

ABSTRACT

CRIANDO A MIS NIETOS: LATINO GRANDPARENTS AS CAREGIVERS MANAGING STRESSORS ASSOCIATED WITH KINSHIP CAREGIVING: A CURRICULUM

By

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Grandparents as parents are a fast growing population, as the need for custodial grandparents increases so does the need for culturally competent interventions that address their needs and that of their grandchildren. This psycho-educational curriculum focuses on Latino grandparent caregivers; it encompasses the stressors commonly faced by custodial grandparents while addressing the cultural values and beliefs of this population. The cultural values addressed in this curriculum include: *Respeto*, *Personalismo*, and *Familismo*, the curriculum is built upon these values, and they are carried throughout each session.

The foundation for this thesis curriculum includes cultural values, as well as knowledge of loss and grief theory and elements of Mindfulness-Based Cognitive Behavioral Therapy. Themes that will be addressed in this curriculum include: loss, grief, mental health through psycho-education, coping skills, behavioral and emotional challenges in children and obtaining available community resources.

CRIANDO A MIS NIETOS: LATINO GRANDPARENTS AS CAREGIVERS
MANAGING STRESSORS ASSOCIATED WITH KINSHIP CAREGIVING:
A CURRICULUM

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CHAPTER 1

INTRODUCTION

Purpose of Curriculum

The purpose of this curriculum is to provide Latino grandparents with culturally competent parenting support to raise their grandchildren. This psycho-educational curriculum aims to address common stressors that are often associated with raising another generation and will provide them with tools needed to reduce parenting burden. This curriculum will also integrate important cultural components such as acculturation, *Respeto*, *Personalismo*, and *Familismo* in efforts to tailor the curriculum with specific values important to Latino grandparent caregivers. Themes addressed in this curriculum include: culture, parenting practices, loss, grief, mental health through psycho-education, coping skills, emotional and behavioral challenges in children and acquiring available resources.

Rationale for Curriculum

The rationale for the curriculum is to decrease grandparents' stressors associated with parental burden by increasing awareness of child development as it pertains to parenting and raising children, mental illness, behavioral and emotional problems in children, and community resources. This curriculum incorporates Latino cultural values such as *Respeto*, *Personalismo*, and *Familismo* in efforts to construct a culturally relevant and suitable curriculum.

Similar Programs

In a study conducted by Strom and Strom (2011) on grandparent education, within the Phoenix, Arizona Washington School District, the Grandparent Education Council was established in 32 of its schools; this program was exclusively for educating grandparents on their responsibilities and educational needs of their grandchildren. The focus of this program was to provide grandparents with relevant information for them, their grandchildren, and their parents (Strom & Strom, 2011). The Grandparent Education Council also provided childcare for their preschool aged grandchildren so that they may attend educational classes (Strom & Strom, 2011). The topics for the curriculum were based on the interests of the grandparents (Strom & Strom, 2011).

In another study conducted by Collins (2011) on African American grandmothers who were raising their grandchildren, a faith-based support group was created and implemented by social workers with themes that addressed health, social services, legal and financial matters, religious and spiritual connections, social-emotional support and the need for respite care. The support groups were held for 2 hours and it ran for 4 months (Collins, 2011). Other professionals from different fields were brought in to speak and educate the grandmothers on their respective fields (Collins, 2011). The church provided childcare; volunteers were utilized to provide childcare (Collins, 2011). The group overall increased their knowledge of available resources, increased social support and reduced feelings of isolation (Collins, 2011).

The Problem

In the United States alone, there is an estimated five million children being raised by their grandparents and, of these five million children 60%, are being raised in grandmother-headed households (Edwards & Ray, 2010). National Child Welfare policies give primary consideration to family members, especially grandparents, for child placements when biological parents are not able to care for them (M. Goodman & Rao, 2007). In addition, the causes behind the need for placing children with their grandparents are often due to crisis in an adult child's life such as incarceration, death, drug abuse, abuse and neglect, divorce, HIV or AIDS and mental health crisis (Waite, LaPierre, Luo, & Hughes, 2012). The prevalence of these formal or informal care arrangements calls for more social programs that cater to the needs of this growing population. The onset of permanent or fulltime caregiver role later on in life brings its own set of unique challenges. Many of these challenges stem from role change or confusion, developmental interruptions, or loss of freedom and isolation, which can lead to decline in physical and mental health and financial strain for the custodial grandparent which exacerbate caregiver stressors (Fitzgerald, 2001). Grandchildren are also affected by the altering of primary caregiver; children who transition from parent to grandparent may experience behavioral and emotional problems such as depression, anxiety, academic difficulties, anger, rejection and guilt (Dolbin-MacNab, 2006). Grandparents who raise children with emotional and behavioral problems are more likely to report higher risk of life stressors, depression, anxiety and unmet informal and formal services (Burnette, 2000).

Within the Latino community grandparents are known for taking on the role of parenting their grandchildren; family traditions carry on the expectations of having grandmothers involved in some capacity or other in the upbringing of their grandchildren (M. Goodman & Rao, 2007). Caregiving arrangements are often informal due to the cultural expectation of providing care for their grandchildren (Bachman & Chase-Lansdale, 2005). Custodial grandparents with informal arrangements are less likely to utilize childcare programs or assistance from various services that may be available to them (Burnette, 2000). In addition, literature states that some adaptations such as translation of measures, bilingual therapists and an inclusion of a treatment component on cultural values may be needed when working with minority groups (Barker, Cook, & Borrego, 2010).

Definition of Terms

Acculturative stress: “Can be defined as individual and familial stress associated with adjustments to a new culture” (Barker et al. , 2010, p. 160).

Attitudinal familismo: Is described by Esther D. Calzada (2010) as “feelings of loyalty, solidarity and reciprocity among family members, which encompasses these four components: family comes before the individual, familial interconnectedness, family reciprocity, and upholding family honor” (p. 168).

Behavioral familismo: Refers to the behaviors that reflect the beliefs of *familismo* (Calzada, 2010).

Custodial grandparents: Is defined by researchers as grandparents attaining the role of surrogate parents to their grandchildren (Edwards & Ray, 2010).

Familismo: “ Multifaceted construct that can be understood in terms of attitudinal and behavioral manifestation” (Calzada, 2010, p. 169).

Formal arrangement: Is defined by legal placement through Public Welfare System (Kelley, Whitley, & Campos, 2011).

Grandparents as parents: Is described by researchers as grandparents providing care for their grandchildren through informal arrangements or through placement of the Public Welfare System (Kelley et al., 2011).

Informal arrangement: Is described as a verbal agreement between biological parents and grandparents, legal custody is not established (Bachman & Chase-Lansdale, 2005).

Parenting burden: “Seeing their grandchildren as harder to care for than most children, being angry or bothered by grandchildren and giving up more than expected in order to meet the grandchild’s needs” (Dolbin-MacNab, 2006, p. 565).

Personalismo: Is described by researchers as a variable that focuses on human trust and warm interpersonal interactions with others (Barker et al., 2010).

Respeto: Is described as “respect and obedience of authority as it relates to knowing the level of courtesy and decorum required in a given situation in relation to other people of a particular sex, age and social status” (Calzada, 2010, p. 169).

Role conflict: Is described as the difficulty of fulfilling the traditional role of grandparent after entering parenting role and engaging in parenting skills (Dolbin-MacNab, 2006).

Skipped generation household: Is defined as a household where grandparents are raising their grandchildren in the absence of their biological parents (Waite et al., 2012).

Target Population

This curriculum targets Latino grandparent caregivers; ages of grandparents may vary from 45-70 years, who live in predominantly Latino, monolingual Spanish speaking, low-socioeconomic areas. Participants may be recruited at any particular time that they take on the responsibility of caring for their grandchildren, whether they just became primary caregivers (0-6 months), or have been caregivers for more than a year.

Theoretical Framework

This curriculum is founded on two social and psychological theories and three Latino cultural values: *Respeto*, *Personalismo* and *Familismo*. The theories include Mindfulness Cognitive Behavioral Theory and Loss and Grief Theory.

Mindfulness Cognitive Behavioral Therapy

Mindfulness Cognitive Behavioral Therapy (MCBT) is similar to Cognitive Behavioral Theory (CBT) in the respect that it is used with work with symptomatic depressive and anxious patients, and it is used to not only to reduce psychological distress but also to promote positive mental health (Pots, Meulenbeek, Veehof, Klungers, & Bohlmeijer, 2014). MCBT combines mindfulness exercises with CBT components to bring awareness and acceptance of negative experiences to reduce experiential avoidance (Pots et al., 2014). The curriculum seeks to address the stressors associated with kinship caregiving by engaging participants in activities that will require them to talk and process events that have led to the transition of care, or other events that may threaten their

overall well-being. MCBT interventions have been successful in enhancing positive emotions, regulation strategies, self-compassion levels, and a decrease in rumination (Pots et al., 2014).

Loss and Grief Theory

Loss and Grief Theory explores grief as a response to any type of loss, which a person may endure during their life span (Goldsworthy, 2005). This theory is used to address the multidimensional experience that affects all aspects of a person's life (Goldsworthy, 2005). Aside from cultural values loss and grief concepts are thoroughly addressed throughout this curriculum, as the psychological and emotional consequences of an unresolved grief and loss can affect the overall well-being of custodial grandparents and their grandchildren, which can lead to higher levels of stress. Due to the complexity and the wide span that grief and loss has on a person, grief and loss are often explored using other theories such as psychodynamic theory, attachment theory, social learning theory, cognitive behavior theory, and constructivism theory, all which are also appropriate (Goldsworthy, 2005).

Social Work Relevance

As the number of grandparents as parents grows, so will the need for supportive services and interventions for this population. Grandparent caregivers often report serious effects to their health both physical and mental, finances and social support due to parenting burden (Bowers & Myers, 1999). Research shows that child welfare agencies are continually increasing their reliance on family members, especially grandparents, to provide care for their grandchildren when their biological parents are not able to, yet

family members who take on the responsibility of caregiving receive less financial support and services than non kin caregivers (Waite et al., 2012). This curriculum aims to address this problem by providing grandparents with the information needed to understand the services available to them and obtain these valuable resources. In addition, this curriculum will provide grandparent caregivers with the opportunity to develop the parenting skills and strategies they may need to raise a grandchild with emotional and behavioral problems. Grandparents who are raising grandchildren with special needs report having unmet support services in the areas of parent education and nutritional information (Burnette, 2000). The fundamental purpose of this curriculum is to educate Latino grandparent caregivers on the stressors of parenting another generation and to lessen the parenting burden by informing them of the services available to them. This is an important piece of the curriculum as literature states that lack of social services may increase parenting burden and lower the quality of childcare, which ultimately affects the well being of both grandparents and grandchildren (Waite et al., 2012).

The foundation that this curriculum is built upon is the National Association of Social Workers (NASW) Social Work Code of Ethics. It follows the six ethical principles and its values, which are stated as the values of Service, Social Justice, Dignity and Worth of Person, Importance of Human Relationships, Integrity and Competence (NASW, 2008). This curriculum upholds the value of service by addressing the needs of this often overlooked population. Social justice is upheld by addressing multicultural components such as mental health stigma, poverty and legal issues associated with parenting grandchildren. Dignity and Worth of a Person is supported through

recognizing and respecting the important task that these grandparents take on by empowering them with the tools needed to successfully fulfill their role. Encouraging communal support during each session and pulling from the strengths that each participant brings to the group will sustain the value of Importance of Human Relationships in this curriculum. Integrity will be upheld by addressing and encouraging confidentiality during every session, within group members and group leaders. Competence will be supported through providing materials needed for group leaders to be able to implement curriculum and appropriate resources needed to support the participant's needs.

Multicultural Relevance

Literature states that the occurrence of grandparents raising grandchildren varies within ethnicity groups; these caregiving roles are shaped by family composition, values, and unique role expectations that each culture holds to be important (M. Goodman & Rao, 2007). The number of children being cared for by their grandparents has nearly doubled since the 1970s (Dolbin-MacNab, 2006). Mexican American grandparents are raising their grandchildren at a much higher rate than their Euro American counterparts. It is estimated to be at a four times higher rate (M. Goodman & Rao, 2007). In addition, minority caregiving grandparents are more inclined to experience great economic vulnerability, which adds to the burden of parenting their grandchildren (Kelley et al., 2011).

Although the incidence of Latino grandparent as caregivers is on the rise, African American grandparents still make up the majority of this population of custodial

grandparents (Carr, Hayslip, & Gray, 2012). African American grandmothers are 2 times more likely to take on caregiver responsibility than any other ethnic group (Fitzgerald, 2001). African American custodial grandmothers as well as other minority custodial grandmothers are also more likely to have less formal education and live under the poverty line (Bachman & Chase-Landsdale, 2005). Grandmother caregivers are less likely to have completed high school (Fitzgerald, 2001). Literature shows that grandmothers raising grandchildren are also more prone to poorer mental health due to lower income and financial strain (Carr et al., 2012).

Grandparents raising grandchildren face various stressors upon taking on the parenting role. Often the reasons behind the need to take on full custodial care of their grandchildren adds on to the stress of caring for their grandchildren. Custodial grandparents often experience financial strain, depression, anxiety, isolation, parenting stress and overall poorer health (Bowers & Myers, 1999). Most common reasons requiring grandparents to take on parenting responsibilities are due to biological parents' inability to care for their children for reasons which include: drug abuse, terminal illness, mental or emotional problems, neglect or abuse, divorce, death, and incarceration (Bowers & Myers, 1999). The residual effects of these traumatic events affect both the children and grandparents, as they both have to deal with the loss of a loved one. In children these effects are visible in emotional and behavioral problems. Children being raised by grandparents are at significantly higher risk for emotional and behavioral problems than their counterparts (Kelley et al., 2011). Grandparents raising

grandchildren with emotional and behavioral problems also report higher levels of psychological distress (Bachman & Chase-Landsdale, 2005).

This curriculum aims to address the stressors associated with parenting another generation by providing grandparents social support, psycho-education, parenting skills, and information on how to obtain the necessary resources to alleviate financial strain. The curriculum will also reflect important cultural components that are found in the Latino culture such as *familismo* and *respeto*, which is often missing from interventions and parenting classes. The Latino population often has a low engagement and retention in parenting classes due to the inability to relate to the Westernized parenting models that are discussed and taught in these classes (Calzada, 2010). This curriculum's focus is to provide Latino grandparents with relevant information that addresses this population's specific needs, while educating them on mental health and resources. Furthermore, literature supports the concept that culturally adaptive programs that were culturally competent presented better results for retention and participation from parents (Barker et al., 2010).

CHAPTER 2
LITERATURE RIVIEW

Gaps in Literature

There are two main gaps in literature; the first is the shortage of culturally-based interventions for Latino grandparents, which incorporate cultural factors that may affect the treatment and delivery outcome (Barker et al., 2010). Interventions for Latino grandparents should include culturally relevant values, treatment adaptations, and address specific environmental stressors (e.g., language barriers, high crime neighborhoods, and discrimination; Barker et al., 2010). The second gap is the limited research on mental health for parental grandparents outside of depression (Carr et al., 2012). There is a limited amount of research and interventions that address grieving and loss, both for the child and the grandparent. Addressing loss of roles, loss of adult child, child's loss of parent, loss of job, loss of financial stability or loss of social connections are important factors in the overall well-being of grandparent and grandchild (Fitzgerald, 2001).

Summary of Relevant Literature

Demographics

The increase in parental substance abuse, incarceration and violence has caused an increase in need for grandparents to take on parental responsibility for their grandchildren (Kelley et al., 2011). In the United States there are over five million children being raised by grandparents (M. Goodman & Rao, 2007). Grandparents often

provide care and assistance for their grandchildren that can range from custodial care, day care and the occasional overnight stay (Bowers & Meyers, 1999). Literature shows that grandmothers are more likely to take on this role than grandfathers (Waite et al., 2012). The majority (70%) of the parental grandmothers were over the age of 50 years old, lived in poverty and had less formal education (M. Goodman & Rao, 2007). Younger grandparents are more likely to take on parenting responsibility, however younger grandparents report higher levels of stress due to role conflict (Waite et al., 2012). The grandchildren that they care for are typically under the age of 6 years old (Fitzgerald, 2001). A study conducted by Bachman and Chase-Landsdale (2005) on grandparents as parents found that 54% of custodial grandmothers did not have a high school diploma or a G.E.D. Grandparents with less than a high school education have a higher probability of becoming the primary caregiver to their grandchildren than their counterparts (Waite et al., 2012). In the Latino community 2 in 5 Latinos did not complete high school and one fourth have less than a ninth grade education (Ayón, 2011). Grandparent-headed households are generally below the poverty line; grandmothers are also more likely to have no savings and do not own their homes (Fitzgerald, 2001). There is also a greater prevalence of custodial grandparent arrangements among low-income communities and minorities (Bachman & Chase-Lansdale, 2005). In many cases where the parenting arrangements are informal, both grandchildren and grandparents may be unable to attain essential resources that may alleviate some financial strain (Kelley et al., 2011). In the Mexican American population 1 in 20 Mexican American grandparents were raising their

grandchildren; the occurrence of these arrangements are increasing at a much higher rate in the United States than in Mexico (M. Goodman & Rao, 2007).

Precipitated Factors

Literature shows that taking on the parental role as a grandparent are often the last resort for their grandchildren; the decision to take on full time caregiving responsibility is often out of a time of crisis (Bowers & Myers, 1999). Primary caregiving responsibilities often fall onto the grandparents when the biological parents of the grandchildren are unable to care for their children. The main reasons parents are unable to care for their grandchildren include: alcohol or drug abuse, child abuse or neglect and divorce (Bowers & Meyers, 1999). Mental or physical illness, death, maternal incarceration and AIDS or HIV are also growing reasons why biological parents may abandon their parental responsibility (Waite et al., 2012). The rise in AIDS and HIV infection, especially in poor urban communities with high rates of infection and drug dependency among women, has increased the occurrence of this parenting arrangement (Fitzgerald, 2001). In addition, some parents may relinquish their parenting responsibilities because the parent may be unable to afford the cost of raising a child or the child lives in an undesirable neighborhood or school (Bachman & Chase-Lansdale, 2005). Some custodial grandparents may also have the additional responsibility of taking care of adult child or biological parent of their grandchildren (Burnette, 1999). Culture also plays an important role on the decision to take on parenting responsibilities. In some cultures, for example in Latino cultures, grandmothers may feel that it is expected for them to take on care giving responsibilities (Bachman & Chase-Lansdale, 2005).

