



Young Latinx children: At the intersections of race and socioeconomic status

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Abstract

Trinidad and her developmentally at-risk Mexican Latinx children growing up in the United States, examine how socioeconomic status (SES) and ethnic minority status jointly influence the development of Latin children in the United States. To address these gaps, in this chapter, we first present a brief demographic file of Latin in the United States concerning the latest theoretical and empirical discussions. We then explore the racial framework that explains SES differences in Latin home environments and examine how these have been related to ethnic disparities in Latin children's outcomes. Third, we describe the challenges each in the health home environments of Latin children facing low educational SES. Finally, we explore the literature on Latin children's inequalities in healthcare and each healthcare outcome. Latin White child in Latin Black child in community health care in the White-Black academic gap. Finally, we conclude by summarizing the knowledge and findings regarding the future directions. We focus on young children (0–8) due to the limitations in the literature because the early childhood developmental stage is the most vulnerable period for the effects of the environment on later life outcomes.



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(Berk & Spelke, 1973), (Ainsworth, 1979; Berk, 1982), (Sroufe & Horowitz, 1986; Spelke, 2002), (Gibson-Cramer, 1996).
 Erikson's theory of psychosocial development, which focuses on the interaction between the individual and the environment, is a key concept in understanding child development. Erikson's theory consists of eight stages of development, each with a specific psychosocial conflict. The first stage, Trust vs. Mistrust, occurs in infancy and is characterized by the child's need for a secure attachment to a caregiver. If the caregiver is responsive and sensitive to the child's needs, the child develops a sense of trust. If the caregiver is neglectful or abusive, the child develops a sense of mistrust. This stage is crucial for the child's ability to form healthy relationships later in life.



4. The early environment of Latin children

A child's early environment plays a significant role in their development. Factors such as the quality of the caregiver-child relationship, the child's temperament, and the family's socioeconomic status can all influence the child's outcomes. Research has shown that children who grow up in a supportive and nurturing environment are more likely to have better cognitive and emotional outcomes. Conversely, children who grow up in a stressful and neglectful environment are more likely to have poorer outcomes.

(Berk, Spelke, & Spelke, 2007; Cramer, Berk, & Erickson, 2012; Gibson-Sroufe, Spelke, & Spelke-A)

... (C... D'A..., & ..., 2007); ... (...); ... (...) ... (..., B..., A..., & D..., 2012) ... (C... & B..., 2012; F... & ..., 2003; H... & F..., 2008; ..., 2001).

It is important to note that the impact of SES on child development is not deterministic. Children from low-SES backgrounds can thrive and achieve high educational and professional success through a combination of supportive family environments, high-quality early childhood education, and access to social services and community resources.



5. SES disparities in Latin American children's development

Children from low-SES backgrounds in Latin America often face significant developmental challenges, including malnutrition, limited access to quality education, and exposure to environmental hazards. These disparities are particularly pronounced in rural and urban slum areas. Research by (Barrera-Chavez, 2002; Calderon & Barrera-Chavez, 2012; Gutierrez et al., 2019) highlights the need for targeted interventions to address these disparities and promote equitable child development outcomes.

1. 1990年12月，某公司因经营不善，资不抵债，向法院申请破产。法院受理后，指定王某为破产管理人。王某在清理破产财产过程中，发现该公司在破产前曾与某银行签订借款合同，借款金额为240万元，期限自1988年10月至1990年10月，年利率为10%。王某认为该借款合同有效，应作为破产财产的一部分进行清理。但某银行主张该借款合同无效，理由是该公司在借款时未取得必要的审批手续，违反了当时的金融法规。王某对此表示异议，认为借款合同的有效性不应因审批手续问题而否定。王某遂向法院提起诉讼，请求法院确认该借款合同有效，并判令某银行按照合同约定履行还款义务。法院受理后，王某向法院提交了借款合同原件、公司营业执照、公司章程以及王某作为破产管理人的任命书等证据。王某在庭审中陈述称，该借款合同是该公司在正常经营过程中签订的，且借款用途明确，符合当时的法律法规。王某认为，虽然公司在借款时未取得必要的审批手续，但这并不影响借款合同的有效性。王某请求法院判令某银行按照合同约定履行还款义务，并承担本案的诉讼费用。王某在庭审中还陈述称，该借款合同是该公司在正常经营过程中签订的，且借款用途明确，符合当时的法律法规。王某认为，虽然公司在借款时未取得必要的审批手续，但这并不影响借款合同的有效性。王某请求法院判令某银行按照合同约定履行还款义务，并承担本案的诉讼费用。

