

# Chapter 4

## Ecology of Parenting

*You are the bows from which  
your children as living arrows  
are sent forth.*

Kahlil Gilbran

# Macrosystem Influences on Parenting

# Macrosystem Influences on Parenting: Political Ideology

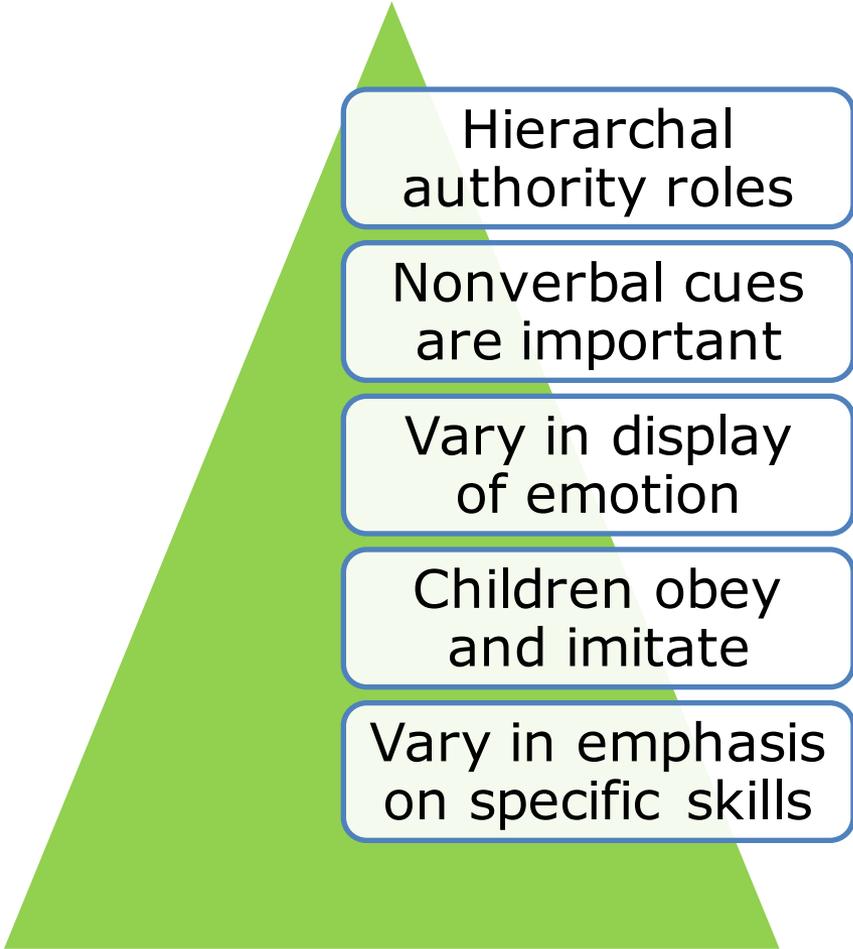
- **Political ideology**
  - Theories pertaining to government
  - Religious influence
  - National influence
  - Ethnic influence
  - Progressive Influence