Consequences of Caregiving

Parenting another generation comes with its own unique challenges; many of these challenges stem from the enormous responsibility that comes with it. For most of these grandparents, assuming the parental role is met with anxiety due to the traumatic events that led to them having to take on the parenting role and because of the life changes that they will be forced to make in order to fulfill this role (Bowers & Meyers, 1999). As a result of being thrown back into this role, parental grandparents may need to redevelop parenting skills (Dolbin-MacNab, 2006). These changes can be widespread through a custodial grandparent's life, which often result in higher levels of parenting stress and psychological distress (Bowers & Meyers, 1999). Role strain is also a consequence for custodial grandparents, which manifests in role conflict and role overload that lead to diminishing of social support (Burnette, 1999). This role obligation may hinder the grandparent's ability to take on or keep the other roles a grandparent may have (Waite et al., 2012). Literature shows that life stressors that present themselves in important roles of older adults (i.e., spouse, parent, grandparent), result in greater adverse affects in the overall well-being of the grandparent (Burnette, 1999). A frequent cause of stress can be attributed to the chronic conflict that custodial grandparents may have with their adult child or biological parent of their grandchildren (Leder, Grinstead, & Torres, 2007). Life changes often result in changes in life activities, finances, housing, perception of mortality and feelings of grief or loss (M. Goodman & Rao, 2007). Custodial grandparents are also at risk of reporting higher rates of poverty, overcrowding and functional limitations (M. Goodman & Rao, 2007). In addition, these challenges

may hinder their ability to provide a supportive home to their grandchildren (Kelley et al., 2011). Common consequences of parental strain include declines in physical and mental health, financial strain, and loss of social support (Carr et al., 2012).

Physical Health

Parental grandparents are more likely to have a higher risk of reporting poor or very poor health; this incidence is 2 times higher in grandparents who are raising grandchildren with special needs (Burnette, 2000). In comparison to grandparents who do not have parenting responsibilities, custodial grandparents report poorer health (Waite et al., 2012). Caregiving stress can also result in an exacerbation of previously controlled chronic health problems such as hypertension or diabetes (M. Goodman & Rao, 2007). A study conducted by Leder et al. (2007) stated that two thirds of parental grandparents reported having multiple chronic health problems. Poor health was exacerbated for parental grandparents if their grandchild exhibited behavioral problems (Leder et al., 2007). Custodial grandparents are also more likely to neglect their own health and needs to address those of their grandchildren or because of child rearing restraints (Fitzgerald, 2001). The lack of access to medical care for both grandparents and grandchildren may also impact their chronic health conditions and parental challenges (M. Goodman & Rao, 2007). Poorer health also contributed to more negative and less positive affect, greater mental health risks, stress and distress (C. Goodman, 2012). Literature shows that grandparents who are primary caregivers for over sixteen months showed a decline in physical health (C. Goodman, 2012). A study showed that the majority of Latino grandparents (70%) reported having fair to poor health condition (Leder et al., 2007).

Grandparents who are raising their grandchildren also report more physical limitations than their counterparts (Bachman & Chase-Lansdale, 2005). Most common physical concerns include: stiffness or swelling, back or stomach pain, heart trouble or other physical symptoms (Fitzgerald, 2001). Parental grandparents are also more likely to report more limitations on their Activities of Daily Living (ADL), which can include climbing stairs or walking for more than six blocks (Fitzgerald, 2001). Physical limitations can also be a source of stress for the caregiving grandparent, particularly when raising children with emotional and behavioral problems (Bachman & Chase-Lansdale, 2005).

Mental Health

Custodial grandparents often experience a decline in well-being and an increase in depressive symptoms, as a result of taking on parental responsibility (Fitzgerald, 2001). Grandmothers raising their grandchildren report more psychological and depressive symptoms, which are magnified if their grandchildren are older or have emotional or behavioral problems (Bachman & Chase-Lansdale, 2005). Caregiving strain can lead to health damaging behaviors; for example exhaustion and stress were more likely to lead to intensification of chronic illnesses (Fitzgerald, 2001). Grandparents raising grandchildren with psychological or physical problems also increased their incidence of psychological anxiety and distress (Dolbin-MacNab, 2006). The trauma that commonly precedes the need for this arrangement can also add to the emotional distress and can make adjusting to the new parental role more difficult (Bowers & Myers, 1999). Furthermore, the custodial grandparents may be also dealing with the difficulties of their

adult children in addition to that of their grandchildren, which consequently adds to the emotional and psychological stress of the grandparents (Dolbin-MacNab, 2006). The grandparent-headed household must also deal with the stigma that is associated with parenting grandchildren; this also adds to the psychological distress of the grandparent (Carr et al., 2012). The overwhelming parental strains that grandparents raising grandchildren face were commonly mentioned as reasons for change in overall well-being (Fitzgerald, 2001). In addition, Latino grandparents reported higher levels of acculturation stress, which could increase depression, suicide ideation and decrease family cohesion (Barker et al., 2010). Substance abuse and mental illness are also more common in acculturated Latino families (M. Goodman & Rao, 2007). Latinos are also in high risk of depression and anxiety due to poverty, poor housing conditions, work demands and discrimination (Ayón, Marsigua, & Bermudez-Parsai, 2010). It is important to understand the connection between a custodial grandparent's mental health and his or her ability to provide optimal and nurturing environment for his or her grandchildren to thrive in, as they are interdependent (C. Goodman, 2012).

Financial Strain

Financial strain is a common stressor among grandparents as parents. Grandparents raising grandchildren will typically experience a decline in financial stability, which is often brought upon by the need to cut back on working hours or to stop working altogether, in order to meet parenting responsibilities (Fitzgerald, 2001). Early retirement is often not a choice many of these custodial grandparents can afford; nevertheless, it is one that often results after taking on the parenting responsibility. The

financial strain that early retirement causes these head of household grandparents, can take a toll on their mental health; being unable to provide shelter, food, clothing and security can make a parental grandparent feel incompetent and exacerbate stressors (Burnette, 1999). This stressor may be amplified by the lack of social services available to skipped generation household may not be receiving. For informal caregivers, not receiving child welfare benefits created a greater burden and financial strain (Stroizer & Krisman, 2007). Informal caregiving arrangements may prohibit grandparents and their grandchildren from accessing government economic assistance (Kelley et al., 2011). Custodial grandparents may not seek legal custody of grandchildren because of cost of legal fees or in efforts to preserve the relationship with the child's biological parent (Bachman & Chase-Lansdale, 2005). Furthermore, the lack of established legalized guardianship can increase barriers for grandparents when they seek help or attention from schools, hospitals and mental health providers (Bachman & Chase-Lansdale, 2005).

Cultural Values

The Latino population value collectivism and interdependence, which are different than Westernized values and policy (Ayón & Aisenberg, 2010). This may cause some conflict when working with Latinos, as the public child welfare system is child centered as opposed to family centered (Ayón & Aisenberg, 2010). However, the Latino community has various strengths, which can be beneficial to utilize when working with this population. One of the greatest strengths that the Latino community possesses is the strong social support they receive from their family, extended family and friends. Social support in the Latino families has been linked to increased access to mental health

services for their children (Ayón, 2011). In addition, culturally Latino grandparents already share child rearing responsibilities as it is one of three roles that are bestowed onto them; the other roles include family decision making and advising (Burnette, 1999). The cultural values that are embedded into the Latino culture support and promote community and social support, such values include: *Respeto*, *Familismo* and *Personalismo*.

Cultural Values--Parenting Implications

Parenting and culture are interwoven; culture influences a person's parenting style. Grandparents raising another generation are likely to change their parenting styles due to the fact that their parenting style the second time around will be shaped by their age and socio-structural location (e.g., previous parenting experiences, socioeconomic status, historical influences, ethnicity, gender, and appropriate parenting behaviors; Dolbin-MacNab, 2006). Culture plays an important part in developing parenting styles, as parenting styles are created from beliefs, values and goals held by the parent (Guilamo-Ramos et al., 2007). Conflict may arise when the children's and parent's values clash as the children begin to take on the values of the dominant culture (Fischer, Harvey, & Driscoll, 2009). In Latino cultures, mothers value obedience and respect rather than independence, autonomy, and assertiveness, which are mainstream U.S. values (Calzada, 2010). Other values that are highly regarded among Latino parents include: affection towards other family members, family loyalty, honesty, responsibility and personal honor (Fischer et al., 2009). *Respeto* in the Latino community allocates the boundaries of appropriate and inappropriate child behavior; spanking and harsh

reprimands are seen as successful ways of teaching children to respect their parents and elders (Calzada, 2010). Mexican immigrant and Mexican American parents are more inclined to have more authoritative parenting styles than those parents living in Mexico (Barker et al., 2010). In a study conducted by M. Goodman and Rao (2007) on Mexican grandparents raising grandchildren in the United States, it was found that there were differences in how they raised their children and grandchildren; the study stated that grandparents raising their grandchildren were not so hard on them, spoiled them and had a harder time disciplining their grandchildren, which M. Goodman and Rao noted as a possible result of role confusion. There are also differences in how they parent males and females; males are given more liberty and encouraged to seek activities outside of their home, while females are encouraged to be submissive and seek activities inside their home (Guilamo-Ramos et al., 2007). Acculturation stress can also hinder a grandparent's ability to obtain valuable resources because of cultural and language barriers (Barker et al., 2010).

Cultural rules, beliefs, as well as patterns of communication and standards of competence all influence parenting styles and values (Calzada, 2010). Parenting styles are often seen as strict and authoritarian; Latinos emphasize the need to closely monitor children's behavior in order to uphold cultural values (Guilamo-Ramos et al., 2007). Latinos rely on *Familismo* and generally have more family connections as well as more contact with extended family members (M. Goodman & Rao, 2007). *Familismo* is a core value in Latino cultures; it is found in every aspect of everyday life and affects family

functioning (Calzada, 2010). *Familismo* is inclusive of sharing finances, living spaces, and daily activities as well as shared child-rearing responsibilities (Calzada, 2010).

Respeto

Respeto when child rearing in Latino families is essential; some Latinos see it as necessary in order to have a child develop successfully (Calzada, Fernandez, & Cortez, 2010). *Respeto* emphasizes obedience in children. It also refers to the level of decorum and courtesy shown in social interactions, which is dictated by the age, sex and social status of the person whom one is addressing (Calzada et al., 2010). The hierarchy of *respeto* is as follows: elders, authority figures, parents, experts and men (Leon, 2010). This value also influences parenting practices as *respeto* defines boundaries for appropriate and inappropriate child behavior (Calzada et al., 2010). Children are discouraged to engage in adult conversations (Leon, 2010). The value of *respeto* is instilled in children from early childhood and may be enforced through harsh parenting; spanking is seen as an appropriate and often necessary form of discipline (Calzada et al., 2010). The emphasis on teaching children *respeto* lies in the belief that children are seen as a reflection of the entire family (Calzada et al., 2010). Children must be obedient and conform to authority without questioning and must be courteous, particularly when dealing with their elders (Calzada et al., 2010).

Familismo

Fundamental principles of *familismo* are bound by family closeness and unity; blood ties are above all other ties and contributing to the family (Ayón & Aisenberg, 2010). In Latino families the individual's needs are second to that of the family's needs

(Ayón & Aisenberg, 2010). Individual decision-making is also influenced by *familismo*; individuals make decisions based on how it will affect the entire family (Leon, 2010). *Familismo* captures the value Latinos place on interdependence and the importance of every individual's role in the family (Guilamo-Ramos et al., 2007). *Familismo* is also attributed to protecting against the negative effects of stressful life conditions (Burnette, 1999). In a study conducted by Ayón et al. (2010), on *familismo* and the effects it has on mental health, it was found that *familismo* helped with acculturation and served as a protective factor against mental illness symptomology. That same study found that *familismo* was also linked with more positive health outcomes, including lower levels of drug abuse and a decrease in the likelihood of child maltreatment (Ayón et al., 2010). *Familismo* has also been recognized as serving as a protective factor against developmental behavior problems and associated with higher levels of parenting success (Santisteban, Coatsworth, Brones, Kurtines, & Szapocznik, 2012). Having a strong social support network is also associated with improved mental health condition (Leder et al., 2007).

Personalismo

Personalismo is an important cultural value that is unique to the Latino population. It is crucial to uphold this value when working with the Latino population as it influences parent's expectations of the parent and practitioner relationship (Ayón & Aisenberg, 2010). This value also bestows great value to personal character, inner qualities and indicates preference for people of the same ethnic group (Guilamo-Ramos et al., 2007). *Personalismo* refers to the cultural expectation that fosters more personalized

and intimate interactions between the practitioner and client; *personalismo* is imperative when building rapport and trust with the Latino population (Ayón & Aisenberg, 2010). With *personalismo* there is also an expectation that the relationship will be less formal and a professional must have a genuine interest in the family's well-being (Leon, 2010).

Loss

Literature, as well as interventions that focus on grandparents as parents often, fail to address the loss and grief that is associated with taking on parenting responsibilities. A loss can be physical or psychological; a physical loss refers to a death or loss of body parts, whereas a psychological loss refers to a loss that is intangible or symbolic (Goldsworthy, 2005). Most common types of psychological loss are: life transitions, divorce, substance abuse and recovery, illness, trauma and career change (Doughty Horn, Crews, & Harwood, 2013). Both the grandparents and grandchildren experience loss and grief due to this transition; the grandparents lose in a sense, their adult child, and their grandchildren lose a parent. These traumatic losses then have a ripple effect on everyday life creating new and often unanticipated secondary losses, which can be as damaging to them as the initial loss of their loved one. Secondary losses can change futures, financial security, relationships, social status and job status (Backhouse & Graham, 2013). Some of the most common secondary losses for grandparents include: loss of dreams, aspirations, roles in life, mobility, identity, job, retirement plans and loss of relationships (Goldsworthy, 2005). The loss of the traditional role of grandparent is often one of the hardest transitions that they have to make as they now must become disciplinarians, providers and authority figures (Backhouse & Graham, 2013). As for children, their

secondary losses may include: loss of friends, home, school, health insurance and routine (Mannarino & Cohen, 2011).

Loss can also be ambiguous. An ambiguous loss is a loss that is characterized as being unclear, traumatic, relational disorder, confusing, caused by external factors and incomprehensible (Boss, 2010). There are two types: physical absence with psychological presence (e.g., divorce, adoption, immigration and migration) and physical presence with psychological absence; e.g., addiction, chronic mental illness, depression, Dementia, and Alzheimer's (Boss, 2010).

Their loss however, because of the circumstances that lead to the loss (e.g., parental mental illness, drug abuse, incarceration) is often unsupported, is less likely to be acknowledged and left unresolved. A stigmatized loss often does not receive the same social support as a loss to death (Backhouse & Graham, 2013). Another reason why they may not address their loss and grief is because they may feel as though they may not have the right to mourn the loss of what might have been a problematic relationship (Dayton, 2005). They may also conceal their loss and grief because they may feel the need to protect their grandchildren from the stigma associated with this type of caregiving arrangement and they may also feel the need to protect their adult child from recrimination (Backhouse & Graham, 2013).

Grief

Grief is the emotional reaction to loss, which includes: sadness, anger, helplessness, despair, and guilt (Backhouse & Graham, 2013). Grief can also evoke feelings of self-blame and regret (Stroebe et al., 2014). Custodial grandparent's grief is

different; often their loss is ambiguous, which makes finding closure or resolution to their loss difficult if not impossible (Boss, 2010). Due to the lack of closure, a custodial grandparent's grief is ongoing, forcing them to have to adapt, problem solve, and cope with concerns and circumstances that are out of their control (Backhouse & Graham, 2013). These factors in addition to having a loss that is unsupported can leave both grandchildren and parental grandparents to disenfranchised or complicated grief.

Disenfranchised grief refers to the grief that is experienced when a loss is not publicly supported or mourned (Goldsworthy, 2005). Complicated grief occurs with a significant attachment loss. This can cause intense and overwhelming responses to loss, which often include depression and anxiety (Love, 2007). Parental grandparents and their grandchildren are at a higher risk for complicated grief; risk factors include: loss due to violence or traumatic accident, loss associated with shame, secondary losses, family stressors and stigma and inadequate family or community support (Love, 2007).

Children who sufferer a traumatic loss can experience a traumatic stress, which can cause them to have Childhood Traumatic Grief (CTG) (Mannarino & Cohen, 2011). CTG in children can cause sleep disturbances, irritability, functioning impairment, angry outbursts, decreased concentration, decline in academic performance and difficulty relating to peers (Mannarino & Cohen, 2011).

Implications of Unresolved Loss and Grief

Unresolved loss and grief can greatly impact both parental grandparent and grandchildren, specifically when the loss is traumatic. The major risk for grandparents is the decline in physical and mental health (Love, 2007). The decline in physical and

mental health due to unresolved loss and grief only complicates and magnifies parenting stressors associated with raising their grandchildren. Grandparents are also at risk of forming a “Disorganized Attachment” with their grandchildren; which occurs when a parent or caregiver has unresolved trauma and loss, which leaves them with feelings of anxiety, which in return affects the relationship with and the development of their children (Nader & Salloum, 2011). Children and adolescents are more likely to suffer from complicated grief due to the lack of emotional, cognitive and social coping skills that they possess (Love, 2007). It is also important to address and understand that children often grieve in spurts and will likely continue to grieve as they continue to reach higher developmental stages and gain a better understanding of loss (Nader & Salloum, 2011). After a traumatic loss children may have significant changes in behaviors and personality (Kuban, 2011). Loss and grief for custodial grandparents and grandchildren has a cascading affect on the overall well being of all individuals involved, it affects every aspect of their lives, for some it may exacerbate the stressors of this traumatic event and make the transition that more difficult. It is also important to keep in mind when dealing with loss and grief that culture plays an important role in shaping a person’s attitude towards loss and influences how each individual will grieve (Doughty Horn et al., 2013).

