1: Instill Values<ul style="list-style-type: none">• Education• Family• Giftedness• Category 2: Parental Expectations to Study for College• Category 3: Exploration of High Schools and Careers• Category 4: Teach Responsibility and Self- Advocacy• Category 5: Parent’s Desire for a Professional Career	<ul style="list-style-type: none">• Category 6: Better Opportunities in the US• Category 7: Witness Parents’ Adversities• Category 8: <i>Echarle Ganas:</i> Instill a Positive Mindset to “Do your best”	<ul style="list-style-type: none">• Category 9: Parental Concerns<ul style="list-style-type: none">• Friends• Physical safety• Social-emotional challenges related to giftedness• Category 10: Parental Support

General Decision Rules for Coding Message Content



General Coding Rules

Codes are mutually exclusive. Responses can only be coded in one category. Some responses are difficult to assign to a specific category because of the similarities between parental academic socialization and *consejos* models. Follow the rules below to determine the best theme for each response.

1. Expectations. One of the components that is similar between parental academic socialization and *consejos* is the concept of expectations. To make a distinction between the two models it is important to identify how the response is expressed. Parental academic socialization indicates parents communicating directly to their child their expectations to study for college or academic achievement, whereas *consejos* indicates parents having high education expectations for their children to do their best and work hard. Below are several examples from US-born and Mexico-born parents.

Parental Academic Socialization: Expectations to study for college

- "Most importantly you want to be an A student, you always want to put the extra... effort in studying hard' even though he always goes above and beyond." **(Linda, US-born)**
- "My expectation is four years of college. He knows that because I tell him a lot." **(Panfila, US-born)**
- "It is an expectation for me, you have to study and I was focus on studying because I want you to become someone in this life because many dreams were broken for me." **(Fabiola, Mexico-born)**
- "I told her I expect from her that she will go to college because it will help her in everything. My expectation, I tell her, 'I expect to see you working in a company.'" **(Maria, Mexico-born)**

Consejos: Echarle ganas: Instill a positive mindset to "Do your best"

- "He aims for a top grade and I am happy about that, but I told him that I'm proud of him no matter what." **(Toni, US-born)**
- "Another thing I always tell my son is work with your brain and not your back. If you learn to work with your brain, you could be in an office sitting down making millions. And if you're working with your back, you're in a job that is 12-13 hours [a day] and getting minimum wage and he sees that with his father. Your brain's never going to break so yes school is hard, but learn to do your best so in the future you aren't breaking your back." **(Paulina, US-born)**
- "The *consejo* I give her is that she must always do her work and try to always do her best." **(Saul, Mexico-born)**
- "That it is good, keep *echándole ganas* and you'll always get good grades." **(Maria, Mexico-born)**

2. Values. Another component that is difficult to assign is the concept of values. In order to properly assign the responses with the corresponding models it is important to understand the content of the response. Parental academic socialization indicates parents communicating their value for education, family, and appreciation for giftedness. *Consejos about witnessing parents' struggles* indicates parents share their sacrifices, hardships, and adversities in hopes their children will value their education (Alfaro et al., 2014). Below are several examples from US-born and Mexico-born parents.

Parental Academic Socialization: Instill Values

- "I also tell him to value his education and the importance of being an educated Latino or an educated person of color in this country because it'll open more opportunities for him." **(Juana, US-born)**
- "I tell him that the way he behaves in public that is a reflection on his family and how we are him." **(Marco, US-born)**
- "I teach him principles at home, like respecting yourself and others. First, respect then education follows. He will learn at school from his teachers, but the first thing is that he has to learn at home are the values so that he is able to excel." **(Max, Mexico-born)**
- "*Mi'jo* (my son) value the intelligence God gave you because someday in the future you're going to help people like those mathematicians who help astronauts get to outer space. Not everyone is born with these abilities." **(Max, Mexico-born)**

Consejos: Witness parents' adversities

- "I wasn't a traditional student.... All my life I worked full time. I sacrificed a lot... but I did it to show my kids that by choosing higher education they can avoid struggling like I did for so long." **(Juana, US-born)**
- "I talk to her a lot about my years of teenage. I used to work in the fields when I was young and... the least [that] I want for her is to ever have to either do that or cleaning jobs." **(Nancy, US-born)**
- "Learn to love your intelligence; don't throw it away in physical labor. I tell her this because she needs to understand the difference between the hard work we do and the work she will be doing in the future, which is professional work she will be proud of." **(Manuel, Mexico-born)**
- "I took him once to work on a landscaping job at a very rich home. He was 10... I wanted him to see what hard work feels like so he sets goals to be like the owners who pay me to do their landscaping." **(Max, Mexico-born)**

