

Fourteenth Edition

Child Development

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Families

Chapter 14 Outline

Family Process

- Interactions in the Family Systems
- Cognition and Emotion in Family Processes
- Multiple Developmental Trajectories
- Domain-Specific Socialization
- Sociocultural and Historical Changes

Parenting

- Parental Roles and the Timing of Parenthood
- Adapting Parenting to Developmental Changes in Children
- Parents as Managers of Children's Lives
- Parenting Styles and Discipline
- Parent-Adolescent Relationships
- Intergenerational Relationships

Families

Chapter 14 Outline

Siblings

- **Sibling Relationships**
- **Birth Order**

The Changing Family in a Changing Social World

- **Working Parents**
- **Children in Divorced Families**
- **Stepfamilies**
- **Gay Males and Lesbian Parents**
- **Cultural, Ethnic, and Socioeconomic Variations in Families**

This chapter is about the many aspects of children's development in families.

We will explore how families work, ways to parent children, relationships among siblings, and the changing family in a changing social world.

Along the way, we will examine topics such as child maltreatment, working parents, children in divorced families, stepfamilies, and many others.

Family Processes

- **Interactions in the Family System**
- Bronfenbrenner's (2000, 2004) ecological theory analyzes the social contexts of development in terms of five environmental systems:
 - **Microsystem**
 - The setting in which the individual lives
 - **Mesosystem**
 - The links between microsystems
 - **Exosystem**
 - Influences from another setting
 - **Macrosystem**
 - Culture in which the individual lives
 - **Chronosystem**
 - Sociohistorical circumstances

Family Processes

- **Interactions in the Family System** (continued)
 - Every family is a *system*, a complex whole made up of interrelated and interacting parts:
 - **Mutual synchrony**
 - Each person's behavior depends on the partner's previous behavior (e.g., mutual gazing or eye contact).
 - **Reciprocal interactions**
 - The actions of the partners can be matched (e.g., one partner imitates the other).
 - **Scaffolding**
 - Adjusting the level of guidance to fit the child's performance.

Family Processes

- **Interactions in the Family System** (continued)
 - Reciprocal socialization
 - **The mutual influence that parents and children exert on each other goes beyond specific interactions in games such as peek-a-boo; it extends to the whole process of socialization** (Crouter & Booth, 2013; Shanahan & Sobolewski, 2013).
 - **Socialization between parents and children is not a one-way process. Parents do socialize children, but socialization in families is reciprocal** (Capaldi, 2013; McHale & Crouter, 2013).

Family Processes

- **Interactions in the Family System** (continued)
- Reciprocal socialization (continued)
 - **Socialization that is bidirectional with children socializing parents as parents socialize children.**
 - **These reciprocal interchanges and mutual influence processes are sometimes referred to as *transactional* (Sameroff , 2009).**

Family Processes

- **Interactions in the Family System** (continued)
 - Reciprocal socialization (continued)
 - **Each family member is a participant in several subsystems—some *dyadic* (two-person) and some *polyadic* (more than two people) systems interact and influence each other.**
 - **Promoting marital satisfaction often leads to good parenting.**
 - **Researchers have found that promoting marital satisfaction often leads to good parenting. The marital relationship provides an important support for parenting (Cowan & others, 2013; Cummings & others, 2012).**

Family Processes

Interaction between Children and Their Parents: Direct and Indirect Effects.

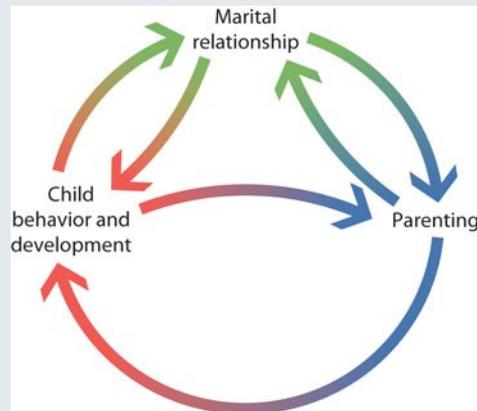


Figure 14.1

Family Processes

- **Cognition and Emotion in Family Process**
 - The role of cognition in family socialization takes many forms:
 - **Parents' cognitions**
 - **Beliefs**
 - **Values about their parental role**
 - **How parents perceive, organize, and understand their children's behaviors and beliefs.**
 - Children's social competence is linked to the emotional lives of their parents (Ablow, 2013).