Social Support and Services

Social support is very important to the Latino community. Social isolation is a common stressor found in custodial grandparents (Dolbin-MacNab, 2006). Lack of social support and perception of behavioral problems is related to higher rates of stress

among grandparent caregivers (Carr et al., 2012). Within the Latino community their social network consists of family, extended family and friends; very few Latino parents reported having support from individuals outside of their intra family system (Ayón, 2011). Literature states that social programs should focus on improving financial and health conditions of parental grandparents (Waite et al., 2012). Social support in the form of having family members around to talk to or just present, reliance on faith and support from friends, as well as obtaining problem solving skills can help custodial grandparents cope and manage parental stressors (M. Goodman & Rao, 2007). Comprehensive formal support services created to benefit Latino parental grandparents should be attentive to include principles of collaboration and flexibility (Calzada, 2010). Research shows that the more resources they have available to them the lower the levels of stress and burden (Bowers & Myers, 1999). The lack of access to services is greater in Latino families that have recently immigrated to the United States; many are unaware of the services that are available to them, while others do not seek services due to barriers such as language, documentation status and lack of knowledge of the system (Ayón, 2011). When creating parenting interventions for Latinos, it is advised to incorporate concepts of *personalismo*, *familismo* and *respeto*, as this will allow a better understanding of Latino parenting practices as it applies to parenting style framework (Guilamo-Ramos et al., 2007). In addition, it is also advised for Latino targeted programs and interventions to attract and teach social workers and professionals to be culturally responsive (Ayón, 2011). It is also important to understand the impact of social policy and services that are in place that may conflict with Latino values such as *familismo*. For example, the

Adoptions and Safe Family Act (ASFA) (1996), which emphasizes on the primary protection of children over preservation of the family unit, its stringent requirements make it very difficult for some families to reunite (Ayón & Aisenberg, 2010).

Impact on Grandchildren

When a birthparent is unable to provide care for their child and custodial grandparents take on the role of parents, children may experience a disruption in key attachment, which is critical to their social and emotional development (Kelle et al., 2011). Children who are raised in grandparent headed households are shown to be less academically successful than children being raised in two parent households (Kelley et al., 2011). This may be because of the traumatic events that are lived by these children. The trauma associated with the events that lead to the grandparents taking over parental responsibilities may leave residual effects on the child such as behavioral and emotional problems, which makes parenting much harder for custodial grandparents (Bowers & Myers, 1999). Many grandchildren have a history of prenatal or early childhood maltreatment, which can result in behavioral, emotional development and academic problems (Burnette, 2000). Behavioral and emotional problems (e.g. anxiety, fear, confusion, insecurity) may already be present in the child due to the lack of stability of their biological parent (M. Goodman & Rao, 2007). Other emotional and behavioral problems include: sudden changes in mood, nervousness, argumentativeness, trouble concentrating or paying attention, impulsiveness, disobedience, hyperactivity, and demanding constant attention (Burnette, 2000). Understanding these behavioral and emotional outcomes for these grandchildren is important as studies show that

grandchildren's behavior was the most significant factor in influencing their grandmother's feelings of burden, parenting stress and role satisfaction (Bowers & Myers, 1999; Kelley et al., 2011). Consequently, grandparents who are unable to effectively cope with the emotional and behavioral problems of their grandchildren are at a higher risk of having their grandchildren placed in the foster care system, group home or juvenile justice system (Kelley et al., 2011). In order to fully equip parental grandparents to successfully carry on the responsibilities of parenting their grandchildren, they must be educated on subjects such as: current parent practices, conduct disorders, childhood disorders (e.g., ADHD), depression, school violence, peer pressure, gangs, drugs, and sexually transmitted infections (Dolbin-MacNab, 2006). It is also important to note that grandchildren's well-being was influenced by the relationship that the grandchild had with their custodial grandparent that is a stronger positive relationship between grandchild and custodial grandparent, the better the child overall well being outcome (C. Goodman, 2012).

Needs of Grandparent Caregivers

Parental grandparents take on a great responsibility when becoming formal or informal primary caregivers to their grandchildren. The trauma that is associated with this transition is felt throughout their everyday lives. They experience various losses, role strain and for Latino grandparents an extra set of barriers to accessing services. In a study conducted by Strozier and Krisman (2007) found that formal parental grandparents expressed a need for counseling for their grandchildren, while informal parental grandparents needs included: financial assistance, Medicare for themselves and

educational services. This same study also found that custodial grandparents both informal and formal needs also included: information on resources available to them, how to handle their grandchildren's school problems and how to cope with the loss and grief of their loved ones, freedom and financial stability (Strozier & Krisman, 2007). Financial assistance or support is a common need among parental grandparents; it is often due to the lack of information about available resources (Gladstone, Brown & Fitzgerald, 2009). For Latino parental grandparents, language barriers can prove to be a deterring factor from seeking services. Barriers towards accessing services need to be addressed; the child welfare system is vast and confusing to navigate through alone (Gladstone et al., 2009). *Personalismo* is key in delivering services to the Latino community, as many custodial grandparents, not just Latino grandparents, have a lack of trust towards social workers and their abilities to help them (Gladstone et al., 2009). For Latino grandparent caregivers, there is also a need for culturally competent programs and interventions. Of the few interventions that are available for Latino grandparents and parents, most are translated interventions that have been developed for non-minority families (Dumas, Arriaga, Begel, & Longoria, 2011). They often reflect the values of beliefs of European American Child rearing practices, may only be available in English or may run for too long (Dumas et al., 2011). Studies show that parental grandparents have reported that support groups have a positive affect on alleviating the stressors associated with caregiving (Gladstone et al., 2009; Leder et al., 2007).

CHAPTER 3
CURRICULUM PROJECT DESIGN

Curriculum Project Design

This curriculum was developed as a requirement to complete the Master's in Social Work program in the Older Adult and Families concentration. The main goal of this curriculum is to support Latino grandparent caregivers by addressing stressors associated with being fulltime caregivers to their grandchildren, as well as providing them with information, resources and tools to help manage these stressors. This curriculum is specifically tailored to encompass the contingent needs (e.g., parenting styles and expectations), *Personalismo*, *Respeto*, and *Familismo* of the Latino population, which may exacerbate the stressors commonly found in grandparents raising grandchildren. This curriculum will help Latino primary caregiving grandparents build their skills in parenting, understanding of child emotional and behavioral problems, coping with stress and utilizing resources to help alleviate caregiving burden.

Outline of Curriculum

The Modules will be offered as follows:

Module 1: Culture and Parenting Styles.

Module 2: Children's Challenges--Emotional and behavioral problems in children as a result of a traumatic event, loss, appraisal of stress and mental health, as well as developmental stages.

Module 3: Grandparents' Challenges--Emotional problems associated with role changes, loss, appraisal of stress and mental health.

Module 4: Caregiver support and resources.

These four topics address the common factors that contribute to an increase in parenting stressors, which include parenting styles and *familismo*, obedience and *respeto*, consequences of caregiving stress and lack of social support as well as unfamiliarity of available resources.

Rationale of the Curriculum Design

Objective 1: To supply Latino grandparent caregivers with the information and resources needed to maintain a healthy, nurturing, and safe environment for their grandchildren.

Mental health, financial and legal resources will be explained and provided in the form of worksheets, flyers, handouts, sessions and group discussion. This will provide for an open and safe environment that will allow participants to inquire more about services available to them and their grandchildren, which in return can reduce stigma associated with seeking help for mental health and other services as well as reduce stress related to caregiving. The ultimate goal is to empower grandparents to seek the help and support they need to continue to care for their grandchildren.

Objective 2: To provide parenting training materials for social workers to provide classes for Latino grandparent caregivers that will address the stressors that are associated with parenting another generation.

The social workers will be provided with all materials needed to implement the curriculum, handouts, pre and posttest, surveys, power point presentations, and local community resources, to help support Latino grandparent caregivers.

Group Process/Setting

Groups will be held for twelve ninety-minute sessions. The session will be broken down into four modules, with each module having three ninety-minute sessions each. The curriculum will be taught in a small group, not to exceed 10 participants. Small groups will allow for the participating grandparents to receive the social support (e.g., emotional, instrumental, informational and appraisal), which they often lose after taking on parenting role (M. Goodman & Rao, 2007). In addition, interacting during group sessions with other participants and the counselor helps build a universality, which helps build connectedness with a valuable support group (Edwards & Ray, 2010).

How to Use the Curriculum

This curriculum is mindful of the different learning styles and capabilities of this particular population. A bilingual Spanish-English speaking instructor would be needed, as this curriculum would be presented in Spanish. This curriculum is designed to be interactive with a lot of required participation (e.g., group discussions, partner exercises, activities). To help those participants with limited reading and writing abilities obtain skills being presented, the instructor must be capable of leading and guiding groups. The instructor should also read the pre and post test questions aloud as this will also help those participants who may be illiterate. Handouts will be in large print and vocabulary will be appropriate and comprehensible by the participants. Accommodations may be

made to help those participants who are illiterate (e.g. instructor may help individuals one on one).

Evaluation

A pre and post test consisting of ten yes or no questions will be given at the first session and at the last session. This will test the growth of knowledge. In addition, there will also be a satisfaction survey that will be completed at the end of each session that will allow participants to give their opinion on the overall experience of each session. Participants will be encouraged to give honest feedback as to what they liked or did not like from each session as well as other topics that they may want to learn about. Assistance may be given to those participants who may need help filling out the test and survey.

CHAPTER 4

CURRICULUM

Introduction

The goal of this curriculum is to help support and educate Latino parental grandparents by giving them tools that will help them manage parenting stressors by using a curriculum that is culturally competent, and addresses specific Latino cultural values and practices. These cultural values and themes will include *Personalismo*, *Familismo*, *Respeto*, and acculturation as it pertains to parenting styles and child expectations. *Personalismo* is incorporated throughout the curriculum, it is the foundation for building rapport with participants and building a support system. The curriculum is broken down into four modules, with each containing 3 sessions of an hour and a half for a total of 12 sessions. The modules are: Culture and Parenting, Children's Challenges, Grandparent Challenges, and Grandparent Support and Resources. This curriculum is created to build upon knowledge, which is why it begins with the foundation of culture and builds up to more theoretical concepts and then to tangible resources, which they can then begin to utilize after they have learned of the outcomes and benefits to having such support.

General Group Agenda

Power Point, Agendas, Worksheets, Pre and Post Test, and Surveys

For each module and session there are corresponding PowerPoint Presentations (Appendix A), Agendas (Appendix B), handouts (Appendix C), hands on activities and exercises that require participants to practice skills being learned. In addition there will be a Pre and Post test (Appendix D) administered at the first and last session. A survey (Appendix E) will be given after the end of the session, beginning after the first session and continuing on until the eleventh session. This will help the facilitator understand the needs of the group and also how the group is processing the information. The surveys are an important part of the curriculum as *Personalismo* is an important cultural value, this will allow the participants to partake in the ongoing development of the group, which seeks to address the needs that are specific to them. The agendas are designed to help the facilitator implement the curriculum as well as to help with the structure of each session. The facilitator would need to be bilingual English/Spanish speaking as the population that this curriculum is made for will be predominately Spanish speaking.

Check-In

Each session will begin with a check-in. The check-ins vary each session with the exception of the Stress Thermometer, which is used three times within the 12 weeks. This is to help the facilitator monitor changes in stress levels in different stages of the curriculum. There are several types of check-ins used in this curriculum to allow group members to participate in various ways. The facilitator should allow approximately 15

minutes for check-in, in order to give a group member ample time to participate and process.

Group Discussion

This curriculum is designed to be interactive with participation of all group members. The Power Point presentations are created to introduce the themes of the session as well as to begin the process of applying the concepts that are being presented. The facilitator may find it useful to ask open-ended questions (ex. how do you show respect?), during the presentation to allow participants to begin to apply these concepts to themselves. The corresponding activities are designed to connect participants to the concepts being presented. It is important that the facilitator keep in mind that the themes discussed in each session may provoke and awaken many feelings that the group members have chosen to suppress. *Personalismo* is value that is upheld through out the curriculum, which is why the facilitator must be aware of potential resistance when talking about these topics, allowing those who would like to share a platform to do so as well as respecting the boundaries and limits of those not willing to open up. The facilitator may find it beneficial to address this as the topics begin to dig into unresolved feelings; addressing that one not only participates by sharing but also by being supportive listeners. Ample time is needed for discussion 30 minutes, should be allowed for discussions, the facilitator may allow more or less time depending on the engagement of the group.

Activities

The activities should be explained thoroughly, allowing participants to understand the directions for each activity. The facilitator may need to repeat steps as participants engage in activities. It would also be beneficial to allow them to work in groups even if the activity does not call for it, as different needs may be present in the group. This will also encourage cohesiveness and create a supportive and safe environment. The amount of time that should be allotted for activities should be no more than 30 minutes.

Check-out

Check-out will be conducted at the end of every session as a way to allow the participants to process and debrief each session. Check-out will also be used to complete the surveys. Check-out should not be any longer than 10 minutes.

Pre and Post Test

A pre and post test will be administered at the first and last session that will evaluate growth of knowledge. The test will consist of ten yes or no questions, which will be based on the themes discussed in each session. Each session will address and discuss one test question until all ten have been reviewed and answered. The facilitator may find it helpful to assist the group members by reading each question aloud and allowing them time to answer before moving on to the next. This may be necessary if group members have difficulty with reading and comprehension.

Surveys

The surveys consist of five questions, two statement questions with five possible responses: strongly disagree, disagree, unsure, agree, and strongly agree. The two

statement questions assess the overall satisfaction and effectiveness of the sessions.

Three questions are open ended; allowing participants to respond freely. These questions also allow them to share their interest for future reference.

Module 1: Culture and Parenting

Facilitator Overview

The facilitator will be working on building rapport with participants as well as encouraging cohesiveness among the group, throughout the first module. There will be various levels of reading and writing capabilities within the group. It is important for the facilitator to identify possible barriers that the group members may have in understanding and applying concepts that are being introduced during the first sessions to ensure that accommodations may be made in an effort to make the group beneficial to all who participate. It may require the facilitator to read information off of the slides, repeat information, pair individuals up during activities in order to have them help each other understand and apply concepts, read test and questionnaire questions aloud, and or provide one on one explanations. The activities provided in this curriculum are designed to engage participants in multiple ways: visually, cooperatively, creatively, verbally, kinesthetically, cognitively, and emotionally.

Goals and Objectives

The goal of this module is to explore culture and its influence in parenting practices as well as to promote a cohesive and supportive environment for each group member. There are four objectives for this module. Objective 1 is to uphold the Latino value of *Personalismo* and build rapport between participants and facilitator. Objective 2

is to create a supportive environment that incorporates the group member's cultural beliefs and values. Objective 3 is to encourage participants to explore their own upbringing and explore their parenting practices. Objective 4 is to encourage similarities among each other and build a support system within the group.

Sessions and Activities

Session 1: Introduction: Purpose of Group. Session 1 will focus on Objective 1, which is to build rapport among the group as well as with the facilitator. The session will start with the introduction of the facilitator as well as the rest of the group members. In this session they will begin to explore who custodial grandparents are, what their needs are, and explain the purpose of the group. This session will also address Objective 4, the activities in this session look to find commonalities among the group members to help build a support system.

During this session the facilitator will introduce the rules for the group. The facilitator should emphasize the importance of confidentiality in creating a safe environment where participants feel secure to share their thoughts. It may be beneficial to continue to remind participants of confidentiality as the topics that will be discussed become more personal and sensitive. The facilitator should consider reviewing the rules during every session during the first module. The general structure of each session will also be introduced during this first session. The Pre test (Appendix D) will be administered as well during the first session.

The activities planned for this session are aimed to find commonalities among the group members and also begin the conversation of what the group members hope to gain

from the group. The activity, “Where in the world are you from?” (Appendix C) is designed to initiate rapport between participants. The facilitator should also consider taking part in this activity as it is a form of allowing the participants to get to know them and build rapport. During this activity the participants will identify where their roots are settled, as well as allowing them to share something about themselves that is relevant to this group. The second activity is the “Greatest Hope, Greatest Fear” (Appendix C) handout, which is meant to tap into their hopes and fears for the future. The check-out is going to consist of a verbal review of what they thought about the purpose of the group and how they think they may benefit from it.

Session 2: Our Culture and Child Rearing Practices. This session will cover Objective 2, which is to create a supportive environment that incorporates their cultural values and beliefs. Objective 3 will also be addressed during this session. The group members will be asked to explore their own upbringing as we begin to introduce child-rearing practices. The check-in will consist of a stress level check-in using the Stress Thermometer. This will allow the facilitator to gauge the level of stress that the participants normally operate under. The idea behind using this thermometer is that it will allow participants to express and visualize what their stress levels are. The hope is that as the weeks go on and the participants are receiving information and support their level of stress will begin to decrease. This Stress Thermometer will be used again during different sessions throughout the modules to help the facilitator monitor the group member’s levels of stress.

The discussion will include an in-depth look at what their personal beliefs are and how they influence their parenting styles. The activity for this session is “Culture Clash” (Appendix C) This activity will require participants to look at their own culture as well as that of their grandchildren and begin to identify possible “clashes” in beliefs and values, while also exploring commonalities between the two cultures. Check-out will consist of group members sharing their answers to the “Culture Clash” activity and end with the session survey (Appendix E).

Session 3: Cultural Expectations. In this session the group will explore specific cultural values and beliefs such as *Respeto*, *Familismo*, *Personalismo*, acculturation stress and gender roles. In this session, Objective 3 will also be addressed as they explore their own upbringing and parenting practices. The check-in “ A Penny for Your Thought” will be an activity that will require participants to reminisce and share a memory specific to the year that their penny was made. This will begin to set the tone for the topics that will be discussed, which focus on cultural values and expectations. These activities will require group members to work together as a group, share ideas, and compromise. The first activity, “Gender Roles” will require participants to explore gender roles and expectations and will require them to question them. The second activity, “My Family of Origin” (Appendix C) will require the group members to explore their own upbringing and expectations. The check-out will ask for participants to show interest and support for their group members by asking them to share something that they learned from their partner. The session will end with the completion of the survey (Appendix E).

