

I.N.T.E.R.F.A.C.E.

ENGAGING PARENTS IN PARENTING INTERVENTIONS



**Richard
Lee**

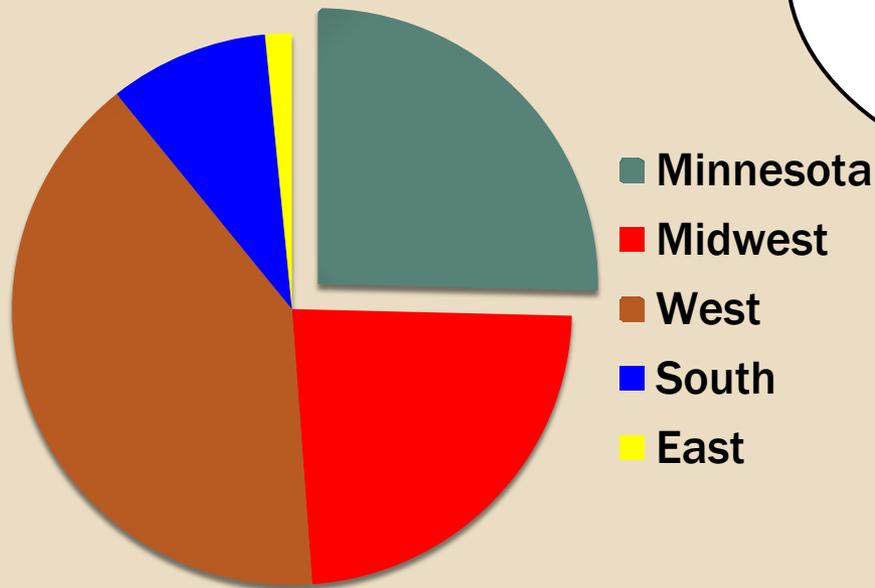
**Alisha
Wackerle-
Holman**

AGENDA

- **Hmong American Disparities**
- **Parenting Intervention**
- **Theater Test Focus Group**
- **Pilot Studies**
- **INTERFACE**
- **Challenges and Future Directions**