Family Processes

- **Cognition and Emotion in Family Process** (continued)
 - Through interaction with parents, children learn to express their emotions in appropriate ways.
 - Researchers are also finding that parental sensitivity to children's emotions is related to children's ability to manage their emotions in positive ways (Thompson, 2013c, d).
 - *Emotion-coaching parents* monitor their children's emotions, view their children's negative emotions as opportunities for teaching, assist them in labeling emotions, and coach them in how to deal effectively with emotions.
 - In contrast, *emotion-dismissing parents* view their role as to deny, ignore, or change negative emotions.

Family Processes

- **Multiple Developmental Trajectories**

- Refers to the fact that adults follow one trajectory and children and adolescents another one (Parke & Buriel, 2006; Parke & Clarke-Stewart, 2011).
- Adult developmental trajectories include:
 - **Timing of entry into marriage**
 - **Cohabitation**
 - **Parenthood**
- Child developmental trajectories include:
 - **Timing of child care**
 - **Entry into middle school**

Family Processes

- **Multiple Developmental Trajectories** (continued)
 - The timing of parenthood in the United States has undergone some dramatic shifts (Crockett & Beal, 2012)
 - **First, the number of adolescent pregnancies in the United States increased considerably in the 1970s and 1980s.**
 - **Second, the number of women who postpone childbearing until their thirties and early forties simultaneously increased.**

Family Processes

- **Multiple Developmental Trajectories** (continued)
 - The timing of parenthood in the United States has undergone some dramatic shifts (Crockett & Beal, 2012) (continued)
 - **Some of the advantages of having children early (in the twenties) are these:**
 - (1) the parents are likely to have more physical energy—for example, they can cope better with such matters as getting up in the middle of the night with infants and waiting up until adolescents come home at night;**
 - (2) the mother is likely to have fewer medical problems with pregnancy and childbirth; and**
 - (3) the parents may be less likely to build up expectations for their children, as do many couples who have waited many years to have children.**

Family Processes

- **Multiple Developmental Trajectories** (continued)
 - The timing of parenthood in the United States has undergone some dramatic shifts (Crockett & Beal, 2012) (continued)
 - **There are also advantages to having children later (in the thirties):**
 - (1) the parents will have had more time to consider their goals in life, such as what they want from their family and career roles;**
 - (2) the parents will be more mature and will be able to benefit from their experiences to engage in more competent parenting; and**
 - (3) the parents will be better established in their careers and have more income for child-rearing expenses.**

Family Processes

- **Domain-Specific Socialization**

- Joan Grusec and Marilyn Davidov (2010) proposed a domain-specific view of parenting that emphasizes how parents often operate in different domains characterized by different types of relationships.
- The five domains are listed below:
 - ***Protection***
 - ***Reciprocity***
 - ***Control***
 - ***Guided Learning***
 - ***Group Participation***

Family Processes

- **Domain-Specific Socialization** (continued)
 - Grusec and Davidov (2010) acknowledge that real-life interactions in families often involve overlapping across the domains, but the extent of this overlapping has not yet been identified (Dunn, 2010).
 - How the different domains might play out at different points in children's development has not been adequately researched.

Family Processes

- **Sociocultural and Historical Changes**

- Family development does not occur in a social vacuum.
- Important sociocultural and historical influences affect family processes, which reflect Bronfenbrenner's concepts of the macrosystem and chronosystem (Bronfenbrenner & Morris, 2006; Parke & Gauvain, 2010).
- Great upheavals such as war, famine, or massive immigration and subtle transitions in ways of life may stimulate changes in families (Tamis-LeMonda & McFadden, 2010).