Module 2: Children's Challenges

Facilitator Overview

The focus of this module is to introduce and explore the challenges that their grandchildren may face as a result of the transition of care. The sessions will focus on introducing human developmental stages, loss and grief, and emotional and behavioral outcomes. It would be advised that the facilitator have a good understanding of Erikson's developmental stages, as this is the foundation of the emotional and behavioral outcomes in children. The facilitator must also be comfortable discussing topics of loss and grief.

Goals and Objectives

The goal of this module is to introduce the stages of human development and explore emotional and behavioral outcomes as a result of loss and grief. This module has four objectives. Objective 1 is to introduce participants to Erikson's theory of human development in efforts to understand children's emotional development. Objective 2 is to explore concepts of loss and grief and to begin to address losses. Objective 3 is to introduce concepts of behavioral and emotional outcomes as a result of trauma and loss. Objective 4 is to explore loss and grief and how they manifest in children.

Sessions and Activities

Session 1: Human Development Stages. This session will focus on Objective 1, introducing the stages of human development. The check-in will ask that the participants share their weeks "highs" and "lows" or "peaks and valleys". This will allow the participants to express stressful events during their week as well as highlighting feelings of accomplishments and happiness. The discussion will introduce the stages of

development as well as introduce the emotional and behavioral challenges that grandchildren may face. The activity, “Building a Home for My Grandchild,” (Appendix C) will require participants to explore their fears and hopes as it pertains to parenting their grandchildren. The facilitator will read aloud the directions for each part of the house that are found in the corresponding agenda (Appendix B). The check-out will ask for those participants to share their homes that they built. The session will end with the completion of the survey (Appendix E).

Session 2: Loss and Grief. This session will address Objective 2, exploring concepts of Loss and Grief and begin to address losses, as well as Objective 4 exploring how loss and grief manifest in children. The check-in will consist of a mindfulness exercise, which will allow participants to learn and practice distressing exercises. The discussion will begin the first discussion on loss and grief and how it affects children. Topics introduced in this session include secondary loss, ambiguous loss, grief, and complicated grief in children. The activity will have participants write a letter to a loved one that they have lost due to a death. As stated in the introduction, this curriculum is created to build upon itself, this is the reason the participants are asked to acknowledge loss due to death, because it is more tangible at this time to explore this type of a loss, as opposed to exploring an ambiguous loss which may be still an abstract concept. They will begin to explore their ambiguous losses in the third module. The check-out consists of a supportive group activity; it is the hope that by this session the group has become acquainted enough be able to share a quality in a group member they admire.

Session 3: Emotional and Behavioral Outcomes. This session will address Objective 3, introducing concepts of behavioral and emotional outcomes as a result of trauma. This session's check-in will be "The Stress Thermometer" (Appendix C), this will help the facilitator monitor the level of stress in week six. They will be able to assess if there have been any changes in the levels of stress. If the facilitator sees a shift in the stress levels of the group members, then a conversation may begin with the group members as to what may be causing this shift. The discussion will begin with a review of children's outcomes from the first session, followed by coping strategies for custodial grandparents, as well as providing a safe and nurturing environment. The activity will require the group members to work in small groups to explore "Problem Solving" (Appendix C). Participants will be asked to think of a common problem that is related to parenting and begin to brainstorm possible solutions. The session will conclude with the groups sharing their findings and a chocolate tasting mindfulness exercise followed by the survey (Appendix E).

Module 3: Grandparent Challenges

Facilitator Overview

This module focuses on the challenges that grandparents face when they make the transition from grandparents to parental grandparents. This module discusses in-depth stressors and challenges and the parenting implications and outcomes. There will also be a discussion on mental illness, in efforts to reduce stigma of seeking treatment in the Latino population. The last session will cover an overview and more in depth exploration of loss and grief as it pertains to the grandparents.

Goals and Objectives

The goal of this module is to encourage grandparents to begin to talk openly about common stressors associated with kinship caregiving and build social support for each other. This module has four objectives. Objective 1 is to explore common stressors among custodial grandparents and continue to build on their coping skills. Objective 2 is to encourage participants to talk about mental illness in efforts to reduce stigma associated with seeking help for a mental illness. Objective 3 is to engage participants in coping skills they can begin to practice to help reduce stress levels associated with parenting. Objective 4 is to encourage participants to talk about their losses in efforts to help them grieve and help them support their grandchildren through the transition.

Sessions and Activities

Session1: Stressors and Challenges. This module addresses Objective 1, addressing common stressors among custodial grandparents and continues to build on their coping skills, as well as Objective 3, engaging participants in stress reducing exercises. The check-in will be a semi active activity “Juggling Life.” Accommodations and modifications may be made depending on the needs of the group members (i.e., instead of standing in a circle they may sit in their chairs in a circle). The purpose of this exercise is to have the participants visually and kinesthetically see and feel the stress of juggling many roles. The discussion will consist of common stressors and outcomes specifically: financial strain, mental and physical strains, familial conflict and social isolation, as well as parenting implications. The first activity, “My Body My Stress” (Appendix C), will ask participants to explore the somatic effects of stress. The second

activity will give participants the opportunity to learn how to identify the stress points in their body as well as how to help alleviate some of the somatic symptoms of stress. The check-out will ask participants to begin to introduce these mindfulness exercises to their everyday routine; this may also allow the facilitator to understand what barriers are present for each group member as it pertains to practicing stress relieving coping skills.

Session 2: Mental Health. This module addresses Objective 2, encouraging participants to talk about mental illness to help reduce stigma associated with mental illness and seeking treatment. For the check-in, the “Stress Thermometer” will be used for the last time in efforts to observe changes in the stress levels of the group members. The discussion will begin with an overview of the most common and studied mental illness in the custodial grandparent population, depression. In efforts to not overwhelm or lose the participant’s interest with a full session on all the mental illnesses, emphasis was placed in beginning a conversation on mental illness and stigma. How is mental illness dealt with in the culture, what is the overall opinion on mental illness and seeking treatment, and what can they do to promote mental health wellness. The activity “Confronting Negative Thoughts” (Appendix C), will continue to explore the CBT triad of negative thoughts. The facilitator will need to be familiar with CBT interventions. The check-out will consist of sharing group findings of activity, explaining homework assignment, and a mindfulness exercise of meditation.

Session 3: Loss and Grief. This session will address Objective 4, encouraging participants to talk about their loss in efforts to help them grieve and better support their grandchildren, as well as Objective 3, engaging participants in coping skill to help reduce

stress levels. The check-in will begin with the group members sharing their homework from the previous week. In this group check-in activity, the group will continue to build on their knowledge of negative thoughts and begin to explore possible distortions and identify positive alternative thoughts. The discussion will begin with a review of loss and grief, from the second module. It will then focus on the losses faced by parental grandparents, which will then lead to a more in-depth discussion on grief (i.e., custodial grandparent grief, disenfranchised grief, and complicated grief). The activity “The Weight of my Unresolved Loss” (Appendix C), will engage participants kinesthetically. The facilitator may need to make accommodations or modifications to this activity as it will require some lifting. Some group members may not be able to lift the backpack, but they should still be allowed to participate in adding their “unresolved losses.” This activity focuses on the physical strain the body endures when unresolved grief is held on to for years. The check-out will consist of a memorial moment of silence, which will ask participants to give themselves permission to acknowledge all losses and grieve.

Module 4: Grandparent Support and Resources

Facilitator Overview

In this final module the focus will be placed in understanding services available to custodial grandparents and obtaining resources. This module will discuss informal and formal kinship arrangements as well as their costs and benefits, community resources, the importance of having a support system, and termination. The facilitator should begin the termination process during the first session of this module, by getting participants to verbalize their feelings and thoughts regarding termination and continue to help them

process these feelings up until the last session, which will conclude with a certificate ceremony.

Goals and Objectives

The goal of this module is to raise awareness of resources available to this population of custodial grandparents as well as to explore informal and formal arrangements in efforts to lessen stress and parenting burden. This module has three objectives. Objective 1 is to explore formal kinship arrangements and the benefits of obtaining legal custody. Objective 2 is to provide community resources that will help lessen stress and parental burden as well as help them build a support system. Objective 3 is to encourage participants to continue to seek support as they continue to care for their grandchildren.

Sessions and Activities

Session 1: Legal Help. In this module Objective 1, exploring informal and formal kinship arrangements is addressed, as well as Objective 2, providing information on community resources. The check-in activity, “M &M’s,” will require participants to share and practice some of the coping skills that they have been acquiring during the last sessions. The discussion will cover informal and formal kinship arrangements, benefits of seeking legal custody, and an overview on Latinos and services. There will also be a discussion on the agencies that provide legal help, which is affordable or free. The activity will consist of creating a resource binder (Appendix C), where parental grandparents may store important information regarding their grandchildren (i.e., medical records, birth certificates, resources, contact information). The check-out will begin the

conversation for termination and will allow the participants to begin to process their feelings.

Session 2: Resources. This module addresses Objective 2, providing information on community resources and Objective 3, to encourage participants to continue to seek support as they continue to care for their grandchildren. The check in “ I Admire” will ask participants to share the qualities that they admire. This can be quality that they may see in themselves. The discussion will consist on an explanation of community resources that are available to them and a discussion on why social support is important for custodial grandparents. The list of resource handouts (Appendix C) will be given to each participant to begin to build to their resource binder. The activity, “My Box of Strengths,” will ask participants to identify the strengths that they see in themselves as well as strengths they see in their group members. This activity will allow participants to explore their creativity as well as provide support for each other. The check out will consist of the group members presenting their rocks of strength to each other and will have them think about how to utilize these strengths to help them cope and lessen stress.

Session 3: Termination. This final module addresses Objective 3, to encourage participants to continue to seek support as they continue their role of custodial grandparent. The check-in consists of the group members writing a letter of encouragement to themselves. This is for them to keep and refer back to if they need to hear words of encouragement when they feel overwhelmed. The post test will be administered during this session. The activity will be a collage of their hopes for the future, where the participants will be asked to think about what they want for their future.

The discussion will ask the participants to share with the group what they believe are the benefits to being a custodial grandparent. The check-out will be an opportunity for the group members to address the group for the last time. The facilitator may take this time to also thank the group members and share what they learned from the group. The certificate ceremony will follow with the facilitator awarding the certificates of completion to each group member. The facilitator may take this time to share something that they will remember from each group member and to thank the individually for their participation in the group.

CHAPTER 5

LESSONS LEARNED

Conclusion

This psycho-educational curriculum was designed to be interactive and created to build upon knowledge. It begins by building the foundation on values and beliefs that are part of the Latino culture to more abstract theoretical concepts. The themes addressed in this curriculum reflect the cultural values of Latinos as well as the common stressors found in this population which include: culture, parenting practices, loss, grief, mental health through psycho-education, coping skills, emotional and behavioral challenges in children and acquiring available resources.

There are two major strengths to this curriculum. The first strength is that it is designed specifically for Latino custodial grandparents and incorporates Latino values and beliefs while exploring acculturation stress, gender roles and stigma associated with mental illness. The second strength of this curriculum is that it addresses loss and grief, which is often overlooked or not fully explored in interventions for parental grandparents. This curriculum introduces concepts of loss and grief by providing information, interactive activities, and providing a support for each group member.

The limitations to this curriculum include that it is not universal; this curriculum is designed specifically for the use with a Latino population, although other concepts and themes discussed in the modules are universal to all custodial grandparents. Another limitation is that all participation is voluntary. Some of the topics discussed in this curriculum may be difficult to discuss for some group members as they may have purposely avoided and repressed these feelings. Having member participation is crucial

to the effectiveness of this curriculum, however it is always best practice and ethical obligation to allow group members to participate at their own comfort level, “meeting clients where they are.” The last limitation is that the facilitator must be bilingual English-Spanish speaking as the target population may be monolingual, Spanish speaking.

APPENDICES

APPENDIX A
POWER POINT PRESENTATIONS

Slide 1

Introduction to Criando A Mis Nietos

Session 1: Purpose of Group

Slide 2

Agenda

- Group Leader Introduction
- Pre Test
- Group Introduction
 - ✓ Purpose of Group
 - Who are parental grandparents?
 - What are common grandparents as parents outcomes?
 - What are your needs?
 - ✓ Group Rules
 - ✓ Structure
- Activities
 - 1) Where in the world are you from?
 - 2) Greatest hope and Greatest fear
- Check Out

Slide 3

Pre test

- A pre test will be used to measure growth of knowledge, attitudes, and self efficacy.
- The test will consist of 10 yes or no questions, answer them to the best of your knowledge.
- You are not going to be given a grade and we will not be discussing your scores during the sessions, this test is to help us assess growth and overall effectiveness of the group.

Slide 4

Purpose of Group

- The purpose of this group is to provide grandparents who are raising their grandchildren with the tools and resources needed to maintain a healthy, nurturing, and safe environment for their grandchildren.
- We will discuss topics that are relevant to grandparents, in an effort to reduce common stressors of parental grandparents.

Slide 5

Who are parental grandparents?

- Grandparents often provide care and assistance for their grandchildren that can range from custodial care, day care and the occasional overnight stay.
- The majority of parental grandparents are grandmothers.
- The majority (70%) of the parental grandmothers were over the age of 50 years.

(Bowers & Meyers, 1999, Waite et al., 2012, M. Goodman & Rao, 2007).

Slide 6

Grandparents as Parents Outcomes

- Grandparent outcomes include changes in:
 - Personal freedom and privacy
 - Stress
 - Declines in physical and mental health
 - Intra-family strain
 - Financial strain
 - Loss of social support
 - Family functioning
- As well as :
 - Feelings of grief and loss

(Waite, LaPierre, Luo, & Hughes, 2012, M. Goodman & Rao, 2007)

Slide 7

The need for parental grandparents

- Reasons parents are unable to care for their grandchildren include:
 - alcohol or drug abuse
 - child abuse or neglect
 - divorce
 - mental or physical illness
 - death
 - maternal incarceration
 - AIDS or HIV

(Waite et al., 2012, Bowers & Meyers, 1999).

Slide 8

What are your needs?

- Resources
 - Financial
 - Mental health services
 - Legal services
 - Guidance and support
- Any others?

Slide 9

Group Rules

1. Confidentiality- what we say here should stay here.
2. Be respectful of each other- give everyone an opportunity to speak and listen to one another.
3. Judgment Free Zone- we are all here to learn from each other, everyone's experiences and stories are valuable to the group.
4. Help each other- this is a safe zone, we are here to learn and grow together, share stories, ideas, and resources.

Slide 10

Weekly Session Structure

- This group will meet 1x a week for 12 weeks.
- Each session will run for 1 hour.
- We will cover 4 modules with these topics:
 - Culture and Parenting
 - Children's Challenges
 - Grandparent (Caregiver) challenges
 - Support and resources

Slide 11

Weekly Structure (continued)

1. Check In
2. Discussion
3. Activity
4. Check out

Slide 12

Activity 1

- Take a map of the world and use a colored pencil to color in the country and/or state that you are from.
- Be prepared to share with the group where you are from and a good memory that you have of your childhood there.

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Activity 2

- Greatest Hope and Greatest Fear
 - Fill out what your greatest hope will be and what your greatest fear is, it can be related to you taking on the parenting responsibility or more general to you in your life, or more specific to being in this group.
 - You will not be asked to share.

Slide 14

Check out

- What was your overall first impression of the group?
 - How can you benefit from being part of this group?
 - How can your grandchildren benefit from you being part of this group?

Slide 15

Module 1: Culture and Parenting

Session 2: Our culture and child
rearing practices

Slide 16

Agenda

- Check-In
- Discussion
 - What is culture?
 - Values
 - Familismo
 - Personalismo
 - Respeto
 - Does culture influence parenting styles?
- Activity
 - Culture Clash
- Check-out

Slide 17

Check In

- The Stress Meter: where on the stress meter are you?
 - Color in the thermometer to the level which represents your level of stress today or the entire week.
- Where are you on the thermometer?
- Why not higher or lower?
- Is there anything that could have helped you make the day or week easier?

Slide 18

Does culture influence parenting styles?

Answer: Yes, parenting and culture are interwoven- culture influences parenting styles.

- Parenting styles are created from beliefs, values and goals held by the parent (Guilamo-Ramos et al., 2007).
- Conflict may arise when the children's and parent's values clash as the children begin to take on the values of the dominant culture (Fischer, Harvey, & Driscoll, 2009).

Slide 19

What is Culture?

- Culture: encompasses norms and patterns of behavior, attitudes, values, beliefs, and arts in a particular ethnic group, society, place, or time. (Drach, 2014)

Slide 20

Important Values

Latinos

- Collectivist Society
- Interdependence:
 - *Familismo*
 - *Personalismo*
 - *Respeto*

European Americans

- Independent Society
- Self Development:
 - Autonomy
 - Self-esteem
 - Assertiveness

(Calzada, 2010)

Slide 21

Familismo

- Is multilayered that can be manifested in behaviors and attitudes.
 - Attitudinal Familismo- “feelings of loyalty, solidarity and reciprocity among family members, which encompasses these four components: family comes before the individual, familial interconnectedness, family reciprocity, and upholding family honor” (Calzada, 2010, p. 168).
 - Behavioral Familismo- Refers to the behaviors that reflect the beliefs of *familismo* (Calzada, 2010).

Slide 22

Personalismo

- Is a value that focuses on human trust and warm interpersonal interactions with others (Barker et al., 2010).
- This value is unique to the Latino community (Ayón & Aisenberg, 2010).

Slide 23

Respeto

- *Respeto*- helps define the boundaries of appropriate behavior.
 - Obedience
 - Decorum
 - Public behavior

(Calzada, 2010)

Slide 24

Parenting Implications

- That Grandparents raising their grandchildren are likely to change their parenting styles the second time around, due to factors such as their age, socio-structural location, previous parenting experiences, socioeconomic status, historical influences, ethnicity, and gender.

(Dolbin-MacNab, 2006).

