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

Hierarchal 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, uncleanness
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.