


Do Parenting, Maternal Depression, Neighborhood, and Poverty Have the Same Effects on Child Behavior in Different Racial/Ethnic Groups



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Minority Child Development

–Conceptual Frameworks

- Historically, theoretical and empirical literature has been influenced by “deficiency models”
 - genetically deficient
 - culturally deficient
- More recent research is based on the “culturally diverse/different” model.

Different/Diverse vs. Deficient

- differences from the white, middle-class norms are not negative, deviant, or deficient, but are legitimate adaptations to different environments and cultural, economic, political and social contexts of children of color.

Minority Child Developmental - Behavioral Competencies

- Limitations of published research
 - absence of longitudinal investigations of *normative* development in minority children
 - an emphasis on outcomes, not processes
 - lack of attention to within group variability
 - minimization of the effects of social stratification mechanisms

1896 Child Development

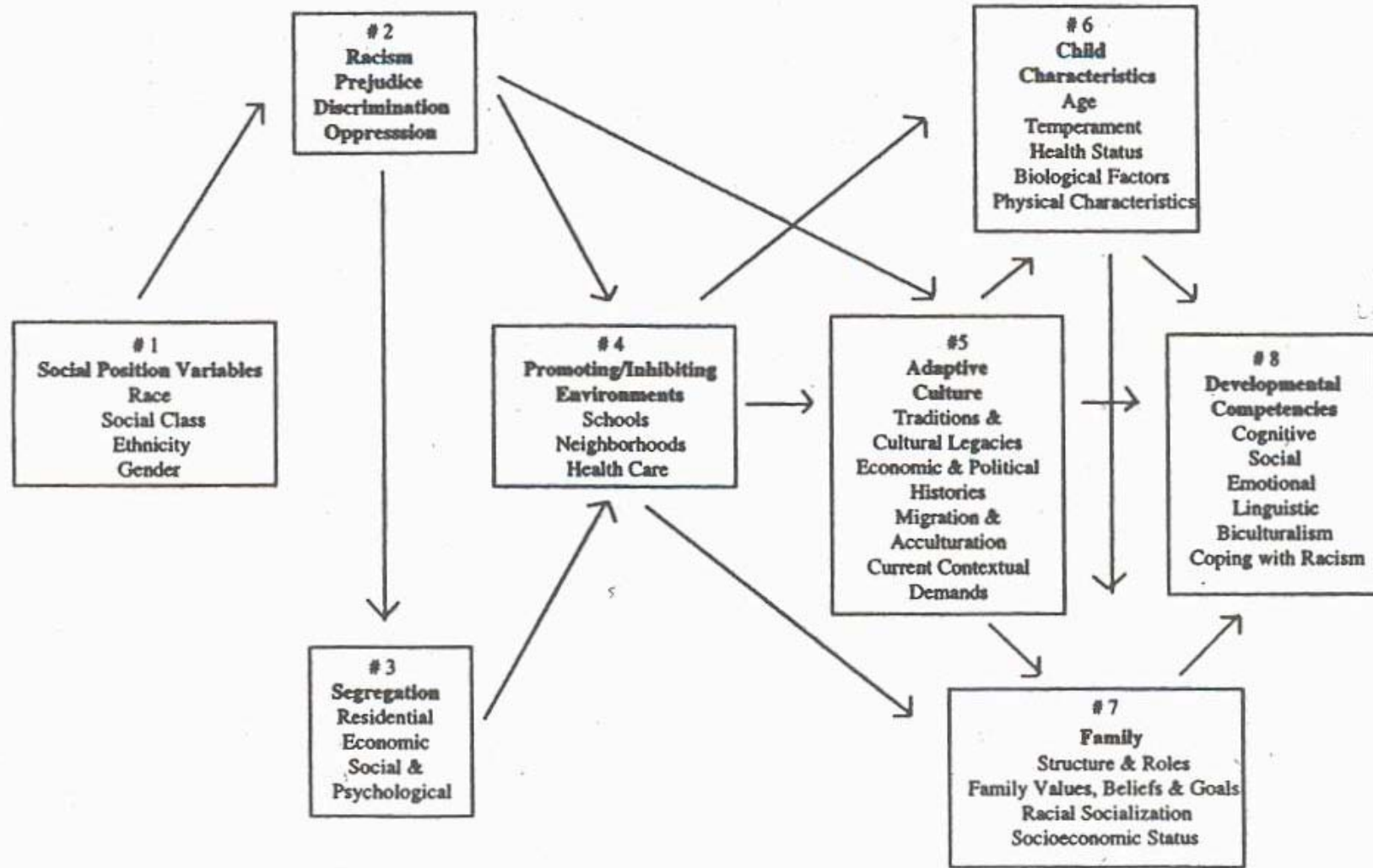


FIG. 1.—Integrative model for the study of developmental competencies in minority children.

Child Behavioral Health

□ Individual Level

- genetics
- biology
- temperament
- physical health
- age/development

□ Family-Level

- family structure
- parenting beliefs and practices
- parental physical/mental health
- parental intelligence
- household SES/poverty

□ Community Level

- neighborhood characteristics
- schools
- health care system
- economic conditions

Goals

- To determine the processes and mechanisms through which parenting, maternal depression, neighborhood, and poverty affect child behavioral problems in White, Black and Latino families.

Methods-Data

- National Longitudinal Survey Of Youth
- Children of the NLSY

National Longitudinal Survey of Youth

- 1979: 12,686 youths between 14 & 21
 - Nationally-representative cross-sectional sample
 - Supplementary oversample of Black, Latino, and low income White youths
 - Annual interview (after 1994, bi-annual)
 - 90% retention rate over the first 15 years

National Longitudinal Survey of Youth

□ Variables

- Labor market experience
- Sociodemographics
- Marital history
- Parental status
- Education, educational aspirations/expectation
- Health
- Child care
- Self esteem
- Depression
- Delinquency, drugs, alcohol
- Police contacts

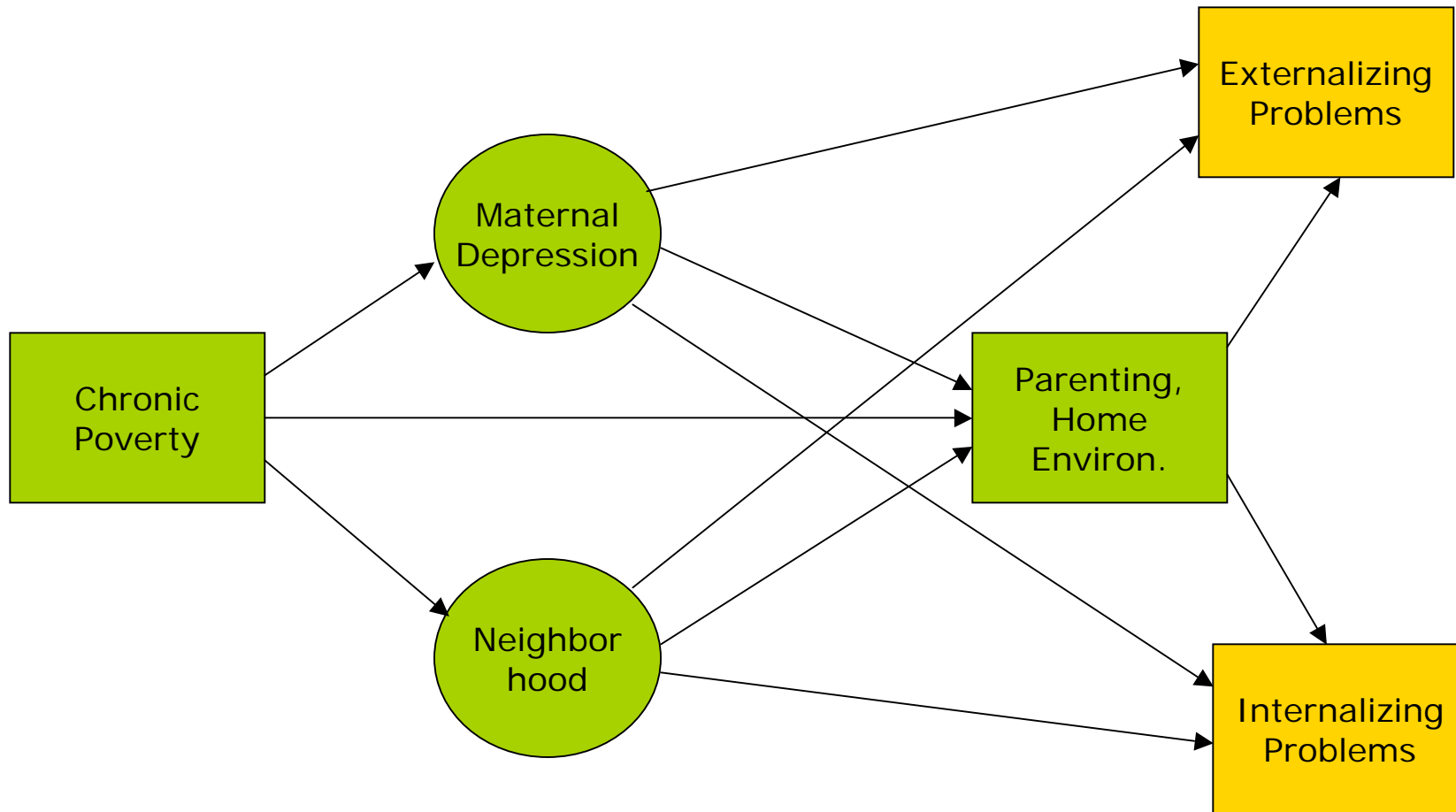
1986: Children of the NLSY

- By 1986, over 5000 children were born to the women of the NLSY sample
- Began collecting child data
 - education
 - health
 - behavioral, developmental assessments

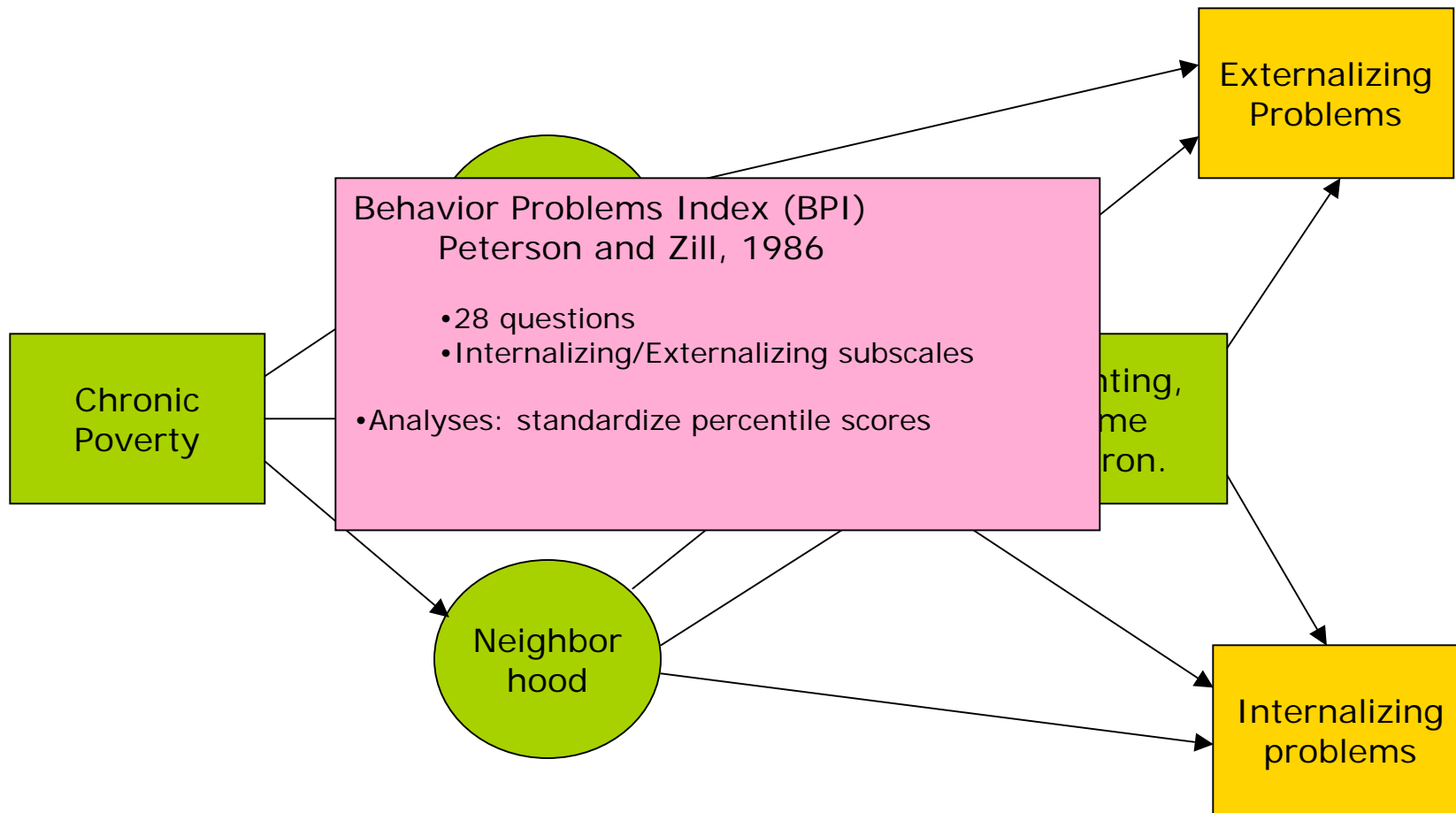
Data

- 1994 NLSY datawave
 - last year depression instrument was administered to full sample
- Families with children 6-9 years of age
- Race/ethnicity
 - White
 - Black
 - Latino

