

El locutor, el periquito, y las porras: estrategias para lograr maestría en PCIT

Rosario S. Williams, LMFT
Alejandra Trujillo, LMFT
Myrna I. Aguirre-Bashyam, LMFT



San
Fernando
Valley
Community
Mental
Health
Center, Inc.

LEARNING OBJECTIVES

By the end of this workshop participants will be able to:

1. Identify several “dichos, coloquialismos y refranes” to assist caregivers reach mastery of PRIDE skills.
2. Assist caregivers achieve CDI mastery in less time.
3. Take home a sample tool to teach PRIDE skills in a culturally sensitive manner.
4. Increase clinician’s ability to connect and form a stronger relationship with caregivers which will impact caregiver’s learning experience.

“A QUEBRAR EL TURRÓN”



DEMOGRAPHICS/SOCIETAL ISSUES

- According to Center for Disease Control and Prevention (2015):
As of **July 1, 2013**, there are roughly **54 million** Hispanics living in the United States, representing approximately **17%** of the U.S. total population, making people of Hispanic origin the nation's largest ethnic or race minority.
 - **Mexicans (64%)**
 - **Puerto Ricans (9.4%)**
 - **Salvadorans (3.8%)**
 - **Cubans (3.7%)**
 - **Dominicans (3.1%)**
 - **Guatemalans (2.3%)**
 - **Other Hispanic or Latino Origins (13.7%)**

DEMOGRAPHICS/SOCIETAL ISSUES

- In California alone Hispanic/Latino percent in 2013 was 38.4% (CDC, 2015)
- The National Alliance on Mental Illness (NAMI) reports that on existing studies about language skills of mental health professionals reveal that there are few Spanish-speaking and Latino providers. (2006)
- “Hispanics or Latinos may have more positive attitude toward mental health treatment seeking than non-Hispanic whites”
- Treatment barriers come about not because of negative attitudes, but because of other structural barriers to care, including language and socioeconomic factors.”
- **Both language barriers and values created barriers to treatment.** (Shim, Compton, Rust, Druss, and Kaslow, 2009)

HISPANIC CULTURE AND MENTAL HEALTH

- Hispanic cultural values:
 - ***Familismo***: sense of a strong orientation and commitment to family.
 - ***Personalismo***: emphasis on warm relationships with family and friends.
 - ***Respeto***: being respectful to others especially authority figures (elders, parents, etc.)
 - ***Dichos y cuentos***: cultural sayings idioms/colloquialism that helps bring levity to serious issues.

- Hispanic families can seem resistant to treatment if they do not accept parenting skills that are consistent with their values, beliefs, and practices.

- Parent training programs targeting Hispanic families need to be modified to incorporate their values and get “buy in.”

“A LA TIERRA QUE FUERES, HACER LO QUE VIERES”



Rapport Building/Creando confianza



Connecting with caregiver and extended family as client can sometimes be involved in treatment (*familismo*)



Acknowledging/Validating families' culture



What does “mental health” mean to them?



Their family, their culture, their community.

PARENT FACTORS TO CONSIDER IN TREATMENT

- ❑ **Level of acculturation:** 1st, 2nd, 3rd generation...
- ❑ **Learning style:** visual, auditory, kinesthetic, etc.
- ❑ **Mental Health:** depression, PTSD, etc.
- ❑ **Learning disabilities:** auditory processing, logic and reasoning, etc.
- ❑ **Level of Sophistication vs level of education**

PARENTING STYLES

	Supportive Parent is accepting and child-centered	Unsupportive Parent is rejecting and parent-centered
Demanding Parent expects much of child	Authoritative Parenting Relationship is reciprocal, responsive; high in bidirectional communication	Authoritarian Parenting Relationship is controlling, power-assertive; high in unidirectional communication
Undemanding Parent expects little of child	Permissive Parenting Relationship is indulgent; low in control attempts	Rejecting-Neglecting Parenting Relationship is rejecting or neglecting; uninvolved

CDI COACHING EN ESPAÑOL

- Visual aides
- Use meaningful words, “dichos, coloquialismos y refranes.”

A DIARIO	
El Narrador/Locutor/ Comentarista (Describir)	
El Periquito (Reflejar/repetir)	
Las Porras (Elogiar)	
Echele crema a los tacos (Disfrutar el juego)	
La Suegra (Evite criticas, preguntas y ordenes)	

DESPACIO QUE LLEVO PRISA

PERIQUITOS

DESPACIO QUE LLEVO PRISA

Veo que...

