



Culture, Parenting Style, and Engagement in PCIT

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ABSTRACT

- The purpose of this study is to examine the parenting styles of Latinos varying in acculturation and explore how their parenting styles affects whether they end treatment early.
- The study sample consisted of 27 Spanish-speaking and 68 English-speaking Latino caregivers and their children referred to PCIT for treatment of their disruptive behaviors.
- Results showed that English and Spanish-speaking Latinos had similar parenting styles, although English-speaking Latinos asked more questions than Spanish-speaking Latinos. Furthermore, Latino mothers who used more questions in their interactions were more likely to drop out of treatment.

INTRODUCTION

- Latinos are one of the fastest growing minority groups in the United States (U.S. Bureau of the Census, 2010), and yet still comprise much of the country's underserved population for mental health services (Substance Abuse and Mental Health Services Administration (SAMHSA), 2010).
- Past research has demonstrated that fewer than 1 in 20 Latinos in need of mental health services actually utilize services offered to them (Berdahl & Torres Stone, 2009; Wells et al., 1987).
- Furthermore, recent research has also revealed that Spanish speaking, less acculturated Latinos are more likely to drop out of treatment than more acculturated, English-speaking Latinos (Keyes et al., 2012).
- Past researchers have described Latinos as having different parenting values than their white counterparts. They are described as employing a more authoritarian style of parenting (Knight, Virdin & Roosa, 1994; Rosello & Bernal, 1996; Parke et al., 2004) such as leading with direct verbal commands and focusing on obtaining compliance (Livas-Dlott et al., 2010).
- Research has found that Latino's parenting style varied by their acculturation to U.S. culture: English-speaking Latinos employed more authoritative parenting strategies than Spanish-speaking Latinos (Grau, Azmitia, & Quattlebaum, 2009).
- Livas-Dlott and colleagues (2010) examined Spanish-speaking Latinos in the home with their child and found that 42% of their total verbalizations were commands and when these commands did not obtain compliance, they used a combination of reasoning and questioning to further push for compliance.
- Parent Child Interaction Therapy (PCIT) was developed based on the concepts that when parents are nurturing, their attention will be rewarding to their children, and their children will want to obey. Commands and questions are discouraged verbalizations and parents are coached to not use these strategies to obtain compliance.
- The discrepancy between Spanish-speaking Latinos' parenting styles and strategies and the goals for PCIT may cause them to want to drop out of treatment prematurely.

PURPOSE & HYPOTHESES

- The purpose of this study is to examine the parenting styles of Latinos varying in acculturation and explore how their parenting styles affects whether they end treatment early.
- We hypothesize that based on previous research, English and Spanish speaking Latinos will demonstrate different parenting styles as measured by their verbalizations in the DPICS assessment.
- We also hypothesize that the difference in parenting styles between the English speaking and Spanish speaking Latinos will also account for treatment attrition from Parent-Child Interaction Therapy.

METHOD

Participants:

- 95 mother-child dyads were referred to the UC Davis CAARE Center for Parent-Child Interaction Therapy (PCIT) because of the child's externalizing behavior problems.
- Dyads were then further categorized into English-speaking (68) and Spanish-speaking (27) Latinos based on their selected ethnicity and preferred language in treatment.
- Children were 2 to 8 years of age, with a mean age of 4.70 years.

Procedure:

- Prior to the start of PCIT treatment, Mother-child dyads were assessed in three 5-minute parent-child interaction analogs, which varied in the amount of control required of parents. These 15-minute taped interactions were then coded according to the Dyadic Parent-Child Interaction Coding System (DPICS-III; Eyberg, Nelson, Duke, Boggs, 2009).
- Client case files were reviewed to examine when the dyad dropped out of treatment.