Model



Model



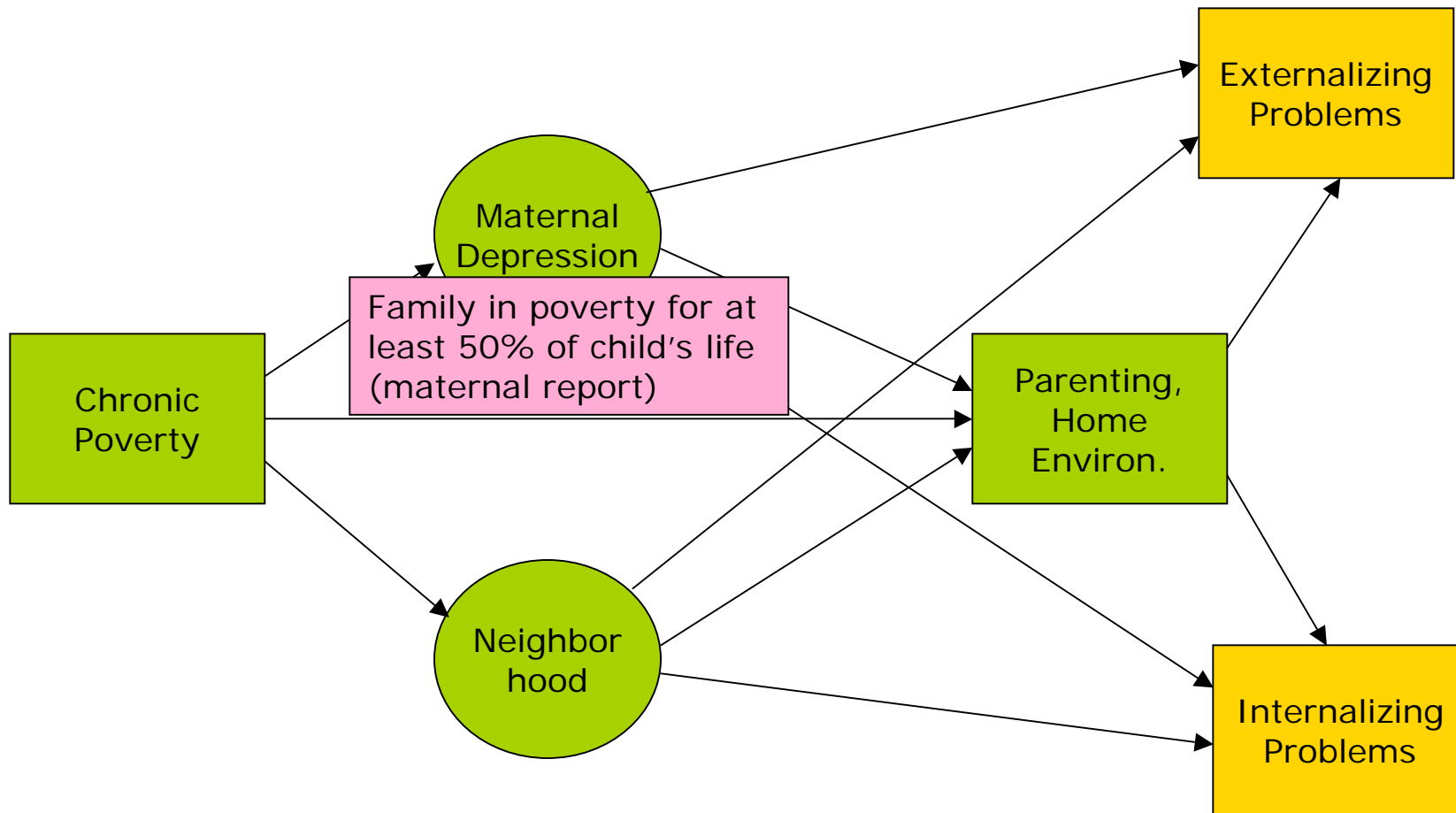
BPI- External

- ❑ cheats, tells lies
- ❑ bullies
- ❑ breaks things
- ❑ disobedient @ school
- ❑ trouble w/ teachers
- ❑ sudden changes in mood/feelings
- ❑ high strung, tense, nervous
- ❑ argues too much
- ❑ disobedient @ home
- ❑ stubborn, irritable
- ❑ loses temper easily
- ❑ difficulty concentrating
- ❑ impulsive
- ❑ obsessions
- ❑ restless
- ❑ trouble getting along with others
- ❑ not liked by other kids

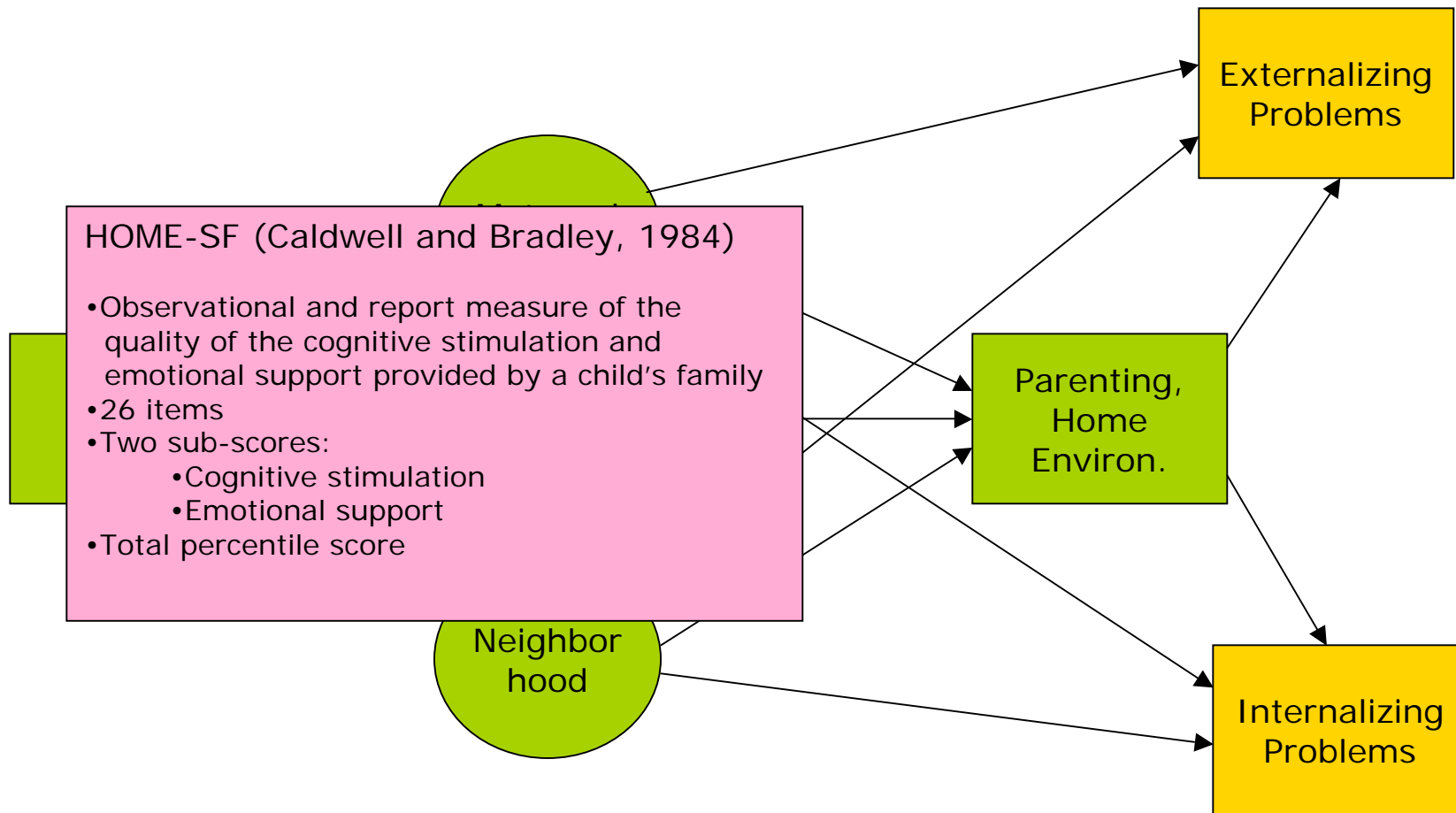
BPI-Internal

- ❑ feels/complains no one loves him
- ❑ fearful/anxious
- ❑ feels worthless/inferior
- ❑ unhappy, sad, depressed
- ❑ clings to adults
- ❑ cries too much
- ❑ demands attention
- ❑ too dependent on others
- ❑ confused, in a fog
- ❑ withdrawn, not involved with others

Model



Model



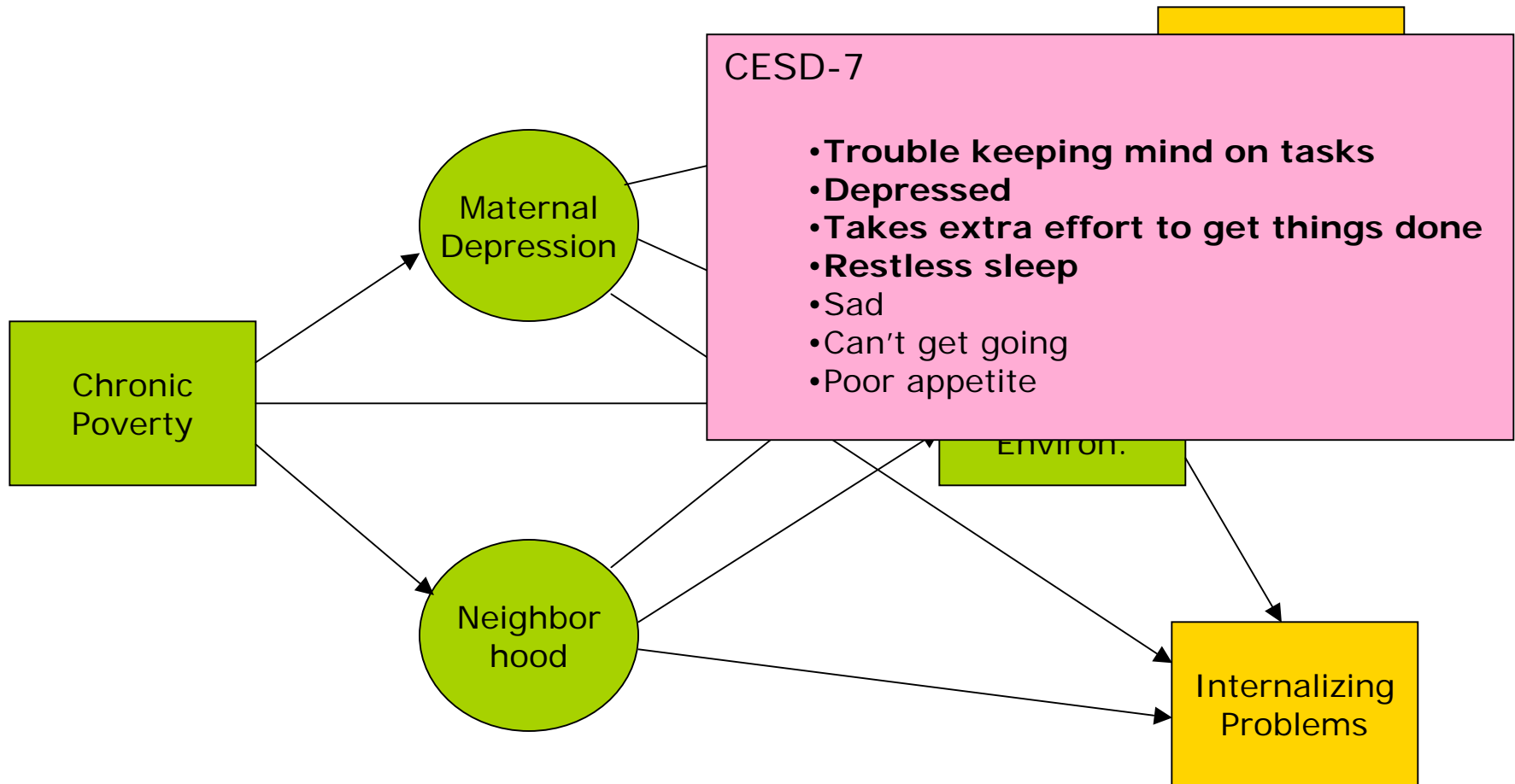
HOME: Cognitive Stimulation

- ❑ # books
- ❑ mom reads to child
- ❑ musical instrument
- ❑ daily newspaper
- ❑ how often child reads for enjoyment
- ❑ encouraged to do hobbies
- ❑ activities (sports, music, art, dance, drama)
- ❑ trip to museum
- ❑ trip to theater/musical performance
- ❑ discuss TV program with child
- ❑ interior of home dark, monotonous?
- ❑ house clean?
- ❑ house minimally cluttered?
- ❑ structural/health hazards in child's range?

