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ABSTRACT

A recent report from the U.S. Census Bureau revealed that more than five million, or 7%, of U.S. children are being raised in grandparent-headed households. In many of these homes there is no biological parent in residence, and the grandparents have taken over the role of parenting. This family structure has gained enough residence to warrant the title "grandfamilies." This study developed a survey to study the social and emotional needs of grandparents and the educational, social, and emotional needs of the children. In a pilot study, the instrument was distributed through support groups in New England and through the Internet. The first 15 responses were chosen for preliminary analysis of the first 50 variables on the initial survey version. The participants were, for the most part, educated white middle-class married women with a mean age in the early fifties. Grandparents gave a variety of reasons why their child did not parent the grandchild, with substance abuse, teenage pregnancy, and incompetent parenting the most common. Many grandparents (73%) had legal custody of the child, and federal financial aid to help raise the child (children) was received by 40% of the grandparents. More than three-quarters of the grandparents were actively involved in a support group for themselves. Many grandparents agreed that their grandchildren had an attention-deficit disorder, and many thought that the educational needs of the children were not being well met. Among the issues grandparents identified, legal rights to strengthen the ability to adopt the grandchildren were frequently mentioned. Grandparents raising grandchildren frequently suffered financially, and often had feelings of isolation. The pilot study shows the usefulness of the approach and identifies research needs. The survey is attached. (Contains 2 figures and 25 references.) (SLD)

Running Head: GRANDFAMILIES

A Pilot Study

Understanding the Needs and Issues of Grandfamilies: A Survey of Grandparents Raising
Grandchildren

Paper Presented at the Society for Research on Child Development Biennial Meeting

April 2003

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Abstract

A recent report from the U.S. Census Bureau revealed that over five million or seven percent of our nations children are being raised in grandparent headed households. In many of these homes there is no biological parent residing, therefore the grandparents have taken over the role of parenting. Grandparents raising grandchildren has become so common that this distinctive family structure has gained enough recognition to warrant the title of “grandfamilies”. In fact, between 1980 and 1990 there has been a 44% increase in grandfamilies due to issues such as divorce, parental substance abuse, alcoholism, child abuse and neglect, teenage pregnancy, and general parental incompetence. This reconfiguration of the family is occurring across every socioeconomic and ethnic group. Past research has primarily looked at financial and social needs of grandparents raising grandchildren. In this study the author has developed a survey that not only will address the social and emotional needs of the grandparents, but also the educational, social and emotional needs of the children. Furthermore, the study has collected demographic information and reasons for custody to help gain insight on who may be at risk and possible target points of intervention. Surveys have been distributed through the Internet and local support groups working with grandfamilies. It is of great importance that the needs of these families are understood, so that they may be addressed through effective social and educational policy that will help insure healthy lives for the next generation of parents and their children.

Understanding Grandfamilies

A recent report from the U.S. Census Bureau revealed that over five million or seven percent of our nations children are being raised in grandparent headed households. In many of these homes there is no biological parent residing, therefore the grandparents have taken over the role of parenting. Grandparents raising grandchildren has become so common that this distinctive family structure has gained enough recognition to warrant the title of “grandfamilies”.

In fact, between 1980 and 1990 there has been a 44% increase in grandfamilies due to issues such as divorce, parental substance abuse, alcoholism, child abuse and neglect, teenage pregnancy, and general parental incompetence (Roe & Minkler, 1998). This reconfiguration of the family is diverse and occurring across every socioeconomic and ethnic group (Burnette, 1999; Minkler & Roe, 1993; Thompson, Minkler & Drive 1997; Weber & Waldrop, 2000). In addition, demographic and social realities suggest that an increasing number of grandparents are likely to become the caregivers of their grandchildren in years to come (Minkler & Fuller-Thomson, 2000).

Past research has primarily looked at financial and social needs of grandparents raising grandchildren. In this study the author has developed a survey that not only has addressed the social and emotional needs of the grandparents, but also the educational, social and emotional needs of the children. Furthermore, the study collected demographic information and reasons for custody to help gain insight on who may be at risk and possible target points of intervention. The primary purpose of this study was to build an understanding of the unique and complex issues confronting grandparents and the children being raised by these grandparents. It 's of great importance that these needs

are understood, so that they may be addressed through effective social and educational policy that will help insure healthy lives for the next generation of parents and their children.