Theme 1: Parental Academic Socialization

Category 1. Instill Values	
<p>In this category, Latino parents communicate and teach their academically gifted children about the importance of education and values. Four sub-categories emerged as the most mentioned values including education, respect, family, and appreciation for giftedness. US-born parents spoke about valuing education as a way to “get a good job”, while, Mexico-born parents spoke about valuing education as starting from “home” as a “foundation” for academic success. Respect refers to emphasizing reverence, dignity, and consideration of others as essential for maintaining healthy relationships with family and others, which was only mentioned by Mexico-born parents. Value for family refers to telling children that their family reputation is valued and by telling their children to respect the <i>consejos</i> extended family members give them. Appreciation for giftedness refers to valuing the gifted abilities the child possesses and the importance of using their “intelligence to help people”.</p>	
Code	Examples
Education	<ul style="list-style-type: none"> • “I also tell him to value his education and the importance of being an educated Latino or an educated person of color in this country because it’ll open more [career] opportunities for him.” (Juana, US-born) • “First comes home education and then academic education” (Maria, Mexico-born) • “I teach him principles at home, like respecting yourself and others. First, respect then education follows. He will learn at school from his teachers, but the first thing is that he has to learn at home are the values so that he is able to excel.” (Max, Mexico-born)
Code	Examples
Family	<ul style="list-style-type: none"> • ““Always be a reflection of who you are and who your family is’... when people look at you they're like, ‘Whoa... I imagine how his family is or how they raised this kid.... when you're not being respectful people will question how you were raised.’” (Juana, US-born) • “Sometimes it [homework] is very difficult for her because she’s taking high school math but is only 11 years old. I wish I could help her, but her brother comes in to help her, thank God”. (Fabiola, Mexico-born)
Code	Examples
Giftedness	<ul style="list-style-type: none"> • “He is a natural born leader. I talk a lot to him about this because I value his leadership and know he’s capable of becoming a caring and strong leader.” (Paulina, US-born) • “<i>Mi’jo</i> (my son) value the intelligence God gave you because someday in the future you’re going to help people like those mathematicians who help astronauts get to outer space. Not everyone is born with these abilities.” (Max, Mexico-born)

Category 2. Parental Expectations to Study for College

In this category, the main expectation that Latino parents communicate to their academically gifted children was to “study hard” so they can “go to college”. A distinction seems to exist between the messages Mexican-born parents and US-born parents convey. Specifically Mexico-born parents indicated how important it was for their children to “focus on their studies” above everything else. Whereas, US-born parents not only expect their children to “study hard” but expect grades to match their effort.

Code	Examples
Study Hard to Go To College	<ul style="list-style-type: none"> • “Most importantly you want to be an A student, you always want to put the extra... effort in studying hard” (Linda, US-born) • “It is an expectation for me, you have to study and always focus on studying because I want you to become someone in this life because many dreams were broken for me.” (Fabiola, Mexico-born)

Category 3: Exploration of High Schools and Careers

The first sub-category refers to the main way Latino parents spoke about how they prepare and plan for their children’s future, which was by selecting a good high school that offers an advanced program, extracurricular activities, and opportunities to prepare children for college. The second sub-category refers to Latino parents participating in exploring careers with their children based on strengths and interests during the middle school years. In general, when answering the question about how parents prepare and plan for their child’s future, US-born parents had more coding references compared to Mexico-born parents.

Code	Examples
Select a High School	<ul style="list-style-type: none"> • “Find a high school that would be best for him, where he’ll be pushed and be challenged, where he’ll be educated in a way that fits his learning style.” (Paulina, US-born) • “Yes, we are already working on that. As a matter of fact, we are even looking at schools that she can go to, and we want her to go to the same schools that her brother and sister went to so that she receives the same education they did, the best public school.” (Fabiola, Mexico-born)

Code	Examples
Explore Careers	<ul style="list-style-type: none"> • “I do a lot of reading and I seek a lot of ideas from her teachers and from people that have been in the field of education. I talk to people that are prepared, especially people that are in the field that she is going to be more likely in... Then I come over and I share with her what I have learned or I have her talk to professional people so she has people to look up to as role models.” (Nancy, US-born) • “So, we have her in a program with Medical College of Wisconsin. It is called StEP-UP... Another program she just applied for is called PEOPLE with UW-Madison, which can potentially give her a scholarship to pay for her college. So, in these ways we are preparing her for these experiences, opportunities, and things that in our opinion will benefit her in the future for her education and her professional life... The advice I give her is to pay attention to her

strengths and which classes she loves the most. Those are clues as to which profession she might want to explore more. ” (Saul, Mexico-born)

