Ecology of Parenting
Learning Objectives

- Define parenting.
- Discuss macrosystem influences on parenting (political ideology, culture, socioeconomic status, ethnicity/religion).
- Explain chronosystem influences on parenting—how childrearing attitudes have changed throughout history.
- Describe the four basic parenting styles and how each affects a child’s development.
- Define and discuss developmentally appropriate parenting practices (guidance and discipline).
- Define and discuss inappropriate parenting practices (physical, sexual, and emotional abuse) and causes of child maltreatment.
You are the bows from which your children as living arrows are sent forth.

Khalil Gilbran
Parenting is…

Implementing a series of decisions about the socialization of children

The Incredible years model
Macrosystem Influences
Political ideology and child rearing

- Theories pertaining to government
- Democracy
Socioeconomic status

- How does it affect childrearing?

- Factors related to socio-economic
  - Income
  - Occupation
  - Education

Parenting Styles:
Refer to pg 122
Culture and religion

- Culture and childrearing
  - Ensuring physical health and survival
  - Developing economic capacities for economic self-maintenance
  - Instill behavioral capacities for maximizing cultural values and achievement

(LeVine 1977/1988)
Parenting Orientations
Cooperative/Interdependent

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
### Table 4.1 Summary: Collectivistic and Individualistic Parenting Orientations

<table>
<thead>
<tr>
<th></th>
<th>Collectivistic Orientation</th>
<th>Individualistic Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authority Role</strong></td>
<td>Ascribed</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>Hierarchical</td>
<td>Egalitarian</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Indirect</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>More emphasis on nonverbal</td>
<td>Verbal (face-to-face)</td>
</tr>
<tr>
<td></td>
<td>(facial &amp; body language)</td>
<td>Independent of context</td>
</tr>
<tr>
<td></td>
<td>Dependent on context</td>
<td></td>
</tr>
<tr>
<td><strong>Displays of Emotion</strong></td>
<td>Outward (facial &amp; body) or inward (personal distance)</td>
<td>Open with all or open with intimate others</td>
</tr>
<tr>
<td><strong>Discipline of Children</strong></td>
<td>Obedience</td>
<td>Learn by doing</td>
</tr>
<tr>
<td></td>
<td>Imitation</td>
<td>Instruction &amp; reasoning</td>
</tr>
<tr>
<td></td>
<td>Sense of obligation</td>
<td>Sense of independence</td>
</tr>
<tr>
<td><strong>Skills Emphasis</strong></td>
<td>Sharing</td>
<td>Decision making</td>
</tr>
<tr>
<td></td>
<td>Helping</td>
<td>Individual achievement</td>
</tr>
<tr>
<td></td>
<td>Interaction with people</td>
<td>Self-expression</td>
</tr>
<tr>
<td></td>
<td>Group loyalty</td>
<td>Personal choice &amp; responsibility</td>
</tr>
</tbody>
</table>
Chronosystem Influences
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

- How family members influence each other
- Children’s Characteristics that influence
  - Age and cognitive development
  - Temperament
    - Easy, difficult, slow-to-warm-up
  - Gender
  - Presence of a disability
Concept: 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

“I was very, very happy when we got PJ ’cause I wasn’t the littlest anymore.”
Parenting Styles
Microsystem Influences

- Attachment
- Parenting style
- Development of competence
  - Mothers of competent and incompetent children vary in terms of their interactions with their children.
Attachment

- Responsive care giving
  - Secure
  - Insecure
  - Disorganized
Parenting Styles

Authoritarian: ↑ Demandingness/Control  ↓ Acceptance/Responsiveness

Authoritative: ↑ Demandingness/Control  ↑ Acceptance/Responsiveness

Permissive: ↓ Demandingness/Control  ↑ Acceptance/Responsiveness

Uninvolved: ↓ Demandingness/Control  ↓ Acceptance/Responsiveness

http://www.youtube.com/watch?v=7CTvwYKRmPA

Parenting Styles and Child Resilience - Latest Research - Fathers' Rights
What could be this parenting style?
What could be this parenting style?
What could be this parenting style?
Parenting Goals

- **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
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

Child Abuse Story

http://www.youtube.com/watch?v=T8bUj-EzuwA
Child Abuse is...
- 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, child not clean
Physical Abuse

- Maltreatment involving deliberate harm to the child’s body
  - Child shows sign of injury
  - Shaken baby syndrome
  - Brain damage
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
Psychologic and Emotional Abuse

- Humiliating, name-calling, using profanity
- Embarrassing victim deliberately—especially in public
- Controlling victim’s movement and activities
- Isolating victim from friends or family
- Controlling financial resources
- Withholding information or resources
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.