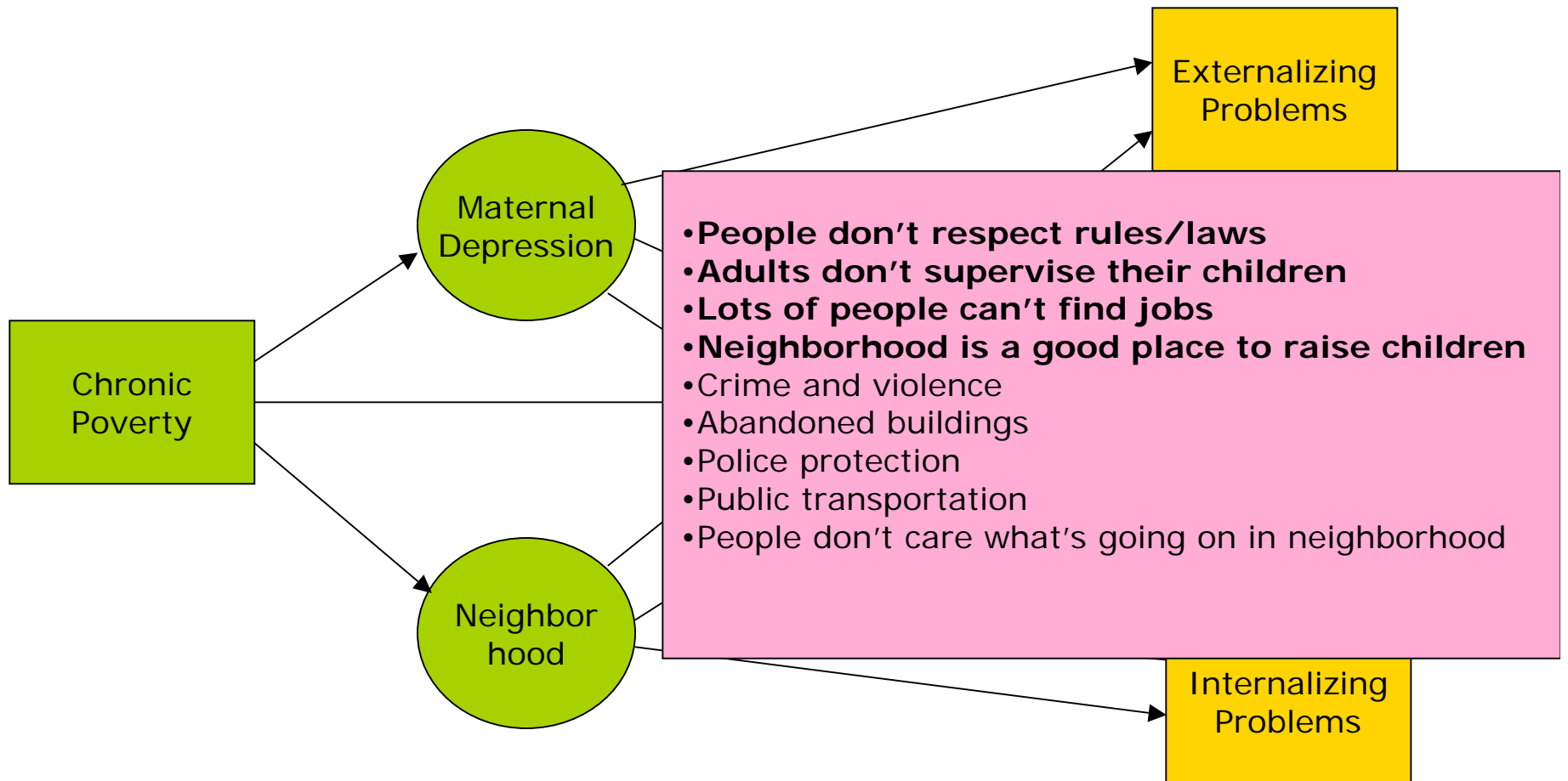
HOME: Emotional Support

- how often get together w/relatives
- time with father (figure)
- time w/ father in outdoor activity
- meals with mother& father
- expected to make bed
- expected to clean room
- expected to clean up after self
- expected to bathe self
- expected to pick up after self
- mom's response to tantrum (e.g, spank, talk, ignore, take away privileges...)
- spanking
- mom encouraged child to talk
- mom answered child's questions
- mom conversed w/ child w/o scolding
- introduced child
- voice conveyed positive feeling about child

Model



Model



Variables:

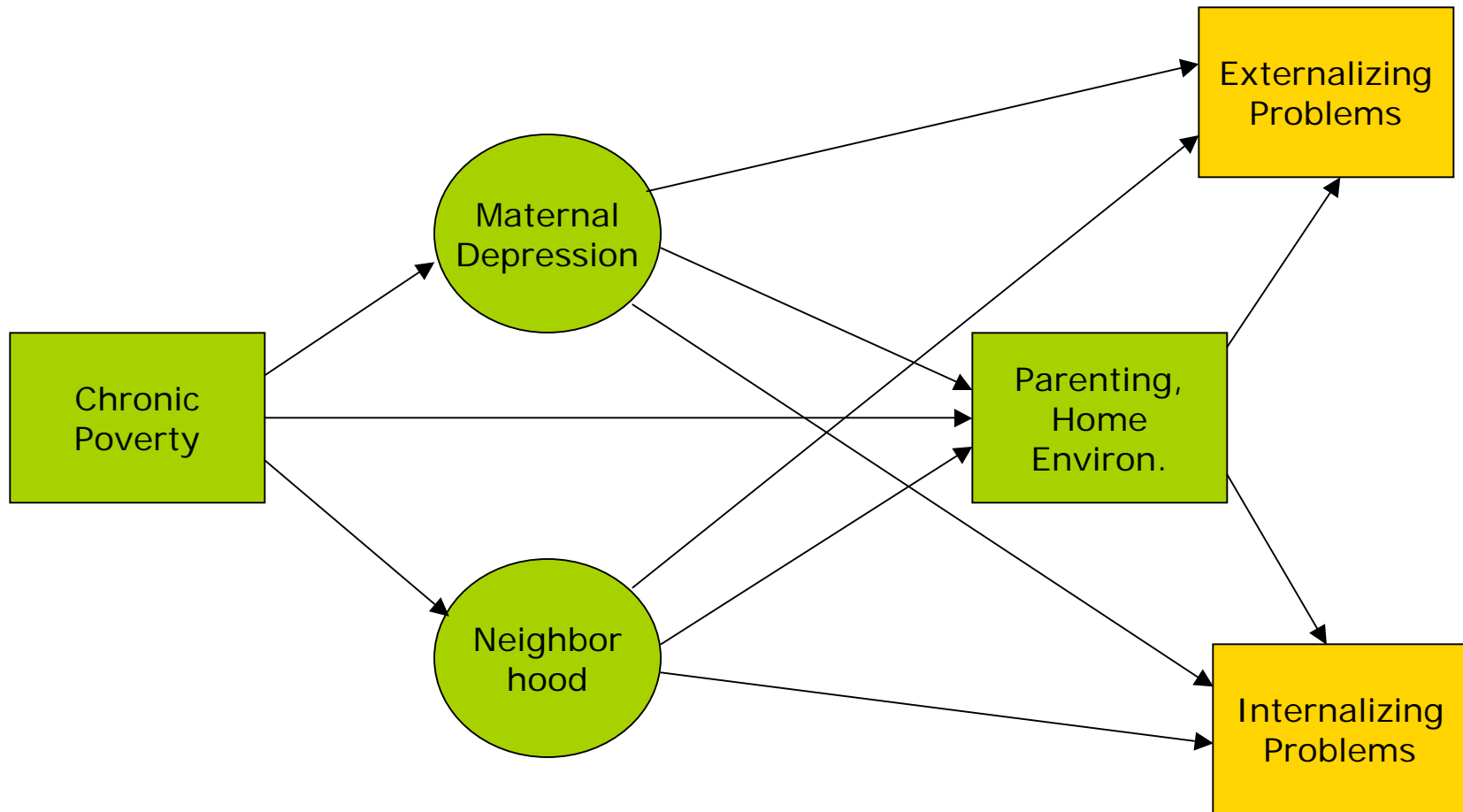
- Outcome: Child behavioral problems
 - Behavior Problems Index (BPI): Internalizing and Externalizing Problems subscales

- Independent Variables
 - Parenting: HOME-SF
 - Maternal Depression: CES-D (4 items)
 - Chronic Poverty: $\geq 50\%$ of child's life in poverty
 - Neighborhood/Social Capital: 4 questions
 - Good place to raise children
 - Adults supervise children
 - Jobs
 - People respect rules

Analysis

- ❑ Multiple group structural equation models (SEM)
- ❑ SEM: allows one to measure both direct and indirect effects of predictor variables on an outcome variable

Model



Results

□ Whites:	884
□ Blacks:	538
□ Latino:	404

Sample Demographics

	White (n=884)	Black (n=538)	Latino (n=404)
Maternal age	33.26 (2.20)	32.54 (2.17)	32.92 (2.27)
Child's age	7.98 (1.18)	8.04 (1.14)	8.02 (1.15)
Chronic poverty	11%	37%	29%
Single parent	27%	63%	37%
Grandmother/father in house	6%	15%	11%
Aunt/uncle in house	1%	6%	3%