Theoretical Basis for This Study

Children do not develop in a vacuum. Instead they instead they are embedded in a series of interrelated systems. Bronfenbrenner (1977,1979) proposed that a child's life should be conceptualized as occurring across an ecological system including proximal systems such as family, home and school, while interrelating with larger systems such as government and society. These micro and macro sub-systems provide multiple environments that simultaneously affect a child's ongoing development. The family and home being the primary contexts in which human development occurs do indeed affect a child's progress in other settings (Bronfenbrenner, 1986). This theoretical framework emphasizes the importance of understanding the needs and issues of children being raised in grandfamilies.

Another theoretical construct relevant to this study is Selzer's (1976) notion of "time disordered roles". Traditionally, the most important role of grandparents was "being there" (Bengston & Robertson, 1985) and enjoying a passive fun loving relationship with grandchildren (Morrow-Kondos, Weber, Cooper & Hesser 1997). Grandparents during the child rearing years of the grandchildren have typically baby-sat, assisted with finances, while their child reciprocally aided them with home maintenance, transportation and the like (Cusinato, 1994).

In addition, parenting is universally seen as a time ordered developmental experience that evolves as years go by essential to the survival, maintenance,

development, and eventual independence of the child (Cusinato, 1994). Clearly the grandparents in this study have experienced a time-disordered role by taking over the role of parenting their grandchild. This classic example of a role whose perceived “off timing” within the life cycle may lead to stress and other disjuncture (Minkler & Fuller-Thomson, 2000). Once again this theoretical framework further emphasizes the crucial need for society and professionals alike to clearly understand the unique situations embedded in the lives of families and children in Grandfamilies.

Method

Procedure

The questionnaire was originally sent to local grandparents raising grandchildren as a pilot study. The author, according to the feedback from the participants, then revised the questionnaire. The revised questionnaire was sent to regional support groups across two New England States. Along with copies a letter was included requesting that the facilitators of the groups to feel free to make as many copies as necessary, to distribute them to group participants, and to mail them back to said address.

The revised questionnaire was also distributed via the Internet in collaboration with the author of the Grandspace Web Site. A brief paragraph explaining the purpose of the study and insuring confidentiality was included with the questionnaire for both distributions. Notification of the availability of the questionnaire was sent to 1500 subscribers of the April and May monthly Grandspace newsletter. The questionnaire was also accessible through a link on the Grandspace web site. This procedure reached grandparents nationwide in the United States and in Parts of Canada. In addition, local

support groups were again contacted by phone and by mail to inform them the availability of the questionnaire.

Most grandparents filled out the questionnaire on the Internet and then clicked submit agree to participate in the study, and to automatically send it to the author's email address. Returned questionnaires were in coded answer form only. They were printed out and numbered in the order in which they were received. Completed paper copies of the questionnaire were returned by mail to the author's home address.

The first fifteen early responses from the pilot study were chosen for preliminary analysis. In addition, only the first fifty of eighty-three variables were analyzed for this initial interpretation due to limited variable space on the SPSS-7.5 student version of statistical analyses. Data for the fifteen questionnaires was entered for quantitative analyses. Descriptive statistics for all variables and bivariate correlational coefficients for some of the variables were computed. This pilot study also summarized the responses to three open-ended questions in the last section of the questionnaire using content analyses.

Sample

All participants were grandparents caring for their grandchild or grandchildren as a full time parents. In addition, the grandchildren lived with their grandparents for most if not all of their lives. This sample population included thirteen grandmothers and two grandfathers. Fourteen of the grandparents described their race as white and one described it as Native American. Most of the grandparents were married, but one was divorced and another was single. Their ages ranged from forty-two to sixty-two. Income

for the grandparents ranged from 15,000.00 to 100, 000.00. Demographic information for this sample, their children and their grandchildren has been summarized in Table 1.

Table 1: Demographic Characteristics of Sample

<u>Categories</u>	<u>Numbers</u>	<u>Percent</u>
<u>Grandparents</u>		
Female	13	86%
Male	2	14%
Married	13	86%
Divorced	1	7%
Single	1	7%
White	14	93%
Native American	1	7%
Some High School	2	14%
High School Graduate	2	14%
Some College	8	52%
College Graduate	3	20%
Age Range: 42-62		
Mean Age: 52		
Income Range: 15,000.00-100,000.00		
Mean Income: 43, 230.00		
<u>Parent of Grandchild</u>		
Female	12	80%
Male	3	20%
Age range: 17-42		
Mean Age: 28		
<u>Grandchild(ren) (23 total)</u>		
Female	14	61%
Male	9	39%
Age Range: 1 to 14		
Mean Age: 7		