Slide 25

Activity: Culture Clash

- **Directions:** Discuss what values, beliefs, and expectations you were raised with and write them down on the side of the circle with the title “My world” then discuss and write down those values, beliefs, and expectations of your grandchildren on the circle with the title “My grandchildren’s world.” If you have values, beliefs and expectations that are the same write them down in the middle section titled “Same.”

Slide 26

Check-out

- Groups will share their Culture Clash.
- Complete the survey.

Slide 27

Module 1: Culture and Parenting

Session 3: Cultural Expectations

Slide 28

Agenda

- Check-In
- Discussion
 - Cultural expectations of children
 - Respeto
 - Familismo
 - Gender roles
 - Acculturative Stress
 - Parenting Implications
- Activity-
- Check-Out

Slide 29

Check-In

“A penny for your thoughts”

- Take a penny from the bag, look at the year on the penny, think about a memory that you have of that year. It could be a happy, sad, stressful, or exciting memory, that you would be willing to share with the group.

Slide 30

Cultural Expectations of Children

How are values and beliefs preserved in Latino families?

- Respeto
- Familismo
- Gender and Gender Roles

Slide 31

Respeto

- How do children show Respeto?
 - Obedience- a major component of showing respect, not questioning authority.
 - Decorum- level of courtesy shown in social interactions dictated by the age, sex and social status of the person whom one is addressing.
 - Public Behavior- is emphasized because children are seen as a reflection of their entire family.

(Calzada et al., 2010)

Slide 32

Familismo

- Behaviors that reflect the value of familismo:
 - Individual's needs are second to that of the family's needs. (Ayón & Aisenberg, 2010)
 - Individual decisions are based on how it will affect the entire family. (Leon, 2010)
 - Emphasizes on the importance of each members role in the family unit. (Guilamo-Ramos et al., 2007)

Acculturative Stress

- Can be defined as “individual and familial stress associated with adjustments to a new culture.” (Barker et al. , 2010, p. 160)
 - Different expectations for child rearing practices.
 - Different set of values and beliefs.
 - Different parenting styles.

Parenting implications

Value or Factor	Parenting implication
<ul style="list-style-type: none"> • Respeto 	<ul style="list-style-type: none"> • Parenting can be seen as authoritative and strict. (Guilamo-Ramos et al., 2007)
<ul style="list-style-type: none"> • Familismo 	<ul style="list-style-type: none"> • Recognized as serving as a protective factor against developmental behavior problems and associated with higher levels of parenting success. (Santisteban, Coatsworth, Brones, Kurtines, & Szapocznik, 2012)
<ul style="list-style-type: none"> • Acculturative Stress 	<ul style="list-style-type: none"> • Acculturative stress can also hinder a grandparents ability to obtain valuable resources because of cultural and language barriers (Barker et al., 2010).

Slide 35

Do Latino families have different expectations for your sons and daughters?

Answer: Yes, males and females have a different set of expectations and roles.

- Males are given more liberty and encouraged to seek activities outside of their home, while females are encouraged to be submissive and seek activities inside their home. (Guilamo-Ramos et al., 2007)

Slide 36

Activity 1: Gender Roles

Directions:

- Break up into small groups of 3
- Discuss gender roles and expectations for each gender
- Cut out the roles and responsibilities tags, then glue them to the male or female silhouettes , based on where you believe they belong.

Slide 37

Activity 1 (Cont.)

- Share your group's project
- Discussion:
 - Are these roles/responsibilities/expectations interchangeable?
 - Why or why not?

Slide 38

Activity 2: My Family of Origin

- "My Family of Origin" handout will explore your parenting styles, expectations and behaviors.
- Pair up and discuss findings with your partner.

Slide 39

Check out

- Share one thing you learned from your partner, a similarity or something you found interesting.
- **Remember this is a Judgment free zone, we are here to learn from each other as well as to support each other.
- Complete survey

Slide 40

Module 2: Children's Challenges

Session 1: Human Developmental
Stages

Slide 41

Agenda

- Check-In
- Discussion
 - Human Development Stages
 - Understanding Human Development
 - Challenges for Children
 - Parenting Implication
- Activity
 - Building a Home for my grandchild
- Check Out

Slide 42

Check In

- Peaks and Valleys
 - Share and discuss your weeks highs and lows.
 - Why is it a low? Why is it a high?
 - How did it make you feel?
 - How did it affect the rest of your day/week?

Slide 43

Understanding Human Development

- What are the stages of Human Development?
Erikson's Stages of Development
 - 8 stages of development which span from infancy to older adulthood
- How is this relevant to me, my child and my culture?
 - Erikson believed that personality, biology and culture were integrated in the development of self.

(Lawrence & Valsiner, 1997)

Slide 44

What are the 8 stages of human development?

Stage & Age	Examples of Mastery	Significant Social Relationships
Trust Vs. Mistrust (0-2 yrs.)	Feeding and attachment	Mother
Autonomy vs. Shame & Doubt (2-4 yrs.)	Toilet training, clothing themselves	Parents
Initiative vs. Guilt (4-5 yrs.)	Exploring and creating	Family
Industry vs. Inferiority (5-12 yrs.)	School and joining other social groups (ex. Sports)	School, Neighbors
Identity vs. Role confusion (13-19 yrs.)	Building of Social support-friends	Peers and role models
Intimacy vs. Isolation (20-39 yrs.)	Romantic relationships	Friends and partners
Generativity vs. Stagnation (40-64 yrs.)	Family- Household, work	Parenthood
Ego Integrity vs. Despair (64 yrs.)	Reflecting on life	Leader, Matriarch , Patriarch

(Vogel-Scibilia et al., 2009)

Slide 45

Parenting Implications

- Erikson believed that all humans go through all of the stages in their given life span, regression is possible to an earlier stage.
(Slater, 2003)
- Grandchildren who have have a history of prenatal or early childhood maltreatment, can exhibit behavioral, emotional development and academic problems.
(Burnette, 2000)

Slide 46

Do children have emotional and behavioral challenges with the transition of care?

Answer: Yes.

- When a birthparent is unable to provide care for their child and custodial grandparents take on the role of parents, children may experience a disruption in key attachment, which is critical to their social and emotional development. (Kelle et al., 2011)

Slide 47

Challenges for Children

Behavioral and emotional problems:

- Anxiety
- Fear
- Confusion
- Insecurity

**These may already be present in the child due to the lack of stability of their biological parent.

(M. Goodman & Rao, 2007)

Other emotional and behavioral problems include:

- Sudden changes in mood
- Nervous
- Argumentative
- Trouble concentrating or paying attention
- Impulsive
- Disobedience
- Hyperactive
- Demands constant attention

(Burnette, 2000)

Slide 48

Parenting Implications

Why is it important to understand these outcomes?

- Studies show that grandchildren's behavior was the most significant factor in influencing their grandmother's feelings of burden, parenting stress and role satisfaction.

(Bowers & Myers, 1999; Kelley et al., 2011)

Slide 49

Activity

- Building a Home for my grandchild.
 - I will read out statements to you, please write your response where the statement instructs you to do so.
 - Take some time to reflect on the home you would like to build for your grandchild.

Slide 50

Check-Out

- Discuss and process answers to activity.
- Complete Survey

Slide 51

Module 2: Children's Challenges

Session 2: Loss and Grief

Slide 52

Agenda

- Check-In
- Discussion
 - Loss- Types of losses
 - Grief
 - Grandchildren outcomes
 - Parenting Implications
- Activity- Writing a letter
- Check-Out

Slide 53

Check-In

- Mindfulness Exercise
 - Breathing
 - Counting your breaths
 - Deep breathing
 - Visualizing breathing

Slide 54

Do grandparents and grandchildren experience loss as a result of the transition of care?

Answer: Yes.

- Both the grandparents and grandchildren experience loss and grief due to this transition; the grandparents lose in a sense, their adult child, and their grandchildren lose a parent.

Slide 55

What is a loss?

- A loss can be physical or psychological; a physical loss refers to a death or loss of body parts, whereas a psychological loss refers to a loss that is intangible or symbolic. (Goldsworthy, 2005)

Slide 56

Types of Loss

Physical

- Examples:
 - Friend
 - Spouse
 - Parents
 - Sibling
 - Limb

Psychological

- Examples:
 - Life transitions
 - Divorce
 - Substance abuse and recovery
 - Illness
 - Trauma
 - Career change

(Doughty Horn, Crews, & Harrwood, 2013)

Slide 57

What are secondary losses?

- A secondary loss can be an unexpected but often inevitable effect of a loss, that may result in more life changes.
- Secondary losses can change futures, financial security, relationships social status and job status.

(Backhouse & Graham, 2013)

Slide 58

Secondary Losses for Grandchildren

- With the loss of a parent, many grandchildren may experience the following losses:
 - Friends
 - Home
 - School
 - Health insurance
 - Routine

(Mannarino & Cohen, 2011)

Slide 59

Ambiguous Loss

- An ambiguous loss is a loss that is characterized as being unclear, traumatic, relational disorder, confusing, caused by external factors and incomprehensible
(Boss, 2010)
- There are two types:
 - Physical absence with psychological presence
 - Physical presence with psychological absence

Slide 60

Types of Ambiguous Loss

Physical absence with psychological presence

- Divorce
- Adoption
- Immigration
- Migration

Physical presence with psychological absence

- Addiction
- Chronic mental illness
- Depression
- Dementia
- Alzheimer's

(Boss, 2010)

Slide 61

Understanding Grief

What is grief?

- Grief is the emotional reaction to loss, which includes: sadness, anger, helplessness, despair, and guilt. (Backhouse & Graham, 2013)
- Grief can also evoke feelings of self-blame and regret. (Stroebe et al., 2014)

Slide 62

Complicated Grief and Children

- Complicated grief occurs with a significant attachment loss; this can cause intense and overwhelming responses to loss, which often include depression and anxiety. (Love, 2007)
- Parental grandparents and their grandchildren are at a higher risk for complicated grief. (Love, 2007)

Slide 63

Risks for complicated grief

Risk factors include:

- Loss due to violence or traumatic accident
- Loss associated with shame
- Secondary losses
- Family stressors and stigma
- Inadequate family or community support

(Love, 2007)

Slide 64

Outcomes for grandchildren

- Children who suffer a traumatic loss can experience a traumatic stress, which can cause them to have Childhood Traumatic Grief (CTG).
- CTG can cause:
 - Sleep disturbances
 - Irritability
 - Functioning impairment
 - Angry outburst
 - Decreased concentration
 - Decline in academic performance
 - Difficulty relating to peers

(Mannarino & Cohen, 2011)

Slide 65

Parenting Implications

- Children and adolescents are more likely to suffer from complicated grief due to the lack of emotional, cognitive and social coping skills that they possess. (Love, 2007)
- It is also important to address and understand that children often grieve in spurts and will likely continue to grieve as they continue to reach higher developmental stages and gain a better understanding of loss. (Nader & Salloum, 2011)

Slide 66

Activity- A letter to a loved one

- Write a letter to someone you have lost.
 - If you are having trouble writing one, answer these following questions:
 - Who did you lose?
 - What would you like to say to them before they died?
 - What did their loss mean to you?
 - What do you thank them for?
 - What do you remember most about them?
 - What is your favorite memory of them?

Slide 67

Check-Out- Your strength

- Write your name on an index card and the person that you lost.
- Pick a name out of the box read it out loud and say a strength that you see in them.
- Complete survey

Slide 68

Module 2: Children's Challenges

Session 3: Emotional and Behavioral
Outcomes

Slide 69

Agenda

- Check-In
- Discussion
 - Review: Behavioral/Emotional Outcomes
 - Parenting Implications
 - Coping with children with emotional/behavioral problems
- Activity
- Check-Out

Slide 70

Check-In

- The Stress Meter: where on the stress meter are you?
 - Color in the thermometer to the level which represents your level of stress today or the entire week.
- Where are you on the thermometer?
- Why not higher or lower?
- Is there anything that could have helped you make the day or week easier?

Slide 71

Your grandchild's behavioral and emotional problems are a reflection of solely bad parenting practices?

Answer: No.

- The trauma associated with the events that lead to the grandparents taking over parental responsibilities may leave residual effects on the child such as: behavioral and emotional problems, which makes parenting much harder for custodial grandparents.

(Bowers & Myers, 1999)

Slide 72

Review from Session 1: Grandchildren's Outcomes

Possible outcomes:

- Sudden changes in mood
 - Nervous
 - Argumentative
 - Trouble concentrating or paying attention
 - Impulsive
 - Disobedience
 - Hyperactive
 - Demands constant attention
- (Burnette, 2000)

Emotional and Behavioral problems that may already present in grandchildren:

- Anxiety
- Fear
- Confusion
- Insecurity
- Learning disabilities:

ADHD, Autism, Speech Impediments, or Developmental delays

(M. Goodman & Rao, 2007)

Slide 73

Parenting Implications

- Grandparents with grandchildren with higher levels of neurological, physical, emotional and behavioral problems report higher levels of distress, lower role satisfaction, and deterioration of relationship between grandparent and grandchild. (Burnette, 2000)
- Social isolation is a common stressor found in custodial grandparents. (Dolbin-MacNab, 2006)
- Academic performance problems.

Slide 74

Coping with grandchildren with emotional and behavioral problems

- Ask for help:
 - Activate your support system:
 - Family
 - School
 - Community resources
 - Seek treatment for your grandchild's emotional and behavioral problems.
 - Provide children with a safe and consistent environment.

Slide 75

Support System

Family

- One of the greatest strengths that the Latino community has is the value of *Familismo*.
- *Familismo* has also been recognized as serving as a protective factor against developmental behavior problems and associated with higher levels of parenting success.
- Talk to your family-
- Ask for help with care and receiving resources.
- Studies show that involving key caregivers and extended family members in services for their grandchildren, maximizes effectiveness of services. (Calzada, 2010)

(Santisteban, Coatsworth, Brones, Kurtines, & Szapocznik, 2012)

Slide 76

Support System

School

- Teachers
- Support staff (e.g., school social worker, speech therapist, school psychologist, child advocates)
- Other parents
- * The school and district is full of resources that your child has the rights to have access to.
- * A partnership with the school system is also important to maximize effectiveness of services.
- * They can also help link you to community resources.

Slide 77

Support System

Community Resources

- Ask about the community resources available in your area.
- Support groups are a great way to share and find resources within a community.
- Also a great way to expand your support system, connecting other parents going through the same difficulties.

Slide 78

Seeking treatment

Stigma

- There is a stigma in Latino families about seeking treatment, which can result in the lack of cooperation from other family members.
(Booker, Cook, & Borrego, 2010)
- Talk to your family members about seeking treatment for your grandchild and self.
- We can minimize stigma associated with seeking help by educating ourselves and others about the facts and benefits of seeking treatment and practicing help seeking behaviors.

Slide 79

Providing a safe environment

How can I provide a safe environment for my grandchildren?

- Provide them constancy- in the limits that you set and the consequences given.
 - Children feel safe in their environment when they are able to predict their environment.
- Allow them the opportunity to talk about what they are feeling.
- Model appropriate behavior and patterns of communication that represent the value of *Respeto*.

Slide 80

Activity- Exploring Problem Solving

- Break up into small groups of 3-4
- Decide on one common problem that you all share with caregiving.
- Write down what you have done in the past to “solve” the problem and then write down the result.
- Brain Storm ideas on how you can try to resolve this problem.
- Important questions that you should ask is why is it a problem list at least 3 reasons and how does it impact me? As a group focus on one of the reasons and generate at least 3 possible solutions.

Slide 81

Check-Out

- Share and discuss Problem solving exercise
- Mindfulness exercise:
 - Chocolate tasting
- Complete survey

Slide 82

Module 3: Grandparent Challenges

Session 1: Stressors and Challenges

Slide 83

Agenda

- Check-In
- Discussion
 - Common Stressors and Challenges
 - Parenting Implications
- Activity
 - My body and stress
 - Progressive Relaxation technique
- Checkout

Slide 84

Check-In

Juggling Life

- Object of this game:
 - Keep the balls in motion
 - Follow the order
 - Try to keep the rhythm going for as long as possible

Slide 85

Do custodial grandparents experience changes in physical and mental health as a result of taking on parenting responsibilities ?

Answer: Yes.

- Parental grandparents are more likely to have a higher risk of reporting poor or very poor health; this incidence is 2 times higher in grandparents who are raising grandchildren with special needs.

(Burnette, 2000)

- Caregiving strain can lead to health damaging behaviors; for example exhaustion and stress were more likely to lead to intensification of chronic illnesses.

(Fitzgerald, 2001)

Slide 86

Common stressors and Challenges

- Financial Strain
- Physical Health
- Mental Health
- Family conflict
- Social isolation

Slide 87

Parental Stressors

Cause changes in:

- Personal freedom and privacy
- Social and instrumental support
- Preventative health behaviors
- Financial stability
- Interfamily strain

(Waite, LaPierre, Luo, & Hughes, 2012)

Outcomes:

- Lower morale
- Declines in physical and mental health
- Role strain

Slide 88

Financial Strain

- A decline in financial stability, is often brought upon by the need to cut back on working hours or to stop working altogether, in order to meet parenting responsibilities. (Fitzgerald, 2001)
- Being unable to provide shelter, food, clothing and security can make a parental grandparent feel incompetent and exacerbate stressors. (Burnette, 1999)
- Informal caregiving arrangements may prohibit grandparents and their grandchildren from accessing government economic assistance. (Kelley et al., 2011)

Slide 89

Physical Health

- Custodial grandparents are also more likely to neglect their own health and needs to address those of their grandchildren or because of child rearing restraints. (Fitzgerald, 2001)
- Poorer health also contributed to more negative and less positive affect, greater mental health risks, stress and distress. (C. Goodman, 2012)
- Physical limitations can also be a source of stress for the caregiving grandparent, particularly when raising children with emotional and behavioral problems. (Bachman & Chase-Lansdale, 2005)

Slide 90

Familial Strain and Isolation

- Changes in relationships often change in a negative way.
- Role strain is also a consequence for custodial grandparents, which manifests in role conflict and role overload that lead to diminishing of social support. (Burnette, 1999)
- Grandparent and biological parents often grow apart, resulting in:
 - Less respect for biological parent
 - Loss of communication with biological parent. (Bowers & Myers, 1999)

Slide 91

Parenting Implications

- Stress and challenges impacts a grandparent's feelings of burden, parenting stress, and satisfaction. (Bowers & Myers, 1999)
- As a result of being thrown back into this role, parental grandparents may need to redevelop parenting skills. (Dolbin-MacNab, 2006)
- Role strain is also a consequence for custodial grandparents, which manifests in role conflict and role overload that lead to diminishing of social support. (Burnette, 1999)

Slide 92

Activity 1- My Body and Stress

Think about how you feel when you are stressed.