Family Processes

- **Sociocultural and Historical Changes** (continued)
 - Subtle changes in a culture have significant influences on the family (Bornstein & Lansford, 2010; Parke & Gauvain, 2010).
 - Such changes include:
 - **The longevity of older adults**
 - **Movement to urban and suburban areas**
 - **Television**
 - **A general dissatisfaction and restlessness (Mead, 1978)**

Family Processes

- **Sociocultural and Historical Changes** (continued)
 - Many of the family moves in the last 75 years have been away from farms and small towns to urban and suburban settings.
 - Families now move all over the country, often uprooting children from a school and peer group where they have spent a considerable length of time.
 - The media and technology also play a major role in the changing family (Jackson & others, 2012; Levinson, 2013; te Velde & others, 2012).

Family Processes

- **Sociocultural and Historical Changes** (continued)
 - Children increasingly experience a world in which their parents are not participants.
 - Instead of interacting in neighborhood peer groups, children come home after school and watch television, play video games, or use the Internet for entertainment and social networking.

Parenting

- **Parenting calls on a number of interpersonal skills and makes intense emotional demands, yet there is little in the way of formal education for this task.**
- **Most parents learn parenting practices from their own parents.**
- **Husbands and wives may bring different views of parenting to the marriage.**
- **Unfortunately, when parents' methods are passed on from one generation to the next, both desirable and undesirable practices are perpetuated.**

Parenting

- **Parental Roles and the Timing of Parenthood**

- Many adults decide when they would like to become parents and consider how parenting will fit with their economic situation.
- The prospective parents may have mixed emotions and romantic illusions about having a child (Carl, 2012).
- Currently, there is a tendency to have fewer children.
- The age at which individuals have children has been increasing (Lauer & Lauer, 2012).
- In 2008, the average age at which women gave birth for the first time was 25 years of age, up from 21 years of age in 2001 (U.S. Census Bureau, 2011).

Parenting

- **Parental Roles and the Timing of Parenthood** (continued)
 - As birth control has become common practice, many individuals choose when they will have children and how many children they will raise.
 - The percentage of 40- to 44-year-old U.S. women who remain childless increased from 10% in 1976 to 24% in 2006–2010 (Martinez, Daniels, & Chandra, 2012).

Parenting

- **Adapting Parenting to Developmental Changes in Children**
 - Children change as they grow from infancy to early childhood and on through middle and late childhood and adolescence.
 - The 5-year-old and the 2-year-old have different needs and abilities.
 - A competent parent adapts to the child's developmental changes (Maccoby, 1984).

Parenting

- **Adapting Parenting to Developmental Changes in Children** (continued)
 - The Transition to Parenting
 - **Whether people become parents through pregnancy, adoption, or step-parenting, they face disequilibrium and must adapt** (Dew & Wilcox, 2011).
 - **A baby places new restrictions on partners.**
 - **In a longitudinal investigation of couples from late pregnancy until 3½ years after the baby was born, couples enjoyed more positive marital relations before the baby was born than after** (Cowan & Cowan, 2000, 2009; Cowan, Cowan, & Barry, 2011; Cowan & others, 2005).

Parenting

- **Adapting Parenting to Developmental Changes in Children**

(continued)

- **Infancy and Early Childhood**

- During the first year, parent-child interaction moves from a heavy focus on routine caregiving—feeding, changing diapers, bathing, and soothing—to gradually include more non-caregiving activities, such as play and visual-vocal exchanges, and managing the infant’s behavior (Bornstein, 2002).
- Parent-child interactions during early childhood focus on such matters as modesty, bedtime regularities, control of temper, fighting with siblings and peers, eating behavior and manners, autonomy in dressing, and attention seeking (Edwards & Liu, 2002).

Parenting

- **Adapting Parenting to Developmental Changes in Children** (continued)
 - **Infancy and Early Childhood** (continued)
 - Many new issues appear by the age of 7:
 - **Whether children should be made to perform chores and if so, whether they should be paid for them,**
 - **How to help children learn to entertain themselves rather than relying on parents for everything, and**
 - **How to monitor children's lives outside the family in school and peer settings.**

Parenting

- **Adapting Parenting to Developmental Changes in Children** (continued)
 - Middle and Late Childhood
 - As children move into the middle and late childhood years, parents spend less time with them.
 - Parents especially play an important role in supporting and stimulating children's academic achievement in middle and late childhood (Cowan & Heming, 2013; Huston & Ripke, 2006).
 - The value parents place on education can mean the difference in whether children do well in school.
 - Parents not only influence children's in-school achievement, but they also make decisions about children's out-of-school activities (Eccles & Roeser, 2013).