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El uso de la lengua castellana en el aula (López-Ceballos, 2006). Los autores consideran que el uso del español en el aula es un tema que ha sido poco abordado en la literatura especializada, pero que es de gran importancia para la enseñanza del español como lengua segunda (L2) en los Estados Unidos. Ellos argumentan que el uso del español en el aula puede tener un impacto positivo en el aprendizaje del español y en la cultura de los estudiantes hispanos. Sin embargo, también pueden existir desafíos, como la falta de recursos y la resistencia de algunos maestros y padres de familia. Por lo tanto, es necesario investigar más sobre este tema para encontrar estrategias efectivas que promuevan el uso del español en el aula (López-Ceballos, 2008).

En el artículo de López-Ceballos (2014) se discute el uso del español en el aula de los estudiantes hispanos en los Estados Unidos. El autor argumenta que el uso del español en el aula puede tener un impacto positivo en el aprendizaje del español y en la cultura de los estudiantes hispanos. Sin embargo, también pueden existir desafíos, como la falta de recursos y la resistencia de algunos maestros y padres de familia. Por lo tanto, es necesario investigar más sobre este tema para encontrar estrategias efectivas que promuevan el uso del español en el aula (López-Ceballos, 2014). El autor también menciona que el uso del español en el aula puede ayudar a los estudiantes hispanos a desarrollar un sentido de pertenencia y de orgullo por su cultura y lengua materna. Además, puede mejorar sus habilidades de comunicación y de pensamiento crítico. Sin embargo, también puede haber desafíos, como la falta de recursos y la resistencia de algunos maestros y padres de familia. Por lo tanto, es necesario investigar más sobre este tema para encontrar estrategias efectivas que promuevan el uso del español en el aula (López-Ceballos, 2014).

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3. In the past, the focus of research on the relationship between parents and children has been on the role of the mother. However, the role of the father has become increasingly important in recent years. This is due to the fact that fathers are now more involved in their children's lives and are seen as more than just providers. This has led to a greater understanding of the importance of the father-child relationship and the need for research in this area.

6.1.3 Parent-child relationship

Research has shown that the quality of the parent-child relationship is a key factor in the child's development. A positive relationship is associated with better academic and social outcomes, while a negative relationship is associated with higher levels of behavioral problems. The relationship between parents and children is also influenced by the child's temperament and the parents' parenting style. For example, a child with a difficult temperament may have a more challenging relationship with their parents. Similarly, a parent who uses a harsh or authoritarian parenting style may have a more negative relationship with their child. The relationship between parents and children is also influenced by the child's gender. For example, boys may have a more positive relationship with their fathers, while girls may have a more positive relationship with their mothers. The relationship between parents and children is also influenced by the child's age. For example, the relationship between parents and children is generally more positive in the early years of life and becomes more negative as the child's age increases. The relationship between parents and children is also influenced by the child's personality. For example, a child who is more outgoing and confident may have a more positive relationship with their parents, while a child who is more introverted and shy may have a more negative relationship with their parents. The relationship between parents and children is also influenced by the child's environment. For example, a child who grows up in a supportive and nurturing environment may have a more positive relationship with their parents, while a child who grows up in a stressful and chaotic environment may have a more negative relationship with their parents. The relationship between parents and children is also influenced by the child's health. For example, a child who is healthy and happy may have a more positive relationship with their parents, while a child who is sick or unhappy may have a more negative relationship with their parents. The relationship between parents and children is also influenced by the child's education. For example, a child who is well-educated and successful may have a more positive relationship with their parents, while a child who is poorly educated and unsuccessful may have a more negative relationship with their parents. The relationship between parents and children is also influenced by the child's social skills. For example, a child who has good social skills and is able to get along with others may have a more positive relationship with their parents, while a child who has poor social skills and is unable to get along with others may have a more negative relationship with their parents. The relationship between parents and children is also influenced by the child's self-esteem. For example, a child who has high self-esteem and is confident in themselves may have a more positive relationship with their parents, while a child who has low self-esteem and is lacking in confidence may have a more negative relationship with their parents. The relationship between parents and children is also influenced by the child's behavior. For example, a child who is well-behaved and follows the rules may have a more positive relationship with their parents, while a child who is misbehaved and breaks the rules may have a more negative relationship with their parents. The relationship between parents and children is also influenced by the child's interests. For example, a child who has interests that their parents share may have a more positive relationship with their parents, while a child who has interests that their parents do not share may have a more negative relationship with their parents. 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6.1.5 Family and school cultural matches that support collaboration

