Using PCIT with Older Generations

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Presentation Objectives:

- Information/statistics on older generation caring for grandchildren

- Discussing older generation guardians/caretakers in PCIT with respect to challenges using this modality including age and cultural factors.

- Present challenges/considerations using PCIT with older generation Spanish-speaking caretakers
United States Statistics:
• U.S Consensus 2012

Figure 3.
Percentage of Children Under 18 Living With Grandparents by Presence of Parent(s)

Length of Time Coresident Grandparents Were Responsible for Grandchildren by Age of Grandparents: 2012
(In Percent)

30–59 years old

- Not responsible for grandchild: 53%
- Less than 1 year: 12%
- 1 to 2 years: 12%
- 3 to 4 years: 8%
- 5 or more years: 15%

60+ years old

- Not responsible for grandchild: 71%
- Less than 1 year: 4%
- 1 to 2 years: 5%
- 3 to 4 years: 5%
- 5 or more years: 15%
California Statistics:

- U.S Bureau of Consensus 2002

![Pie chart showing the ethnicity of California's grandparent caregivers.](chart.png)
Figure 4.

* Race and Hispanic origin were collected differently before 2003. In 2003 and later respondents could mark all race groups they chose, while in earlier years they had to choose one group. In 2003 and later, Black, White, and Asian include only those who marked a single category. Prior to 2003, Asian includes Pacific Islanders.
California Statistics:

- **U.S Bureau of Census 2012**

### Table 4. Selected Characteristics of Grandparents Living With Grandchildren for the United States, Regions, States, and Puerto Rico: 2012

<table>
<thead>
<tr>
<th>Area</th>
<th>Number</th>
<th>Percent of population 30 years and over</th>
<th>Percent responsible</th>
<th>Percent distribution of time responsible</th>
<th>Percent who were:</th>
<th>Households with grandparents living with grandchildren</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Less than 1 year</td>
<td>1 to 2 years</td>
<td>3 to 4 years</td>
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<tr>
<td>United States</td>
<td>7,065,539</td>
<td>3.8</td>
<td>38.8</td>
<td>21.1</td>
<td>23.0</td>
<td>16.6</td>
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<tr>
<td>Region</td>
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<tr>
<td>Northeast</td>
<td>1,107,136</td>
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<td>31.6</td>
<td>19.1</td>
<td>22.5</td>
<td>18.4</td>
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<tr>
<td>Midwest</td>
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<td>41.5</td>
<td>22.6</td>
<td>23.1</td>
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<td>South</td>
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<td>45.1</td>
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<td>West</td>
<td>1,856,236</td>
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<td>31.4</td>
<td>22.5</td>
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<td>Delaware</td>
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Importance of Older Generation caretakers
Generational/Age Factors:

- PCIT concepts are new to them and unlike what they experienced during their own childhood
- Concepts can take longer to understand and apply
- Difficulty taking directives/direction from a PCIT clinician who is younger than they are
- Caretaker may not be fully committed as they believe the parent(s) will resume the parental role
Generational/Age Factors continued

- Underlying/Additional stressors that come with being a caretaker at a later age
- Difficulty adapting to the way new generation is being raised
- Challenged with modifying old habits, techniques, and skills that they used when raising their own children
- Literacy issues
Cultural Factors:

- P.R.I.D.E skills do not directly translate into terms they are comfortable or used to.
- Primary language of child and caretaker may not be similar.
- Roles are blurred with respect to being a grandparent/older caretaker versus parent.
- Stigma in general about being in therapy and especially with a treatment modality where they are directly responsible for working on skills/techniques/parenting.
- Difficulty with accepting therapy/PCIT as a proper way to discipline or connect with children.
Older Generation Perceptions about Discipline:
Frequent Questions/Comments from Older Caretakers

- Why should I praise a behavior that is expected of the child?
- Why do I need to come here if I already know how to parent?
- This is not the way I was raised.
- In my country we do things differently.
- How is therapy going to work and how will it help?
Suggestions applying PCIT principles with Older Generations:

- Collaborating on vocabulary that is comfortable, easier to remember and apply while maintaining PCIT skill
- Checking in to address relevant issues/concerns outside of PCIT
- Psychoeducation about efficacy of skills and how they are relevant to current generation
- Accepting that it may take longer for them to meet mastery or if ever attain it
- Dealing and providing support for comments or criticisms from family members when there is little improvement with child’s behaviors
for your interest in this topic!