Parenting

- **Adapting Parenting to Developmental Changes in Children** (continued)
 - Middle and Late Childhood (continued)
 - Elementary schoolchildren tend to receive less physical discipline than they did as preschoolers.
 - During middle and late childhood, some control is transferred from parent to child. The process is gradual, and it produces *co-regulation* rather than control by either the child or the parent alone.
 - Parents continue to exercise general supervision and control, while children are allowed to engage in moment-to-moment self-regulation.
 - The major shift to autonomy does not occur until about the age of 12 or later.

Parenting

- **Parents as Managers of Children's Lives**

- Parents can play important roles as managers of children's opportunities, as monitors of their lives, and as social initiators and arrangers (Bradley & Corwyn, 2013; Parke & Buriel, 2006; Parke & Clarke-Stewart, 2011).
- An important developmental task of childhood and adolescence is to develop the ability to make competent decisions in an increasingly independent manner.
- To help children and adolescents reach their full potential, a parent needs to be an effective manager—one who finds information, makes contacts, helps structure choices, and provides guidance.
- Mothers are more likely than fathers to engage in a managerial role in parenting.

Parenting

- **Managing and Guiding the Infant's Behavior**

- This management process includes

- 1. Being proactive and childproofing the environment so infants won't encounter potentially dangerous objects or situations, and**
- 2. Using corrective methods when infants engage in undesirable behaviors, such as excessive fussing and crying, throwing objects, and so on.**

As infants move into the second year of life and become more mobile and capable of exploring a wider range of environments, parental management of the toddler's behavior often involves increased corrective feedback and discipline (Holden, Vittrup, & Rosen, 2011).

Parenting

Parents' Methods for Managing and Correcting Infants' Undesirable Behavior.

Spank with hand	14	45
Slap infant's hand	21	31
Yell in anger	36	81
Threaten	19	63
Withdraw privileges	18	52
Time-out	12	60
Reason	85	100
Divert attention	100	100
Negotiate	50	90
Ignore	64	90

Figure 14.2

Parenting

- **Managing and Guiding the Infant's Behavior** (continued)
 - A special concern is that such corrective discipline tactics not become abusive.
 - Too often what starts out as mild to moderately intense discipline on the part of parents can move into highly intense anger.

Parenting

- **Parental Monitoring in Childhood and Adolescence**
 - A key aspect of the managerial role of parenting is effective monitoring, which becomes especially important as children move into the adolescent years (Bradley & Corwyn, 2013).
 - Monitoring includes supervising an adolescent's choices of social settings, activities, and friends.
 - A current interest involving parental monitoring focuses on adolescents' management of their parents' access to information, especially the extent to which adolescents disclose or conceal strategies about their activities (Amsel & Smetana, 2011; Metzger & others, 2013; Rote & others, 2012).

Parenting

- **Parental Monitoring in Childhood and Adolescence**
(continued)
 - Researchers have found that adolescents' disclosure to parents about their whereabouts, activities, and friends is linked to positive adolescent adjustment and achievement (Laird & Marrero, 2011; Smetana, 2011a, b).
 - Researchers also have found that family management practices are related positively to students' grades and self-responsibility, and negatively to school-related problems (Eccles, 2007; Eccles & Roeser, 2013; Taylor & Lopez, 2005).

Parenting

- **Parental Monitoring in Childhood and Adolescence**
(continued)
 - Among the most important family management practices in this regard are maintaining a structured and organized family environment, such as establishing routines for homework, chores, bedtime, and so on, and effectively monitoring the child's behavior.

Parenting

- **Parenting Styles and Discipline**

- Good parenting takes time and effort
- It's not just the quantity of time parents spend with children that is important for children's development—the quality of the parenting is clearly important (Grusec, 2013; Grusec & others, 2013).

