Booklet 2: Parenting styles

> **Headlines:**
> - **Authoritative** parenting is an approach that brings together warmth, sensitivity and the setting of limits/boundaries when raising children.
> - **Authoritarian** parenting involves using punishment to control children without being warm.
> - **Uninvolved** parenting has minimal warmth and emotional support, with the provision of fewer limits/boundaries for children.
> - **Permissive** parenting uses responsiveness and warmth but without rule enforcement.

The four parenting styles

	Stern & Punitive	Sensitive & Responsive
Demanding	Authoritarian	Authoritative
Doesn't enforce limits	Uninvolved	Permissive

1. Authoritative parenting

The authoritative parenting style was initially centred on the methods parents attempted to use to control their children (Baumrind, 1966). This style of parenting focuses on having high expectations as well as offering emotional support, being nurturing, responsive, and respectful to children. Parents acknowledge their children as independent, rational human beings and avoid resorting to threats or punishments. To put it simply, authoritative parents show high levels of warmth and control or demandingness (Baumrind, 1991), i.e. they are warm and firm. Various research has found evidence supporting the positive impact of an authoritative parenting style in a range of settings, when compared to the other three styles stated here. This includes areas in school achievement and social involvement (Steinberg et al., 1992), psychosocial maturity (Steinberg et al., 1989), independent health management (Radcliff et al., 2018), delinquent behaviours, and mental health (Singh, 2017; Xiong et al., 2020; Yao et al., 2021).

2. Authoritarian parenting

The authoritarian parenting style involves high levels of control but minimal levels of warmth (Baumrind, 1991). It involves high expectations, but low levels of responsiveness. In this style, impatience and the over-use of punishment is a common characteristic when dealing with misbehaviour. Investigating this parenting style has led to an understanding that it has a strong association with future behavioural problems in children (Pinquart, 2017) and conduct disorder (Thompson et al., 2003). Moreover, children raised under this style have been associated with lower self-esteem, poor self-reliance, and relatively poorer interpersonal relations and emotional adjustment (Ang & Goh, 2006; Chao, 2001; Hirata & Kamakura, 2018; Sartaj & Aslam, 2010).

3. Uninvolved parenting

Uninvolved parents tend not only to offer their children minimal emotional support but also do not enforce control. There is a consensus that this type of parenting style has been associated with the poorest outcome in children's behaviour and health (Dweck et al., 1983; McCoby, 1983).

4. Permissive parenting

The final parenting style is known as permissive parenting. Permissive parents are also known as indulgent parents. This form of parenting involves being warm and nurturing. However, parents using this approach often hesitate in enforcing rules, responsibilities, or boundaries. In other words, there is a lack of control in their approach. Studies have supported that children with permissive parents have higher rates of misconduct, lower levels of school achievement, lack of impulse control, lower self-esteem (Lamborn et al., 1991), and are at higher risk for anxiety, depression, and other mental health conditions (Dwairy, 2004; Williams et al., 2009).

Useful Links
- http://www.devpsy.org/teaching/parent/baumrind_parenting_styles.pdf
- http://www.devpsy.org/teaching/parent/baumrind_styles.html
- https://parentingscience.com/authoritarian-parenting-style/
- https://parentingscience.com/authoritative-parenting-style/
- https://parentingscience.com/permissive-parenting/

Booklet 2: Transgenerational parenting

Headlines:
- Transgenerational parenting refers to how parents may approach parenting as influenced by the way they were parented.
- There is evidence that we pass on parenting styles through our genetics.
- Factors that can interfere with this cycle include social support, education, and resolving parental trauma.
- Understanding transgenerational parenting is important as we can take on bad habits shaped by how we were parented.

Passing on parenting styles to our children is not inevitable, as shown by (Kaufman & Zigler, 1987), but is does happen (Simons et al., 1991). For example, parents with authoritative parents may approach their children authoritatively.