HMONG AMERICANS

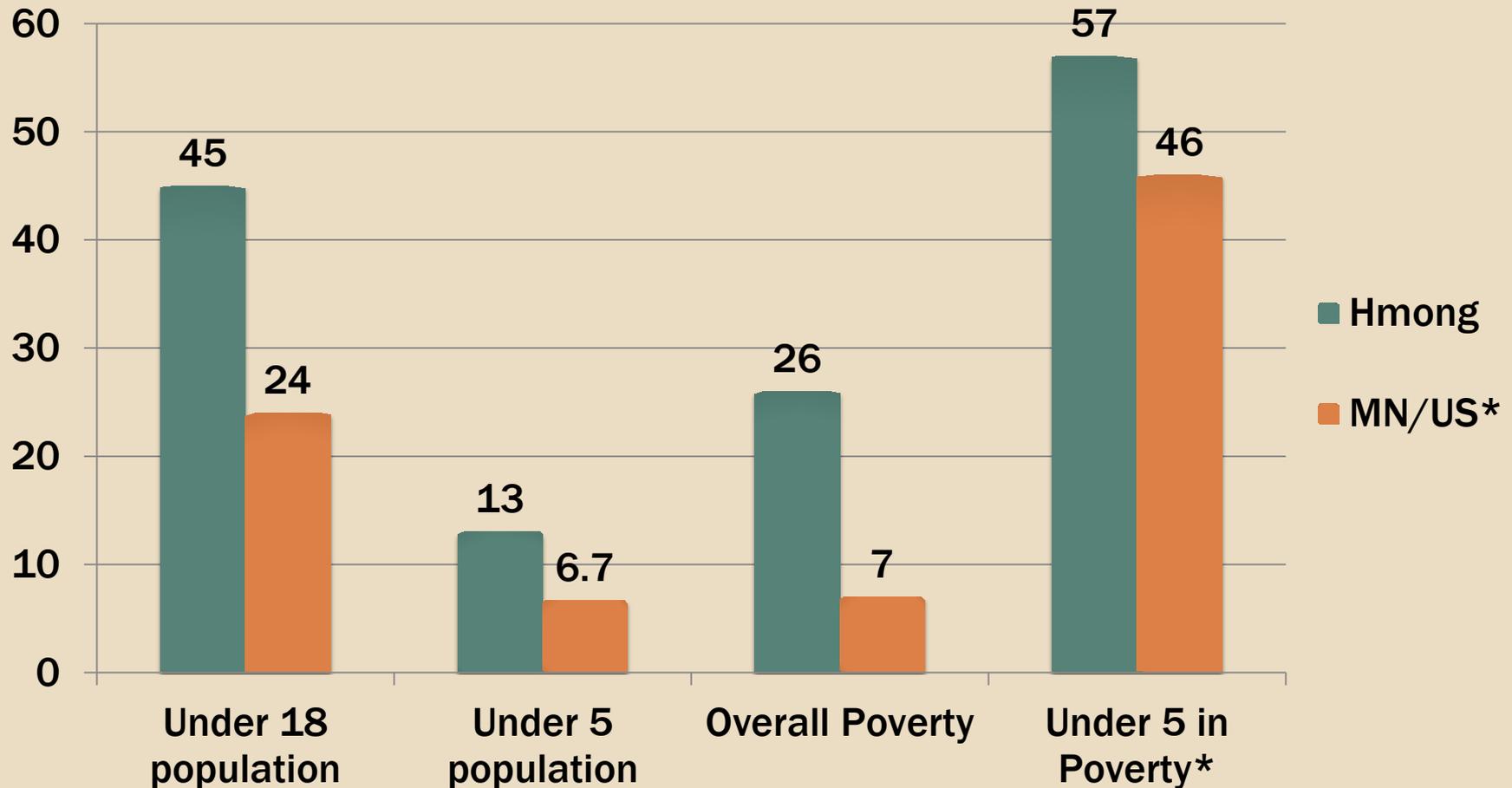
2010 Census



25% (66k) of all Hmong Americans live in Minnesota

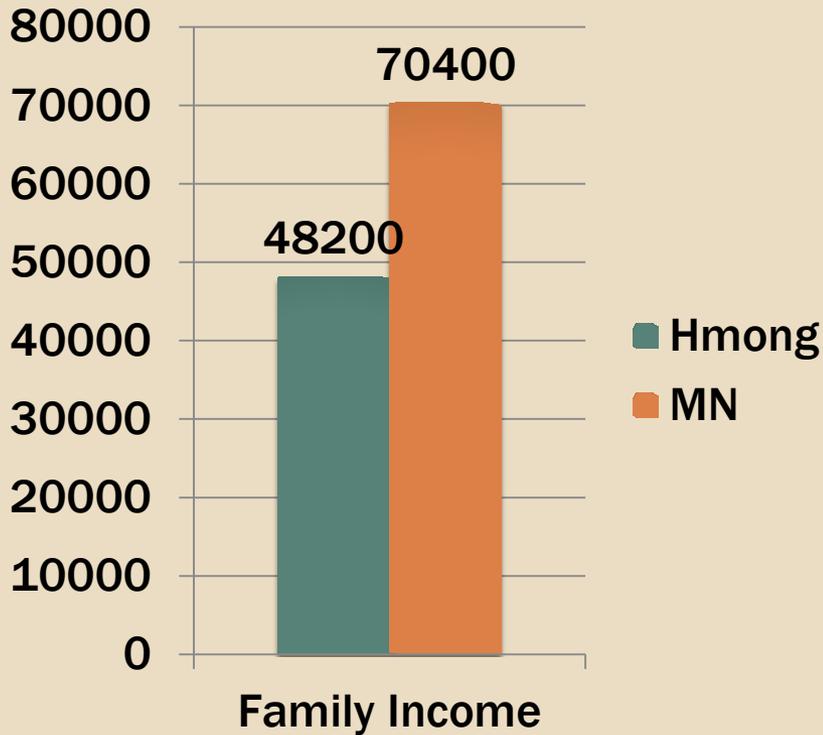
97% live in Twin Cities; Fresno is the next largest metro at 32k