Category 4. Teach Responsibility and Self-Advocacy

In this category, Latino parents support their children as they gain increased independence and responsibility for their academic tasks and performance. They spoke about teaching their children to take responsibility for their education such as completing homework independently and seeking help when they are struggling with schoolwork. Latino parents spoke about expecting their children to advocate for themselves such and telling them to “stand up” for themselves. In general, Latino parents mentioned they encourage their children to “take responsibility” and “advocate for themselves” as the main way to gain more independence as they transition from childhood to adolescence. US-born parents mentioned encouraging their children to take responsibility compared to Mexico-born parents.

Code	Examples
Take Responsibility by Advocating for Self	<ul style="list-style-type: none"> • “It’s your responsibility to ask questions when you are lost. That’s on you. I expect you to take that responsibility’. He also loves to be part of after school clubs. Sometimes he expects me to call and ask about when clubs start or about events... But, I work two jobs, I tell him, ‘<i>preguntando se llega a Roma</i> (by asking one reaches Rome). Be responsible and ask for information’. I let him... choose those classes. So that’s kind of how I’m allowing him to be independent in being able to choose because I don’t always want to have control about what classes he takes.” (Linda, US-born) • “I tell her that when I was growing up, my parents always instilled in us to be punctual. I tell her to never be late if people tell her to arrive at a certain time... I tell her that she’s very intelligent, but <i>la responsabilidad tarde o temprano vence la inteligencia</i> (responsibility sooner or later beats intelligence). Even though she’s gifted and incredibly intelligent, if she’s not responsible and gets called in for a job interview and is late, they won’t care how smart she is, I very much doubt that they will hire her... My responsibility is to pay close attention to what she does and to teach her... ‘You can’t be productive if you don’t have these kinds of values.’” (Manuel, Mexico-born)

Category 5: Parent's Desire for a Professional Career

In this study, hopes and dreams were terms used during the interviews as a replacement for the term aspirations. In this category, the main occupational and educational aspiration that all Latino parents expressed was for their children to become successful professionals. In general, Mexico-born parents mentioned expressing their desire for their children to become professionals more often than US-born parents did.

Code	Examples
Be a Successful Professional	<ul style="list-style-type: none"> • “I hope he becomes a professional in the future. I want him to achieve great things in life especially because he’s Mexican but the reality is that as Mexicans we have many more barriers than White people. That’s why I

<p>want him to take his education seriously because it's the only thing that will open doors for him." (Marco, US-born)</p> <ul style="list-style-type: none"> • "My dreams are already coming true! My dream has always been to see my children become magnificent professionals. My oldest graduated as a mathematical physicist and space engineer and now works for NASA. My middle daughter will be graduating this May as a medical doctor. And my youngest daughter, she is still young, but I dream she will become what God has already planned for her future." (Fabiola, Mexico-born)

Theme 2: Consejos

Category 6: Better Opportunities in the US	
<p>In this category, US-born and Mexico-born parents both discussed better opportunities in the US. However, a distinction exists between <i>how</i> this message is expressed. Specifically, Mexico-born parents mentioned the "opportunities" they have in the US that they did not have in Mexico or do not currently have due to their immigration status. They advised their children to take advantage of these opportunities to succeed in school. Although US-born Latino parents do not mention their "home country", they conveyed the importance of taking advantage of the educational opportunities in the US because they are Latinos.</p>	
Code	Examples
<p>Take Advantage of US Opportunities</p>	<ul style="list-style-type: none"> • "My mother immigrated to this country for a better future for all six of my brothers and sisters and our future kids and grandkids. I tell her my mother's stories of life in Mexico in the 40s. I want her to appreciate the good life she has here and to take advantage of all the opportunities she has here." (Nancy, US-born) • "You're very intelligent and have the opportunities to become very educated in this country, which is something we didn't have in Mexico because we lived in a small village where there weren't any universities." (Mario, Mexico-born)