Breaking the cycle
A lot of careful research has gone into looking at how and why parenting is passed on, and what can stop that from happening. Genetic studies show that genetics do have an influence on parenting styles (Plomin et al., 1994) however, other factors are involved. Using attachment theory (i.e. the theory of how and why humans require a close emotional bond with a caregiver) has shown that supportive relationships have reduced the risk of repeating harsh parenting and maltreatment in the subsequent generation (Berlin et al., 2011; Quinton & Rutter, 1984). This means building good relationships with others (e.g. friends) can enable effective parenting techniques and reduce poor parenting techniques, and this improves children's wellbeing. Other factors that can stop poor parenting being passed on include supporting parent-infant attachment, and resolving parental trauma and education (Belsky et al., 2009, Bridgett et al., 2017; Greene et al., 2020; Isobel et al., 2019).

It seems key to focus on understanding more about "modifiable factors". These factors can be changed and when they are, they can reduce the risk of transmitting poor parenting styles to the next generation.

Useful links
- https://thenaturalparentmagazine.com/a-true-mother-on-breaking-the-transgenerational-parenting-cycle/
- https://www.youtube.com/watch?v=O7o4MdLe3kU
- https://www.youtube.com/watch?v=vlqx8EYvRbQ

Booklet 2: Negativity bias and character strength

Headlines:
- Negativity bias is where people pay more attention to and give more weight to negative things.
- Giving parents tools that will enable them to pay increased attention to positive things can change how parents see and talk about their children.
- This also has a beneficial impact on the way parents and children interact.

Negativity bias is a "psychological phenomenon". It is the idea that people generally notice and give greater importance to negative events, situations, and personal traits (Rozin & Royzman, 2001; Vaish et al., 2008). Giving unbalanced attention to the negative in a situation or person affects how parents think about events and their children's character. This can then affect how children behave. (David & Podină, 2014; Oliver & Pike, 2018).

Negativity bias is a bit like wearing dark glasses that make everything appear gloomy; only perceived problems or difficulties come into view. Being aware of such bias and actively focusing on children's character strengths can promote tolerance and patience, thus creating an environment that encourages children's wellbeing. Efforts by parents to ensure a positive view of an event and to acknowledge the character strengths of their children are, therefore, worth doing and looking into.

Researchers (e.g. David & Podină, 2014; David & DiGiuseppe, 2016) have found that spending time with parents, helping them to reshape what they pay attention to, reduced distress, increased satisfaction, and led to more positive interactions with their children and the way they talked about their children's strengths. This suggests there are great benefits to making this a focal point in parenting programmes.

Useful links
- https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00500/full
- https://www.viacharacter.org/topics/articles/why-its-important-to-see-and-nurture-the-best-in-your-child
- https://www.viacharacter.org/character-strengths (Character strength test)

Booklet 2: Stress in children

The National Health Service describes stress as the body reacting to feeling threatened or under pressure. Stress can be helpful or adaptive as it demands a proactive response in the moment, like running away from something dangerous or making a needed change to resolve a problem.

Everyone experiences stress and whilst it can lead us to take the needed actions to achieve a goal, excessive stress can lead to a higher risk for physical and mental health conditions. Garmezy & Rutter, 1983, showed that children's development can be affected if they experience too much stress, or for too long.

Some of the conditions long-term stress has been associated with are:

• Obesity (Miller & Lumeng, 2018)
• Diabetes (Finnerty et al., 2014; Lloyd et al., 2005)
• Cardiovascular problems (Meentken et al., 2017)
• Increased risk of depression, substance abuse, addiction, sexually transmitted diseases, suicide, and domestic violence (Avery et al., 2000; Greeson et al., 2011; Kuruvilla & Jacob, 2007).

As with adults, children experience stress. In Brobeck et al. (2007)'s study of how children experience stress, interviews with 29 children revealed that stress plays a part in their everyday life (e.g. stress about time, relationships, and feeling other children's stress). This complements the research and findings from Jewett and Peterson's (2002) book, which discusses the presence and different extent stress can have on children of different backgrounds (e.g. living in poverty, getting bullied). Stress in children can manifest itself in different identifiable ways. The most common physical symptoms of stress include crying, sweating, running away, yelling, acting aggressively or defensively, rocking (and other self-soothing behaviours), headaches, nausea, nervous fine motor behaviours (such as hair twirling or pulling, chewing and sucking, biting of skin and fingernails), toileting mishaps, and disturbed sleep (Stansbury & Harris, 2000; Fallin, Marion, 2003). According to experts, children may exhibit global reactions such as depression, avoidance, excessive shyness, hypervigilance and worry in social situations, as well as an apparent obsession with routines, food, and objects, as well as persistent worry about "what comes next", and excessive clinging (Dacey et al., 2016).