FACILITO

Niño:

Usted:

Ejemplo:

Habla=====→

Refleja:

“Dijiste/dices que...”

Hace=====→

Describe:

“Veo que...”

Hace algo correcto=→

Elogia:

“Gracias por...” “Me gusta cuando...”

“EN LOS APUROS Y EN LOS AFANES ECHA MANO DE LOS REFRANES”

**Echarle mucha crema a sus tacos!
(CDI: labeled praise, enjoyment)**

Se aplica a quien exagera en sus elogios a algo o alguien.

Ni tanto que queme al santo, ni tanto que no lo alumbre (throughout tx)

Este dicho asegura que lo mejor es no extremar las cosas, pues tan malo es pecar por exceso como por insuficiencia.

Más sabe el diablo por viejo, que por diablo (Tx planning/rapport)

Habla de la experiencia y conocimientos que el paso de los años aporta.

**Al buen entendedor, pocas palabras
(for direct commands)**

Con una persona que entiende rápidamente no es necesario entrar en detalles.

“EN LOS APUROS Y EN LOS AFANES ECHA MANO DE LOS REFRANES”

No hay mal que por bien no venga. (throughout tx)

Transmite una visión optimista de la realidad, pues indica que de una contrariedad se puede extraer algo bueno, que una contrariedad puede tener resultados favorables.

No hay mal que dure 100 años! (throughout tx)

Con este refrán se trata de consolar a quien padece una desgracia, con la esperanza de que no es duradero.

Más vale tarde que nunca. (throughout tx)

Es preferible que hagamos algo después de lo previsto a que no lo hagamos **nunca**, ya que por lo menos lo habremos hecho.

Dios aprieta pero no ahorca. (throughout tx)

Recomienda la conformidad en la desgracia y la confianza en Dios.

“EN LOS APUROS Y EN LOS AFANES ECHA MANO DE LOS REFRANES”

<p>¡A darle que es mole de olla! (when needed)</p>	<p>Invitación a hacer alguna cosa con buen ánimo y sin demora. El mexicanísimo mole de olla es, en opinión de muchos, uno de los platillos más deliciosos que puedan existir en el país; y por lo mismo, no debe desdeñarse ninguna oportunidad de disfrutarlo.</p>
<p>El que mucho abarca poco aprieta (Tx planning)</p>	<p>Alude a quien, al tratar de emprender varias cosas a un tiempo, no desempeña bien ninguna.</p>
<p>Echar Flores (Labeled Praise)</p>	<p>Hacer elogios, loas o alabanzas de una persona o cosa.</p>
<p>Como el dermatólogo: Al grano (evite Cantinflear)</p>	<p>Ir al meollo del asunto. Utilizar pocas palabras. Ser claro.</p>

TE LO DIGO A TI MI HIJA, ENTIÉNDELO TÚ MI NUERA

PDI

- Ser directo sin ser tan directo
- “Tú” versus “Usted”
- Clinician’s own level of comfort being directive when working with older caregivers.

REFERENCES

- Depression and Latino: Latino Community Mental Health Fact Sheet (2006). *National Alliance on Mental Illness*. Retrieve from <http://www2.nami.org/Template.cfm?Section=Depression&Template=/ContentManagement/ContentDisplay.cfm&ContentID=88775>
- Hispanic or Latino Populations (2015, May 15). *Center for Disease Control and Prevention*. Retrieved from <http://www.cdc.gov/minorityhealth/populations/REMP/hispanic.html>
- National Alliance on Mental Illness. (2006). Matos, M., Torres, R., Santiago, R., Jurado, M. & Rodriguez, I. (2006). Adaptation of parent-child interaction therapy for Puerto Rican families: A Preliminary Study. *Family Process*, 45, 205-222. doi: 10.1111/j.1545-5300.2006.00091x
- Shim, R.S., Compton, M.T., Rust, G., Druss, B.D., & Kaslow, N. (2009). Race-ethnicity as a predictor of attitudes toward mental health treatment seeking. *Psychiatric services*, 60, 1336-1341. doi: 10.1176/ps.2009.60.10.1336

¡AHORA SÍ, YA SE NOS ACABÓ EL VEINTE!



CONTACT INFORMATION

Rosario S. Williams, LMFT

rwilliams@sfvcmhc.org

Alejandra Trujillo, LMFT

atrujillo@sfvcmhc.org

Myrna Aguirre-Bashyam, LMFT

maguirre@sfvcmhc.org