Instrument

The questionnaire was titled “In Search of Wisdom: Embracing Grandfamilies”(see Appendix A). It was developed in collaboration with a grandparent raising her granddaughter. This grandmother is also the designer of “Grandspace” web site, and is actively involved in advocating for grandparents raising grandchildren. The questionnaire was piloted and revised accordingly, and was then edited to fit a web page. The first section asked the participants to fill in demographic information on themselves, their child and the grandchild they are raising. In this section the grandparents were also asked to indicate if they or their grandchild was involved in a variety of services. Section II consists of 19 statements in which a grandparent agreed or disagreed using a Likert-type scale from 1(agree) to 6 (disagree). This sectioned was focused on the grandchild’s life and school.

The questionnaire consisted of three other sections not used in this preliminary analysis. Section III was titled “You and Your Grandchild’s School” and contained nine statements. Section IV was titled “Your Life and Feelings” and contained 19 statements. Section V was titled “Finances and Legal Issues” and contained 7 statements. The final section was a series of three open-ended questions exploring what the grandchildren called their grandparents, issues grandparents wanted to share, and what society could do to help. This section was analyzed using content analysis.

Results

Descriptive Statistics on Characteristics of Grandfamilies

Grandparents gave a variety of reasons why their child was not able to parent their grandchild (see figure 1). Three reasons were equally as common, substance abuse

(27%), teenage pregnancy (27%), and incompetent parenting not otherwise specified (27%). These were followed by mental illness (13%) and abandonment (6%) respectively. Many grandparents (73%) had legal custody of their grandchild. Federal financial aid to help raise their grandchild was received by 40% of the grandparents, and 20% received support from the grandchild's parent.

Forty percent of grandparents indicated that their grandchild participated in professional counseling, while 27% indicated that their grandchild received counseling services at school. Fifty-three percent indicated that their grandchild had an Individualized Education Plan, and 40% indicated their grandchild was in special education classes in school. Grandparents indicated that they participated in support groups (80%), counseling (26.7%), and a parent teacher organization (47%).

Bivariate Analysis of Likert-type Responses

In respect to the large number of correlated variables only key points have been discussed. (See Appendix 2) The means and standard deviations of all Likert-type statements have been reported in Appendix A (also see Figure 2)

Although grandparents tended to agree (53%) with "my grandchild's educational needs are well met" ($M=2$, $sd=1.4$), this statement was significantly negatively correlated with the grandchild's learning problems ($p=.008$), behavioral problems ($p=.002$), hyperactivity ($p=.001$), poor concentration ($p=.006$), health problems ($p=.002$), risk for developmental delay ($p=.001$), and wanting support groups ($p=.007$) and counseling ($p<.000$) for their grandchild at school. In addition, this statement was significantly positively correlated with the grandchild's self esteem reported by the grandparent ($p=.009$).

Another key statement was “my grandchild has a good relationship with their parent (my child)”. Grandparents tended to disagree (47%) with this statement ($M=4.7$, $sd\ 1.7$). This statement was significantly negatively correlated with “my grand child has learning problems” ($p=.046$) and “my grandchild has or is at risk for developmental delay” ($p=.041$). Variables that were not a part of the Likert-type responses but were found to be correlated were “Parent Gender” and “Parent Child Support”. These two variables were significantly negatively correlated ($p=.000$).

Open-Ended Question Results

Content analyses of responses were performed for each of the three final open-ended questions. When asked, “what does your grandchild call you and your spouse or partner”?, many grandparents indicated a form of grandma and grandpa (46%), followed by the grandchild calling them both grandma/grandpa and mom/dad (34%), and least of all a form of mom and dad (20%). Thirteen percent of the grandparents indicated that what the grandchild called them was an issue.

The following results occurred when grandparents were asked, “are there any other issues you would like to tell us about”?