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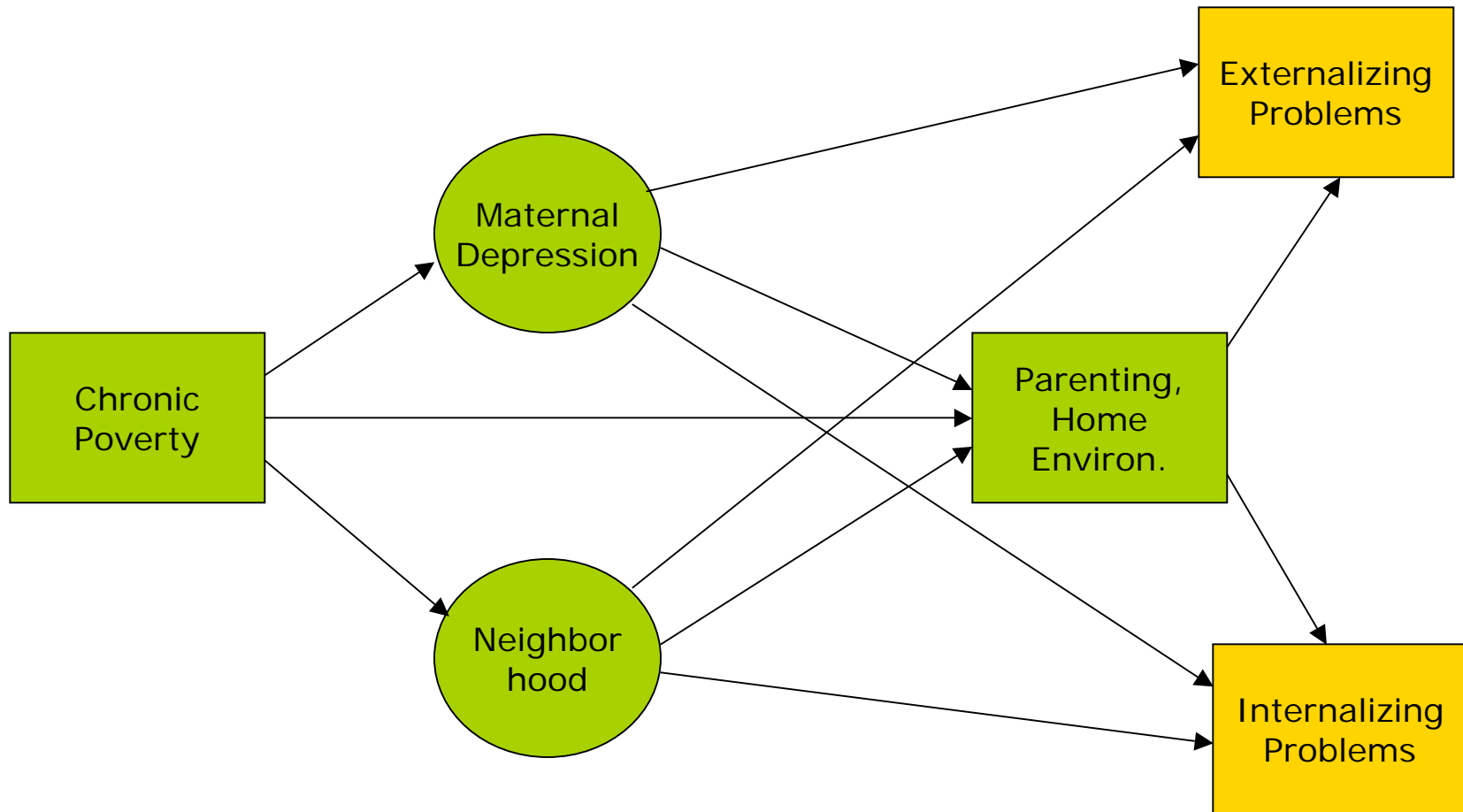
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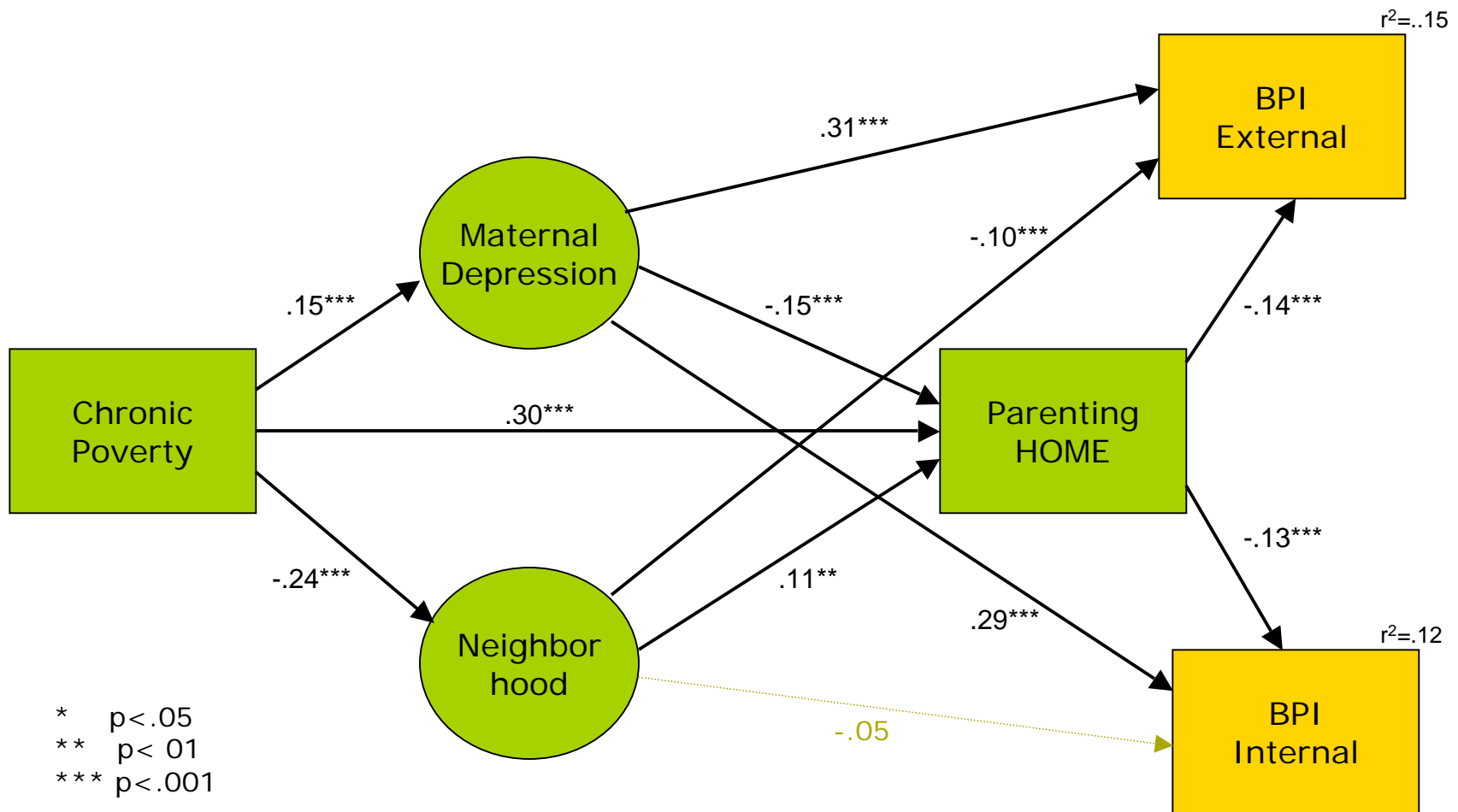
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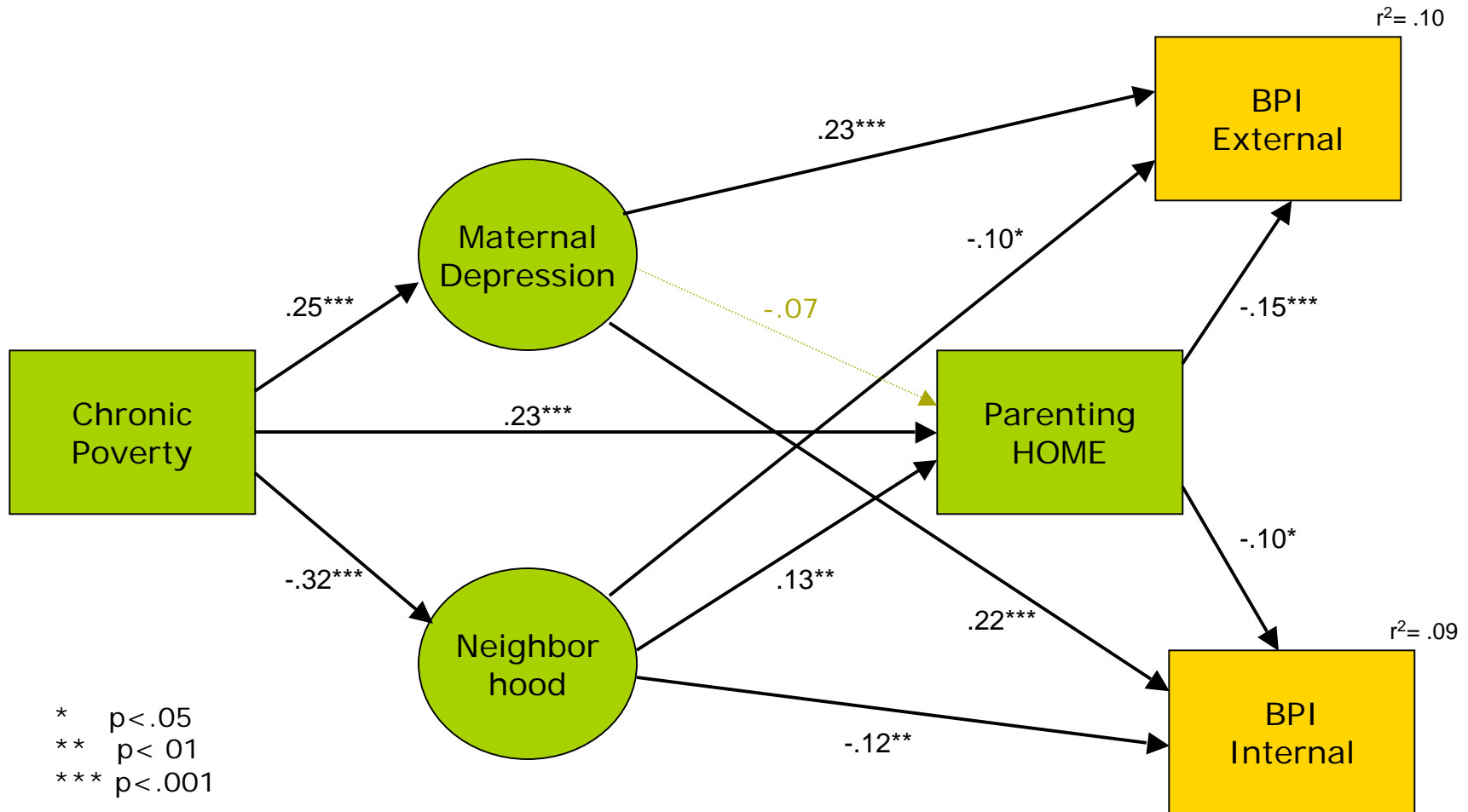
Model