Measures:

- DPICS-III (Eyberg et al., 2009) was used to code the number of parent verbalizations according to various speech categories; including acknowledgements, informational descriptions, unlabeled and labeled praises, reflections, behavior descriptions, questions, reflective questions, commands, and negative talk. Commands were further categorized into direct commands and indirect commands.
- Spanish-speaking video tapes were coded by two bilingual and bi-culturally competent undergraduate level researchers reliable in EA and DPICS coding.
- English-speaking video tapes were coded for inter-rater reliability by undergraduate and graduate level researchers reliable DPICS coding.

RESULTS

Table 1. Demographic statistics for Spanish and English-Speaking Latinos

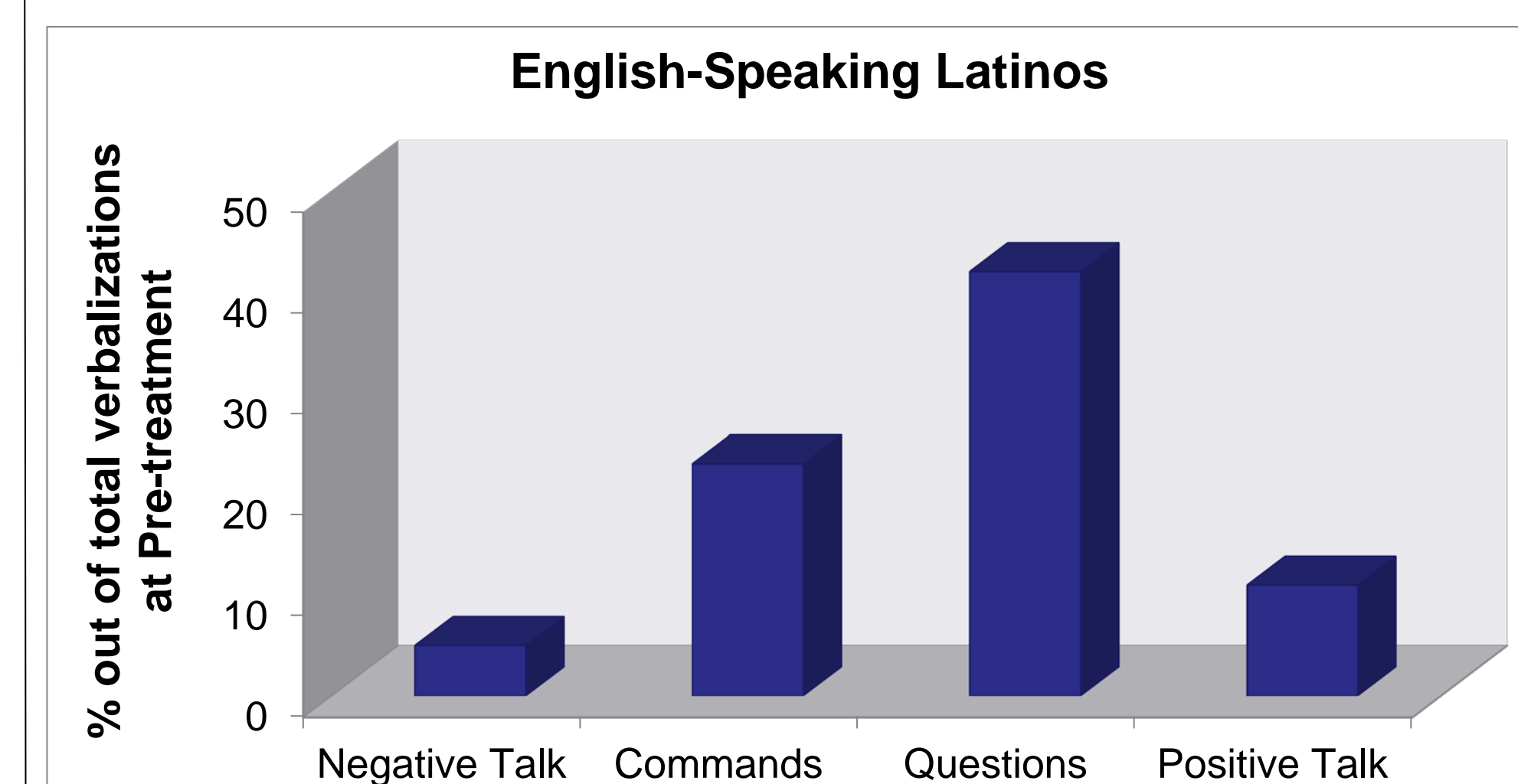
Characteristic	Spanish-Speaking Latinos N = 27	English-Speaking Latinos N = 68
Marital Status (% Married)	34.6	20.6
Caregiver educational attainment (Mean years)	9.0*	11.3
Mean age of Mothers in years	30.5	28.8
Mean age of Child in years	4.2	4.9
Child gender (% male)	59.0	66.0