CHILDREN AND POVERTY

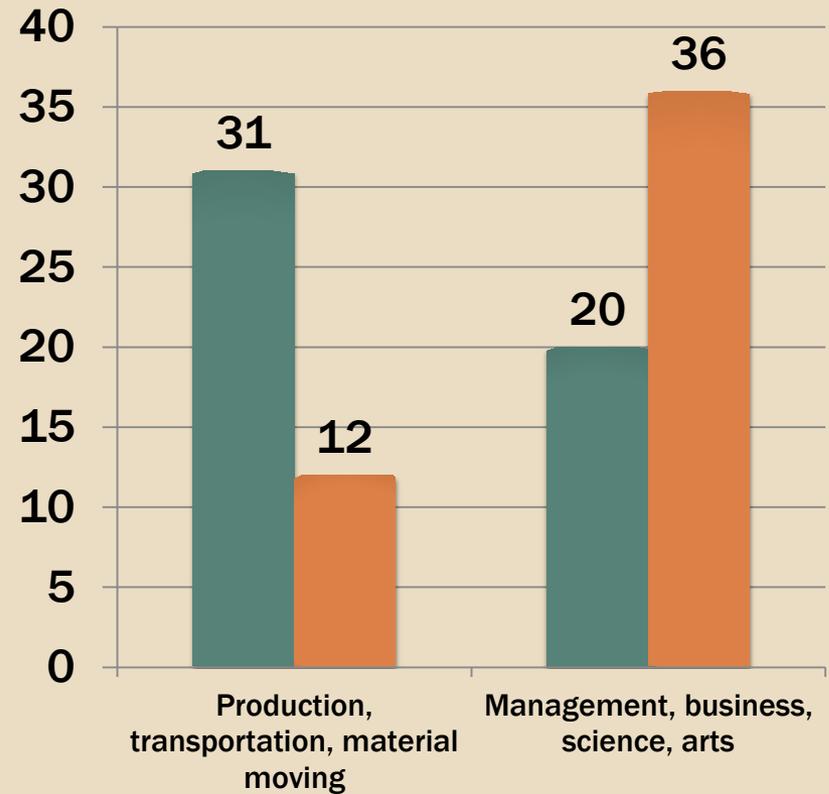


SOCIOECONOMIC STATUS

INCOME



OCCUPATION



EDUCATION

K-12 EDUCATION

20k 5-17 year-olds in school

92% speak language other than English in homes

COLLEGE

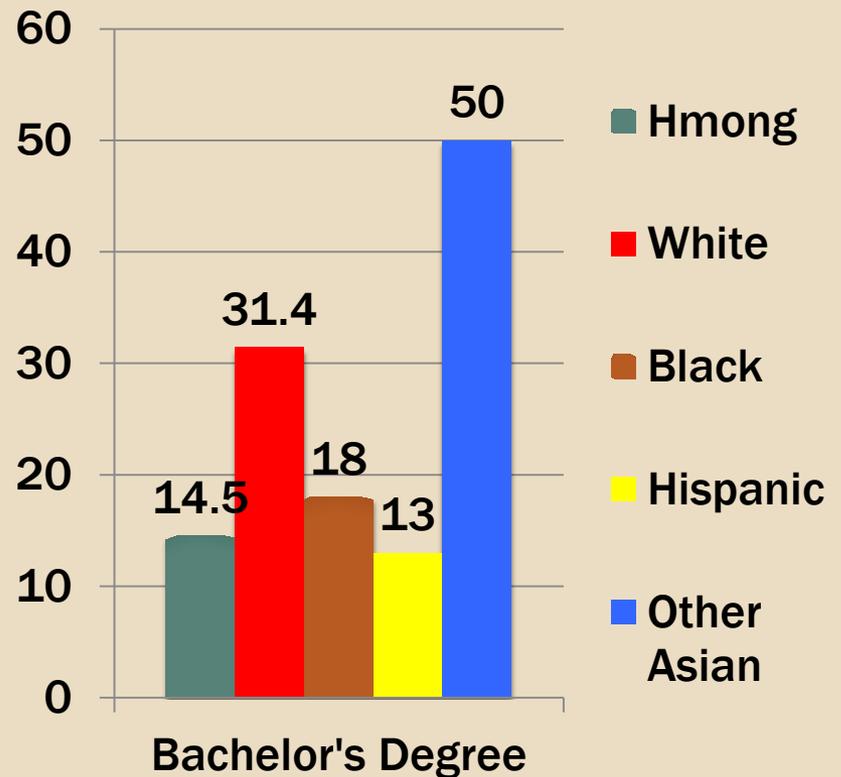
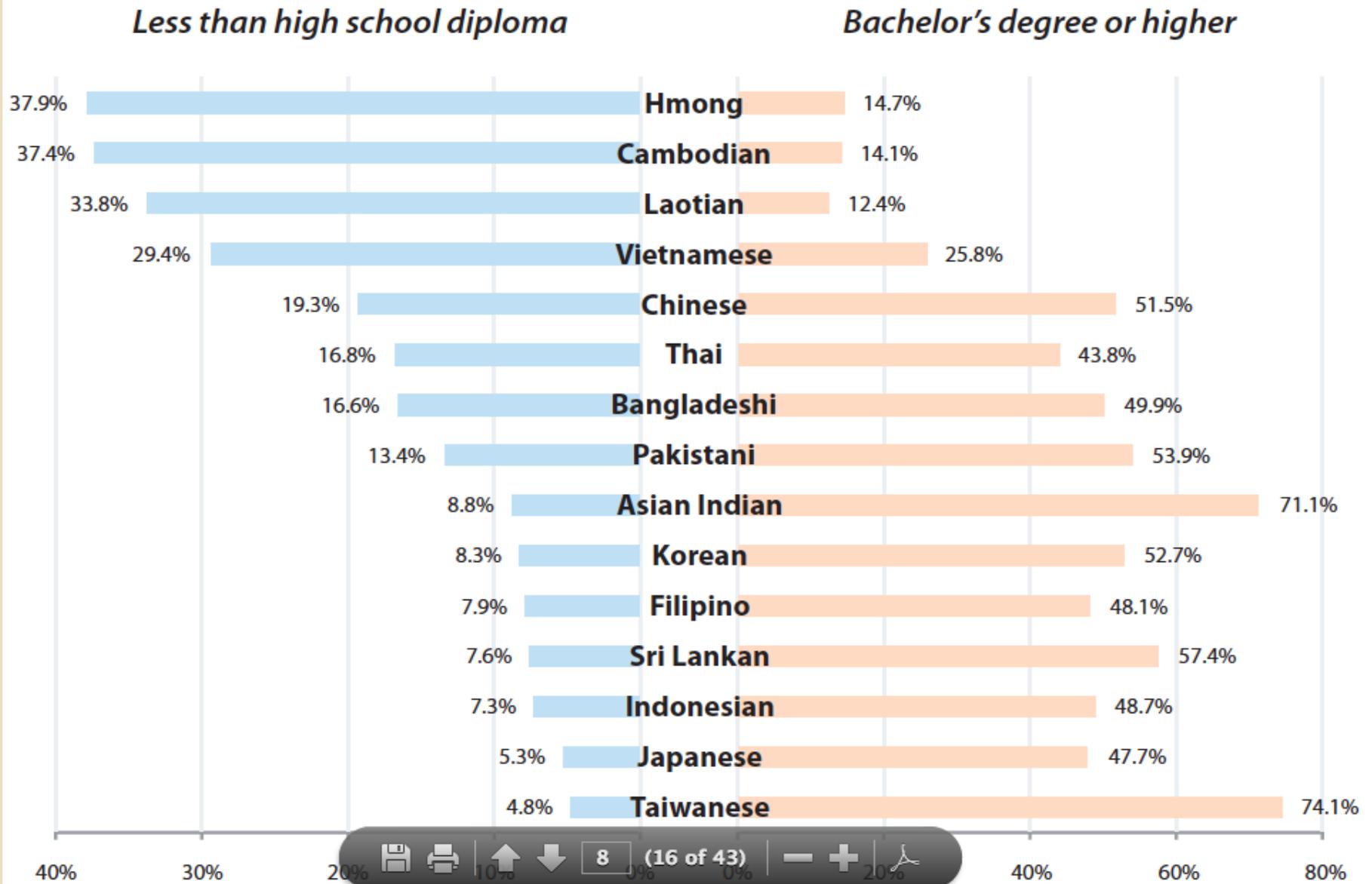