Useful links
• https://kidshealth.org/en/parents/stress.html
• https://www.youtube.com/watch?v=mWh5jzusVNM
• https://centerforanxietydisorders.com/stress-affects-child-development/#:~:text=The%20incidence%20of%20obesity%2C%20diabetes,and%20domestic%20violence%20greatly%20increase.

Booklet 2: Love languages

Headlines:
- Children need to feel loved to survive successfully in the world.
- The five love languages are as follows:
    - Words of Affirmation
    - Quality Time
    - Receiving Gifts
    - Acts of Service
    - Physical Touch

According to Chapman (2009), there are five different, proven ways that people show love to others and receive it for themselves (Egbert & Polk, 2006; Surijah & Septiarly, 2016). Each person will have ways they give and receive love most easily. He calls them "languages".

Knowing about these five languages can provide understanding between people. Knowing about each other's love languages allows people to show love in ways the other person understands and can receive. This is beneficial in many relationships but, as mentioned above, a child feeling love and belonging is key to their healthy development.
Below are descriptions for each of the five love languages. All of these ways of showing love are valuable but for each child, one of these ways will be the primary way they give and receive love.

Words of affirmation
A compliment speaks a thousand words. Choosing to support and encourage your children rather than criticise can inspire and motivate them to achieve their goals and dreams.

Use words wisely. The words parents use when reacting to children's mistakes can encourage a growth mindset. Compassion and understanding will promote reconciliation and ensure children feel respected and loved.

I was impressed with the way you helped your little sister today.

Quality time
Being close does not mean being together. Chapman explains that spending time together will only be received as love if the parent is paying attention to the child and joining in with the activities. Parents spending time with children is key to improving parent-child bonds.

Talk less, listen more. Engaging in quality conversations, where the child is listened to well (see conversation from Session 2), can also improve the bond between parents and children. The style of conversation is important; children want to feel heard and understood. This supports an opportunity for both sides to express their feelings and this, in turn, promotes understanding between them both about each other.

Receiving gifts
Gifts: a remembrance, a symbol of love. There are many types of gifts that convey love. It does not have to be a physical object. It may even be an experience. Receiving gifts of sentimental value may make children feel valued, cherished and remembered.

The gift of self. Choosing to be present during important events, struggles and challenges. When facing difficulties in life a supportive, present parent can make all the difference to a child with who appreciates gifts.

Acts of service

In everything you do, do it for love. Simple acts that indicate the extent you care can reinforce the bond between the parent and child. Where children are concerned, acts of service can include (but are not limited to): repainting their room, taking them out to a place they enjoy and even buying their favourite treats.

Physical touch

Hold them when they cry. Emotional support is crucial and is best paired with physical touch. Research has suggested physical touch (such as hugging) reduces stress and regulates the immune system (Field, 2010; Teh et al., 2009; van Raalte, & Floyd, 2021). Hugging benefits the wellbeing of both children and parents.

Touch as if it is always the first time. Physical touch conveys not only love but comfort and security, promoting the parent-child emotional connection (Stack & Jean, 2011).

Lots of research has shown that parents need to express their affection and love to their children. This will be most effective if the ways chosen include the child's main love language.

Useful links
*   https://www.youtube.com/watch?v=as8Zd2mhV6I
*   https://www.youtube.com/watch?v=doRMsjoDevY
*   https://www.youtube.com/watch?v=0_E_EdwpAOg

References for whole of Session 2

All references used in this booklet can be found in the separate 'References Booklet'.

Selected references:
*   Baumrind, D. (1966). Effects of authoritative parental control on child behavior. Child development, 887-907.
*   Pinquart, M. (2017). Associations of parenting dimensions and styles with externalizing problems of children and adolescents: An updated meta-analysis. Developmental psychology, 53(5), 873.
*   Belsky, J., Conger, R., & Capaldi, D. M. (2009). The intergenerational transmission of parenting: introduction to the special section. Developmental psychology, 45(5), 1201.
*   Chapman, G. (2009). The five love languages: How to express heartfelt commitment to your mate. Moody Publishers.