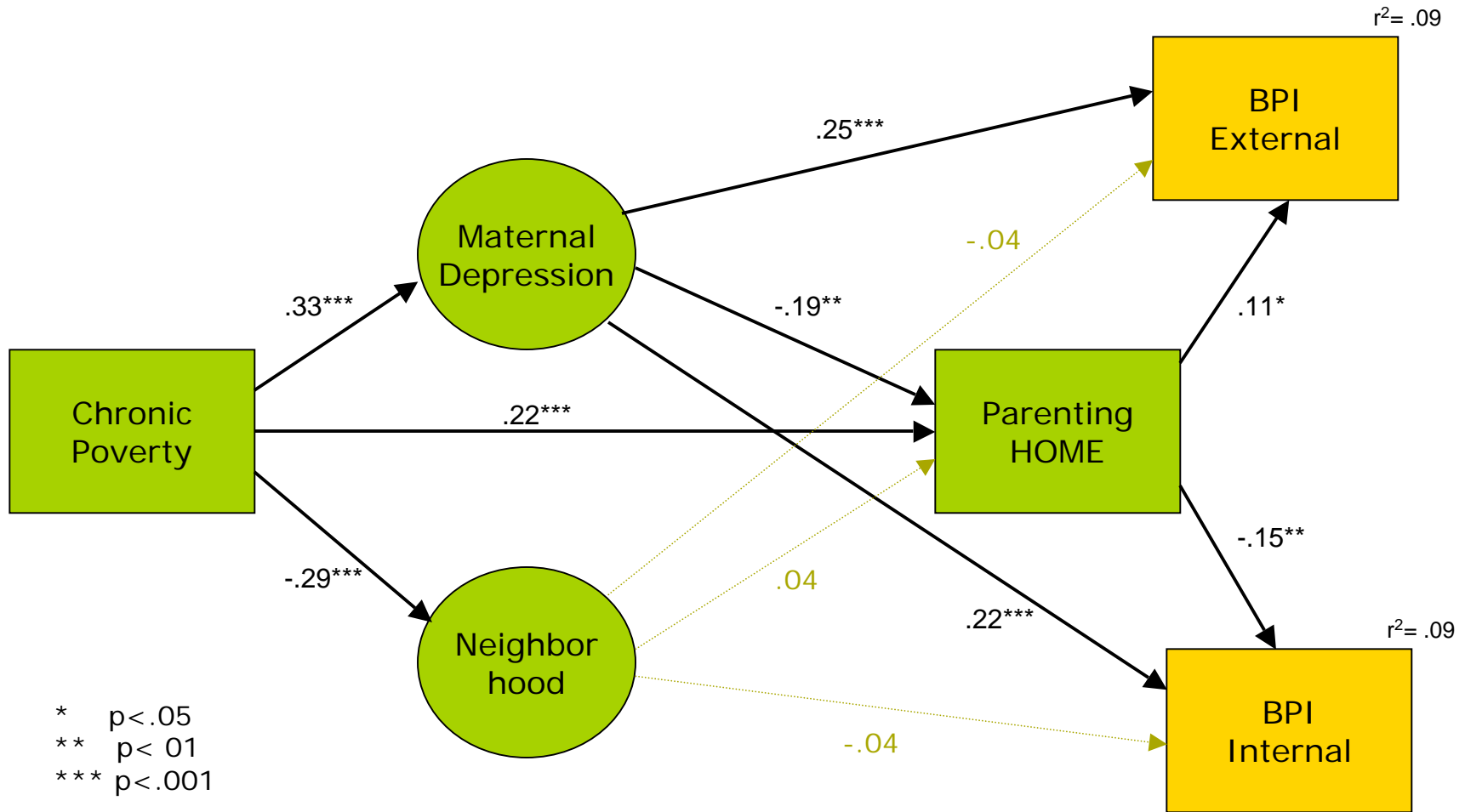
White



Black



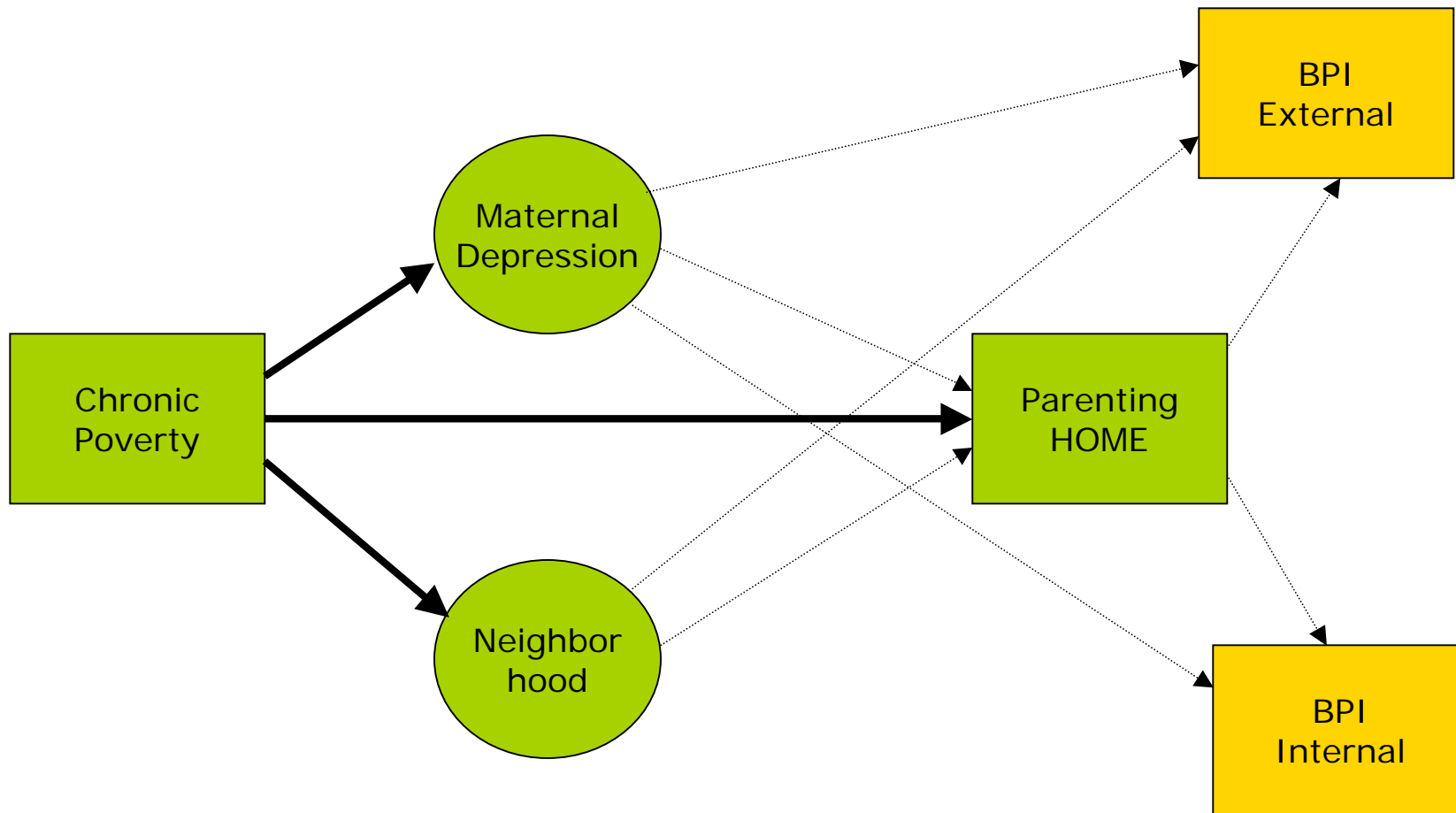
Latino



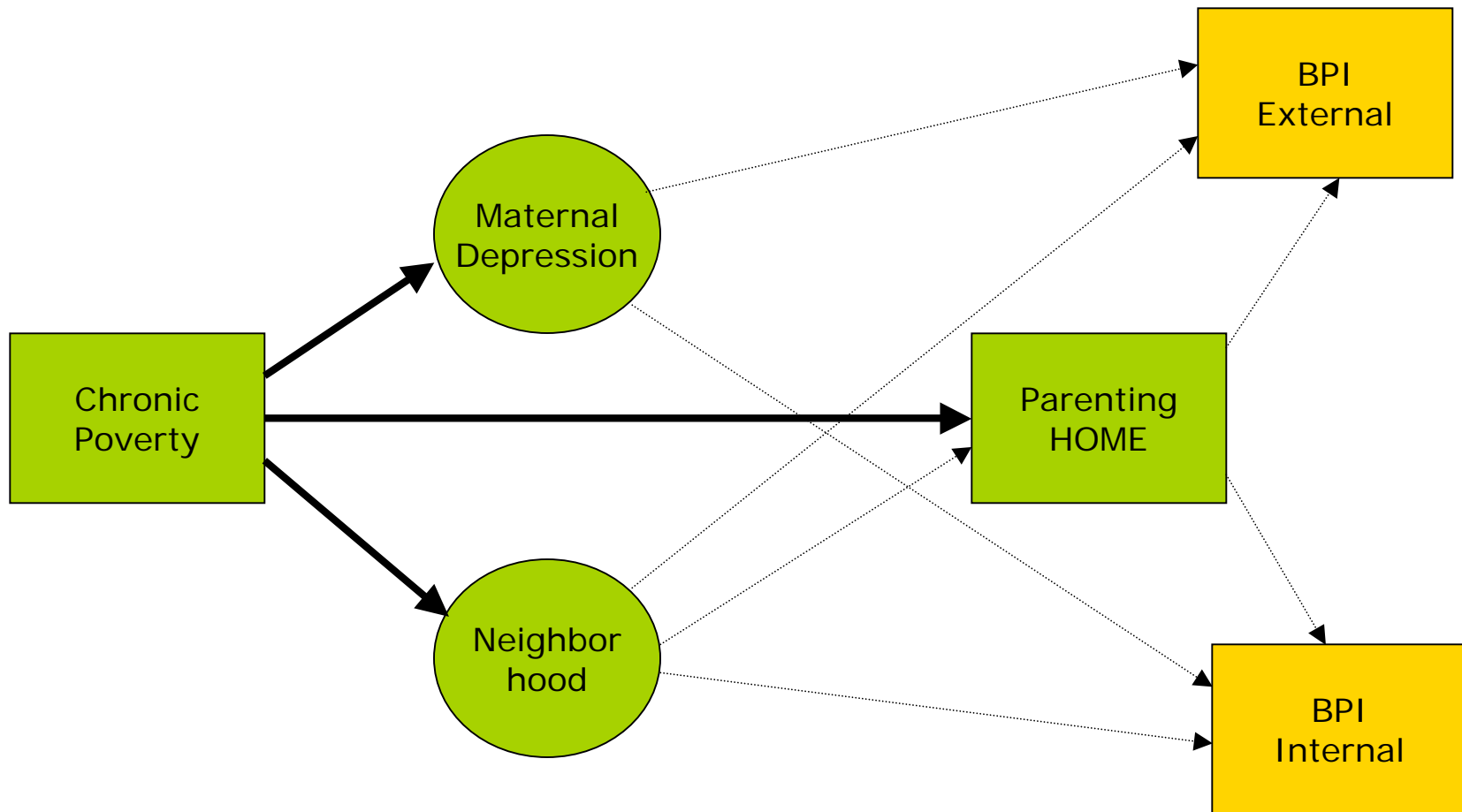


Effects of Poverty

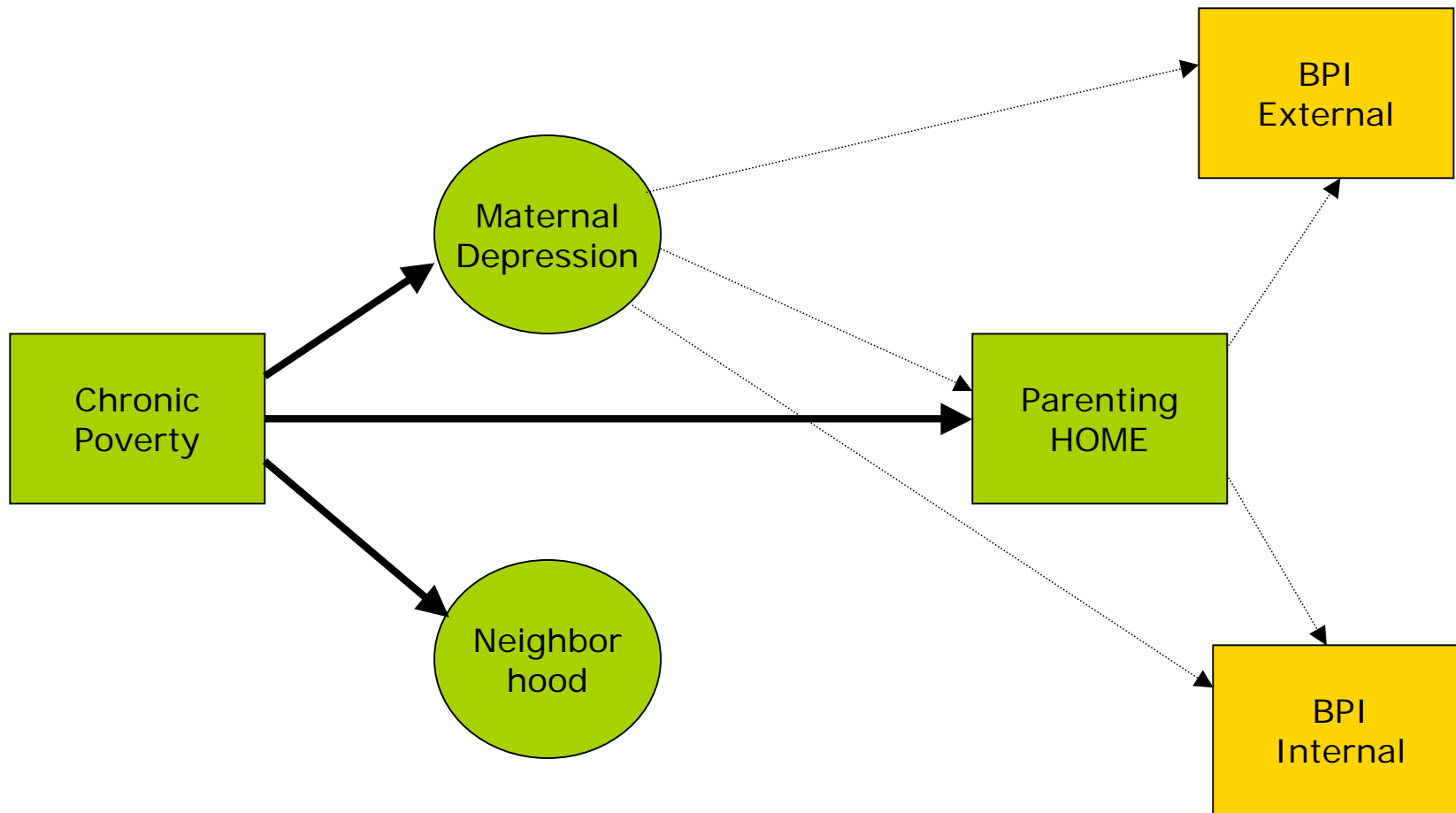
White--Poverty



Black--Poverty



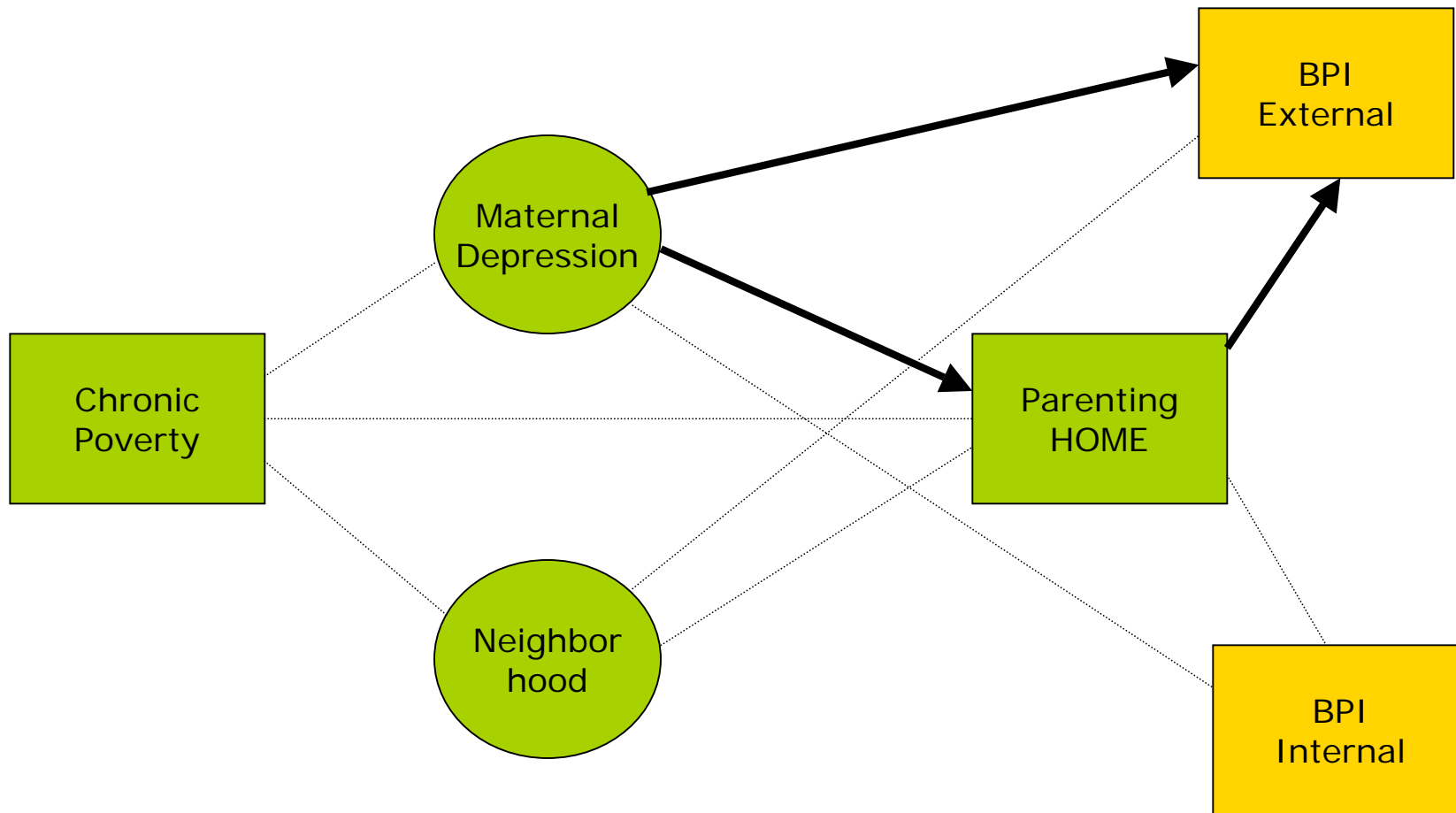
Latino--Poverty



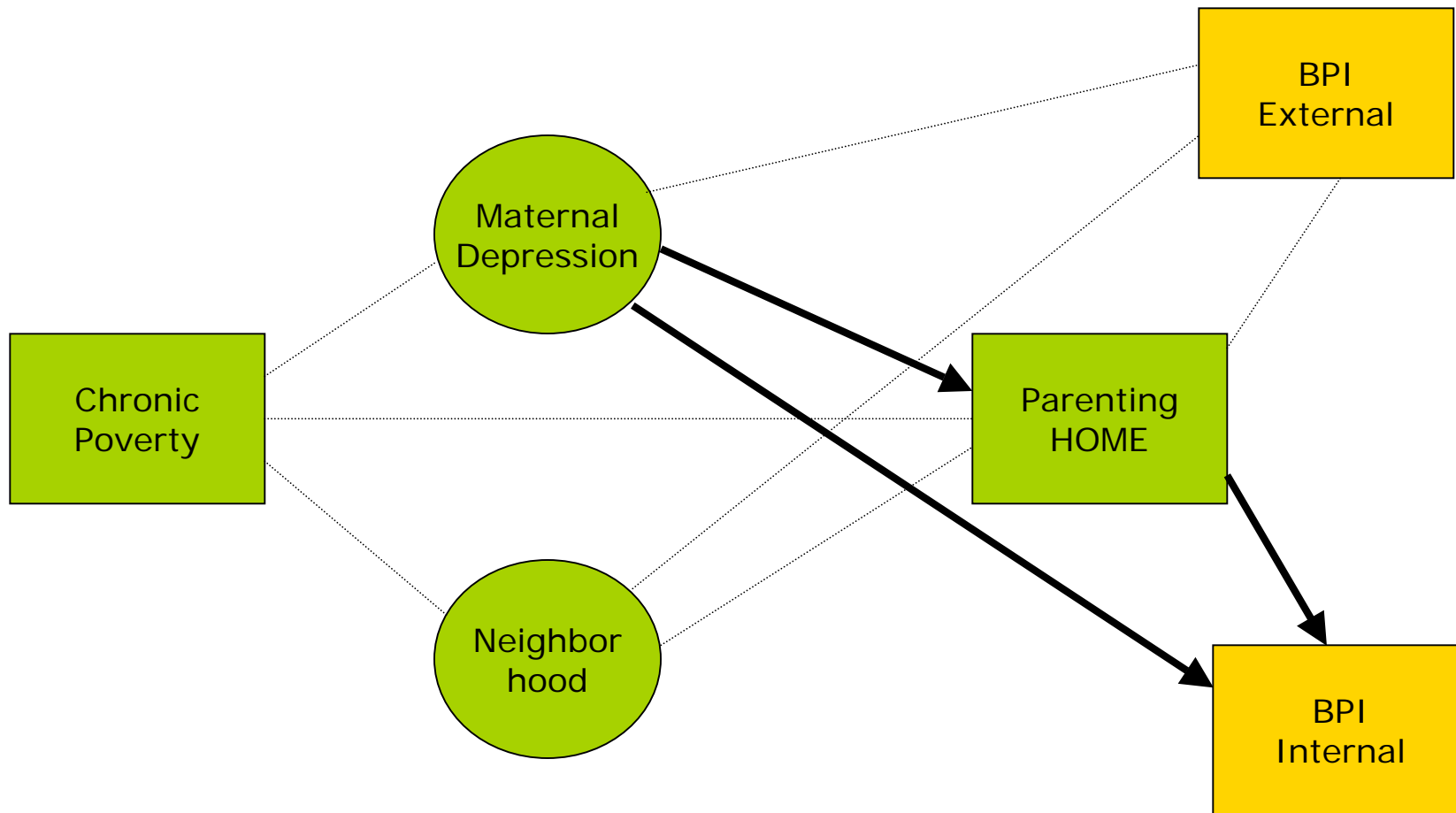


Maternal Depression

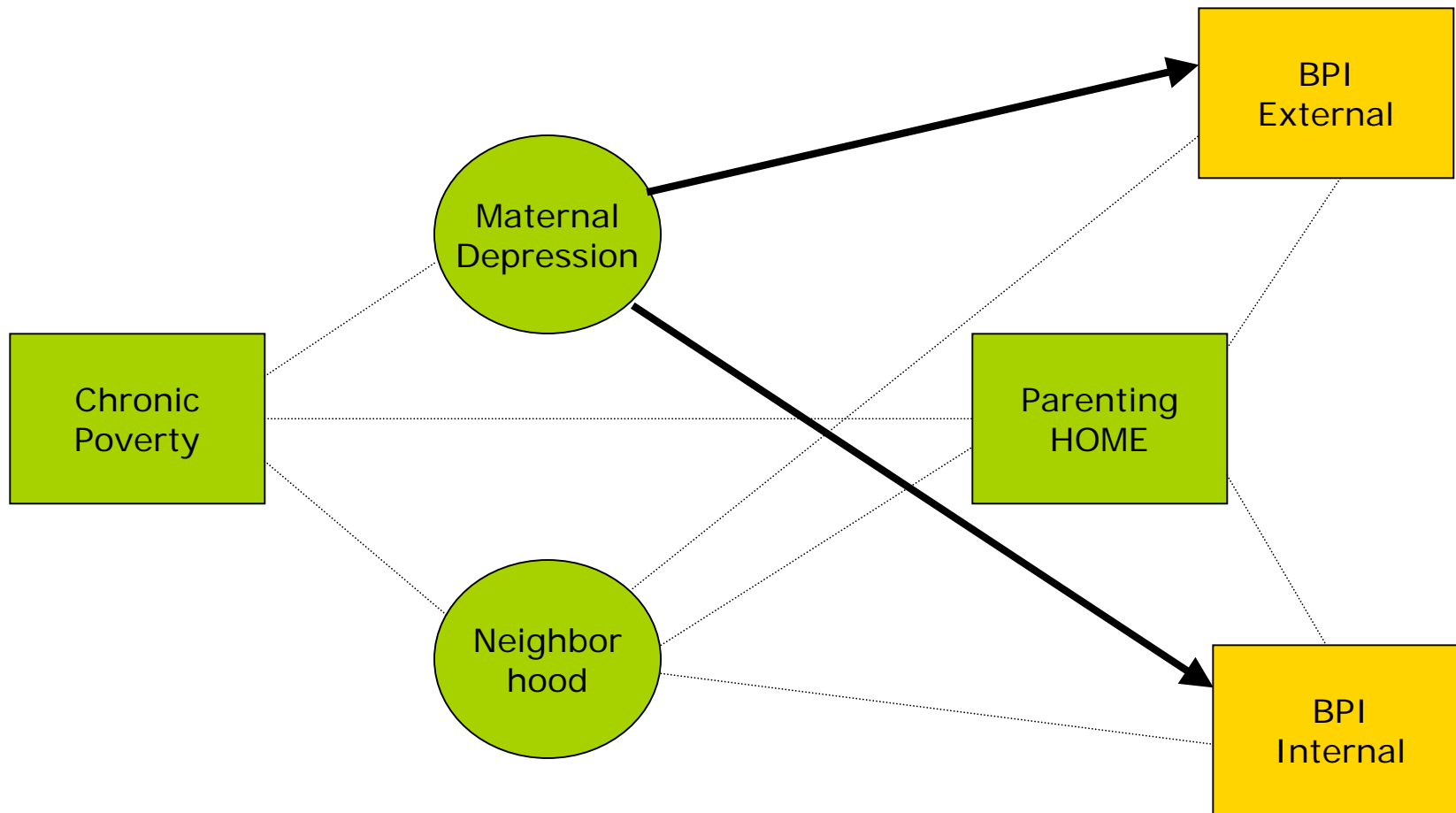
White—Maternal Depression



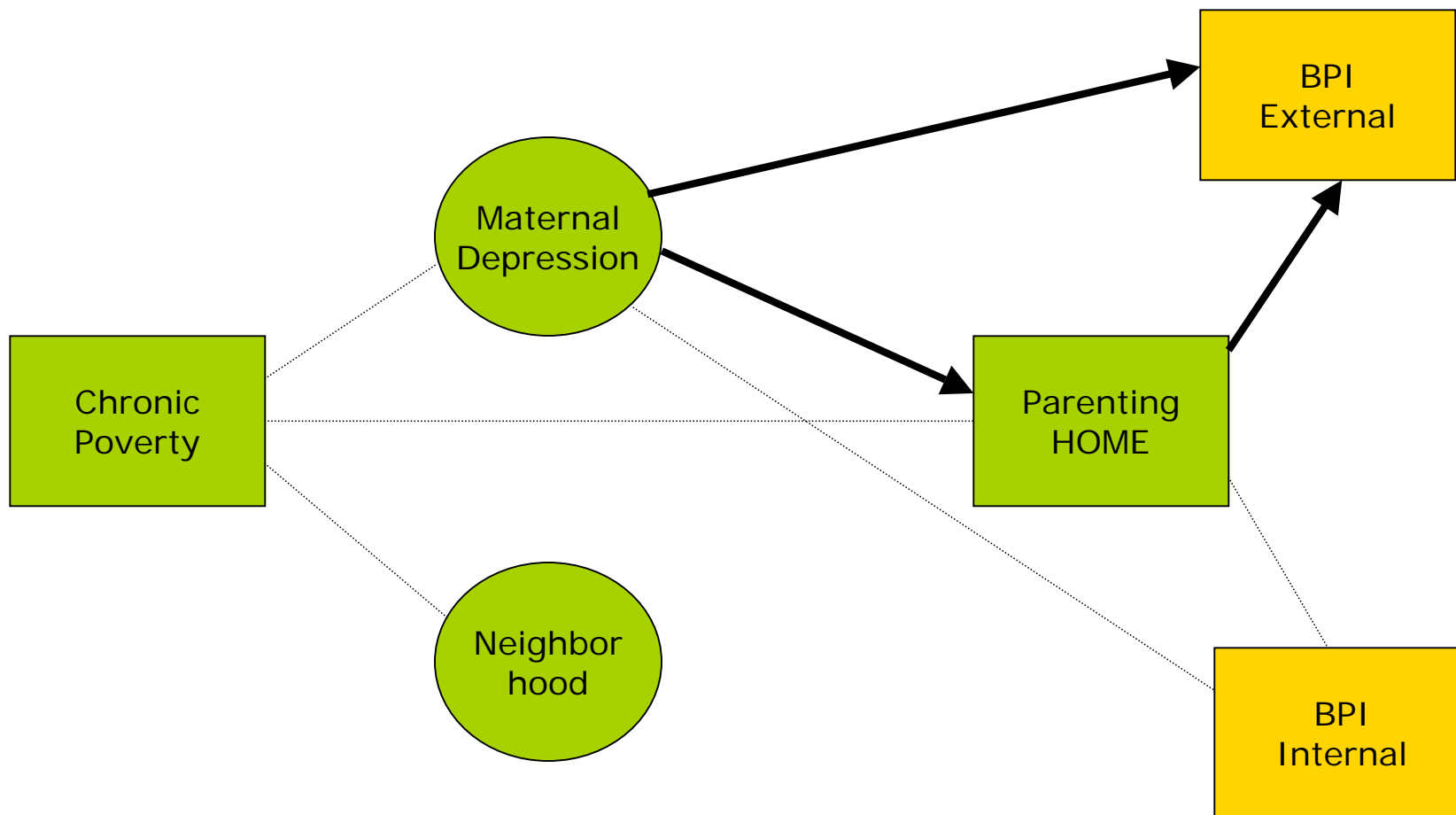
White—Maternal Depression



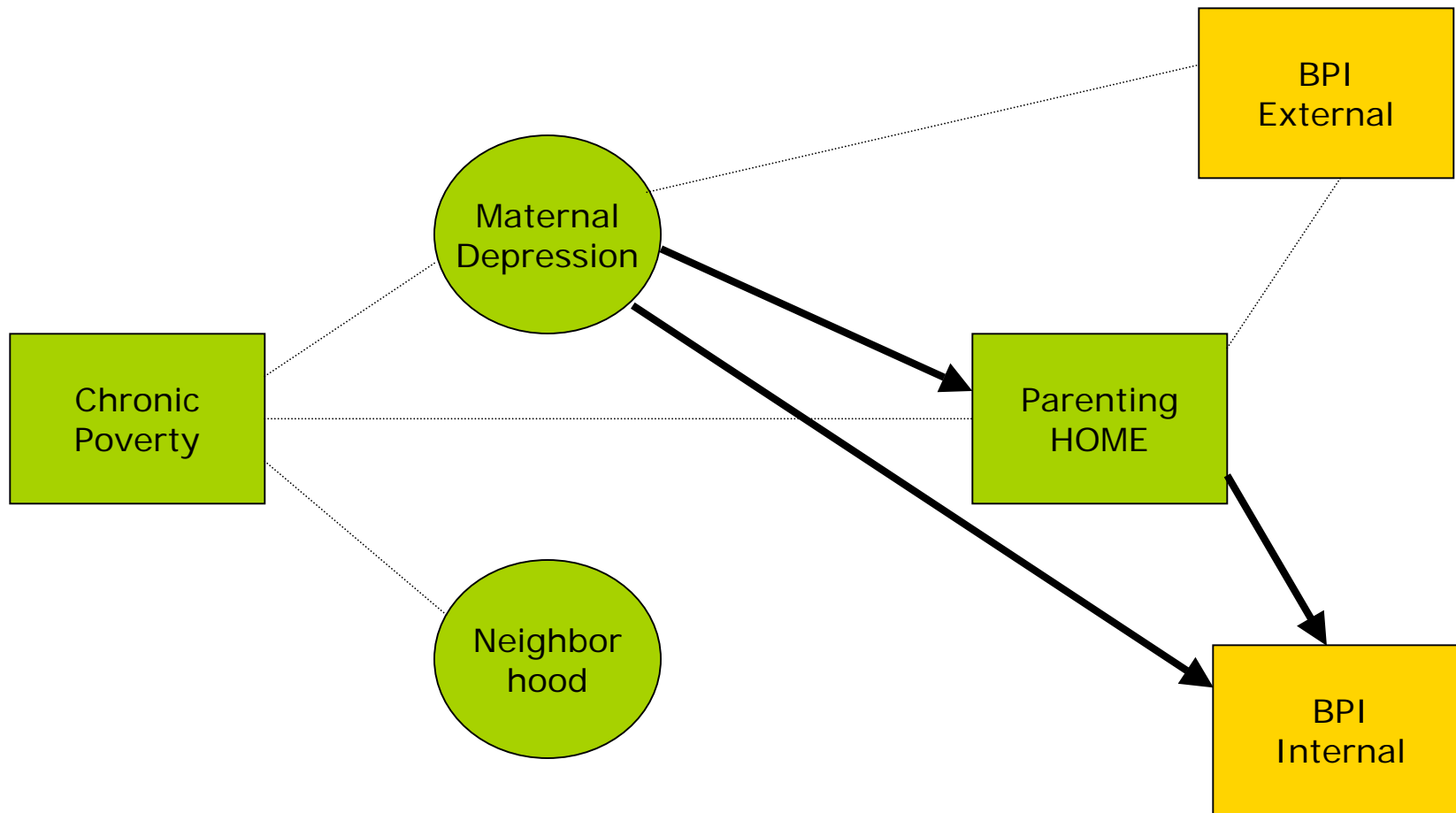
Black—Maternal Depression



Latino—Maternal Depression



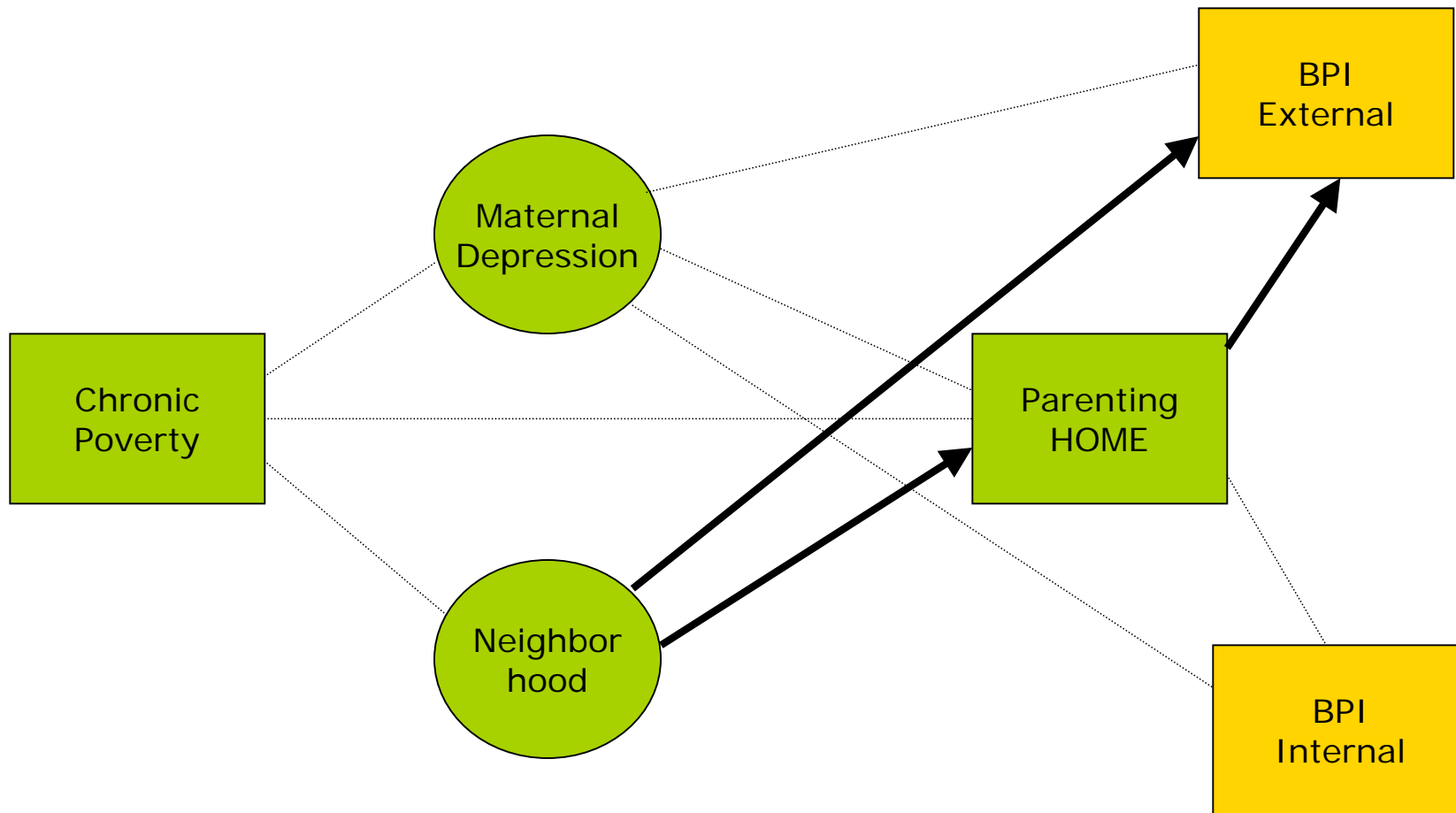
Latino—Maternal Depression



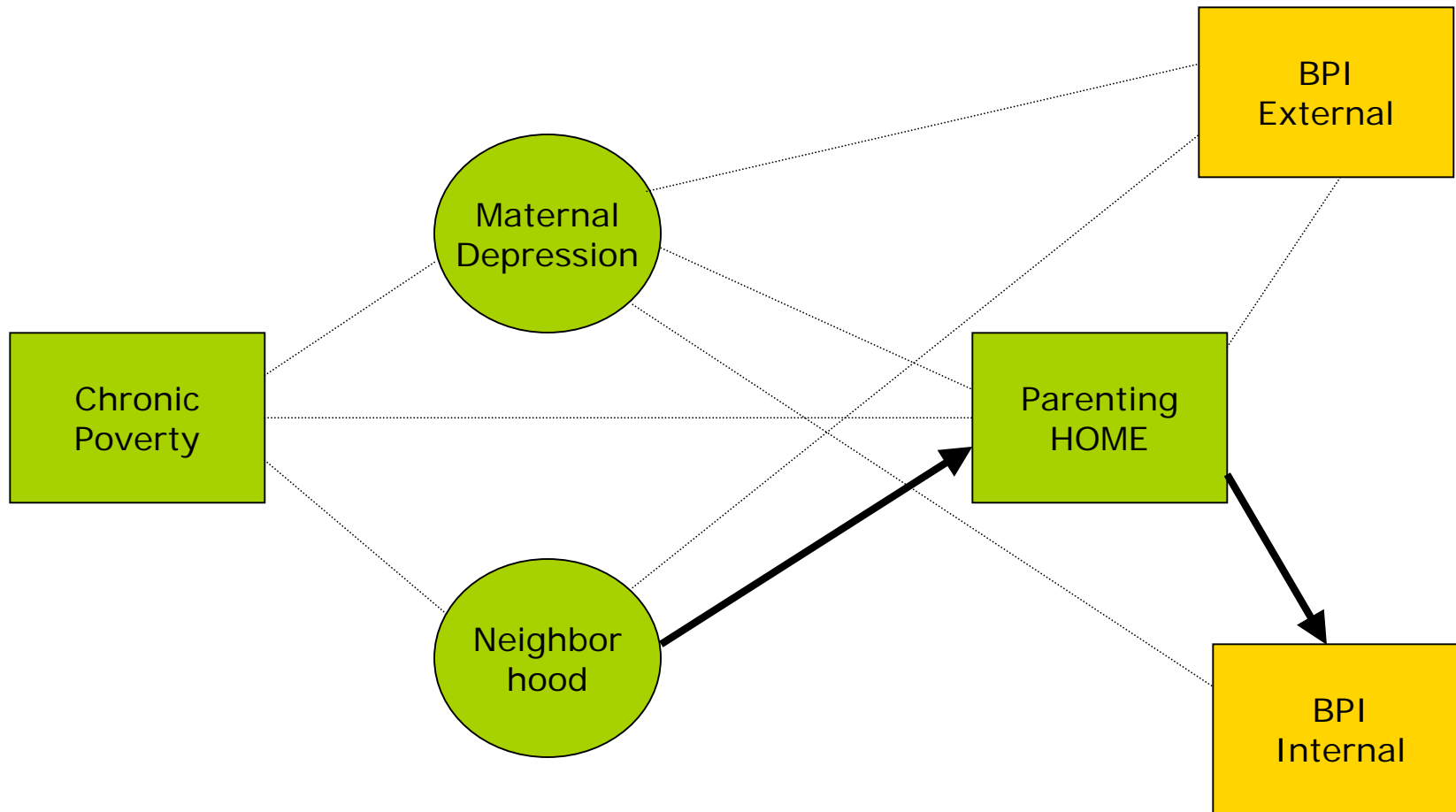


Neighborhood

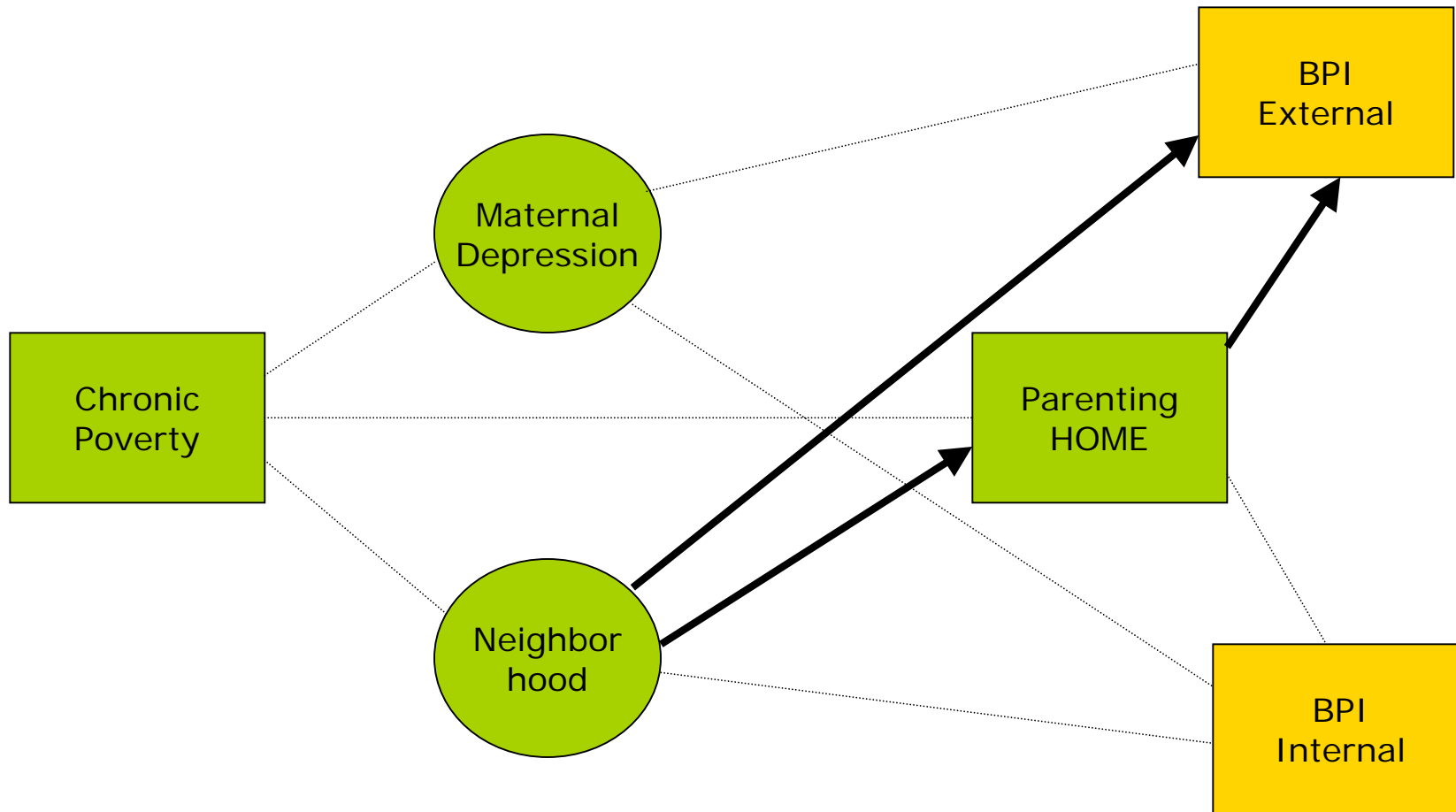
White--Neighborhood