Parenting

- **Parenting Styles and Discipline** *(continued)*

- Baumrind's Parenting Styles

- Diana Baumrind (1971, 2012) points out that parents should be neither punitive nor aloof.
- They should develop rules for their children and be affectionate with them. She has described four types of parenting styles:
 - **Authoritarian parenting**
 - **Authoritative parenting**
 - **Neglectful parenting**
 - **Indulgent parenting**

Parenting

- **Parenting Styles and Discipline** (continued)
- **Baumrind's Parenting Styles** (continued)
 - **Authoritarian parenting**
 - **This is a restrictive, punitive style in which parents exhort the child to follow their directions and respect their work and effort.**
 - **Firm limits and controls are placed on the child, and allows little verbal exchange.**
 - **Children of authoritarian parents are often unhappy, fearful, and anxious about comparing themselves with others, fail to initiate activity, and have weak communication skills.**

Parenting

- **Parenting Styles and Discipline** (continued)
 - Baumrind's Parenting Styles (continued)
 - Authoritative parenting
 - This style encourages children to be independent but still places limits and controls on their actions.
 - Extensive verbal give and take is allowed, and parents are warm and nurturant toward the child.
 - Parents show pleasure and support in response to children's constructive behavior.

Parenting

- **Parenting Styles and Discipline** (continued)
- Baumrind's Parenting Styles (continued)
 - Neglectful parenting
 - A style in which the parent is uninvolved in the child's life.
 - Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are.
 - These children tend to be socially incompetent, have poor self-control, and don't handle independence well.

Parenting

- **Parenting Styles and Discipline** (continued)
 - Baumrind's Parenting Styles (continued)
 - Indulgent parenting
 - **A style in which parents are highly involved with their children but place few demands or controls on them.**
 - **Parents let their children do what they want.**
 - **The children never learn to control their own behavior and always expect to get their way.**

Parenting

- **Parenting Styles and Discipline** (continued)
 - Baumrind's Parenting Styles (continued)
 - Indulgent parenting (continued)
 - Children whose parents are indulgent rarely learn respect for others and have difficulty controlling their behavior.
 - These children might be:
 - Domineering
 - Egocentric
 - Noncompliant
 - Have difficulties in peer relations

Parenting

Classification of Parenting Styles.

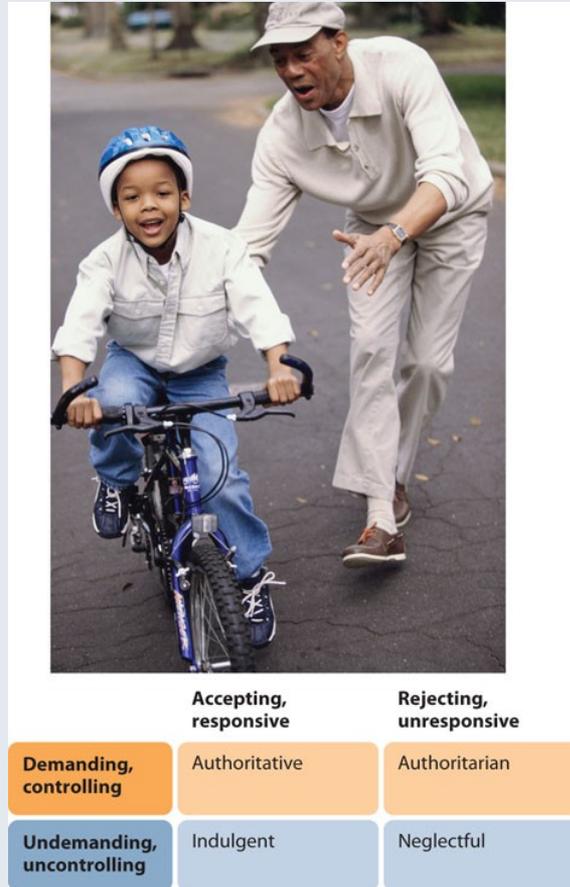


Figure 14.3

Parenting

- **Parenting Styles and Discipline** (continued)
 - Parenting Styles in Context
 - Authoritative parenting
 - **Is linked with children's competence across a wide range of ethnic groups, social strata, cultures, and family structures (Low, Snyder, & Shortt, 2012; Milevsky, 2012; Morris, Cui, & Steinberg, 2012; Steinberg & Silk, 2002).**