Of 17 Responses

Need for legal and adoption rights for grandparents	23%
Government and others such as insurance companies not recognizing grandchild as a dependent	17%
Being threatened by parent/wants child back	12%
Isolation/Loneliness	12%
Financial Strain	12%
Court Costs	12%
Grandparent Health Problems	6%

Jealousy of other children or grandchildren 6%

The following results occurred when grandparents were asked, “what can society do to insure a good life for your grandchild?” Of 17 responses

Understanding/acceptance of diverse family situations	36%
Laws supporting grandparents raising grandchildren (similar to Foster Family benefits)	17%
Legal rights focused on what is best for the child, not the parent	17%
Special school services for the grandchild	12%
Social skills training and support groups for the grandparents	12%
Firmer laws against substance abuse	6%

Discussion

Understanding Grandfamilies

To fully understand this trend toward grandparents taking over the role and responsibilities of raising their grandchildren, researchers must look into the wide range of factors, both societal and personal (Roe & Minkler, 1998). In this pilot study there were a variety of reasons giving by grandparents as to why their child was not able to parent. The most common reasons given equally, were their child’s addiction to drugs or alcohol, teenage pregnancy, and the incompetent parenting. Grandparents did not specify why their child was an incompetent parent. Others stated that their child suffered from mental illness, while others stated that the parent simply abandoned the child. The availability of the grandparent combined with an increase in the number and severity of social problems, has in many cases expanded the grandparenting role to include parenting of the grandchild (Morrow-Kondos et al, 1997).

The grandparents that participated in this study for the most part can be described as educated white middle class married females with a mean age in the early fifties. Recent national studies suggest that the typical grandparent raising grandchildren is a white married female living above the poverty line (Roe & Minkler, 1998). Most of the children and grandchildren in this study were also female. Grandchildren called their grandparents a form of grandma/grandpa, a form of mom/dad, or both. This was not an issue for most, but it was an issue for one family because the biological mom had difficulty hearing her child call someone else mom, and for another family because the words mom and dad were associated with people who did not care or love them.

Almost three-quarters of the grandparents had custody of their grandchild. Yet, less than half the grandparents received any type of financial assistance from the government to help raise their grandchild. In addition, only a small group of parents paid support for their children. Interestingly, this was directly related to the gender of the parent, in which only male parents paid support even though the grandparents had legal custody of their children.

Well over three-quarters of the grandparents were actively involved in a support group for themselves. Support groups have traditionally offered crucial emotional, informational, and support to grandparents facing the challenges of raising children again (Roe & Minkler, 1998). Many grandparents also were members of the school PTO. Although professionals have asserted that the need for psychological counseling for many of the grandparents raising their grandchildren due to the risk for depression (Minkler, Fuller-Thompson, Miller & Driver, 1997), less than one-third participated in potentially beneficial counseling for themselves.

Understanding the Educational Issues of the Grandchildren

Almost half of the grandchildren participated in professional counseling, while close to one-third received counseling services at school. In addition, over half had an education plan in place, and close to half had special educational needs. A grandchild's educational needs were well met when the grandparent reported good self-esteem for their grandchild. Clearly, there is some effort being made to answer to the academic and psychological needs of these children.

Although the grandparents were not asked if their grandchild was diagnosed with attention deficit-hyperactivity disorder many agreed (1 on the scale) that their grandchild had characteristics of the disorder such as learning problems (27%), behavioral problems (20%), hyperactivity (20%), and poor concentration (20%). ADHD is one of the most commonly diagnosed of all childhood disorders, affecting 3-5% of young children (American Psychological Association, 1994). Clearly, the children in this study far exceed these percentages.

Furthermore grandparents indicated that the educational needs were not well met when their grandchildren tended to have behavioral problems, learning problems, hyperactivity, poor concentration, health problems, and developmental delays. These same grandparents voiced a need for child support groups and child counseling in the schools. Recent research suggests that counseling are needed to help children to adjust and deal with feelings of abandonment and confusion (Kelly, 1993; Poe, 1992).

Grandparents who reported learning problems and developmental delay for their grandchildren also tended to report a poor relationship between that child and their parent. Children who have experienced the lack of a healthy relationship with their

parents may be at risk for delays in areas critical for school success (Bowlby, 1988; Rogers & Henkin, 2000). Schools and public policy need to continue and expand on the effort to address the unmet needs of these children.

Issues and Concerns of Grandparents

Grandparents in this study had a number of issues they felt needed to be addressed. In particular they wanted legal rights that would strengthen their ability to adopt their grandchildren. Related to this grandparents want courts to recognize the rights of the children. One grandparent writes, “I think society needs to look at what is best for the child and to realize that not all people who give birth to children can or should be that child’s parent(s)”.