Where in your body do you feel it?

Take a moment to reflect and identify them on the handout.

Slide 93

Activity 2- Progressive Muscle Relaxation

- This exercise involves tensing and relaxing of muscle groups in the body.
- This exercise also helps build mindfulness of how stress affects your body.

Slide 94

Check-Out

- Share with the group a specific time in your day that you can allow yourself to practice some self help exercises.
- Complete Survey

Slide 95

Module 3: Grandparent Challenges

Session 2: Mental Health

Slide 96

Agenda

- Check-In
- Discussion
 - Mental illness
 - Self care
- Activity
- Check out

Slide 97

Check-In

- The Stress Meter: where on the stress meter are you?
 - Color in the thermometer to the level which represents your level of stress today or the entire week.
- Where are you on the thermometer?
- Why not higher or lower?
- Is there anything that could have helped you make the day or week easier?

Slide 98

Custodial grandparents are more likely to report higher levels of depression?

Answer: Yes.

Grandparents who raise children with emotional and behavioral problems are more likely to report higher risk of life stressors, depression, anxiety and unmet informal and formal services.

(Burnete, 2000)

Slide 99

Depression

What are the symptoms of depression?

- Disturbance in appetite
- Disturbance in sleep
- Fatigue
- Somatic Anxiety
- Feeling sad
- Fluctuation in weight
- Impairment in concentration
- Decreased interest in activities
- Thoughts of self harm
- Negative views of self

(Parker, Fletcher, Paterson, Anderson, & Hong, 2014)

Slide 100

Fighting Stigma

How can you fight stigma associated with mental health?

- Educate:
 - Your self, family members, friends, neighbors and children on mental health and services available.
- Seek help:
 - Talk to a professional: primary care physician or mental health professional.

Slide 101

Behaviors that promote mental health wellness

- Talking to someone about what you are feeling (friends, family, mental health professionals).
- Exercising
- Meditating
- Participating in social events

Slide 102

Parental Implication

- Custodial grandparents often experience a decline in well-being and an increase in depressive symptoms, as a result of taking on parental responsibility. (Fitzgerald, 2001)
- In addition, these challenges may hinder their ability to provide a supportive home to their grandchildren. (Kelley et al., 2011)
-

Slide 103

Activity -Confronting negative thoughts

- Think of a stressor thought that ruminates in your mind.
- Identify the feeling associated with that thought.
- Identify the behavior that results because of that feeling.
- Group Discussion

Slide 104

Check out

- Give Homework:
 - Take hand out "A day in the life of" home and begin to track what behaviors and activities make up most of your day.
 - Bring back next week
- Meditation exercise- Concentration
- Complete Survey

Slide 105

Module 3: Grandparent Challenges

Session 3: Loss and Grief

Slide 106

Agenda

- Check-In
- Discussion
 - Loss
 - Grieving
 - Unresolved/ Complicated grief
 - Parenting Implications
- Activity
- Check-Out

Slide 107

Check-In

- Share homework assignment from last week
- Share thoughts on findings

Group exercise:

Negative Thought Challenging Chart

- What are your negative thoughts?
- What is the feeling associated with that?
- What could be a possible distortion?
- What would be a positive thought?
- What would be the feeling?

Slide 108

Can unresolved grief cause a decrease in mental and physical health?

Answer: Yes.

Unresolved loss and grief can greatly impact both parental grandparent and grandchildren, specifically when the loss is traumatic. The major risk for grandparents is the decline in physical and mental health.

(Love, 2007)

Slide 109

Loss- Review

Types of losses:

- Physical
- Psychological
- Secondary
- Ambiguous

Examples of losses

- Physical- spouse, friend, child, or limb
- Psychological- addiction, divorce, mental illness, trauma
- Secondary- home, friends, freedom, financial stability
- Ambiguous- Physical absence with psychological presence and Psychological absence with physical presence

Slide 110

Common losses for parental grandparents

- Loss of freedom and privacy
- Loss of financial stability
- Loss of child
- Loss of friends
- Loss of family ties

Slide 111

Grief- Review

- Grief is the emotional reaction to loss, which includes: sadness, anger, helplessness, despair, and guilt. (Backhouse & Graham, 2013)

Slide 112

Custodial Grandparent Grief

- Custodial grandparent's grief is different; often their loss is ambiguous, which makes finding closure or resolution to their loss difficult if not impossible. (Boss, 2010)
 - Due to the lack of closure, a custodial grandparent's grief is ongoing, forcing them to have to adapt, problem solve, and cope with concerns and circumstances that are out of their control. (Backhouse & Graham, 2013)
- **These factors can lead to disenfranchised or complicated grief.

Slide 113

Disenfranchised Grief

- Disenfranchised grief refers to the grief that is experienced when a loss is not publicly supported or mourned. (Goldsworthy, 2005)
 - Examples:
 - Loss of job
 - Loss due to mental health
 - Loss due to incarceration
 - Loss due to substance abuse

Slide 114

Complicated Grief

- Complicated grief occurs with a significant attachment loss; this can cause intense and overwhelming responses to loss, which often include depression and anxiety.
 - Examples:
 - loss due to violence or traumatic accident
 - loss associated with shame
 - secondary losses

(Love, 2007)

Slide 115

Parenting Implications

- Complicated or Disenfranchised grief puts grandparents at risk for forming a “Disorganized Attachment” with their grandchildren; this occurs when a parent or caregiver has unresolved trauma and loss, which leaves them with feelings of anxiety, which in return affects the relationship with and the development of their children.

2011)

(Nader & Salloum,

Slide 116

Activity- The weight of my unresolved loss

- This is a take on “Potatoes in my back pack”
- Discuss as a large group all the types of losses that they have experience.
- Have them put a potato in a backpack.
- For those who can and want to have them lift the full back pack and describe what it feels like.

Slide 117

Check-Out

- “I give myself permission” – Memorial exercise.
 - Moment of silence
- Complete Survey

Slide 118

Module 4: Grandparent Support and Resources

Session 1: Legal Help

Slide 119

Agenda

- Check-In
- Discussion
 - Formal arrangements
 - Informal arrangements
 - Parenting Implications
 - Legal Help
- Activity
- Check-Out

Slide 120

Check-In

M&M's exercise

For every:

- Red m&m- say one thing that makes you irritated
- Blue m&m- say one thing you can do to cool off
- Green m&m- say one way you can stay positive
- Yellow m&m- describe a time it was difficult for you to stay positive
- Brown m&m- describe a time when you reacted when you were irritated, what was the outcome?
- Orange m&m- share a positive thought you have about being a custodial grandparent?

Slide 121

Are grandparents with informal kinship agreements less likely to access services?

Answer: Yes.

- Custodial grandparents with informal arrangements are less likely to utilize childcare programs or assistance from various services that may be available to them. (Burnette, 2000)

Slide 122

Types of kinship arrangements

Two types of arrangement agreements:

- Formal arrangements
- Informal arrangements

Slide 123

Formal Arrangement

- Is defined by legal placement through Public Welfare System. (Kelley, Whitley, & Campos, 2011)
- With formal agreements grandparents are able to qualify and access more services.
- Lack of established legalized guardianship can increase barriers for grandparents when they seek help or attention from schools, hospitals and mental health providers.

(Bachman & Chase-Lansdale, 2005)

Slide 124

Informal Arrangements

- *Informal arrangement*: Is described as a verbal agreement between biological parents and grandparents, legal custody is not established. (Bachman & Chase-Lansdale, 2005)
- Latino community grandparents are known for taking on the role of parenting their grandchildren; family traditions carry on the expectations of having grandmothers involved in some capacity or other in the upbringing of their grandchildren. (M. Goodman & Rao, 2007)

Slide 125

Reasons Why Grandparents Do Not Seek Legal Custody

Grandparents may not seek legal custody because of:

- Cost of legal fees
- Efforts to preserve the relationship with the child's biological parent
- Unfamiliarity with resources available to help gain legal or formal arrangements

(Bachman & Chase-Lansdale, 2005)

Slide 126

Latino Grandparents and Services

The lack of access to services is greater in Latino families that have recently immigrated to the United States.

- Reasons Include:
 - Many are unaware of the services that are available to them
 - While others do not seek services due to barriers such as language
 - Documentation status
 - Lack of knowledge of the system.

(Ayón, 2011)

Slide 127

Parenting Implications

- For informal caregivers, not receiving child welfare benefits created a greater burden and financial strain. (Stroizer & Krisman, 2007)
- Informal caregiving arrangements may prohibit grandparents and their grandchildren from accessing government economic assistance. (Kelley et al., 2011)

Slide 128

Legal Help

Free Legal Assistance:

- Legal Aid Society of Orange County and South L.A.
 - Free legal help, advice and referrals
- Edgewood Center for Children and Families
 - California Kinship Navigator- which helps caregivers navigate the system
- Olive Crest
 - Wrap around services for at risk-families and children

Slide 129

Activity- Resource Binder

- Your resource binder will help you organize all of your resources and handouts that you will be given as you navigate the system.
- It will help you keep important papers and information in one “take-anywhere-you-go” file.

Slide 130

Check Out

- Termination: What are your feelings about the nearing of the end of the curriculum?
- Address and process feelings
- Complete survey

Slide 131

Module 4: Grandparent support and Resources

Session 2: Resources

Slide 132

Agenda

- Check-In
- Discussion
 - Financial resources
 - Health Resources
 - Mental Health
 - Physical Health
 - Social Support Services
- Activity- My bag of strengths
- Check-Out

Slide 133

Check-In

- “I admire others who”
 - You can name the qualities you admire in others or people who you admire and tell us what qualities you like.

Slide 134

Does the lack of resources increase the levels of stress and parenting burden?

Answer: Yes.

- Research shows that the more resources they have available to them the lower the levels of stress and burden. (Bowers & Myers, 1999)

Slide 135

Financial Resources

Financial resources can help minimize parental stress.

- TANF- Temporary Assistance for Needy Families
- Guardian Subsidies
- SSI- for your grandchild
- Tax Benefits

Slide 136

Health Services- Mental & Physical Health

Mental Health

- County Behavioral Health programs are available for both grandchildren and custodial grandparents.
- Various programs are available which service a variety of needs from young children to older adults including:
 - Early intervention problems
 - Emotional support
 - Alcohol and drug abuse
 - School support
 - Mental illness

Physical Health

- Medical- grandchildren and custodial grandparents may qualify for government health insurance programs.
- Free community health clinics are also an option for grandparents who do not qualify for a government health insurance program.

Slide 137

Social Support

Why is social support important?

Social support is important because it helps with preventing isolation which can lead to depression and higher levels of stress.

- Support groups- Find support from other people who understand what you are going through. Exchange and find new resources.
- Activating your familial support- asking family members for help, in the Latino community this is a great strength that is present.
- Community Centers- offer socializing opportunities for both you and your grandchildren.

Slide 138

Activity-My Box of Strengths

Everyone will get a box to decorate using material provided, small squares of scrapbook paper to write on, and glass pebbles.

- Think about two things that you have learned about yourself during these weeks. Write down two strengths that you see in yourself on the the piece of paper.
- Now think of one strength for for each member of the group and write it down on a separate piece of paper for each member.

Slide 139

Check-Out

- Share with the group what your greatest strength is and how you will utilize it to help you transition into this new role.
- Complete Survey

Slide 140

Module 4: Grandparent Support and Resources

Session 3: Termination

Slide 141

Agenda

- Check-In
- Post-Test
- Activity
- Certificate Ceremony
- Check Out

Slide 142

Check-In

Write a letter of encouragement to yourself.

Include:

- Strengths
- Hopes for the future
- Permission for you to feel...
- Anything else you want to tell yourself

Slide 143

Post-Test

- Answer all the 10 questions with the response that you believe is right.
- These are the same questions that you were asked at the beginning.

Slide 144

Activity-My Hopes Collage

- Create a collage of what your hopes will be for the future.
- Use magazine pictures, markers, stamps, etc.
- Once we are done we will share with the group.

Slide 145

Group Discussion

- We have talked in depth about the implications for both grandparents and children, mainly stressors and outcomes associated with taking on parental responsibilities.
- Share with us what are the rewards of becoming a parental grandparent.

Slide 146

Check-Out-Unity Feather

Last remarks- who ever is holding the feather gets to share whatever they would like with the group:

- Goodbyes
- Thank you
- I will miss
- I have learned

Slide 147

Certificate Ceremony

Congratulations on completing
the Criando a Mis Nietos
program!

Slide 148

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APPENDIX B

AGENDAS

Introduction to Criando a Mis Nietos

Session 1: Purpose of Group

Introduction:

1. Facilitator to welcome all group members and introduces self to the group; share some interesting facts about your background.
2. Have everyone introduce themselves and share something that they like doing.
3. Explain and Administer the Pre-test, explain the purpose of the test (to track growth of knowledge). It may be a good idea to read each question a loud and allowing them enough time to answer yes or no. Explain to them that they will not go over the correct answers at this time, however in each session you will address one question and give the answer to that question.
4. Explain Purpose of group.
5. Discussion:
Who are custodial grandparents? What are their needs?
6. Go over group rules.
7. Weekly group structure

Activities:

1. Where in the world are you from handout, give them color pencils allow enough time for socialization. Once everyone is done then allow each member to share with the group.
2. Greatest Hope & Greatest Fear Handout. They can be related to becoming a custodial grandparent or any other aspect of their lives.

Check Out:

1. First Impressions- what are your initial thoughts? Do you think it will be beneficial to you, if so how?

Materials needed:

Power Point Presentation, handouts, colored pencils, pens or pencils.

Module 1 Culture and Parenting

Session 2: Our Culture and Child Rearing Practices

Check In:

1. Give each member a Stress Thermometer handout and have them take a moment to think about their week and how stressful it was.
2. Hand them a colored pencil and ask them to color in the thermometer. It ranges from 1 (manageable) to 10 (overwhelmed).
3. Ask them why they are so high or why they are low? What could have helped them have a less stressful week?

Discussion:

1. Answer to first pre test question
2. What is culture?
3. What are Latino Values and how do they differ from American values?
 - Familismo –what does it mean to you?
 - Personalismo- why is it important?
 - Respeto- how do you show it?

Activity

- Culture Clash- continue discussion with what values, expectations and beliefs they were raised with. Break them into small groups of 3 and have them write them down in the appropriate column.
- Have them discuss the cultural values of their grandchildren, are there any similarities? If so, have them write responses down in the middle.
- Each group will share their charts for check out.

Check Out:

1. Discuss culture clash findings with group? What were some of the similarities? What do you think about the differences and how do you think these differences will affect parenting styles?
2. Introduce Survey: Ask them to answer as openly as possible, explain that the surveys will help with the implementation of the materials.

Materials Needed:

Power Point, Handouts: Stress thermometer and Culture Clash, colored pencils, pens

Module 1 Culture and Parenting

Session 3: Cultural Expectations

Check In:

1. Hand everyone a penny; have them look at the year and have them think about something that is memorable from that year. It can be happy or sad.
2. Share with the group.

Discussion:

1. Cultural expectations of children
2. Discuss Latino Values: Respeto, Familismo, and Gender Roles
3. What is acculturation stress? How does acculturation stress affect us?
4. How do these values and concepts affect our parenting styles?
5. Discuss and answer second question on test regarding gender and expectations.

Activity:

1. Gender Roles: Break up into small groups. Have them discuss cultural expectations of roles. Hand them sentence strips for them to write down their answers. Have one group member and have them tape these roles to the silhouette that they believe they belong to.
 - Questions: are these roles interchangeable? Ex. Can men be primary care givers and women be primary bread winners? Why? Why not?
2. Family of Origin: give each group member a handout and ask him or her to pair up and fill out the form. Have them discuss their findings with their partner and ask them to write down something interesting that they learned about their partner that they could share with the group.

Check Out:

1. Share something interesting that they learned about their partner.
2. What did they think about the interchangeability of gender roles?
3. Complete Survey

Materials Needed: Power Point Presentation, Family of Origin handouts, surveys.

Module 2: Children's Challenges
Session 1: Human Development Stages

Check In:

1. Peeks and Valleys: what were the highs of their week? What were the lows?
2. How did they handle the valleys? How did it affect the rest of their day?

Discussion:

1. What is Human Development?
2. What are the 8 stages?
3. Have each grandparent identify the stage where his or her grandchild is based on age and where they are as well.
4. Identify what challenges they are experiencing with their grandchild.
5. Discuss test question and answer, how is the developmental stage affected by this transition?
6. Challenges for Children and implications on parenting. How do they handle these challenges?

Activity:

Building a Home for my grandchild handout: the purpose of this activity is to start a conversation about what hopes they have for their grandchildren. Instruct the group members to write down on the following:

- Foundation of the house -what values they hope to pass on to their grandchildren.
- Roof -what they would like to protect their grandchildren from
- Door -what goals they hope their grandchildren reach
- Steps- how they can help them reach their goals
- 1st Window- what they hope their grandchildren's future will be like
- 2nd Window- What they hope to see in their own future

Check Out:

1. Discuss and share Building Home activity- what did you think about the activity? What themes were present (ex. hope, happiness, safety, etc.)
2. Complete Survey

Materials Needed:

Power Point presentation, 12 Pennies with different years on them, sentence strips, two large poster boards to draw a female and male silhouette, markers, tape, Building a Home Handout, survey, and pens or pencils.