*p < .05 There were no significant differences except Spanish-speaking Latino mothers had less total years of educational attainment than English-speaking Latino mothers

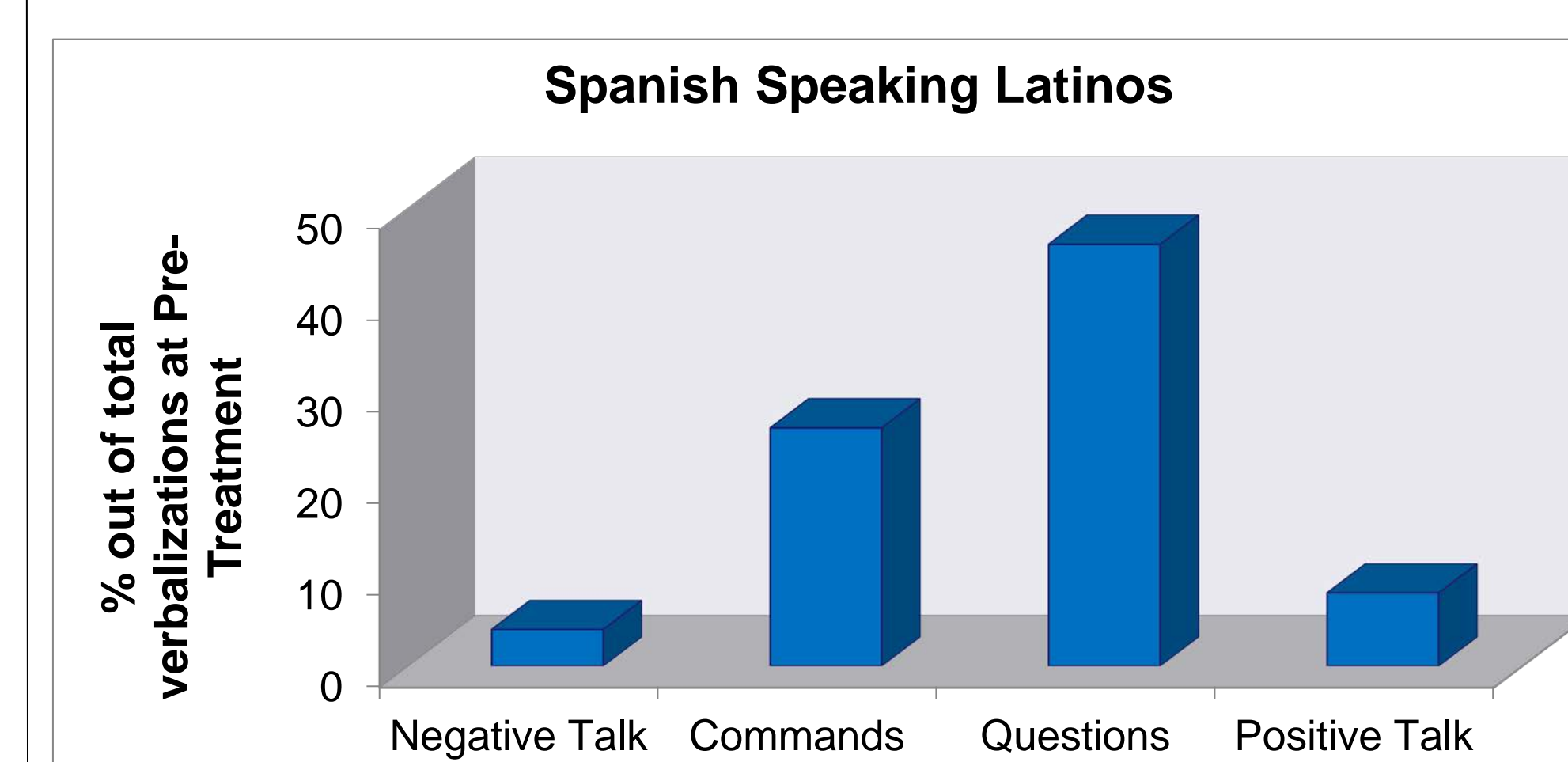
Overall Percent Treatment Completion

- 53 % of English-speaking Latinos and 59% of Spanish-speaking