Figure 2: Educational Attainment for Asian American Sub-Groups, 2008-2010



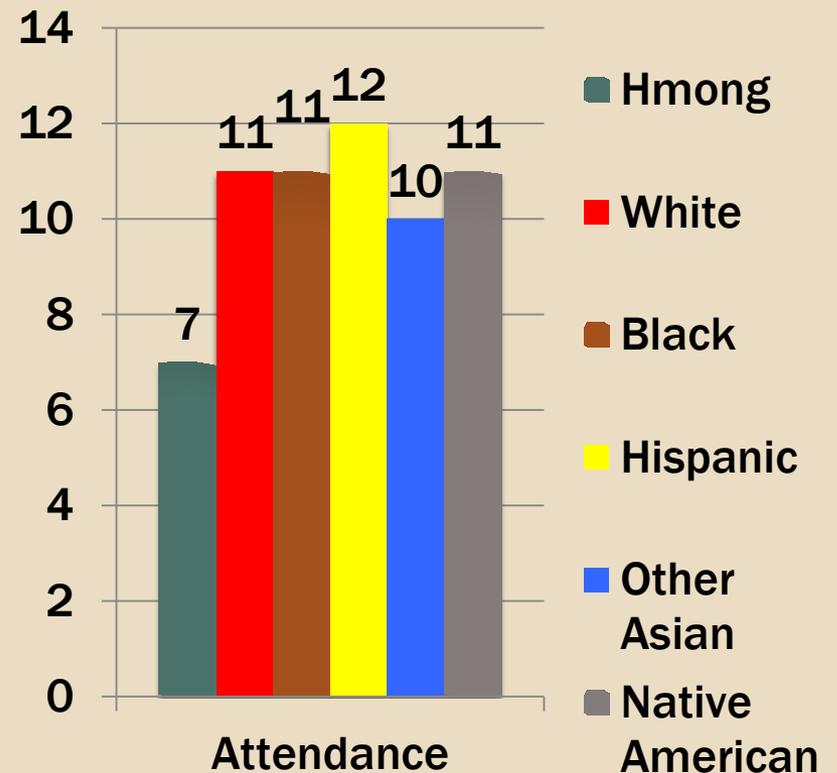
EARLY CHILDHOOD EDUCATION

EARLY EDUCATION

~5% use formal
child care centers

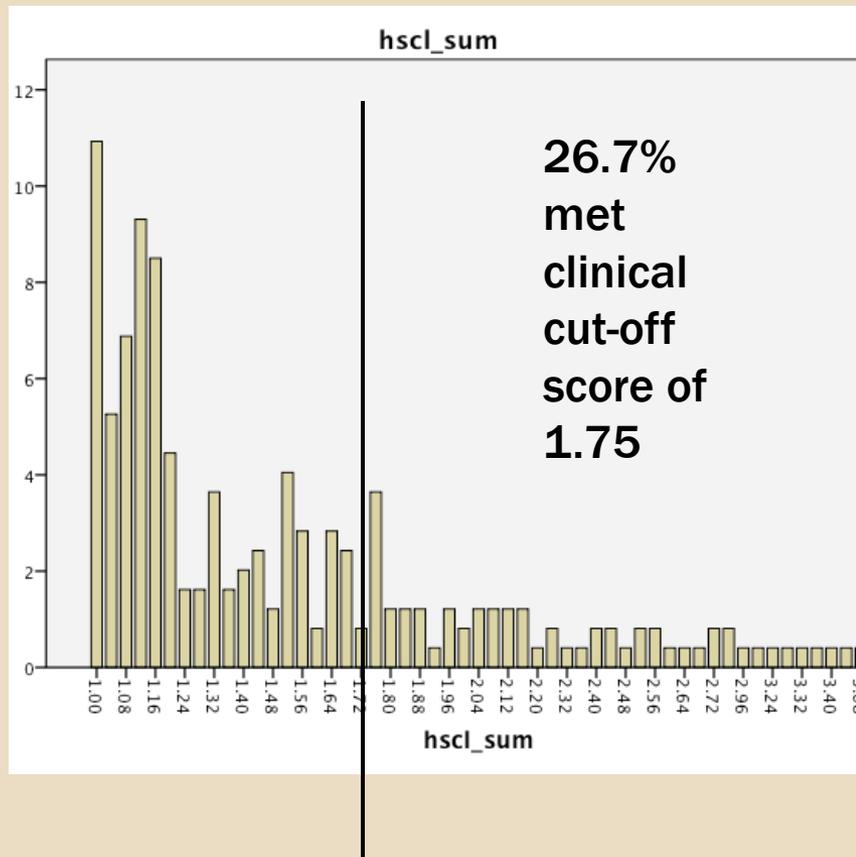
~25% use early
childhood
education

PRESCHOOL/KINDERGARTEN



MENTAL HEALTH

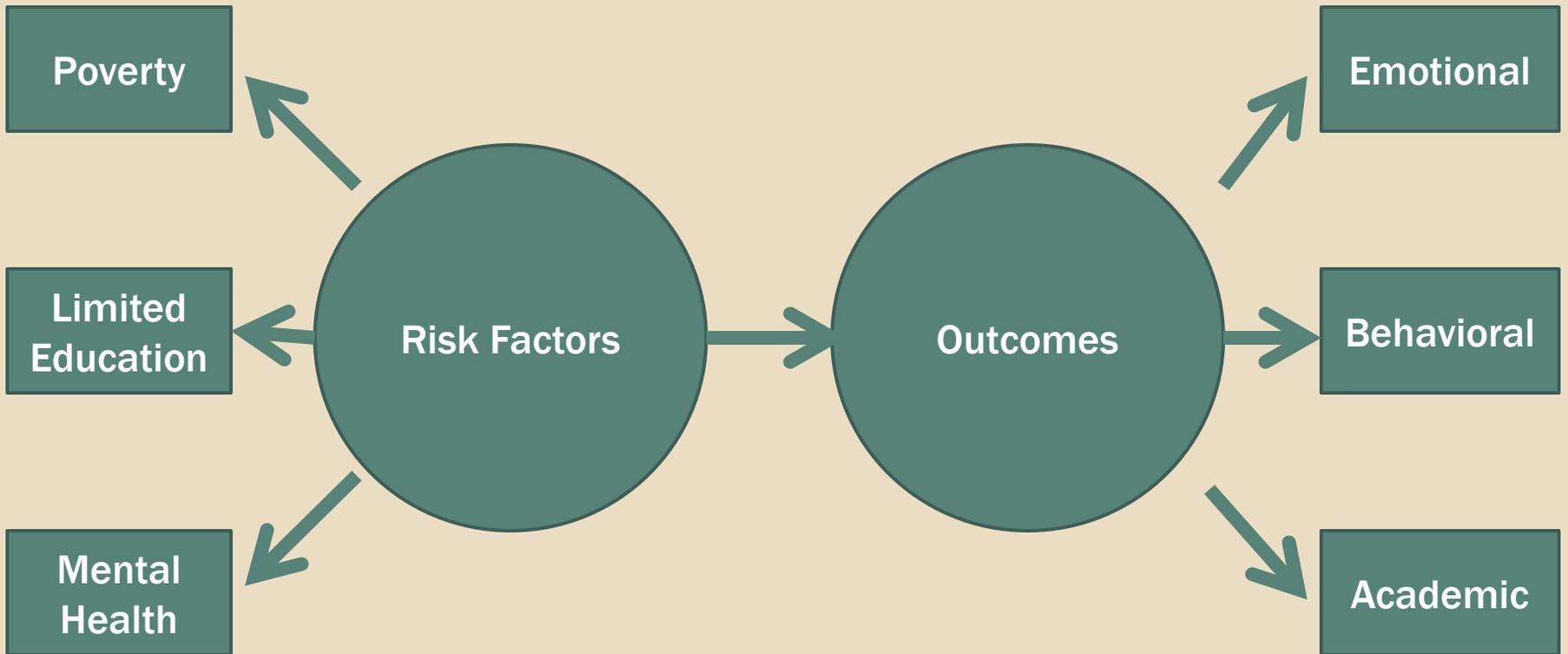
247 HMONG FROM WAT THAM KRABOK 2004-2005



