

## **Parenting Behavior**

Diane Baumrind looked at the relationships between parental behavior and children's competence. She identified three broad types of parenting styles:

- Authoritarian: Parents who are demanding and want instant obedience as the most desirable child trait.
- Authoritative: Parents who respond to their children's needs and wishes. They believe in parental control and attempt to explain the reasons for the control to their children.
- Permissive: Parents who take a tolerant and accepting view of their children's behavior.

Parents often use a mix of these parenting styles depending on situation of the interaction and that of the parent. These different parenting styles influence the characteristics and behaviors children display.

## **Authoritarian Parents**

Authoritarian parents are demanding and instant obedience is the most desirable child trait. When there is a conflict between the parent and the child

- no consideration is given to the child's view
- no attempt is made to explain to the child why the parent made the decision
- and often, the child punishes the child for even asking
- "Do it my way or else!"

For example,

Jeff: Nine-year-old wants to stay up and watch a special program on television

Parent: "You know the rules. Bedtime is nine o'clock. No exceptions!"

## **Authoritative Parents**

Authoritative parents respond to their children's needs and wishes.

- They believe in parental control and attempt to explain the reasons for it (learning by induction).
- Authoritative parents expect mature behavior and will enforce rules, but they encourage their children's independence and search for potential.
- They try to have their children understand that both parents and children have rights.
- These parents try to maintain a balance between individual rights and good socialization.

For example,

Jeff: Nine-year-old wants to stay up and watch a special program on television

Parent: Asks why the program is so important. This parent may offer to tape the program (searching for alternatives—good problem solving skills) so Jeff can watch it at a later time, or agrees that Jeff can stay up late tonight if he promises to go to bed early tomorrow.

Authoritative parents are:

- high on control (they have definite standards for their children),
- high on clarity of communication (the children clearly understand what is expected of them),
- high in maturity demands (they want their children to behave in a way appropriate to their age, and
- high in nurturance (a warm, loving relationship exists between parents and children).

## **Permissive Parents**

Permissive parents take a tolerant, accepting view of their children's behavior—including both aggressive and sexual urges.

- They rarely use punishments or make demands on their children.
- Children almost always make their own decisions
- Distinguishing between indulgence from indifference in these parents is difficult.

For example,

Jeff: Nine-year-old wants to stay up and watch a special program on television

Parent: “Fine, if it is that important to you...stay up” or

Doesn't notice that Jeff is up late; Jeff has no regular bedtime

## **How do these different parenting styles affect children?**

Children of authoritarian parents are more likely to be:

- Moody
- Unhappy
- Fearful
- Withdrawn
- Unspontaneous
- Irritable

Children of permissive parents are more likely to be:

- Cheerful than children of authoritarian parents, however they also tend to be more
- Immature
- Impulsive
- Aggressive

Children of authoritative parents are more likely to be:

- Cheerful
- Socially competent
- Energetic
- Friendly

They also show high levels of

- Self esteem
- Self-reliance, and
- Self control

In addition, children of authoritative parents tend to

- Have higher grades than children of authoritarian or permissive parents regardless of ethnic or socioeconomic background.
- Be better adjusted and more competent,
- Be more confident in their abilities
- Be more competent in areas of achievement, and
- Less likely than their peers to get in trouble

**Table 8.1, page 187: Parental Behaviors and Children's Characteristics**

|                                   | <b><u>Parental Behavior</u></b> |                       |                        |
|-----------------------------------|---------------------------------|-----------------------|------------------------|
|                                   | <b>Authoritarian</b>            | <b>Authoritative</b>  | <b>Permissive</b>      |
| <b>Children's characteristics</b> | Withdrawn                       | Self-assertive        | Impulsive              |
|                                   | Lack of enthusiasm              | Independent           | Low self-reliance      |
|                                   | Shy (girls)                     | Friendly              | Low-self control       |
|                                   | Hostile (boys)                  | Cooperative           | Low maturity           |
|                                   | Low need achievement            | High need achievement | Aggressive             |
|                                   | Low competence                  | High competence       | Lack of responsibility |

Her findings don't necessarily indicated a causal relationship and tend to be applicable to white, middle-class families with both parents present.