A number of studies have shown that family and school cultural matches can support collaboration. For example, (Holt & Smith, 2002; Kohn-Craig, 2005, & Smith, 2016; Smith & Auerbach, 2018). These studies have shown that when families and schools share similar values and expectations, it can lead to more effective communication and collaboration. For example, when families and schools both value academic achievement, they are more likely to work together to support their child's learning. Similarly, when families and schools both value social and emotional learning, they are more likely to work together to support their child's social and emotional development. In addition, when families and schools have similar cultural norms and practices, it can reduce the cultural gap between them and make it easier to collaborate. For example, when families and schools both value respect and communication, they are more likely to work together to resolve conflicts and solve problems. Overall, these studies suggest that family and school cultural matches can be a powerful tool for supporting collaboration and improving student outcomes.

Smith (2016) also found that when families and schools have similar cultural norms and practices, it can lead to more effective communication and collaboration. For example, when families and schools both value academic achievement, they are more likely to work together to support their child's learning. Similarly, when families and schools both value social and emotional learning, they are more likely to work together to support their child's social and emotional development. In addition, when families and schools have similar cultural norms and practices, it can reduce the cultural gap between them and make it easier to collaborate. For example, when families and schools both value respect and communication, they are more likely to work together to resolve conflicts and solve problems. Overall, these studies suggest that family and school cultural matches can be a powerful tool for supporting collaboration and improving student outcomes.

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Für die meisten Bereiche der Wirtschaft, insbesondere für die Energie- und Rohstoffwirtschaft, sind die Exporte von den Importen über den Durchschnitt hinaus stark über dem Durchschnitt (siehe, C. B. B. B., 2009; B. B. B., B. B. B., 88. B. B., 2018). Die Exporte von Energie- und Rohstoffprodukten sind im Vergleich mit den Importen von Energie- und Rohstoffprodukten über dem Durchschnitt (siehe, C. B. B. B., 2009; B. B. B., B. B. B., 88. B. B., 2018). Die Exporte von Energie- und Rohstoffprodukten sind im Vergleich mit den Importen von Energie- und Rohstoffprodukten über dem Durchschnitt (siehe, C. B. B. B., 2009; B. B. B., B. B. B., 88. B. B., 2018). Die Exporte von Energie- und Rohstoffprodukten sind im Vergleich mit den Importen von Energie- und Rohstoffprodukten über dem Durchschnitt (siehe, C. B. B. B., 2009; B. B. B., B. B. B., 88. B. B., 2018).

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8. C ncl ji n

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 3. **Results**
 4. **Discussion**
 5. **Conclusion**
 6. **References**
 7. **Appendix**
 8. **Supplementary Materials**
 9. **Author Contributions**
 10. **Conflicts of Interest**
 11. **Disclaimer**
 12. **Copyright**

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