# Macrosystem Influence on Parenting: Socioeconomic Status

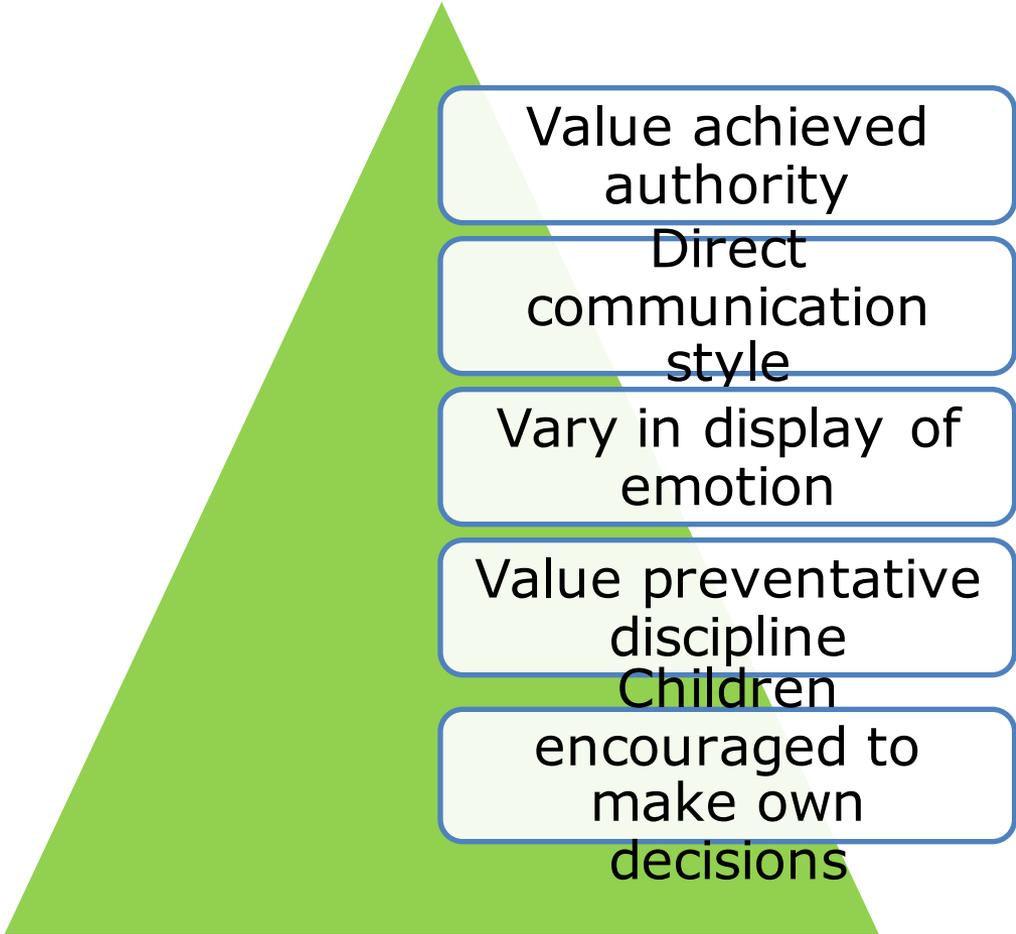
- High SES
- Middle SES
- Low SES

# Macrosystem Influence on Parenting: Culture, Ethnicity, and Religion

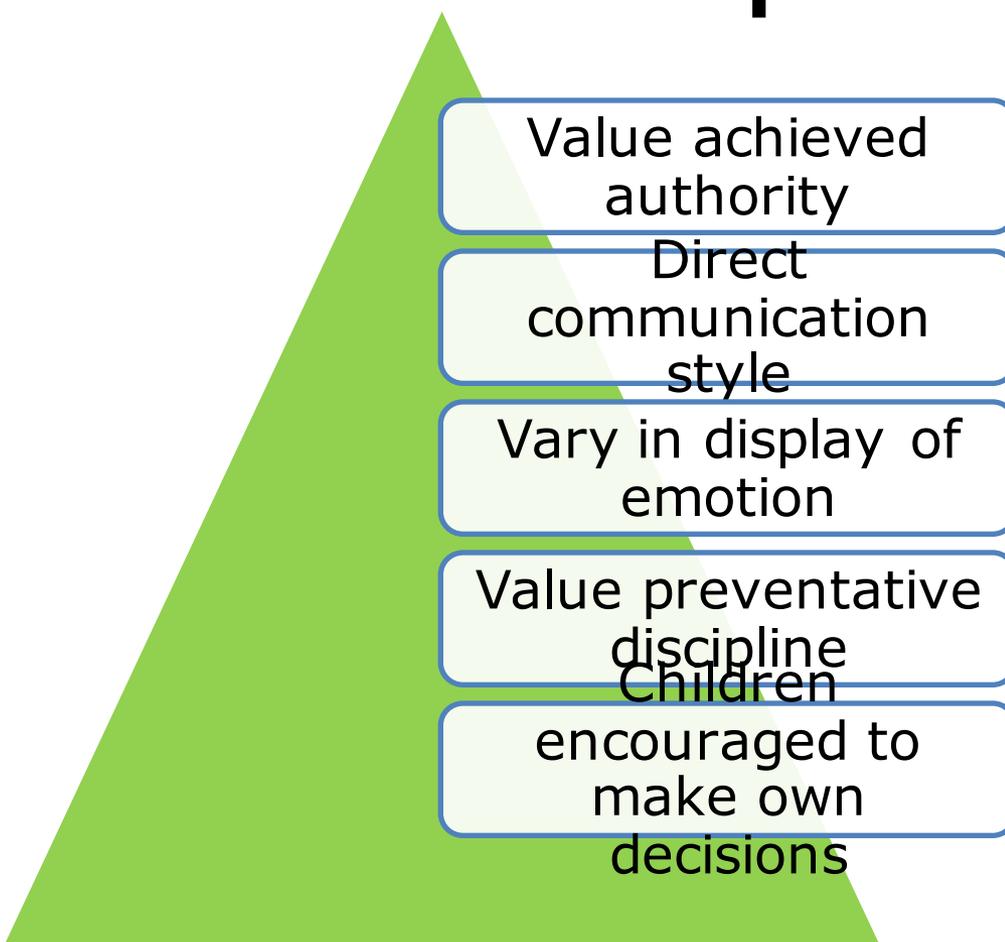
## Cooperative/Interdependent

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- Hierarchical authority roles
  - Nonverbal cues are important
  - Vary in display of emotion
  - Children obey and imitate
  - Vary in emphasis on specific skills

## Competitive/Independent

- 
- Value achieved authority
  - Direct communication style
  - Vary in display of emotion
  - Value preventative discipline
  - Children encouraged to make own decisions

# Competitive/ Independent



Value achieved  
authority

Direct  
communication  
style

Vary in display of  
emotion

Value preventative  
discipline  
Children

encouraged to  
make own  
decisions

# Chronosystem Influences on Parenting

# Historical Trends

- Eighteenth Century
  - **Tabula rasa**
    - The idea that the mind is a blank slate before impressions are recorded on it by experience
- Twentieth Century
  - **Behaviorism**
    - The theory that observed behavior provides the only valid data

# Family Dynamics and Changes over Time

- Children's Characteristics
  - Age and cognitive development
  - Temperament
    - Easy, difficult, slow-to-warm-up
  - Gender
  - Presence of a disability
  - Family Characteristics

# Goodness-of-fit

- The accommodation of parenting styles to children's temperaments

# Family Dynamics

- Family Characteristics
  - Size
  - Configuration
  - Parents' life stage
  - Marital quality
  - Ability to cope with stress

# Brain-Based Parenting

The goal of brain-based parenting is to teach parents how to keep the brain systems that are involved in “healthy parenting” active.

Parents learn to interact with their child by being playful, accepting, curious, and empathetic.

# Parenting Styles

**Authoritarian:** ↑ Demandingness/Control ↓ Acceptance/Responsiveness

**Authoritative:** ↑ Demandingness/Control ↑ Acceptance/Responsiveness

**Permissive:** ↓ Demandingness/Control ↑ Acceptance/Responsiveness

**Uninvolved:** ↓ Demandingness/Control ↓ Acceptance/Responsiveness

## FIGURE 4.2 Dimensions of Parenting Styles

Source: Based on Maccoby and Martin, 1983