Parenting

- **Parenting Styles and Discipline** (continued)
 - Parenting Styles in Context (continued)
 - Authoritative parenting (continued)
 - Elements of the authoritarian style may take on different meanings and have different effects depending on context:
 - Asian American parents often continue aspects of traditional Asian child-rearing practices that have sometimes been described as authoritarian. The parents exert considerable control over their children's lives.
 - Ruth Chao (2001, 2005, 2007; Chao & Otsuki-Clutter, 2011; Chao & Tseng, 2002) argues that the style of parenting used by many Asian American parents is distinct from the domineering control of the authoritarian style.

Parenting

- **Parenting Styles and Discipline** (continued)
- Parenting Styles in Context (continued)
 - Authoritative parenting (continued)
 - An emphasis on requiring respect and obedience is also associated with the authoritarian style, but in Latino child rearing this focus may be positive rather than punitive.
 - Rather than suppressing the child's development, it may encourage the development of a self and an identity that are embedded in the family and require respect and obedience (Harwood & others, 2002).

Parenting

- **Parenting Styles and Discipline** (continued)
- Parenting Styles in Context (continued)
 - Authoritative parenting (continued)
 - African American parents are more likely than non-Latino White parents to use physical punishment (Deater-Deckard & Dodge, 1997).
 - The use of physical punishment has been linked with increased externalized child problems (such as acting out and high levels of aggression) in non-Latino White families but not in African American families.
 - One explanation of this finding points to the need for African American parents to enforce rules in the dangerous environments in which they are more likely to live (Harrison-Hale, McLoyd, & Smedley, 2004).

Parenting

- **Parenting Styles and Discipline** (continued)
- Parenting Styles in Context (continued)
 - Authoritative parenting (continued)
 - **One explanation of this finding points to the need for African American parents to enforce rules in the dangerous environments in which they are more likely to live (Harrison-Hale, McLoyd, & Smedley, 2004).**
 - **In this context, requiring obedience to parental authority may be an adaptive strategy to keep children from engaging in antisocial behavior that can have serious consequences for their development (McElhaney & Allen, 2012).**

Parenting

- **Parenting Styles and Discipline** (continued)
 - Parenting Styles in Context (continued)
 - Further Thoughts on Parenting Styles
 - **Parenting styles do not capture the important themes of reciprocal socialization and synchrony** (Crouter & Booth, 2013).
 - **Children socialize parents, just as parents socialize children** (Capaldi, 2013; Shanahan & Sobolewski, 2013).

Parenting

- **Parenting Styles and Discipline** (continued)
 - Parenting Styles in Context (continued)
 - Further Thoughts on Parenting Styles (continued)
 - **Many parents use a combination of techniques rather than a single technique, although one technique may be dominant.**
 - **Some critics argue that the concept of parenting style is too broad and that more research needs to be conducted** (Grusec, 2011; Maccoby, 2007).

Parenting

- **Parenting Styles and Discipline** (continued)

- Punishment

- For centuries, corporal (physical) punishment, such as spanking, has been considered a necessary and even desirable method of disciplining children.
- A cross-cultural comparison found that individuals in the United States and Canada were among those with the most favorable attitudes toward corporal punishment and were the most likely to remember it being used by their parents (Curran & others, 2001).

Parenting

Corporal Punishment in Different Countries.

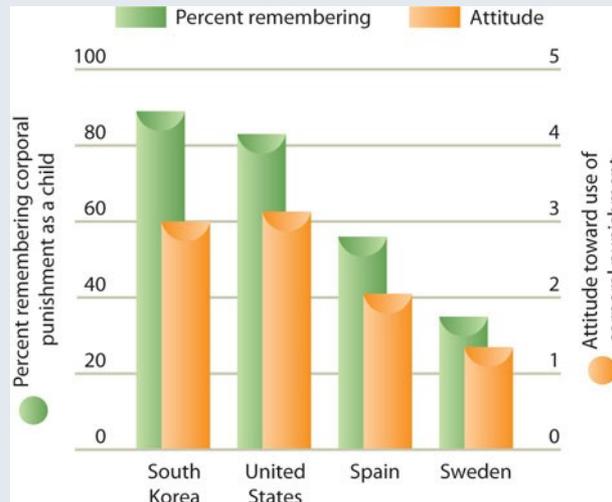


Figure 14.4

Parenting

- **Parenting Styles and Discipline** (continued)