Latinos completed treatment. There were no overall significant differences between Spanish and English-speaking Latinos in percent treatment completion.

Graph 1. English Speaking Latinos Parenting Style Profile



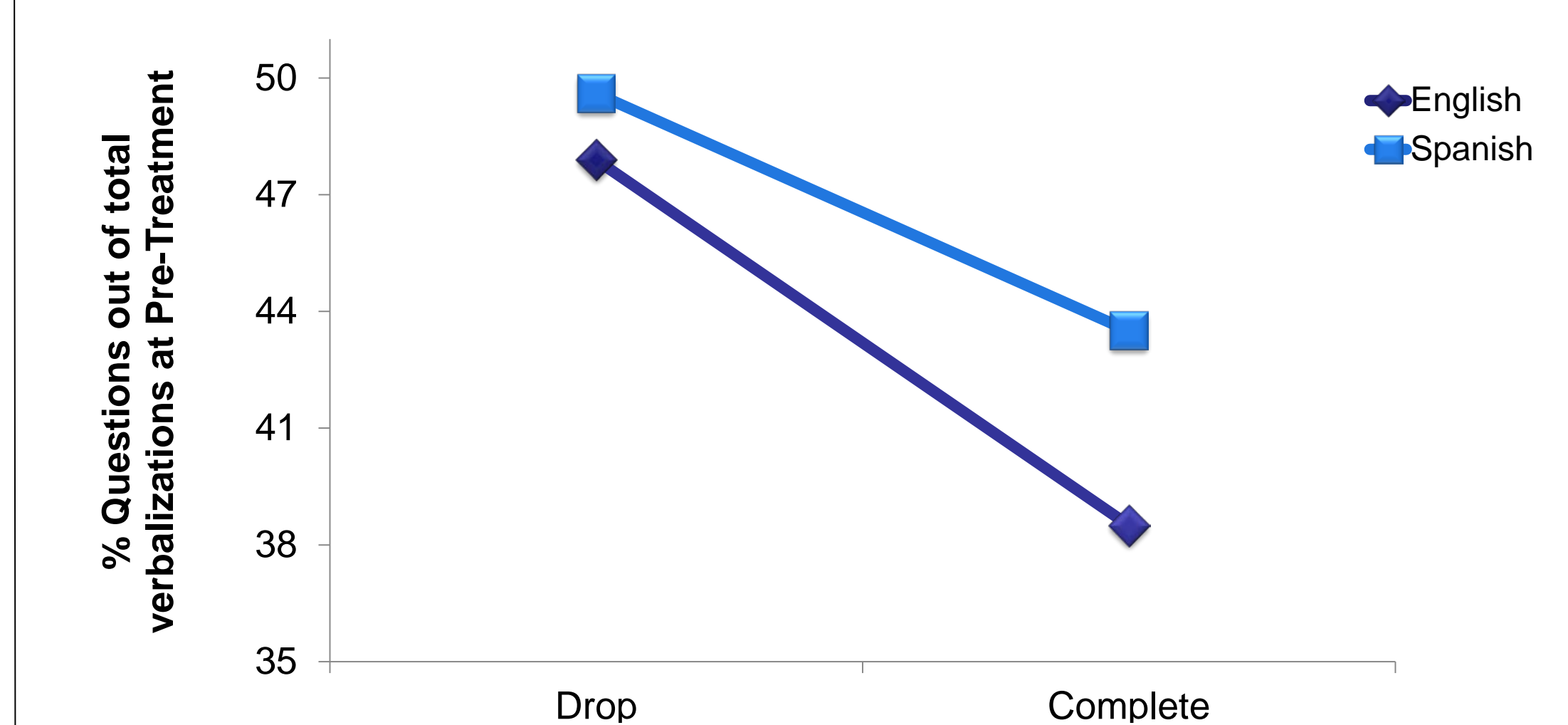
Graph 2. Spanish Speaking Latinos Parenting Style Profile