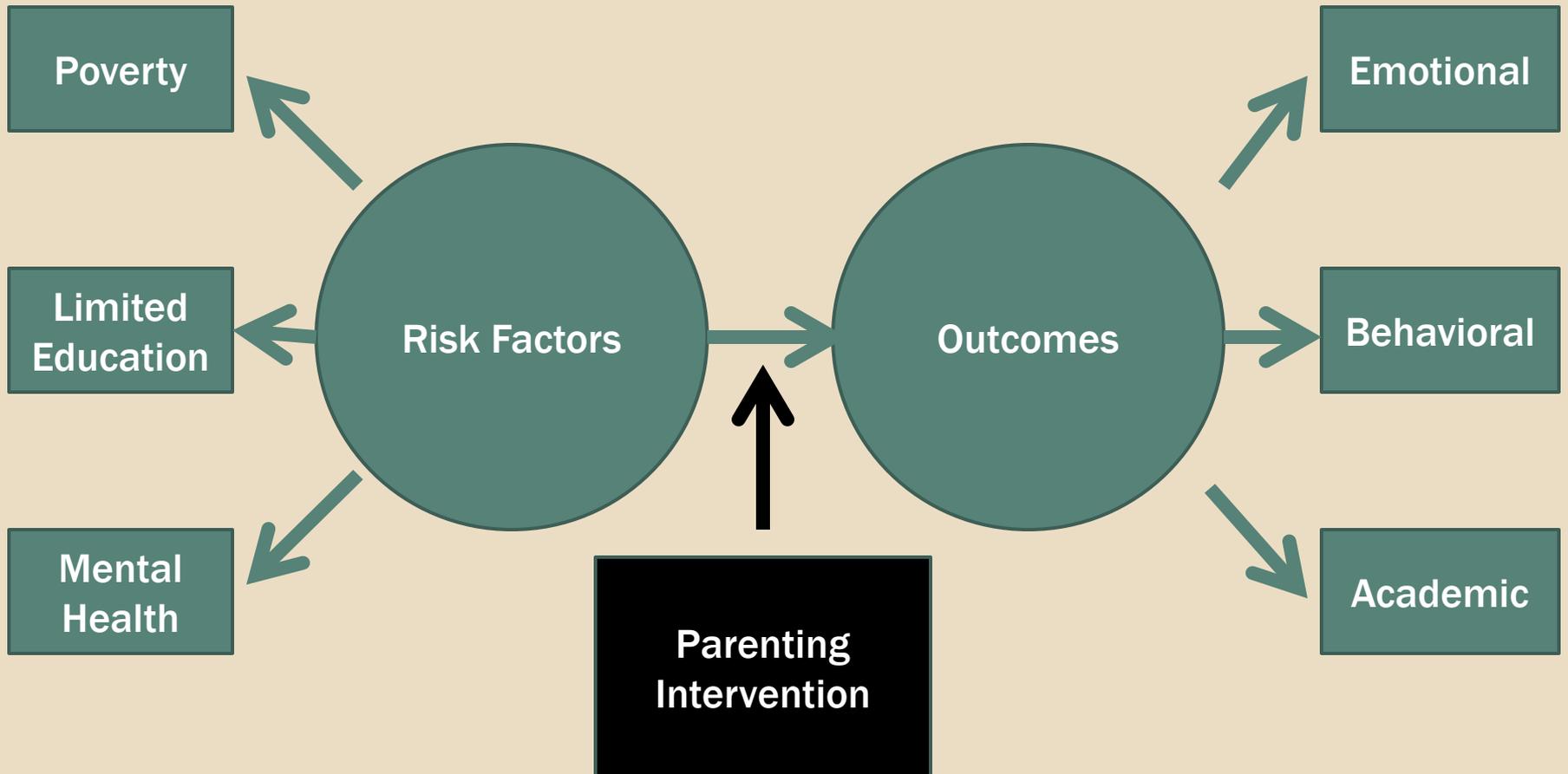
DEPRESSION

- 16.5% U.S. Lifetime Prevalence Rate (NIH)
- 6.7% U.S. 12-month Prevalence Rate (NIH)
- Asian Americans, particularly immigrants, are less likely to utilize mental health services (NLAAS)