## **Why does authoritative parenting style provide such clear advantages?**

Why does authoritative parenting style provide such clear advantages over the other parenting styles?

- (1) When children perceive the parents' request as being reasonable and fair, they are more likely to comply with the requests.
- (2) The children are more likely to internalize the reasons for behaving in a certain way and thus achieve greater self-control.

By contrast, authoritarian parent promotes resentment and rebellion. Because compliance is based on external control (punishments), the child often learns to avoid the parent, rather than independently controlling their own behavior.

The child of parents with a permissive parenting style may never learn self control. Because permissive parents have low expectations, the child may live up to these expectations by failing to strive to fulfill his or her potential.

Describe some requests a child might make

Describe how each one of the parenting styles would respond (class or group exercise)

## **How do you become a more authoritative parent?**

1. Let your children know that you love them.
  2. Listen to your children.
  3. Use induction to teach as you discipline.
  4. Work with your child's temperament.
  5. Understand your child's age related cognitive abilities and limitations
  6. Don't expect perfection and learn to go with the flow
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### **1. Let your children know that you love them.**

Do not merely say that you love them. Act in a way that is consistent with this claim. Attention, hugs, and other demonstration of physical affection coupled with a positive attitude towards your child help demonstrate this. Children who experience warm positive relationships with their parents are more likely to become happy adults with stable marriages and good relationship with friends.

### **2. Listen to your children.**

Let your children express their opinions and respect their preferences when it is reasonable to do so. In making rules, ask for their input and give genuine consideration. Strive to be fair and flexible—especially on issues that are less than earthshaking such as which clothes to wear to school.

**3. Use induction to teach as you discipline.**

Induction involves consistently explaining the reason for prohibiting or performing certain behaviors (these reasons must be sound), explaining the consequences of the action for the child (both positive and negative consequences), and the effect of the child's behavior on others. When a parent provides these explanations, the child realizes that their actions are not completely arbitrary or unfair. Induction combines controlling a child's behavior with teaching, and the child is more likely to internalize the reasoning and apply it to new situations.

**4. Work with your child's temperament.**

Be aware of your child's natural temperament. Work with it, not against it. For example, if your child is very active, it is unrealistic to expect him to sit quietly during a 4-hour plane or bus trip. Knowing this, you can increase the likelihood of a positive experience by planning activities that work with the child's temperament such as bringing coloring books, picture books, or small toys to occupy the young child. If your child is unusually sensitive, shy, or "slow to warm up", give them plenty of time to make the transition to new situations and provide lots of preparation so that they know what to expect.

**5. Understand your child's age-related cognitive abilities and limitations**

Some parents make the mistake of assuming that children think in the same way adults do. They may see a toddler or even an infant as purposely “misbehaving”, “being naughty”, or “rebellious” (what are some alternative explanations based on what we have learned so far?).

**6. Don't expect perfection and learn to go with the flow**

Accidents and mistakes happen. Children (and adults) get cranky or grumpy when they're tired or hungry (and probably have less control over eating). It's not always easy to combine responsiveness with control or flexibility with an appropriate level of firmness. When you make a mistake, admit it not just to yourself, but also to your child. This will also teach a child how to behave when they make a mistake.

## Child Care

A majority of infants and toddlers in the United States routinely experience care by someone else other than their mother or father. It is estimated that there are anywhere from 35,000 to 40,000 places that provide day-care services. Children may spend from 5-55 hours per week in these settings.

Your book describes different types of day care:

- Care in the child's home
- Family day care
- Day-care centers
  - Private day-care centers
  - Commercial day care centers
  - Community church centers
  - Company centers
  - Public service centers
  - Research centers

Given the importance of the relationship between infant and parent, what are the effects of child care on development?

- When comparing attachment of parents and infant between those who experience day care and infants cared by the parents, differences were minimal.
- The proportion of infants insecurely attached infants in day care is only slightly higher than the proportion found in the general population.

What are the long-term effects?