- **Punishment** (continued)

- A research review concluded that corporal punishment by parents is associated with higher levels of immediate compliance and aggression by the children (Gershoff, 2002).
- A history of harsh physical discipline was related to adolescent depression and externalized problems, such as juvenile delinquency (Bender & others, 2007).
- Several recent longitudinal studies also have found that physical punishment of young children is associated with higher levels of aggression later in childhood and adolescence (Berlin & others, 2009; Gershoff & others, 2012; Lansford & others, 2011; Taylor & others, 2010).

Parenting

- **Parenting Styles and Discipline** (continued)
 - **Punishment** (continued)
 - Some reasons to avoid spanking or similar punishments:
 - **When adults punish a child by yelling, screaming, or spanking, they are presenting children with out-of-control models for handling stressful situations.**
 - **Children may imitate this aggressive, out-of-control behavior.**
 - **Punishment can instill fear, rage, or avoidance.**
 - **Punishment tells children what not to do rather than what to do.**
 - **Punishment can be abusive (Durrant, 2008; Knox, 2010).**

Parenting

- **Parenting Styles and Discipline** (continued)

- Punishment (continued)

- Most child psychologists recommend handling misbehavior by *reasoning with the child*, especially explaining the consequences of the child's actions for others.
- *Time out*, in which the child is removed from a setting that offers positive reinforcement, can also be effective.
- The debate about the use of punishment and its effects on children's behavior continues (Gershoff & others, 2012; Grusec, 2011; Lansford & Deater-Deckard, 2012).

Parenting

- **Parenting Styles and Discipline** (continued)

- Punishment (continued)

- Some experts argue that much of the evidence for the negative effects of physical punishment are based on studies in which parents acted in an abusive manner (Baumrind, Larzelere, & Cowan, 2002).
- A research review of 26 studies concluded that only severe or predominant use of spanking, not mild spanking, compared unfavorably with alternative discipline practices with children (Larzelere & Kuhn, 2005).

Parenting

- **Parenting Styles and Discipline** (continued)
 - Punishment (continued)
 - There are few longitudinal studies of punishment and few studies that distinguish adequately between moderate and heavy use of punishment.
 - Based on the research evidence available, it is still difficult to tell whether the effects of physical punishment are harmful to children's development (Grusec, 2009).

Parenting

- **Parenting Styles and Discipline** (continued)

- **Punishment** (continued)

- Another factor in evaluating effects on children's development involves cultural contexts.
- One thing that is clear regarding research on punishment of children is that if physical punishment is used, it needs to be mild, infrequent, age-appropriate, and used in the context of a positive parent-child relationship (Grusec, 2011).
- It is also clear that when physical punishment involves abuse, it can be very harmful to children's development (Cicchetti, 2013; Garcia, McKee, & Forehand, 2012).

Parenting

Connecting Through Research

- **Do Marital Conflict and Individual Hostility Predict the Use of Physical Punishment in Parenting?**
 - A longitudinal study assessed couples across the transition to parenting to investigate possible links between marital conflict, individual adult hostility, and the use of physical punishment with young children (Kanoy & others, 2003).
 - Researchers found that both hostility and marital conflict were linked with the use of physical punishment.

Parenting

- **Parenting Styles and Discipline** (continued)

- Coparenting

- Is the support that parents provide one another in jointly raising a child.
- Poor coordination between parents, undermining of the other parent, lack of cooperation and warmth, and disconnection by one parent are conditions that place children at risk for problems (Solmeyer & others, 2011; Talbot, Baker, & McHale, 2009).
- Parents who do not spend enough time with their children or who have problems in child rearing can benefit from counseling and therapy.