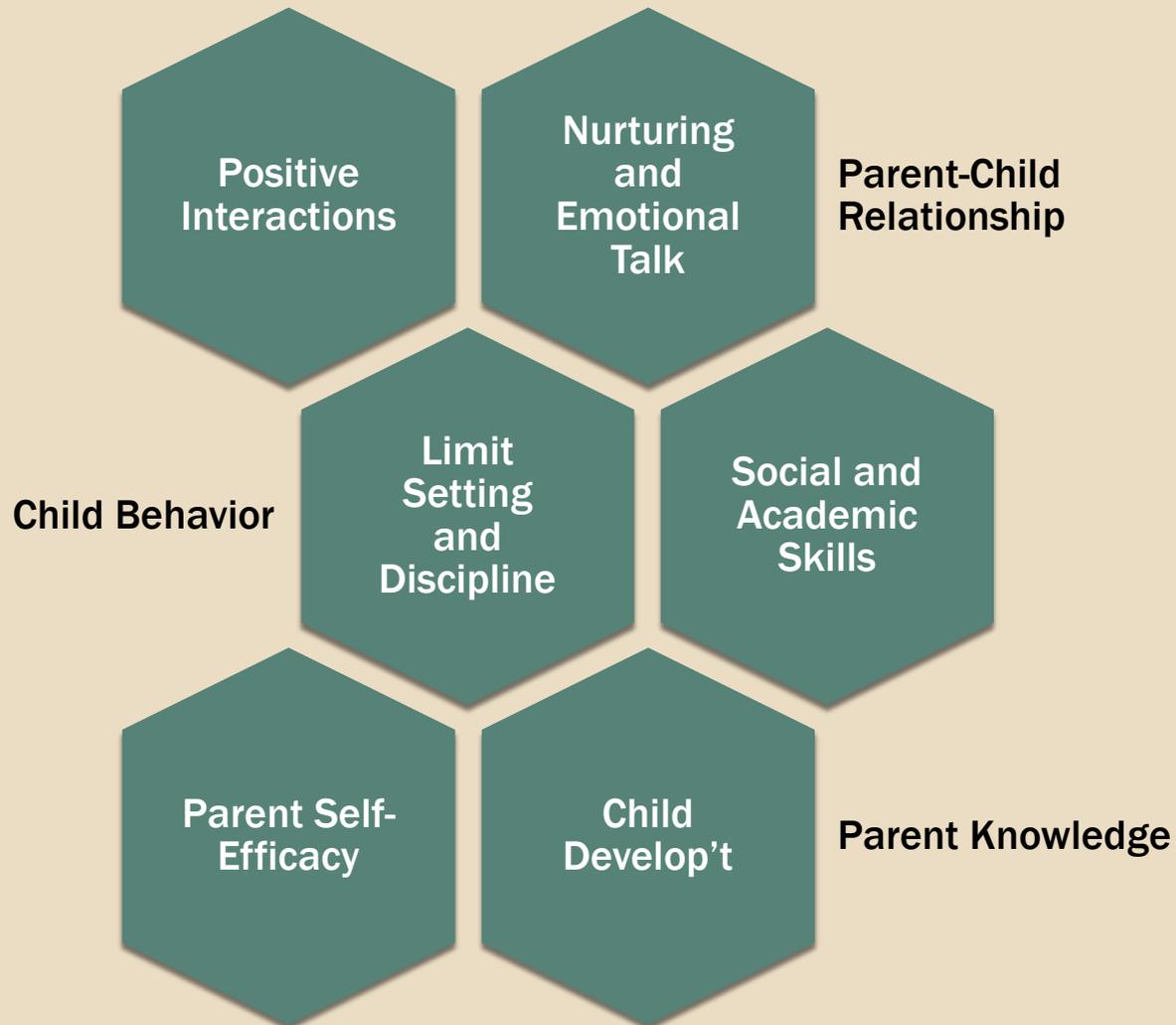
RISK AND OUTCOME



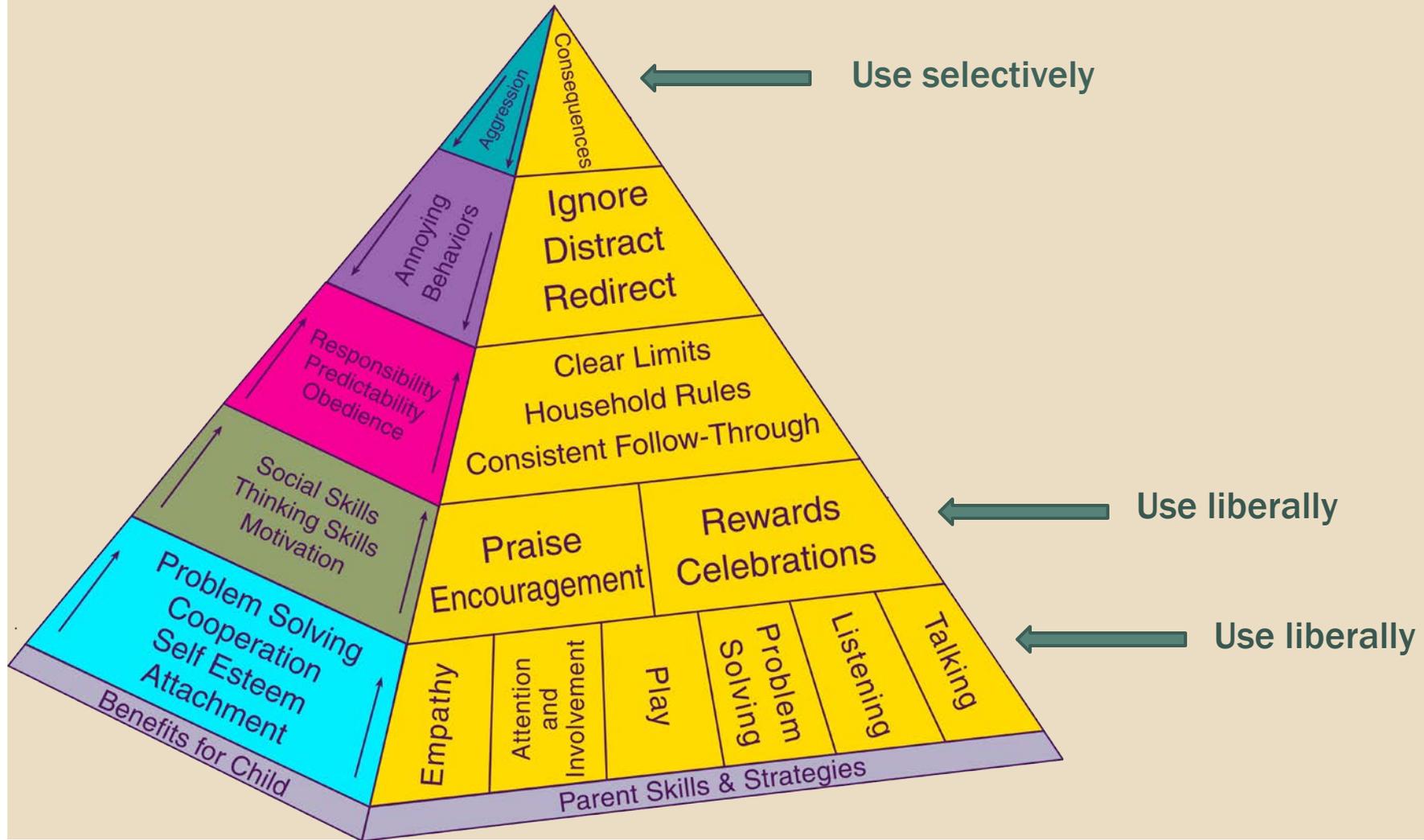
INTERVENTION



PARENTING INTERVENTION



INCREDIBLE YEARS



IMPLEMENTATION PROBLEMS

Enrollment

- **Racial minority families are half as likely to enroll in parenting interventions**