- There was no significant differences in parenting styles as measured by the parent's verbalizations between English and Spanish Speaking Latinos.
- At Pre-treatment, both demonstrate similar styles of speaking.

RESULTS cont.

Graph 3. Percent of Questions at Pre and Treatment Drop out



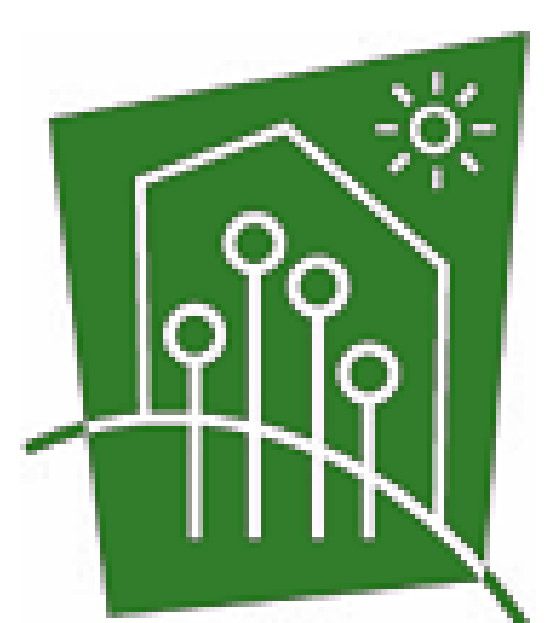
- Percent of questions out of total verbalizations at Pre-treatment predicted treatment drop out for both Spanish and English-speaking Latinos.

SUMMARY OF RESULTS

- Overall, results showed that there were no significant differences between English and Spanish Speaking Latinos in treatment completion.
- Both English and Spanish speaking Latinos demonstrated similar styles of speaking to their children; both using a combination of mostly questions and commands. These styles of speaking did not account for any of the differences in treatment completion for either group.
- Interestingly, the percent of overall questions at pre-treatment did predict treatment drop-out; those with a majority of questions out of their total verbalization were more likely to drop out of treatment prematurely.

DISCUSSION

- The purpose of this study was to examine the parenting styles of Latinos varying in acculturation and explore how their parenting styles affects whether they end treatment early.
- Contrary to our expectations, we found no significant differences in the parent verbalization styles of English and Spanish speaking Latinos. However, it may be that the similarity of their children's disruptive behaviors increased the likelihood of similarity among the two groups of parents.
- Our finding that greater the percent of questions (out of a parent's total verbalizations) the greater the likelihood that both English and Spanish-speaking dyads would drop treatment was unexpected. Both questions and commands are signs of authoritarian parenting style; and we hypothesized that percentages of commands and questions would predict treatment drop out equally.
- A recent study found that a similar population of both English and Spanish speaking Latinos children reacted positively to their more parent questions (Servin, et al., 2012). With Latino children responding more positively to parental questioning, it may be that when PCIT therapists taught and coached them to avoid questions to improve their parent-child relationship, it reduced their credibility because it was contrary to what they saw with their own eyes in their interactions with their children.
- With Latino clients, focusing on establishing other skills in CDI rather than avoiding questions (expecting that using other skills will reduce parents' questioning) might help keep these families in treatment.



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