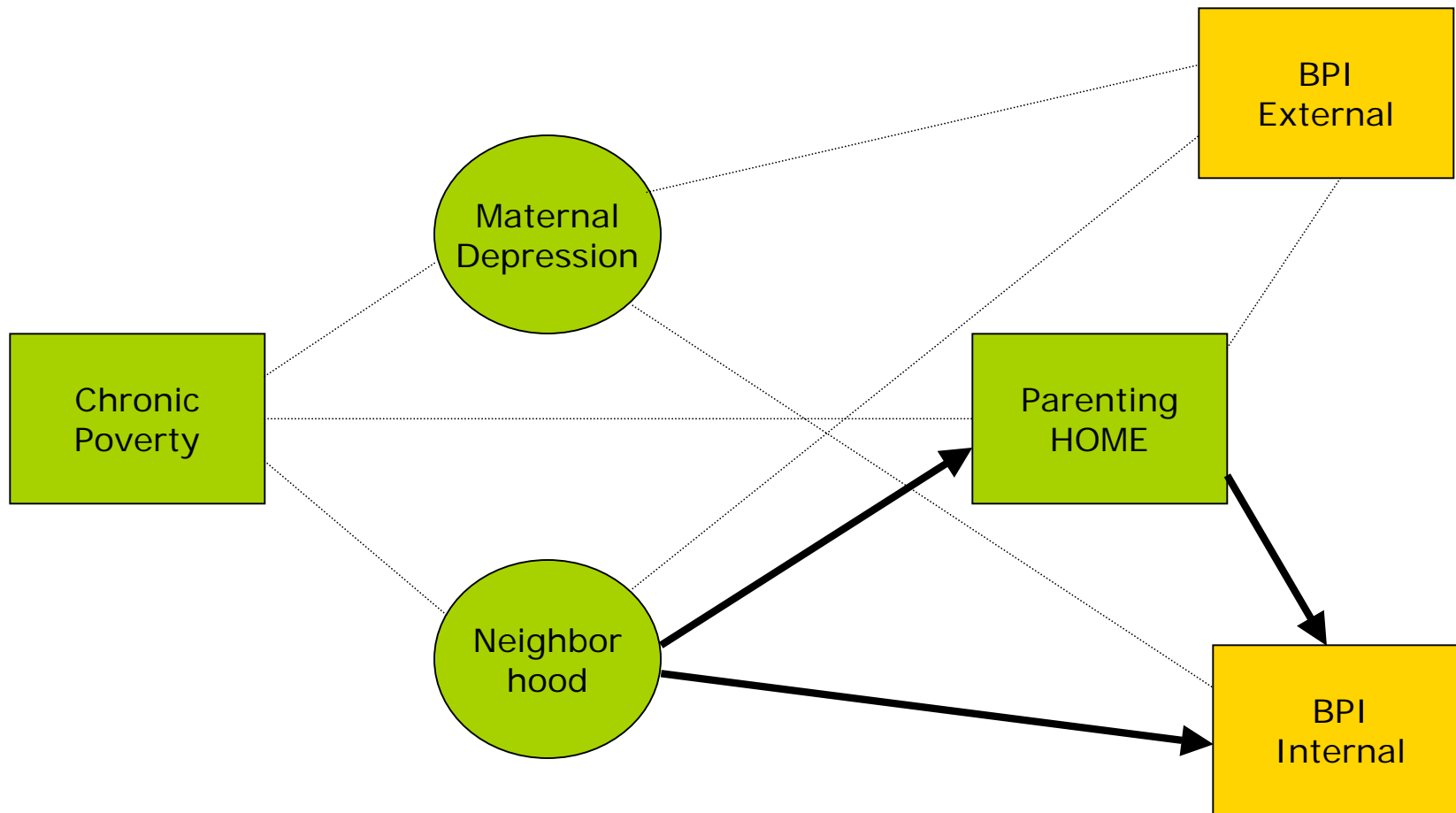
White--Neighborhood



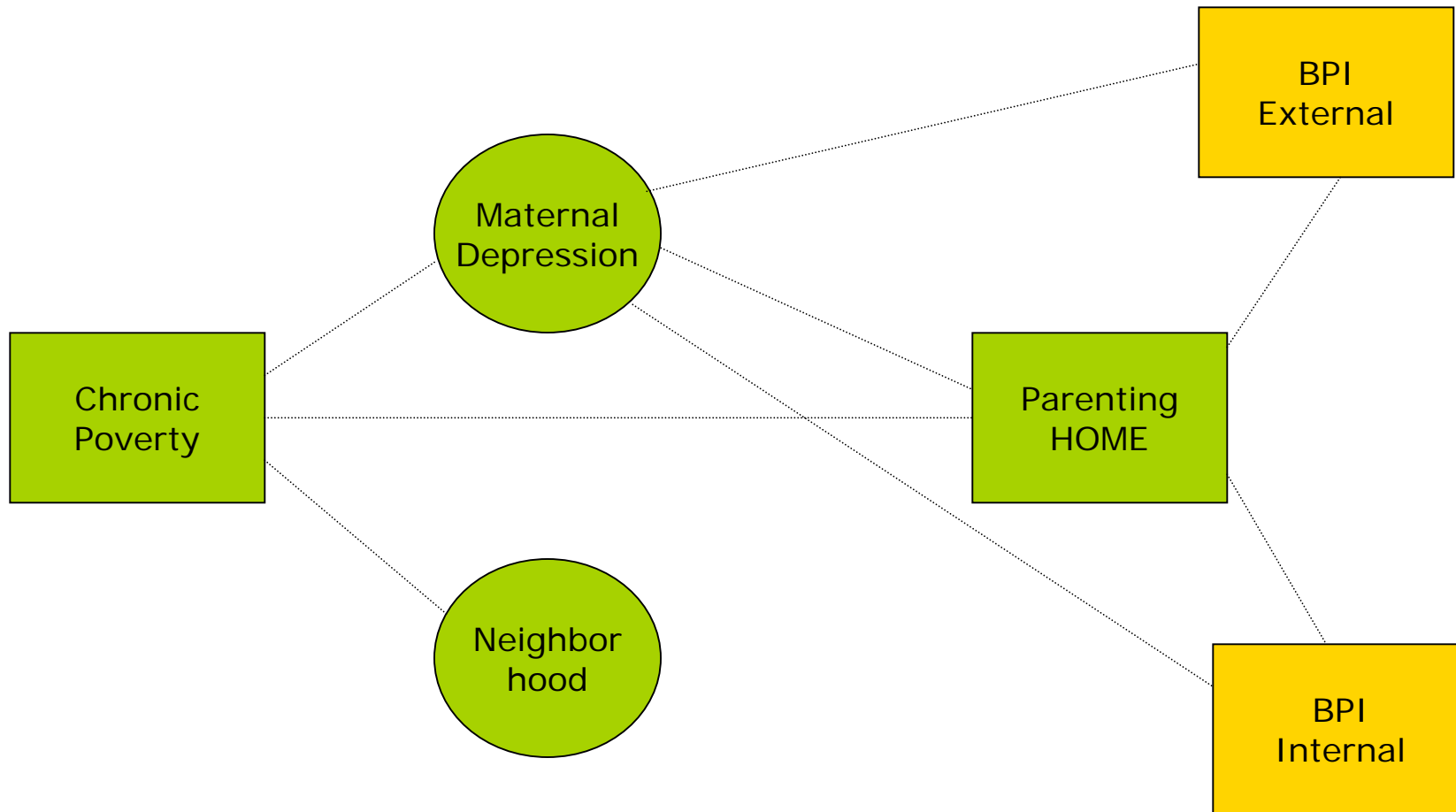
Black--Neighborhood



Black--Neighborhood



Latino--Neighborhood

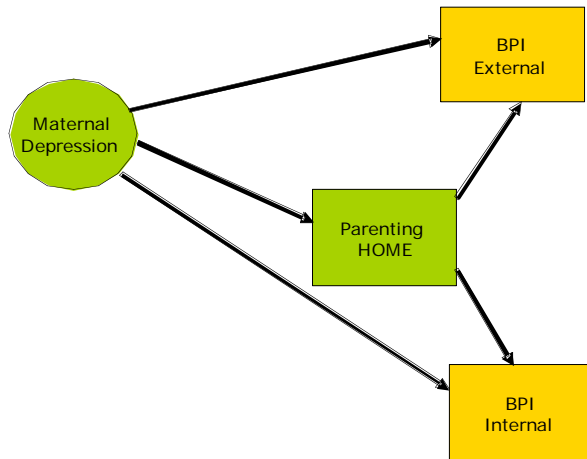


Results

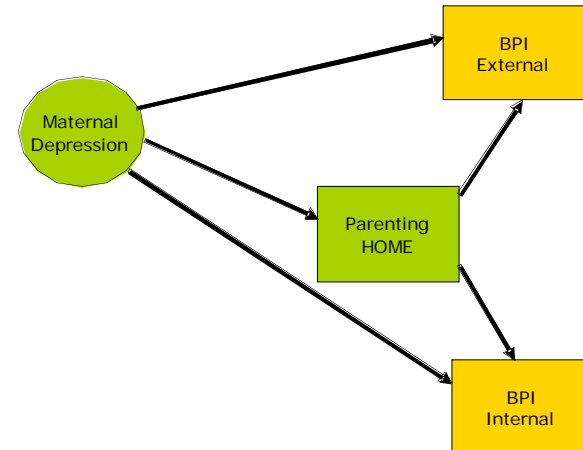
- Maternal Depression
 - effects are direct and not significantly mediated through parenting in Black sample
- Neighborhood
 - no significant effects in Latino sample

Maternal Depression

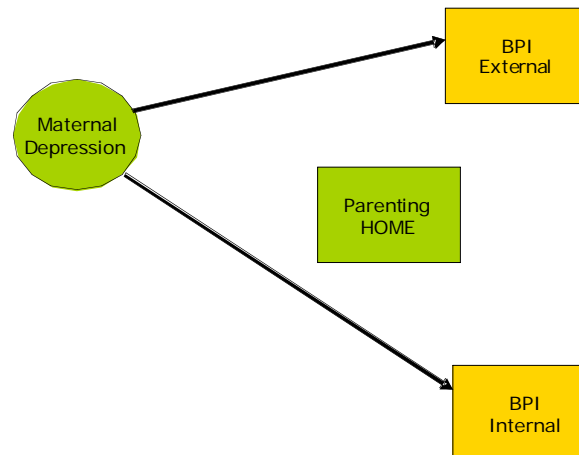
White



Latino



Black

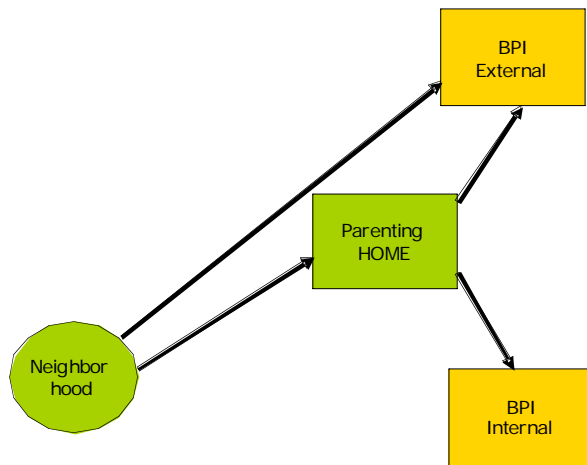


Possible Explanation:

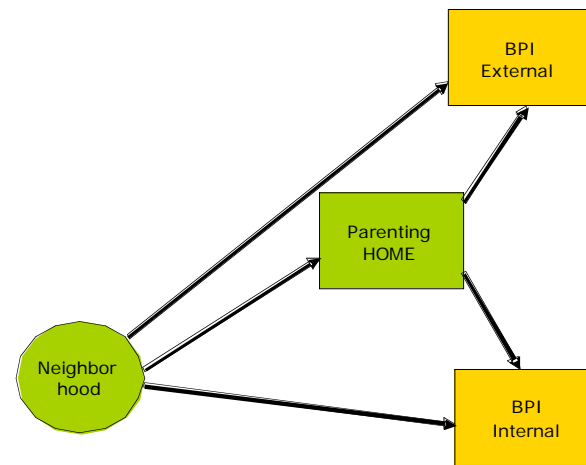
- Family Structure
- Extended family

Neighborhood

White



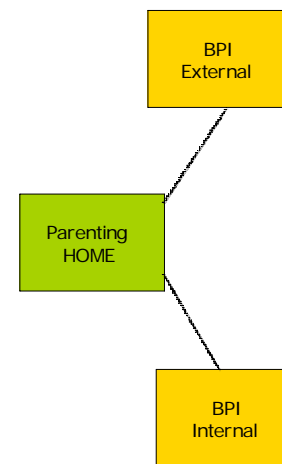
Black



Latino

Possible Explanation:

- Familismo