- Early enrollment in day care is associated with less harmonious mother-child relationships
- Enrollment in day care during early childhood years does not aid or impede positive relationships with peers
- Nonparental child care seems to be associated with increased behavioral problems.
- High quality child care has a positive effect on children's intellectual development.
- One study found that 3<sup>rd</sup> graders with extensive infant day-care experience were more likely to demonstrate a variety of social and academic problems—however, these children were not enrolled in *high quality day care*.

What constitutes a high quality day care?

## **High Quality Day Care**

- Whether the care is in someone's home or in a day-care center, caregivers should be warm and responsive.
- Low staff turnover is essential, as consistency is especially important for toddlers and infants, morale should be high, and enthusiasm should be evident. Good caregivers love their children and their work.
- Developmentally appropriate activities and a variety of play materials should be available. Infants in the sensorimotor stage and in the process of development of language should be provided with a variety of easily manipulated toys and should have a great deal of language exposure and interaction through games, songs and conversations.
- There should be attention to health and safety: Cleanliness routines (such as handwashing before meals), accident prevention (such as the absence of small objects that could be swallowed), and safe areas for exploration (such as a clean, padded area for climbing and crawling).
- Caregivers should have some training and education in child development. Ideally, every caregiver should have a degree or certificate in early-childhood education and should have worked in the field for several years.
- The ratio of caregivers to children should be low:
  - Two adults should care for no more than
    - 8 infants, or
    - 14 toddlers
    - 20 four and five year old



## **What are the benefits of High Quality Day Care?**

It has been found that children who experience high-quality care tend to be more

- Sociable,
- Better adjusted, and
- More academically competent
- Socially competent

Compared to children who experience poor-quality care.

It has been found that grade school children who had been enrolled in high-quality care from infancy, she found NO negative effects of the day-care experience

Why is knowing about this information important? How is this topic a social issue as well?

## **Does Quality Intervention at an Early Age Aid the Cognitive Development of Children Born into Poverty?**

Children placed in a year-round day-care program until they entered school. During the first three years, instructors focused on improving the children's cognitive, language and social skills. When compared to a comparable group of children that did not receive intervention, it was found that:

- At the end of the third year, the IQ scores of the children in the experimental group were significantly higher than those in the control group.
- By age 15 years old, those who were in the experimental group showed better academic success, higher IQ scores, higher levels of grade retention, and less need for remedial services
- At age 15 years old, twice as many of the control group were in special education classes compared to the experimental group.
- At age 21 years old, 35% of the children who were in the original experimental group attended college where 14% of the children in the control group attended college.

It also appears that waiting until the children are 4 or 5 years old may be too late to benefit from intervention strategies.

## **The Role of Gender in Development**

**Gender Identity:** A conviction that one belong to the sex of birth—the sense that you are either male or female.

**Gender Stereotype:** The beliefs about the characteristics associated with male or female

- Many people believe that men are rational, active, independent, competitive and aggressive.
- Many people believe that women are emotional, passive, dependent, sensitive, and gentle.

**Gender Role:** The culturally acceptable gender behavior.

- Who should cook?
- Who should do the cleaning?
- Who should mow the law?

## Theories of Gender Development

- Biological Explanations: The different hormones produced by men and women produce differences in physical development, including the brain.
- Social Learning Theory Explanations: Parents treat boys and girls differently. Parents encourage young boys to play with toys and are “rougher” in their play while encouraging young girls to play with dolls and are more “gentle” with them.
- Cognitive Development Explanations/ Gender Schema Explanations: Children acquire a sense of gender and seek the appropriate behaviors that are consistent with that behavior.
  - Once you have identified your gender, you ask yourself if that toy or activity is appropriate for your gender. If it is, you approach, learn or play with it. If not, you avoid it.
- Psychoanalytic-identification explanations: In traditional Freudian theory, children become sex typed around 4-6 years old through identification of the father (for boys) and mothers (for girls).
- A different cognitive development theory where children develop a schema (network of associations, information and concepts—like a semantic network model) to store information and interpret information about men and women.

## **Development of the sense of Gender**