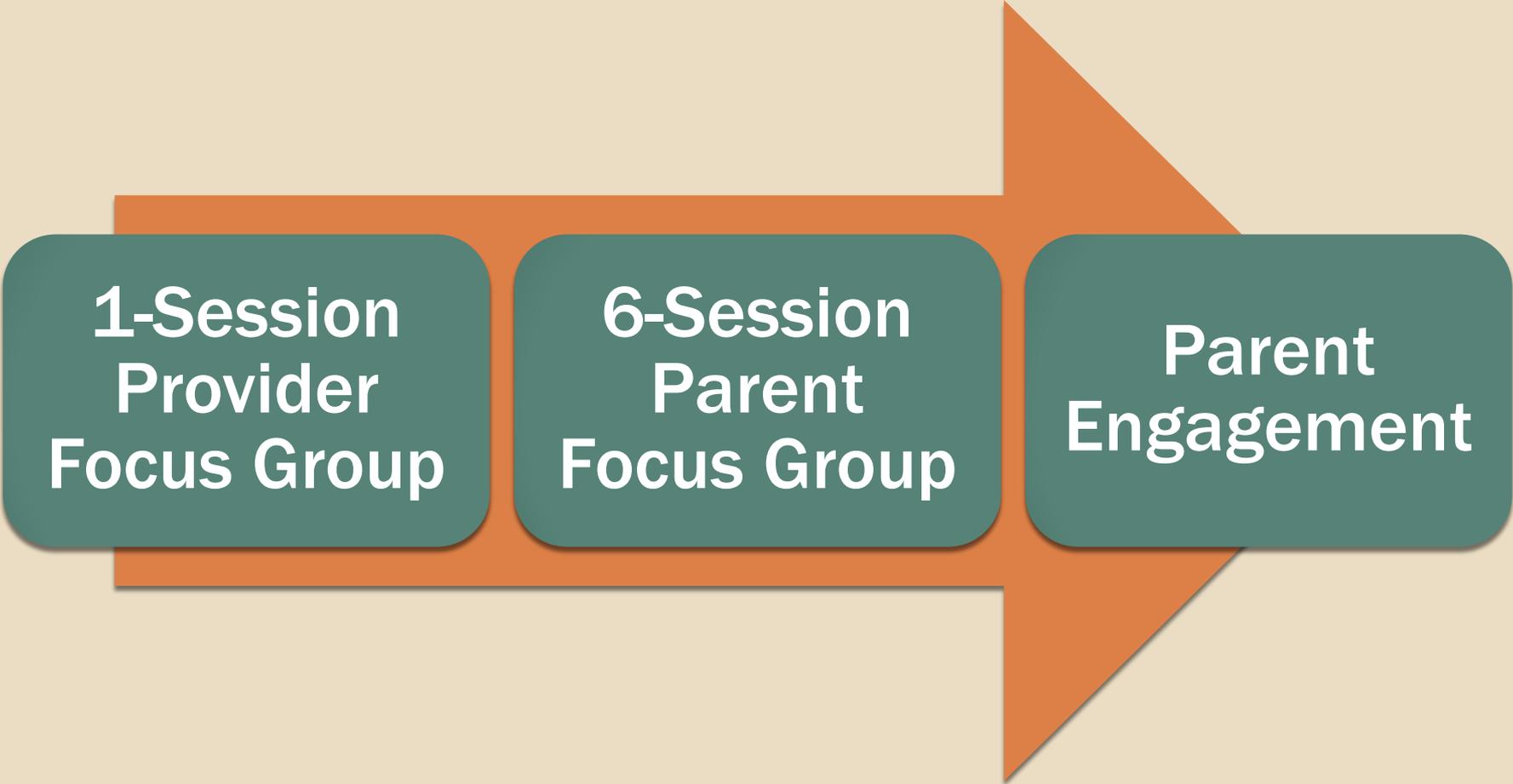
Attendance and Attrition (Ingoldsby, 2010)

- **Avg. 30-40% drop out but upwards 80%**
- **50% avg. attendance is considered “high”**

Hmong Families

- **Wilder has offered IY for 8 years**
- **Few Hmong parents have enrolled**

THEATER TEST FOCUS GROUP



**1-Session
Provider
Focus Group**

**6-Session
Parent
Focus Group**

**Parent
Engagement**

PILOT GROUP #1

- **8 parents, 5 families**
 - 4 parents from the focus group
 - 5 of 8 parents attended 75% of sessions (62.5%)
 - 6 parents completed the program (75%)
 - 3 of 4 from focus group (75%)
- **14 weeks**
 - 10th and 14th session were evaluations
- **Conducted in Hmong and English**

STUDY FINDINGS

Parenting Skills

Play

Coercion

Neg. reinforce

Pos. reinforce

Parent authority

Child Development

Knowledge

Develop difference

Child future

Stress

Parental stress

Time

Lack of energy

Basic needs

Poverty

Family structure

Cultural Dynamics

Cultural identity

Acculturation

Hmong parenting

Gender

Generation

Program Delivery

Pro/cons

Program logistics

Cultural fit

Support

Marketing

PLAY

- We are not accustomed to playing with children. That is a new concept. It's uncomfortable and a little bit awkward.
- Before when I was playing with her and I was constantly asking her what are you doing. She would say she doesn't know and it would get to the point where she says, "I don't want to play."

COERCION

- My husband said that you have to put the fear in the kids in order for them to respect you. I don't know if this is something that is from the Hmong culture or not.
- Whoever is being naughty, we tell him to come here and we use a rubber band to snap at their ear and they understand and quietly go to their room. Then he understands that he did something wrong.

POSITIVE REINFORCEMENT

- You don't praise your own child. You let your child do good work and be a good example and then praise comes from outside people looking in, instead of you praising your own child...You let praise come from those that are on the outside looking in.

CHILD DEVELOPMENT

- **My husband's parents brought him up where you don't do things and then ask for forgiveness. He won't take sorry because his reasoning is that if you know that you're going to be sorry, then don't do it.**
- **Sometimes not knowing the words to use or the ways different children communicate. Or communication in the language of children. Learn how to discipline children effectively that is appropriate to the age of the child.**

CULTURAL IDENTITY

- **Being a Hmong American young person, I think self-identity is something that kids struggle with and parents themselves, if they are a younger generation, then they struggle with that themselves, being caught in two different cultures, being Hmong and being American. Trying to make the two cultures work together.**

ACCULTURATION

- Yes, I do. I do feel like we're doing more Western parenting though as the next generation from our parents, even though most of us are only second generations or third generations. I think we have learned that the way our parents learned and the Hmong culture way doesn't work as well for some kids. It might for some, it's different in all families but I think everybody's converting to more western child development and behaviors and so forth, how we discipline our kids.