Furthermore grandparents are concerned about exorbitant court costs along with possible threats from the parent to take the child back. Based on societal belief that grandparents raise their grandchildren out of love and duty results in a practice of minimal compensation and assistance for costs incurred establishing and providing care for their grandchild (Jendrek, 1994). As one grandparent put it, “give the grandparents the right to adopt when they are dropped of by the parents...without costing them their life savings and then having parents show up and demand the return of the child after all the dirty work is done”.

Grandparents raising grandchildren frequently suffer financially, sometimes spending their life savings, selling the car, or cashing in life insurance to help pay for their new parental role (Roe & Minkler, 1998). Some grandparents even had to quit their jobs to stay home and care for their grandchildren (Jendrek, 1994). Many of these changes that occur in the lives of these grandparents lead to a feeling of isolation as some

of the participants reported in this study. Research has shown that custodial grandparents report more constraints on their social roles along with feeling isolated from friends due to their parenting obligations, and report less social support particularly if they are raising a child with problem behaviors (Shore & Hayslip, 1994; Emick, & Hayslip, 1999; Baker, 2000). One grandparent of this study puts it simply, “I long for my life back”.

Grand parents are asking society in general to recognize grandfamilies and accept them as a legitimate family structure. Specifically they are asking the government, court system, insurance companies and school systems to recognize their grandchildren as their dependents and maintain protective rights and laws for their families. Grandparents raising grandchildren often report difficulties with various social institutions including enrolling the child in school without legal documentations from the courts, and obtaining medical insurance, tax benefits and social security for their grandchildren (Ehrle & Day, 1994).

Comments from one grandparent clearly sums up the situation. She writes, “ this experience has been a major change to our family, but this child is a gift from God and I will love an care for him until he is old enough to go out into the world on his own. No one has tried to take any rights away from his biological parents, but they have done nothing to provide for him...I refuse to sit back and wait for them to take interest while he has needs every day. He deserves better than that. While we do not have enough financially, we do take the time to give this child the love and care he deserves and it’s a joy to do so”! Despite the problems related to raising their grandchildren, grandparents often report that they brought much joy to their lives (Ehrle & Day, 1994).

Conclusion

The complexities of issues associated with grandfamilies are apparent throughout this study. This pilot study has just begun to touch upon the needs of this quickly expanding population of grandfamilies and their members. The majority of grandparents envision a fun or indulgent relationship with their grandchildren, yet this type of relationship does not fit the actual role experienced by grandparents who are parenting their grandchildren (Morrow-Kondos et al., 1997). Grandparents have voice many needs concerns stemming from their new roles as parents again. The problems and issues facing grandparent caregivers are intimately intertwined with the problems their grandchildren may face (Burton, 1992; Minkler, Roe, & Price, 1992). It is crucial that society be aware of and address these needs and issues that directly affect the development of some of our nations most vulnerable children. Indeed this is indicative of the crucial need to continue this study.

Although grandparents raising grandchildren experience many rewards, society should not under estimate the difficulties and challenges they face on a daily basis (Roe & Minkler, 1998). Instead, society and its institutions need to support and embrace these families as legitimate caretakers of our next adult generation by building sound public policy and social services that support grandfamilies. As past research (Morrow-Knodos et al., 1997) has pointed out in advocating for further research, the scope and complexities involved in these families are unfamiliar to most yet touch professionals in a wide scope of areas including to name a few schools, health care, legal systems and social service agencies.

****Note:** Later distribution of the questionnaire revealed the lack of response through mailing and the opposite response from the web site. Although every effort was made to reach those in support groups, there was very little written response. Those from support groups may have decided to use the Internet instead of a paper copy to respond. The United States most recent census does reveal that the majority of grandparents raising grandchildren are white, middle-class grandmothers. It seems the avenue to reach this unique group of caretakers is via the Internet. Also, recent research indicates that substance abuse continues to be a major issue in the break down of parenthood leading to grandparents raising grandchildren. This should be a primary focus for further study.

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Appendix A

Dear Grandparents,

I am a doctoral student from the University of Massachusetts-Amherst. I am in the Child and Family Studies program, which looks to improve the lives of children and families. I would like to commend and praise you for your effort in raising your grandchildren. Only you can help us to understand the issues and needs of your unique family. It is the goal of this study to build awareness and a clear understanding of how society can support Grandfamilies. Please help us to better serve you and your family by filling out this questionnaire. When you have completed the questionnaire please click on submit, or print out a copy and mail it to the address below. Results will be available from this web site at a later date.