Module 2: Children's Challenges

Session 2: Grief and Loss

Check In:

1. Mindfulness Exercise: Breathing Techniques

- Set up soothing music and ask members to sit up right in their chair.
- Explain that they will be trying some breathing exercises to help them relax.
- **Counting Breaths:** have them close their eyes and concentrate on their breathing. Allow them to do this for 30 seconds then ask them to now count how many times they took a breath for the next 30 seconds.
- **Deep Breathing:** Demonstrate how to take deep breaths, asking them to breath deep, pulling their belly button toward their back, and exhale slowly through their nose for 30 seconds.
- **Visualizing Breaths:** Ask members to put their right hand on their stomach and to take a deep breath in and slowly let it out. Demonstrate for them first and then have them try it.
- **Discuss how they felt:** would they be able to use these techniques at home?

Discussion:

1. Discuss and answer test question regarding loss.
2. What is loss? Who experiences loss?
3. Types of losses
4. Losses for grandchildren- do children understand loss?
5. Discussing grief- how do you cope with loss?
6. Parenting Implications- how can you support your grandchild during their loss?

Activity:

- A Letter to a Loved one- write a letter to someone that you lost, you can tell them anything. If group members are having a hard time knowing what to write ask them to answer some of the questions on the slide.
- They will not share that letter with the group.

Check Out:

1. Your Strength: Have each member write their name and the name of the person that they lost on an index card. Collect all the index cards and place them in a bag. Have each member pull out a card, preferably one that does not have their own name on it, and have them identify a strength that they see in that person (ex. Great listener, caring, respectful, ec.).
2. Complete survey

Materials Needed:

Power Point presentation, soothing music, paper, index cards, pencils or pens, survey handouts.

Module 2: Children's Challenges
Session 3: Emotional and Behavioral Outcomes

Check In:

1. Give each member a Stress Thermometer handout and have them take a moment to think about their week and how stressful it was.
2. Hand them a colored pencil and ask them to color in the thermometer. It ranges from 1 (manageable) to 10 (overwhelmed).
3. Ask them why they are so high or why they are low? What could have helped them have a less stressful week?

Discussion:

1. Discuss and answer pre test question regarding behavioral and emotional problems.
2. Review grandchildren outcomes
3. Parenting implications- how are grandparents affected?
4. Coping with stressors: Activating Support system
5. Stigma with seeking mental health? What are the stigmas? How do you handle and treat emotional stress?
6. Creating a safe environment for grandchildren.

Activity:

- Problem solving activity- Break up into small groups of two or three and discuss a common problem that you all share. Write down the problem and how you have handled it in the past and what the outcome was. Brainstorm and think of three different strategies to address that specific problem. Share with group.

Check Out:

1. Discuss problem-solving strategies.

2. Mindfulness exercise:

Chocolate tasting- give each group member a small piece of chocolate and ask them to take a good look at it and smell it before they eat it. Ask them to place it on their tongue and savor the chocolate.

- a. What does it feel like?
- b. Where do they taste the chocolate?

3. Complete survey

Materials needed:

Power Point presentation, Handouts- Stress Thermometer, Problem solving, and surveys, small bite size chocolates, colored pencils, and pens or pencils.

Module 3: Grandparent's Challenges

Session 1: Stressors and Challenges

Check In: Juggling Life

- Have the group form a circle. Explain that there will be an order that will be followed; one person will toss a ball to the other and the other to another until the ball returns to the first person that tossed the ball. They must continue this pattern, throwing the ball to the same person each time. The first ball will represent parenting responsibilities.
- They will have to continue to throw the ball to the same person until they become comfortable with the order, as they continue to toss the ball introduce another ball into the rotation and give it a name (ex. bills, job, other roles that they may have). Continue to add balls to the rotation until they can no longer keep track of the order of the rotation. This exercise is supposed to help them visualize how hard it can be to juggle so many roles and responsibilities.

Discussion:

1. Discuss and answer pre test question regarding custodial grandparent outcomes
2. Discuss common stressors for parental grandparents. How have their lives changed since taking parenting responsibilities?
 - Financial strain
 - Physical Health
 - Familial strain and isolation
3. Parenting implications: How does it affect your ability to parent affectively

Activities:

1. My Body My stress handout- Talk about the somatic effects of stress, where do you feel stress in your body? Color it in on the person silhouette. Discuss where you feel the stress with group.

2. Progressive Muscle relaxation – Have group sit in a circle, they must be able to move and tense muscles in order to do this exercise. Play relaxing music and encourage them to relax their body and close their eyes. You can start with their hands, making a tight fist and then relaxing in set of five. You can move on to each limb contracting muscles and relaxing until you get to their feet. For their feet you will ask them if they can to point their toes away and towards them. You can continue for as long as it's comfortable to them.

Check Out:

1. Discuss- is there a time in your day that you can practice these exercises?
Share ideas on how you can incorporate this into your daily routine.
2. Complete Survey

Materials Needed:

Power Point presentation, 6 small soft balls, My body Handout, colored pencils, surveys, pens or pencils, and soothing music.

Module 3: Grandparent Challenges

Session 2: Mental Health

Check In:

1. Give each member a Stress Thermometer handout and have them take a moment to think about their week and how stressful it was.
2. Hand them a colored pencil and ask them to color in the thermometer it ranges from 1 (manageable) to 10 (overwhelmed).
3. Ask them why they are so high or why they are low? What could have helped them have a less stressful week?

Discussion:

1. Discuss and answer pre test question regarding mental health
2. What is depression? What are the symptoms?
3. What are the stigmas associated with mental illness? How can we combat them?
4. How can you treat and prevent depression?

Activity:

Confronting Negative Thoughts- Introduce the negative thought triad, explain how thoughts affect feelings and feelings influence behavior. Have each member think of a negative thought and identify the feeling and behavior. Have them pair up and discuss findings with each other.

Check Out:

1. Group Discussion how do negative thoughts affect your everyday life?
2. Give Homework handout- encourage members to complete schedule and be prepared to share next time.
3. Meditation Exercise- Concentration- Play soothing nature music and ask group members to close their eyes and try to focus on only one sound. Encourage members to do mindful deep breathing.
4. Complete Survey

Materials Needed:

Power Point Presentation, Negative thoughts handout, surveys, homework handout, pens or pencils.

Module 3 Grandparent's Challenges

Session 3: Loss and Grief

Check In:

1. Share homework findings: Where are you spending most of your time? How much time out of your day do you have to take care of yourself?
2. Negative Chart Challenging Chart: Ask the group to give you examples of negative thoughts that they may have. Identify the feelings and behaviors associated with them. As a group ask them to brainstorm possible distortion and create a positive thought with a behavioral outcome.

Discussion:

1. Discuss and Answer pre test question regarding unresolved grief.
2. Review Loss
3. Identify losses experienced by parental grandparents
4. Review grief- what is disenfranchised grief? what is complicated grief?
5. Parental Implications

Activities:

1. "The Weight of my Unresolved Grief" – discuss with group how carrying unresolved grief weighs on us. Have the group identify an unresolved grief, they do not have to share with group what it is, but for every unresolved grief they must take a potato and put it inside the backpack. After everyone has had a turn, pass the backpack around to those that can hold and lift bag, so that they may feel how heavy it is. Ask how they would feel if they had to carry that backpack around all day everyday.

Check Out:

1. "I give myself permission" have them identify a feeling or action that they will allow themselves to feel or to resolve.
2. Memorial exercise- Light a candle and hold a moment of silence in recognition of all the losses the group has had.
3. Complete survey

Materials Needed:

Power Point presentation, large paper or poster board, markers, backpack, small bag of potatoes, candle, surveys, pens or pencils.

Module 4: Grandparent Support and Resources

Session 1: Legal Help

Check In:

- M&M's exercise- Have each member take up to three m&m's . Then have them share one thing that pertains to each of their m&m. Follow the color key from Power Point Presentation.

Discussion:

1. Discuss and answer pre test question regarding informal kinship caregiving.
2. Types of Kinship Caregiving
3. Implications for Parenting, what are the benefits of formal arrangements
4. Reasons to seek legal custody
5. Latinos and services- what are the barriers?
6. Seeking Legal help- barriers to seeking legal help, resources available
7. Superior Court of Orange County holds a guardianship clinic each Monday- give each member a handout of resources for the clinic and legal resources. Discuss information provided.

Activity:

Resource Binders- Creating a resource binder that will hold all important information, resources and emergency contacts. Help organize and fill information sheet.

Check Out:

1. Discuss termination- process feelings (happiness, anxious, sad).
2. Complete Survey

Materials Needed:

Power Point presentation, M&M's, resource handouts, 3 ring binders, dividers, surveys, and pens.

Module 4: Grandparent Support and Resources

Session 2: Resources

Check In:

- “I admire those who”- identify qualities that you admire in others, and qualities that you admire in yourself.

Discussion:

1. Discuss and answer last pre test question regarding resources.
2. Discuss Financial Resources available
3. Mental & Physical Health Resources
4. Social support- why is it important? Who is part of your social support group? Familismo. How can I increase my support group?

Activity:

- My Box of Strengths- think about what you have learned about yourself during these past weeks. Identify two strengths that you have.
- Hand everyone a box to decorate with collage material, paints, and markers.
- Hand everyone two glass pebbles and small squares of scrap paper and ask them to trace the pebble on the paper. On the paper inside the outline of the pebble they will write down their strength.
- They will then cut out the outline and apply glue to the paper, then glue it to the bottom of the pebble so that when the glue dries they will be able to see their strength.
- Have them create a strength pebble for each group member.
- They will then deliver the strength pebbles they created to each group member.

Check Out:

1. Share what your greatest strengths are and discuss how they will utilize them in their new role
2. Complete survey.

Materials Needed:

Power Point presentation, Resource Handouts, Collage materials, glass pebbles, small wooden boxes, markers, paint, glue, sharpies, scrapbook paper, and scissors.

Module 4: Grandparent Support and Resources

Session 3: Termination

Check In:

- Write a letter of encouragement to yourself, include strengths, hopes for the future, permission to feel and anything else you want to tell yourself.

Explain and Administer the Post-test:

- Explain the purpose of the test (to track growth of knowledge). It may be a good idea to read each question a loud and allowing them enough time to answer yes or no.

Activity:

- My Hopes Collage- create a collage that reflects your hopes for the future.
- Use magazines, markers, stamps, scrapbook paper, etc.

Discussion:

1. Share your hopes collage and what your hopes are for the future.
2. Discuss what are the rewards of being a custodial grandparent

Check Out:

1. Unity feather- gather in a circle and give the instructions that only the person holding the feather will be allowed to talk, they can talk for as little or as much as they like.
 - They can take this time to say goodbye, thank you, I have learned, I will miss, or they may choose to not share as well.
2. Certificate Ceremony- Congratulations and Thank you, take this time to thank group members for their participation and encourage them to continue to support each other and stay in contact with each other.

Materials needed:

Power Point Presentation, paper, pens, construction paper, magazines, scissors, glue, markers, stickers, stamps, feather, and certificate handout.

APPENDIX C
HANDOUTS

Where in the world are you from?



My Greatest Hopes/Biggest Fears

Greatest Hopes:

1. _____
2. _____
3. _____

Greatest Fears:

1. _____
2. _____
3. _____

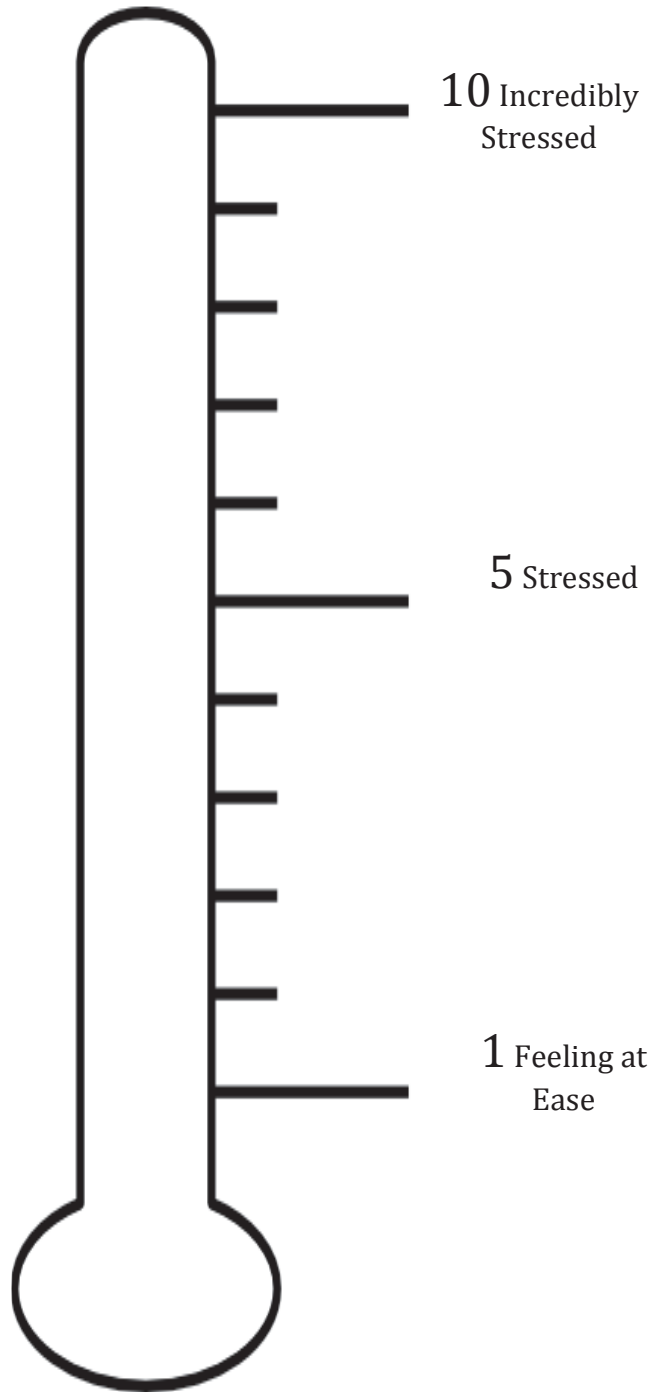
Two ways I can reach my greatest hopes:

1. _____
2. _____

Two ways I may prevent my greatest fears:

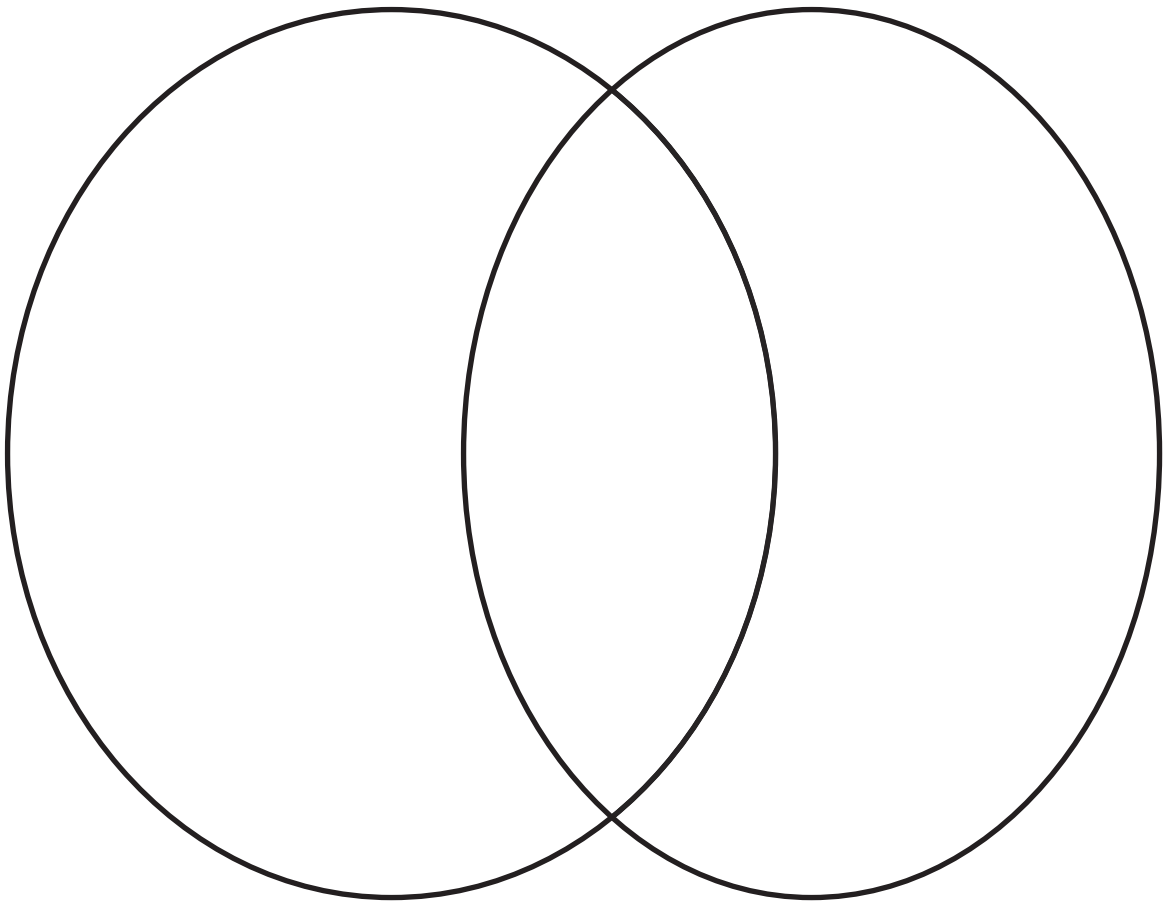
1. _____
2. _____

Stress Thermometer



Culture Clash

My world Same Grandchild's world



My Family of Origin

Three positive characteristics of the person that raised me:

1. _____
2. _____
3. _____

Three negative characteristics of the person that raised me:

1. _____
2. _____
3. _____

Three negative characteristics that I believed I had a child:

1. _____
2. _____
3. _____

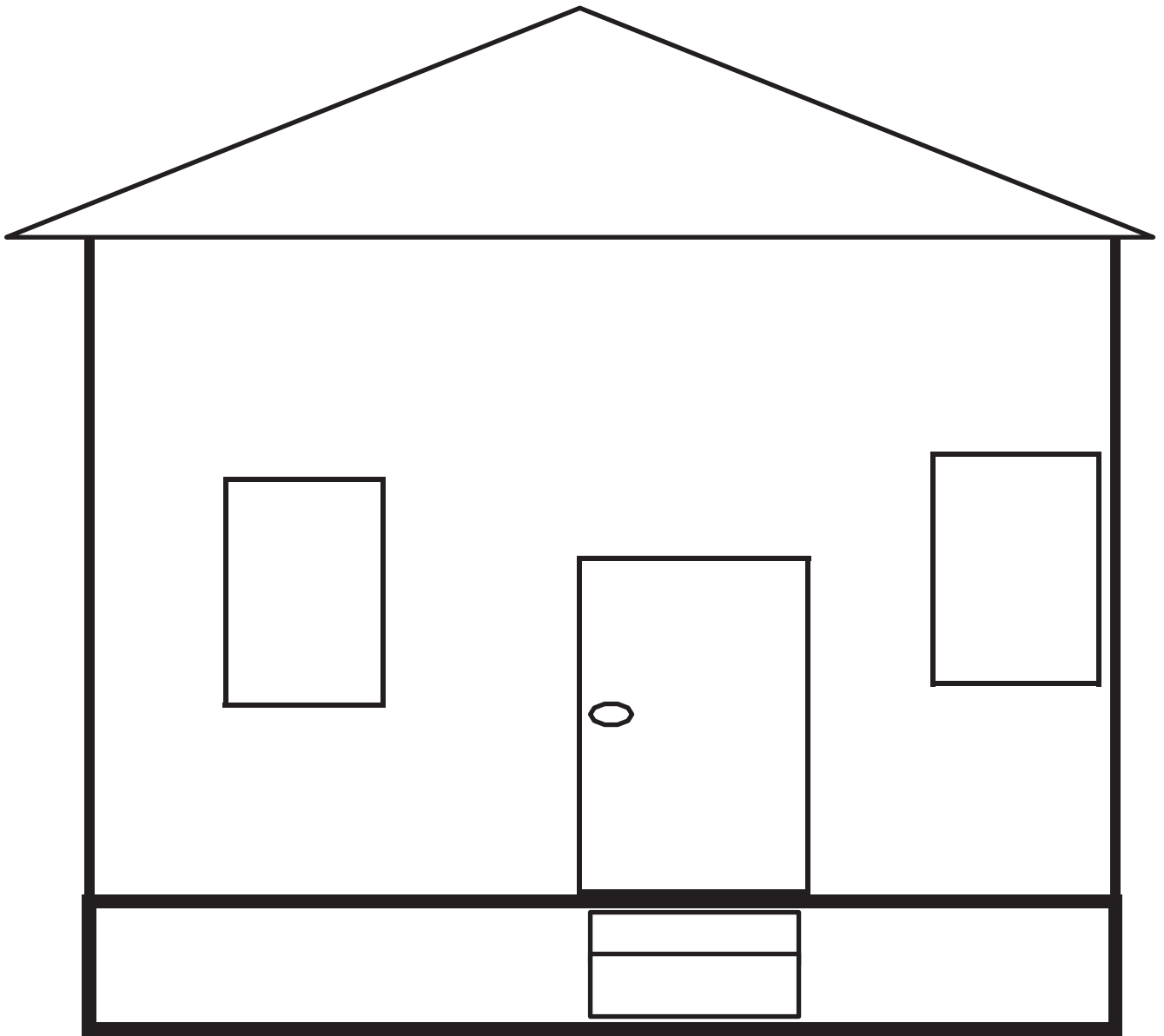
Three things that I wanted to have in my childhood but never had:

1. _____
2. _____
3. _____

How I felt when I didn't get what I wanted:

How I would react or behave if I didn't get what I wanted as a child:

A home for my grandchild



Activity- Problem Solving Exercise

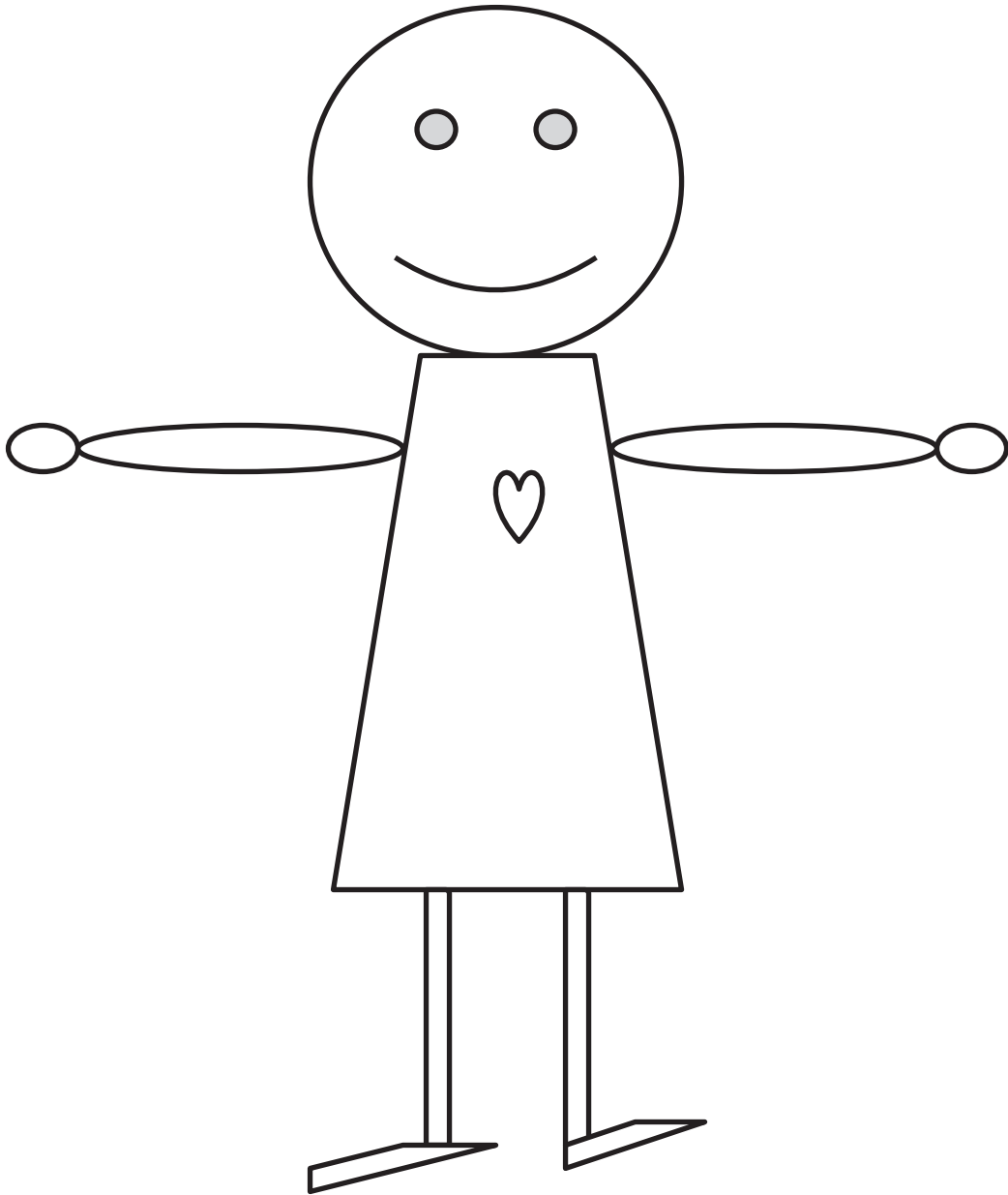


The Problem:

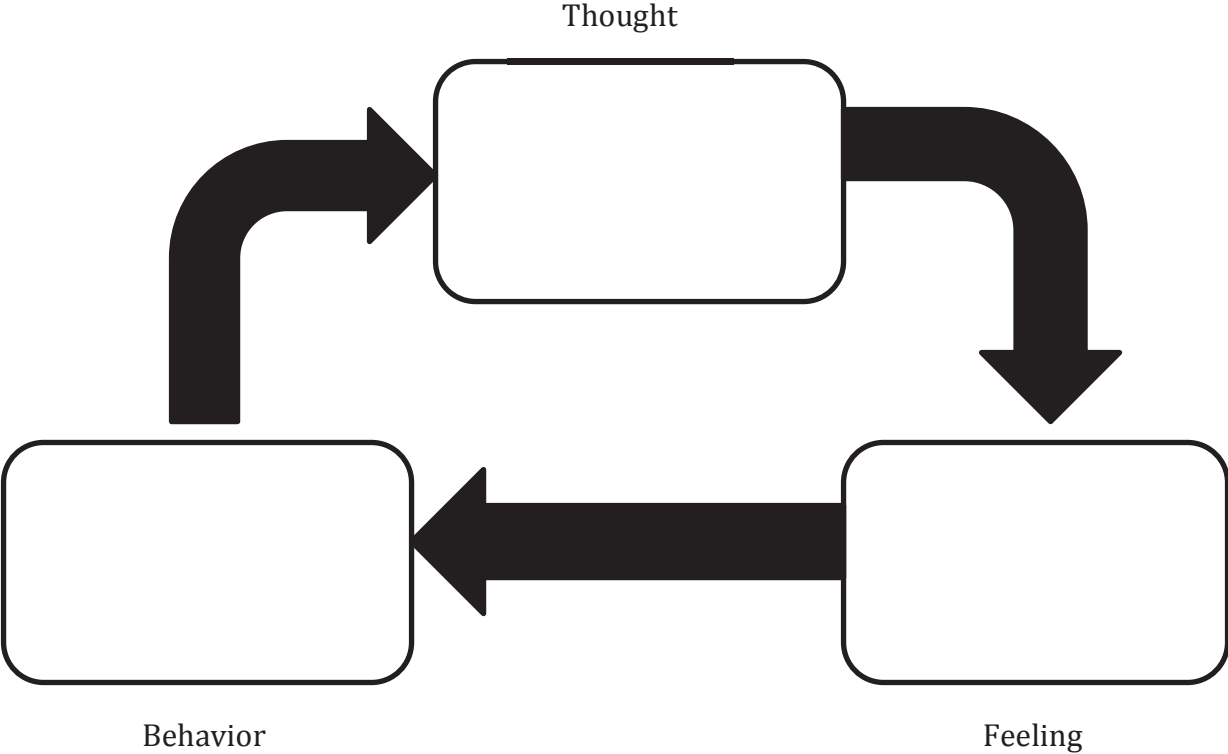
Solutions attempted in the past:

Results:

My Body and Stress



Confronting My Negative Thoughts



A day in the life of _____

Monday	Tuesday	Wednesday	Thursday	Friday

Legal Resources

Agency	Services	Contact Information
Legal Aid Society of O.C. and South L.A	Provides free general legal services which cover family law, landlord tenant disputes, bankruptcy, dispute mediation, small claims court, and referrals	2101 N Tustin Ave. Santa Ana, CA 92705 Toll Free: (800) 834-5001 Local: (714) 571-5200
Edgewood Center for Children and Families	California Kinship Navigator- connects kinship caregivers through out the state with local support and referrals	1-800-546-0047
Olive Crest	Provides wrap around services for families	2130 E 4th St. Santa Ana, CA 92705 (714) 543-5437

The Superior Court of Orange County Self Help Center: Guardianship Clinic

What it is:

Provides Guardianship Clinics for those seeking guardianship and do not have legal representation. They will provide information on laws, procedure and court hearings.

When:

Clinics are usually offered on Mondays from 12:30 pm to 4:30 pm. It is a first come first serve basis.

Where:

Central Justice Center
Room A-100
700 Civic Center Drive West
Santa Ana, CA 92701

Items to bring with you:

- Copies of all your documents that you have received or filed for your case
- A black pen
- An interpreter, if needed

For more information and online forms

www.occourts.org

Community Resources

***** Social Services Office can help you with: Cal Works (Cash Aid),**

Orange County Social Security Administration Offices National Number: (800)-772-1213	Orange County Social Services Agency Offices**
Anaheim Office 900 S. Harbor Blvd Anaheim, CA 92805 (866) 657-63133	Anaheim (North Region) 3320 E. La Palma Ave Anaheim, CA 92806 (800)281-9799
Brea Office 3230 E. Imperial Highway Brea, CA 92822 (866)593-2757	Santa Ana (East Region) 1928 S. Grand Ave Santa Ana, CA 92705 (714) 435-5800
Garden Grove Office 1190 Gilbert Street Garden Grove, CA 92841 (877) 669-3115	Cypress (West Region) 6100 Chip Ave Cypress CA 90630 (714) 503-2200
Santa Ana Office 1851 E. First Street, Suite 500 Santa Ana, CA 92705 (888) 366-6146	Laguna Hills (South Region) 23330/40 Moulton Pkwy Laguna Hills, CA 92653 (949) 206-4000
Mission Viejo 26051 Acero Road Mission Viejo, CA 92691 (888) 306-9878	Garden Grove 12912 Brookhurst St Garden Grove, CA 92842 (800) 280-9799
Fountain Valley 17075 Newhope Street, Suite B Fountain Valley, CA 92708 (877) 304-1566	Aliso Viejo 115 Columbia Alison Viejo, CA 92656 (800)281-0799

Cal Fresh (Food Stamps), and Medical.

For help with insurance:

Council On Aging (HICAP Department) (800) 434-0222 or (714) 560-0424

Emergency Information for Children

Name:	Date of Birth:
Home Address	Home Phone Number:
Parent/Guardian:	Emergency Contact & Relationship:
Primary Language:	Phone Numbers of Contact:

Medical Information

Primary Care Physician & Address:	Emergency Phone: Fax:
Insurance Name:	Policy Number/ Member Id:
Urgent Care Address:	Phone Number:

Medical Diagnosis/ Allergies

Treatment/ Medication Doze

Dentist Information

Name	Phone Number:
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Immunizations Schedule	

Other Health Service Providers	
Name :	Services Provided:
Phone Number:	
Name :	Services Provided:
Phone Number:	
Name :	Services Provided:
Phone Number:	

Pharmacy Information	
Name:	Phone Number:
Address:	Fax:

SCHOOL INFORMATION	
School Name:	Phone Number:
Address:	Fax:
Principal's Name:	Phone Number:
Teacher's Name:	Contact Number:
Grade: Room Number:	
School Nurse:	Phone Number:
Hours:	
School Psychologist:	Phone Number:
Social Worker:	Phone Number:
Speech Therapist:	Phone Number:
Occupational Therapist:	Phone Number:

Supportive Community Services

Education Resource	Contact Information
Regional Center of Orange County	1525 North Tustin Ave. Santa Ana, CA 92702 Phone: 714- 796- 5100
Minnie Street Family Resource Center	1300 E. McFadden Santa Ana, CA 92705 Phone: 714-972-5775
Y.M.C.A. of Orange County	Phone: 714-549-9622 Website: www.ymcaoc.org
Think Together Orange County	2101 E. Fourth St. Building B, Second Floor Santa Ana, CA 92705 Phone (714) 824-3522 Fax: (714) 836-5680
Orange County School Districts	Website: www.oced.us
Boys and Girls Club of Tustin	714-838-5223

Supportive Community Resources

Mental Health Resource	Contact Information
NAMI Orange County	714-544-8488 website: www.nami.org
Senior Health Outreach Prevention Program (SHOPP)	714- 972-3700
Recovering Program-OAS	714-972-3700
Families Forward	949-552-2727 www.families-forward.org
Council On Aging	714-479-0107 www.coaoc.org
Children & Youth Services	714-577-5400- North 714-480-6600-East

Supportive Community Resources

Health Resource	Contact Information
CaliforniaKids Non-profit health insurance plan	818-755-9700 website: www.californiaikids.org
CalOptima	714-246-8500 888-587-8088
California Children Services	200 W. Santa Ana Blvd., Ste. 100 Santa Ana, CA 92701
Children’s Health Access Program	888-747-1222
Denti-Cal	800-322-6384
Healthy Smiles for Kids of Orange County	714-638-7637 website: www.healthyfamilies.org
Su Familia National Hispanic Family Health Helpline	866-783-2645 Website: www.hispanichealth.org

Supportive Community Resources

Social Support Resource	Contact Information
Secondary Harvest Food Bank	714-771-1343 888-449-3663 Website: www.feedoc.org
Comfort Connection Family Resource Center Orange County	801 Civic Center Dr. Ste. 100 Santa Ana, CA 92701
Family Support Network www.familysupportnetworkca.com	1015 S Placentia Ave Fullerton, CA 92831 Phone: (714) 447-3301, FAX: (714) 447-3302
CUIDAR for Attention and Learning	949-824-2462 website: www.cuidar.net
COPEing with Toddler behavior	949-824-3070

This certificate of completion of the

Criando a Mis Nietos

Latino Grandparents As Caregivers Managing Stressors Associated with Kinship

Caregiving Curriculum

Is Awarded To

On this date

_____, 2015

MSW

APPENDIX D
PRE AND POST TEST

Pre Test/Post Test

Statement	YES	NO
1. Does culture influence parenting styles?		
2. Do Latino families have different expectations for your sons and daughters?		
3. Do children have emotional and behavioral challenges with the transition of care?		
4. Do grandparents and grandchildren experience loss as a result of the transition of care?		
5. Your grandchild's behavioral and emotional problems are a reflection of solely bad parenting practices?		
6. Do custodial grandparents experience changes in physical and mental health as a result of taking on parenting responsibilities?		
7. Custodial grandparents are more likely to report higher levels of depression?		
8. Can unresolved grief cause a decrease in mental and physical health?		
9. Are grandparents with informal kinship agreements less likely to access services?		
10. Does the lack of resources increase the levels of stress and parenting burden?		

APPENDIX E
SESSION SURVEY

Session Survey

Please circle the best response that is true for you.

Statement/ Question

1. I felt that the session was useful and informative.

Strongly Disagree **Disagree** **Unsure** **Agree** **Strongly Agree**

2. I felt the activities were helpful.

Strongly Disagree **Disagree** **Unsure** **Agree** **Strongly Agree**

3. My favorite part of this session was...

4. What would you change about the session?

5. What would you like to learn more of?

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