HMONG PARENTING

- I almost find it kind of hard to do because we don't use a lot of emotion, encouragement, and words and we discipline sometimes physically hurting our child not to like-just kind of to scare them or to get them to behave so it would be hard to implement a little bit without changing a good majority of how Hmong parents raise their kids. The one thing I like about it is that they do teach you like we talked about respect their elders, help around with family stay close to your family and so forth. I think that it's something I implement with my kids. As for all the other stuff I kind of cut it out and throw in all the western

CULTURAL FIT

- **My dad was a blacksmith. He learned how to do blacksmithing at age 50...I see that day by day he would just sit by the little house where all the blacksmiths come together to make tools. He would just sit there and observe and have conversation but I didn't know he was learning. By the time he sit there a couple of months, he came, got the things he needed to make his tools, and he made the most beautiful tools.**

CULTURAL FIT

- I think reflecting off of our backgrounds, it would be helpful to see that as a live example of someone from your own race partaking in this scene and some of these examples. It would help me associate more. It is still meaningful but I think it would probably make it more real for me because it is something that I didn't experience much growing up where as in white Caucasian mainstream, it is something that is considered normal. I think that it seems very normal for mainstream white Caucasian culture. It's normal to have both parents and having the family setting at the table where as Hmong families, we're a different race and our normal might be completely different.

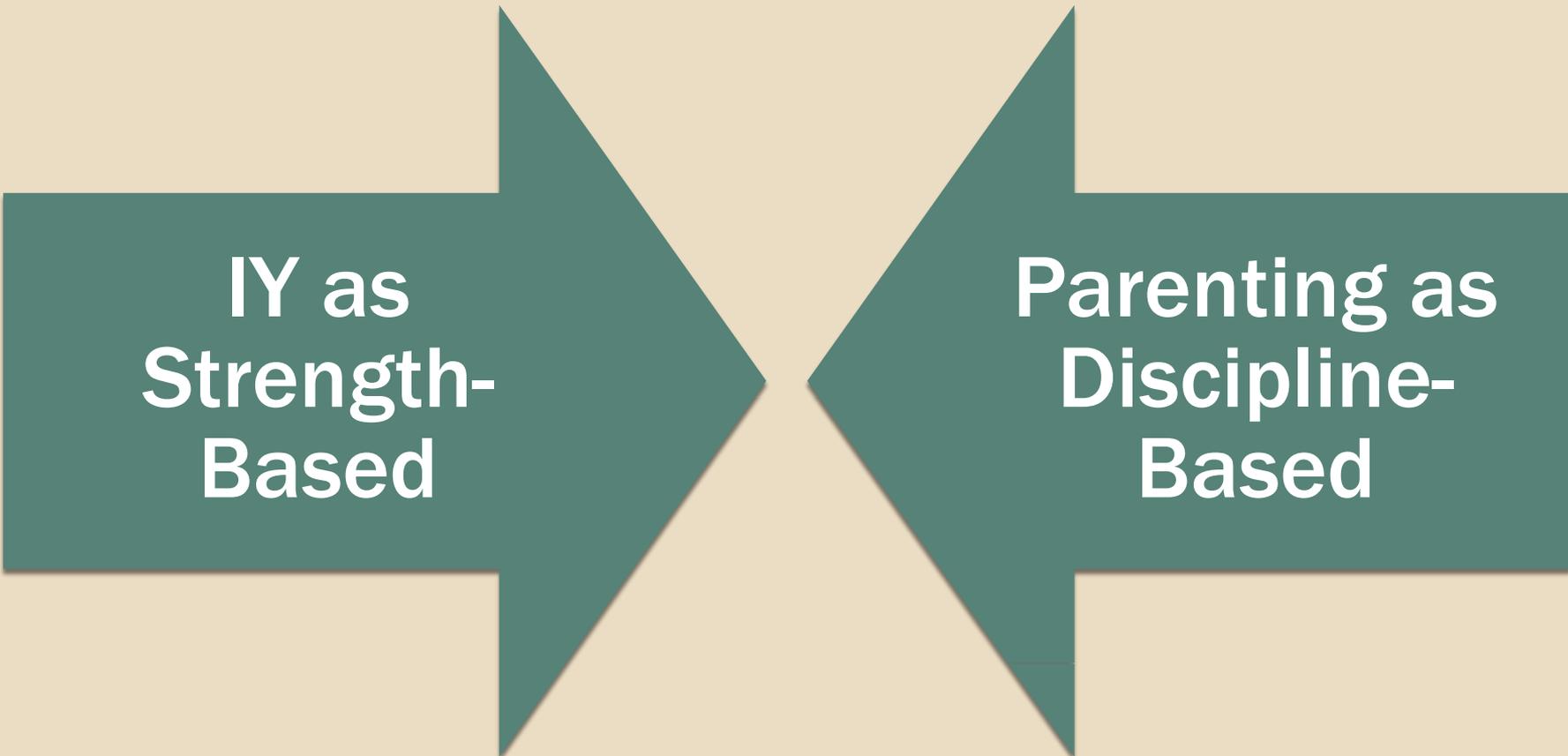
MARKETING

- If you show the importance of it [a parenting skill] and have some evidence of it, I think most parents would open up to it.
- It's just word of mouth from parents who took the class, giving the feedback to the parents who have kids of the same age. Just tell them how the class was and how much you're seeing a difference.

PILOT GROUP #2

- **16 weeks**
 - Piloted 2-session engagement module
 - 16th session was evaluation
- **10 parents**
 - 7 attended 1st engagement session
 - 2 lost after 1 session and 1 due to illness
 - 6 of 7 total parents completed IY
 - 60% or 67% excluding ill parent

PROMOTION VS. PREVENTION



**IY as
Strength-
Based**

**Parenting as
Discipline-
Based**

I.N.T.E.R.F.A.C.E.

- **Incorporating Narratives To Engage and Retain Families Through Action, Cultural Connection, and Empowerment**
- **Two-session engagement module that can interface with evidence-based parenting interventions**
- **Collaboration with CEED/UROC, Wilder Foundation, and Northside Achievement Zone**

NARRATIVES

- **Family narratives** (Fivush, 2008)
 - Narratives, or stories, about one's past, are the way in which individuals make sense of their experiences and create meaning, both for themselves and for their families
- **Narrative identity in counseling** (Adler, 2011)
and advertising/communication (Escalas, 1998)
- **Use to identify parent values/goals**

I.N.T.E.R.F.A.C.E. PLAN

Additional Pilot Work



Manual Development



Randomized Controlled
Trial Options

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