**** All responses will be confidential. Thank you for your valuable responses.**

Or Send to:

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In Search of Wisdom: Embracing Grandfamilies

A Questionnaire To Help Understand the Issues, and Needs of Families of
Grandparents Raising Grandchildren

I. Grandparent Information: Age_____ Marital Status_____ Yearly

Income_____ Education_____ City and State you reside

in_____ Ethnicity or Race_____ Male or Female

Reason for grandchild living with you_____

II. Grandchild's(ren's) Information:

Child 1 Age_____ Grade_____ Male or Female

Child 2 Age_____ Grade_____ Male or Female

Child 3 Age_____ Grade_____ Male or Female

Child 4 Age_____ Grade_____ Male or Female

Years grandchild(ren) has been living with you as their main parent_____

III. Parent's Information: Age_____ Male or Female Living with you: yes or no

1. I have legal custody of my grandchild(ren)

Yes No Don't Know

2. My grandchild(ren) has an Individualized Education Plan
Yes No Don't Know
3. My grandchild(ren) is in special education classes in school
Yes No Don't Know
4. My grandchild(ren) receives counseling services at school
Yes No Don't Know
5. I receive government financial aid to help raise my grandchild(ren)
Yes No Don't Know
6. I 'm a member of the parent teacher organization at school
Yes No Don't Know
7. I 'm a member of a support group for grandparents raising grandchildren
Yes No Don't Know
8. I go to counseling because I am raising my grandchild(ren)
Yes No Don't Know
9. My grandchild(ren) goes to counseling
Yes No Don't Know

For Section II thru V: Please circle the number which best describes your situation

Section II: Your Grandchild's Life and School

1. My grandchild's(ren) educational needs are well met
- 1 2 3 4 5 6
- agree disagree (M=2 sd=1.5)
2. My grandchild(ren) has learning problems
- 1 2 3 4 5 6
- agree disagree (M=4.3 sd=2.2)
3. My grandchild(ren) has behavioral problems
- 1 2 3 4 5 6
- agree disagree (M=4.3 sd=2.2)
4. It is important that my grandchild(ren) participate in a drug awareness program in school
- 1 2 3 4 5 6
- agree disagree (M=2.0 sd=1.5)

5. It is important for my grandchild(ren) to participate in a sex education program at school

1 2 3 4 5 6
agree disagree (M=2.6 sd=1.6)

6. My grandchild's(ren) social and emotional needs are well met by school 1

2 3 4 5 6
agree disagree (Stats not available)

7. I would like to see a support group for my grandchild(ren) at school

1 2 3 4 5 6
agree disagree (M=3.0 sd=1.7)

8. My grandchild(ren) is in need of counseling services not offered to him or her by the school

1 2 3 4 5 6
agree disagree (M=4.8 sd=1.8)

9. My grandchild(ren) is teased by classmates because of our family situation

1 2 3 4 5 6
agree disagree (M=4.9 sd=1.5)

10. My grandchild(ren) has good relationships with friends

1 2 3 4 5 6
agree disagree (M=2.3 sd=2.0)

11. My grandchild(ren) is happy

1 2 3 4 5 6
agree disagree (M=2.0 sd=1.7)

12. My grandchild(ren) is hyperactive

1 2 3 4 5 6
agree disagree (M=4.3 sd=2.3)

13. My grandchild(ren) has trouble concentrating in school

1 2 3 4 5 6
agree disagree (M=4.2 sd=2.2)

14. My grandchild(ren) has health problems

1 2 3 4 5 6
agree disagree (M=4.2 sd=2.4)

15. My grandchild(ren) has good self-esteem

1 2 3 4 5 6
agree disagree (M=2.0 sd=1.7)

16. My grandchild(ren) has or is at risk for developmental problems

1 2 3 4 5 6
agree disagree (M=3.7 sd=2.1)

17. I know what services are available to help my grandchild(ren)

1 2 3 4 5 6
agree disagree (M=2.3 sd=1.7)

18. I understand what my grandchild's(ren) needs are

1 2 3 4 5 6
agree disagree (M=1.3 sd=0.5)

19. My grandchild(ren) has a good relationship with their parent (my child)

1 2 3 4 5 6
agree disagree (M=4.7 sd=1.8)