Category 7: Witness Parents' Adversities	
<p>In this category, Latino parents convey their struggles and sacrifices to advise their children to study so they do not experience hard work like them.</p>	
Code	Examples
<p>Witness Parents' Sacrifice, Adversity, and Struggle</p>	<ul style="list-style-type: none"> • "I talk to her a lot about my years of teenage. I used to work in the fields when I was young and... the least [that] I want for her is to ever have to either do that or cleaning jobs." (Nancy, US-born) • "Learn to love your intelligence; don't throw it away in physical labor. I tell her this because she needs to understand the difference between the hard work we do and the work she will be doing in the future, which is professional work she will be proud of..." (Manuel, Mexico-born)

Category 8: *Echarle Ganas*: Instill a Positive Mindset to “Do your best”

In this category, Latino parents referred to motivating their children to excel in their education by instilling a positive mindset to “do your best” and *echarle ganas*. This is a common Spanish phrase that Latino parents used when discussing education with their children. Latino parents either motivate their children to “do their best” or by encouraging them to “*echarle ganas*”, inside and outside of school.

Code	Examples
Instill Positive Mindset to “Do Your Best”/ <i>Echarle Ganas</i>	<ul style="list-style-type: none"> • “The <i>consejo</i> I give her is that she must always do her work and try to always do her best.” (Nancy, US-born) • “Sometimes one is satisfied and one begins to think, ‘he’s always at the same level so there’s no point in <i>echándole más ganas</i>’. I tell him to ‘pay attention to the girl or boy who is above you. Try to reach their level or even better work hard to surpass them instead of the kid that’s far below you. There’s no motivation in that.’ This is what I always tell him when we talk about this [education].” (Max, Mexico-born)

Theme 3: Other Educational Messages

Category 9: Parental Concerns

In this theme, three sub-categories emerged regarding the main concerns Latino parents expressed. The sub-categories are concerning the negative influence of their children’s friends, followed by their physical safety in and out of school, and the social-emotional well-being that is often related to giftedness, such as asynchrony, being highly competitive and perfectionism, and the challenges of being an introvert.

Code	Examples
Friends	<ul style="list-style-type: none"> • “The last thing I want is for bad friends to pressure her to do negative things. That’s why I’m careful about who her friends are and that they are like her with the same goals as her.” (Nancy, US-born) • “The <i>consejo</i> that we always try to give her is that at school she avoid making friends with people who are not academically at her level.” (Manuel, Mexico-born)
Code	Examples
Physical Safety	<ul style="list-style-type: none"> • “There’s just so much violence in schools.” (Manuel, Mexico-born) • “You see, we don’t live in the safest neighborhood.” (Fabiola, Mexico-born)
Code	Examples

<p>Social-Emotional Well-Being Related to Giftedness</p>	<p>Asynchronous development</p> <ul style="list-style-type: none"> • “First of all, we have let her mature over time. We’ve allowed her to do things girls her age do. Sometimes this is difficult because she’s very mature for her age and she cares about mature issues and topics. For example, like politics and immigration, I don’t know many 8th graders like [her] that care so much about politics and immigration.” (Jose, Mexico-born) <p>Competitiveness</p> <ul style="list-style-type: none"> • “One thing I worry though is that her competitiveness might get unhealthy. I believe she wants to be the best in her classes because she obsesses about making sure her projects are perfect. I tell her not to obsess so much and she tells me, ‘then I’ll lose my spot at being the best, <i>papá</i>’” (Jose, Mexico-born) <p>Perfectionism</p> <ul style="list-style-type: none"> • “Even if it’s for an hour, she also has the right to go out to see the light of day and be distracted for a little so that she’s not just studying. Because she doesn’t stop... she dedicates herself to studying because everything she does has to be perfect and this worries me.” (Diana, Mexico-born) <p>Introvert tendencies</p> <ul style="list-style-type: none"> • “He’s into video games, so I am trying to find other activities for him to do and not just video games and like for him to socialize more with other people because he’s an introvert. He doesn’t have many friends, and he doesn’t go out and do stuff with friends.” (Juana, US-born)
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<p>Category 10: Parental Educational and Financial Support</p>	
<p>In this category, Latino parents discussed how they support their academically gifted middle school’s education. The main ways that parents support their children included offering educational support such as helping at home with homework or projects and providing financial support to pay for school materials, classes, equipment for their child’s academic success. Some Mexico-born fathers said they work extra hours or jobs in order to provide their children with the materials necessary to do their schoolwork successfully. Whereas, US-born parents discussed using their current resources and connections as a way to financially support their children.</p>	
<p>Code</p>	<p>Examples</p>
<p>Provide Educational and financial Support</p>	<ul style="list-style-type: none"> • “I try to be more mindful of what he is listening to so I would get audiobooks and if we were in the car... I would put stories in and he really liked Don Quixote de la Mancha but more Esperanza Rising because he made a lot of connections with that story. I didn’t realize it was above his grade level, because he wanted to listen to it again, and when he got to school that was a higher level and they haven’t even started it in third grade.” (Toni, US-born) • “My wife tells me the things she will need for a project or something so she can do her best work. I don’t care what time of day it is, but I go out and buy it for her.” (Saul, Mexico-born)

