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 United States 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.
- 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.

### RESULTS

#### Table 1: Demographic statistics for Spanish and English-Speaking Latinos

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Spanish-Speaking Latinos</th>
<th>English-Speaking Latinos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital Status (% Married)</td>
<td>N = 27</td>
<td>N = 68</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean age of Mothers in years</td>
<td>30.5</td>
<td>28.8</td>
</tr>
<tr>
<td>Mean age of Child in years</td>
<td>4.2</td>
<td>4.9</td>
</tr>
<tr>
<td>Child gender (% male)</td>
<td>59.0</td>
<td>66.0</td>
</tr>
</tbody>
</table>

> n = 25 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

- English-speaking Latinos: % out of total verbalizations
  - 0% Negative Talk
  - 10% Commands
  - 20% Questions
  - 50% Positive Talk

#### Graph 2. Spanish Speaking Latinos Parenting Style Profile

- Spanish Speaking Latinos: % out of total verbalizations
  - 0% Negative Talk
  - 10% Commands
  - 20% Questions
  - 50% Positive Talk

### DISCUSSION

#### Purpose of the study

- To examine the parenting styles of Latinos varying in acculturation and explore how their parenting styles affects whether they end treatment early.
- To determine if command and question by parents would predict treatment drop-out.

#### Findings

- Overall, 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.

#### Implications

- The purpose of this study was to examine the parenting styles of Latinos varying in acculturation and explore how their parenting styles affect 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.

#### Future Research

- Future research could explore the differences in parent verbalization styles of English and Spanish-speaking Latinos and their effects on treatment completion.
- Future research could also examine the role of acculturation on the differences in parenting styles between English and Spanish-speaking Latinos.