20. My grandchild(ren) worries about their parent (my child)

1 2 3 4 5 6
agree disagree

21. My grandchild(ren) is upset most of the time

1 2 3 4 5 6
agree disagree

22. My grandchild(ren) worries that my child will come back and take them away

1 2 3 4 5 6
agree disagree

Section III: You and your grandchild's school

1. My grandchild's(ren) teacher maintains sufficient contact with me

1 2 3 4 5 6
agree disagree

2. I feel welcome and acknowledged by my grandchild's(ren) school

1 2 3 4 5 6
agree disagree

3. My grandchild's(ren) school understands the special circumstances in my family

1 2 3 4 5 6
agree disagree

4. I understand what is expected of me from my grandchild's(ren) school

1 2 3 4 5 6
agree disagree

5. I help my grandchild(ren) with homework on a regular basis
- | | | | | | |
|-------|---|---|----------|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | disagree | | |
6. I attend parent teacher meetings when asked
- | | | | | | |
|-------|---|---|----------|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | disagree | | |
7. I request additional parent teacher meetings to discuss my grandchild's(ren) progress
- | | | | | | |
|-------|---|---|----------|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | disagree | | |
8. My grandchild(ren) does fine in school without my involvement
- | | | | | | |
|-------|---|---|----------|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | disagree | | |
9. I would like to see a support group for myself at school
- | | | | | | |
|-------|---|---|----------|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | disagree | | |

Section IV: Your Life and feelings

1. I would like professional counseling for myself because I am raising my grandchild(ren)
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
2. I have the energy needed to raise my grandchild(ren)
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
3. I have health problems that make it difficult to care for my grandchild(ren)
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
4. I feel I am a better parent for my grandchild(ren) than I was for my child
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
5. I would like to participate in a support group for grandparents raising grandchildren
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
6. I feel guilty about what happened to my child

- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
7. I feel isolated from others
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
8. I feel upset most of the time
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
9. I often feel unable to cope with the daily stress in my life
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
10. I blame myself for the things that went wrong in my child's life
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
11. I feel I am doing a good job raising my grandchild(ren)
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
12. I have a good relationship with my child (parent of the grandchild(ren) you are raising)
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
13. I feel happy
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
14. I worry about who will care for my grandchild(ren) when I am not able to any longer
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
15. My other siblings and grandchildren are jealous of the attention I give my live in grandchild(ren)
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |
16. My marriage or partnership has been stressed because of my raising my grandchild(ren)
- | | | | | | |
|-------|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| agree | | | | | disagree |

17. My marriage or partnership has failed because I am raising my grandchild(ren)
1 2 3 4 5 6
agree disagree
18. I am not able to socialize with friends because I am raising my grandchild(ren)
1 2 3 4 5 6
agree disagree
19. I have the support I need from friends and family to raise my grandchild(ren)
1 2 3 4 5 6
agree disagree

Section V: Finances and Legal Issues

1. I have problems paying for medical bills for my grandchild(ren)
1 2 3 4 5 6
agree disagree
2. I have enough money to raise my grandchild(ren)
1 2 3 4 5 6
agree disagree
3. I need financial assistance from the government to raise my grandchild(ren)
1 2 3 4 5 6
agree disagree
4. I have legal consent to sign for medical care for my grandchild(ren)
1 2 3 4 5 6
agree disagree
5. I would like to legally adopt my grandchild(ren), but I'm worried I will lose the needed financial support from the government
1 2 3 4 5 6
agree disagree
6. I worry that my child will be able to take my grandchild(ren) back because of their parental rights
1 2 3 4 5 6
agree disagree
7. I worry that my grandchild(ren) will not receive any social security benefits when I retire
1 2 3 4 5 6
agree disagree

What does your grandchild(ren) call you and your spouse or partner and is this an issue for them or you?

Are there any other issues or needs for you, your child, your grandchild(ren), or your family you would like to tell us about?

What can society do to insure a good life for your grandchild(ren)?

THANK YOU VERY MUCH!

Appendix 2

Significant Correlation CoefficientsEducational Needs Are Well Meet

1. Learning Problems	-.6550	p=.008
2. Behavioral Problems	-.7342	p=.002
3. Need Support Group at School	-.6817	p=.007
4. Need Counseling at School	-.8714	p=.000
5. Hyperactive	-.7804	p=.001
6. Trouble Concentrating	-.6903	p=.006
7. Health Problems	-.7217	p=.002
8. Developmental Delay	-.7460	p=.001
9. Good Self-Esteem	.6480	p=.009

Good Relationship With Their Parent (my child)