APPENDIX J: Curriculum Vitae

MARTHA ARACELY LÓPEZ

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EDUCATION

Ph.D., Educational Psychology, University of Wisconsin-Milwaukee, 2021

Concentrations: Cognitive and Developmental Sciences

Dissertation: *Latinos Raising Academically Gifted Middle Schoolers: Parental Academic Socialization and Consejos*

Major Advisor: Susie Lamborn, Ph.D.

Dissertation Advisors: Jacqueline Nguyen, Ph.D., Christopher Lawson, Ph.D., Tatiana Joseph, Ph.D.

M.A., Educational Psychology, University of Wisconsin-Milwaukee, 2008

Concentrations: Educational Psychology

Major Advisor: Roberta Corrigan, Ph.D.

B.A, Degree Psychology and Spanish Language & Cultures, Alverno College, 2004

TEACHING EXPERIENCE

Guest Lecturer, University of Wisconsin-Milwaukee, 2016-2019

EDPSY330 Introduction to Educational Psychology, Fall 2018-Spring 2019

CURRINS655 Introduction to Applied Linguistics, Spring 2018-Spring 2019

RESEARCH EXPERIENCE

Lamborn, S. & Paasch-Anderson, J., López, M. (March, 2019) Linking expression MOT with specific subcategories of ethnic and racial content. Presented at the biennial conference of the Society for Research in Child Development. Baltimore, MD.

Chen, Y. L., Lamborn, S. D., & López, M. (March, 2017). Euro American parents' adaptive approaches to the multiple identities of children adopted from China. Presented at the Biennial Meetings of the Society for Research in Child Development. Austin, TX.

PRESENTATIONS

López, Martha, Lamborn, Susie (Under review for March 2021) "Parental Academic Socialization of Latinos Raising Academically Gifted Students." Poster presented at Society for Research in Child Development. Minneapolis, MN.

López, Martha, Diaz, German (2019) "Engaging Minority Families: Five Strategies to Connect with Parents." Poster presented at National Association for Gifted Children. Albuquerque, NM.

López, Martha (2019) "Social-Emotional Learning & English Learners: Strategies that Ensure Success for Linguistically Diverse Populations." Presented at Wisconsin Association for Bilingual Educators. Wisconsin Dells, WI.

López, Martha, Clinkenbeard, Pamela, Drummer, Jacqueline (2019) "State of the State in Gifted Education: Pairing Equity and Excellence." Presented at State Education Convention. Madison, WI

López, Martha, Diaz, German (2018) "From Start to Finish: Dissecting the Student-Created Museum Project." Presented at National Association for Gifted Children. Minneapolis, MN.

López, Martha (2018) "Nurturing and Sparking Creativity in Underrepresented Students." Presented at Minority Student Achievement Network. Madison, WI

López, Martha (2017) "Power of Culturally Responsive Teaching." Presented at Wisconsin Association for Talented and Gifted. Wisconsin Dells, WI.

López, Martha (2017) "Overcoming Implicit Bias." Presented at Wisconsin PBIS Leadership Conference. Wisconsin Dells, WI.

López, Martha (2016) "Nurturing Culturally, Linguistically Gifted Learners." Presented at Wisconsin Association for Talented and Gifted. Wisconsin Dells, WI.

López, Martha (2015) "Effective Teaching Strategies for English Language Learners." Presented at Wisconsin Association for Bilingual Educators. Wisconsin Dells, WI.

GRANTS AND FELLOWSHIPS

Department of Public Instruction/Gifted & Talented Grant (Milwaukee Public Schools, 2019)

Department of Public Instruction/Gifted & Talented Grant (Milwaukee Public Schools, 2018)

United States Department of Education/Jacob K. Javits Gifted and Talented Students Education Program Grant (Milwaukee Public Schools, 2018)

PROFESSIONAL MEMBERSHIPS

National Association for Gifted Children

National Education Association

Wisconsin Education Association Council

RELEVANT SKILLS

Extensive knowledge of NVIVO and SPSS statistical programs.

Fluent in English and Spanish