- Parental Control
- “Normal Enmeshment”



Limitations

- Mothers were recruited in 1979 when they were between 14 and 19 years old; in 1994 they were between 29 and 34 years old
 - Possibly not representative of all mothers in these groups
- Mothers were the respondents for the child behavioral problems instrument
 - Possible bias—e.g., depressed mothers may perceive their children's behavior differently

Conclusions

- The processes and mechanisms through which family and community factors affect child behavior have both similarities and differences in various racial/ethnic groups
 - Similarities:
 - effects of chronic poverty
 - importance of parenting
 - Differences:
 - maternal depression mechanisms in Black families
 - neighborhood effects in Latino families

Conclusions

- These findings may be explained by normative cultural values and practices, and processes resulting from social stratification mechanisms
 - extended family/role sharing
 - *familismo*, control, normal enmeshment
- Sociocultural buffers
 - Context specific approach
- Health disparities

Implications- Advocacy & Social Policy

- Appreciation and understanding of different mechanisms
- guard against a “one size fits all” approach
- Allow for more informed and efficient use of resources in a more targeted manner

Reference: *Pediatrics* 2006;117;1329-1338

“Do Parenting and the Home Environment, Maternal Depression, Neighborhood, and Chronic Poverty Affect Child Behavioral Problems Differently in Different Racial-Ethnic Groups?”

Lee M. Pachter, DO, Peggy Auinger, MS, Ray Palmer, PhD, Michael Weitzman, MD