# Microsystem Influences on Parenting Style: Interactions Between Parent and Child

- Attachment
- Self-regulation
- Prosocial Behavior
- Development of competence
- Achievement motivation
- Parenting Styles

# Terms

- **Prosocial behavior**
  - Behavior that benefits other people, such as altruism, sharing, and cooperation
- **Competence**
  - Behavior that is socially responsible, independent, friendly, cooperative, dominant, achievement-oriented, and purposeful

# Mesosystem Influences on Parenting Style: Interactions Between Parents and Others

- School
  - The relationship between families and schools is a resource for parenting.
- Community
  - The community can be a source of support in helping parents cope with stress.

# Appropriate Parenting Practices

# Parenting Practices

- **Developmental Appropriateness**
  - Involves using knowledge of children's growth patterns and individual differences
- **Guidance**
  - Direction, demonstration, supervision, and influence

# Inappropriate Parenting Practices

# Terms

- **Abuse**

- Maltreatment that includes physical abuse, sexual abuse, and psychological or emotional abuse

- **Neglect**

- Maltreatment involving abandonment, lack of supervision, improper feeding, lack of adequate medical or dental care, inappropriate dress, uncleanliness

# Physical Abuse

- Maltreatment involving deliberate harm to the child's body

# Sexual Abuse

- Maltreatment in which a person forces, tricks, or threatens a child in order to have sexual contact with him or her

# Psychological or Emotional Abuse

- Maltreatment involving a destructive pattern of continual attack by an adult on a child's development of self and social competence, including rejecting, isolating, terrorizing, ignoring, and corrupting

# Correlates/ Consequences of Child Maltreatment

- Many abusers have a family history of maltreatment.
- Certain physical and psychological characteristics may make a child more prone to maltreatment.
- Families who are abusive tend to be isolated from their communities.