1. Learning Problems	-.5224	p=.046
2. Developmental Delay	-.5327	p=.041

Parental Financial Support

1. Parent Gender	-1.000	p=.000
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Figure 1

Reason for Grandparents Raising Grandchildren

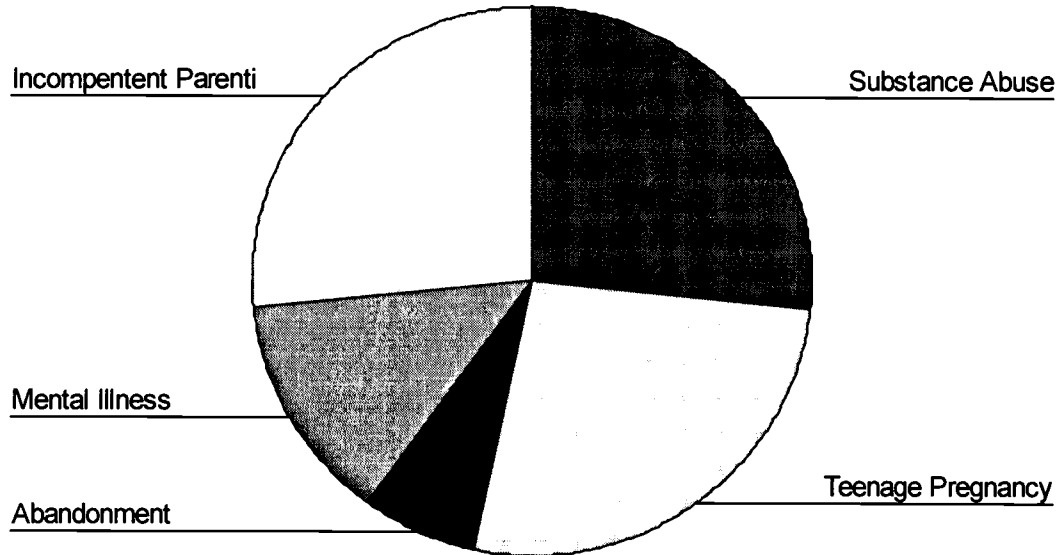
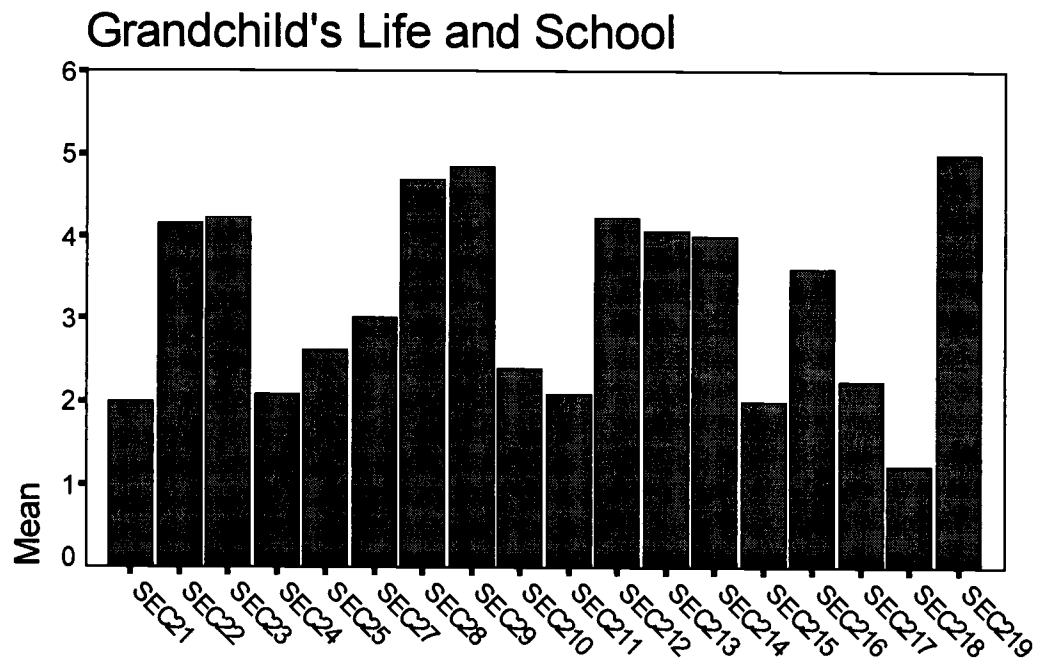


Figure 2





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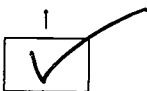
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