Parenting

- **Parenting Styles and Discipline** (continued)

- Child Maltreatment

- Unfortunately, punishment sometimes leads to the abuse of infants and children (Cicchetti, 2011, 2013).
- In 2009, approximately 702,000 U.S. children were found to be victims of child abuse (U.S. Department of Health and Human Services, 2010). Eighty-one percent of these children were abused by a parent or parents.
- Laws in many states now require physicians and teachers to report suspected cases of child abuse, yet many cases go unreported, especially those involving battered infants.

Parenting

- **Parenting Styles and Discipline** (continued)

- **Child Maltreatment** (continued)

- The public and many professionals use the term *child abuse* to refer to both abuse and neglect.
- Developmentalists increasingly use the term *child maltreatment* (Cicchetti, 2011, 2013; Cicchetti & Toth, 2011).
- This term does not have quite the emotional impact of the term *abuse* and acknowledges that maltreatment includes diverse conditions.

Parenting

- **Parenting Styles and Discipline** (continued)
 - Types of Child Maltreatment
 - The four main types of child maltreatment are: (National Clearinghouse on Child Abuse and Neglect, 2004)
 - **Physical abuse**
 - **Child neglect**
 - **Sexual abuse**
 - **Emotional abuse**

Parenting

- **Parenting Styles and Discipline** (continued)
 - Types of Child Maltreatment (continued)
 - **Physical abuse**
 - **Characterized by the infliction of physical injury as the result of punching, beating, kicking, biting, burning, shaking, or otherwise harming a child. The parent or other person may not have intended to hurt the child; the injury may have resulted from excessive physical punishment (Milot & others, 2010).**

Parenting

- **Parenting Styles and Discipline** (continued)
- Types of Child Maltreatment (continued)
 - **Child Neglect**
 - **Characterized by failure to provide for the child's basic needs** (Newton & Vandeven, 2010).
 - **Neglect can be physical (abandonment), educational (allowing chronic truancy), or emotional (marked inattention to the child's needs). Child neglect is, by far, the most common form of child maltreatment** (Benoit, Coolbear, & Crawford, 2008).

Parenting

- **Parenting Styles and Discipline** (continued)
 - Types of Child Maltreatment (continued)
 - **Sexual Abuse**
 - Includes fondling a child's genitals, intercourse, incest, rape, sodomy, exhibitionism, and commercial exploitation through prostitution or the production of pornographic materials (Bahali & others, 2010).

Parenting

- **Parenting Styles and Discipline** (continued)
 - Types of Child Maltreatment (continued)
 - **Emotional Abuse** (psychological/verbal abuse/mental injury)
 - Includes acts or omissions by parents or other caregivers that have caused, or could cause, serious behavioral, cognitive, or emotional problems (Wekerle & others, 2009).

Parenting

- **Parenting Styles and Discipline** (continued)
 - Child Maltreatment
 - The Context of Abuse
 - **No single factor causes child maltreatment** (Cicchetti, 2011, 2013).
 - **A combination of factors, including the culture, family, and development, likely contribute to child maltreatment** (Cicchetti & Toth, 2011).
 - **The extensive violence that takes place in American culture, including TV violence, is reflected in the occurrence of violence in the family** (Durrant, 2008).

Parenting

- **Parenting Styles and Discipline** (continued)
- **Child Maltreatment** (continued)
 - **The Context of Abuse** (continued)
 - **The family, itself, is obviously a key part of the context of abuse.**
 - **Among the family and family-associated characteristics that may contribute to child maltreatment are:**
 - **Parenting stress,**
 - **Substance abuse,**
 - **Social isolation,**
 - **Single parenting, and**
 - **Socioeconomic difficulties (especially poverty)** (Cicchetti, 2013; Laslett & others, 2012; Turner & others, 2012).

Parenting

- **Parenting Styles and Discipline** (continued)
- **Child Maltreatment** (continued)
 - **The Context of Abuse** (continued)
 - **The interactions of all family members need to be considered, regardless of who performs the violent acts against the child.**
 - **About 1/3 of parents who were abused themselves when they were young abuse their own children (Cicchetti & Toth, 2006, 2013).**
 - **Some, but not a majority, of abusive parents are involved in an intergenerational transmission of abuse.**

Parenting

- **Parenting Styles and Discipline** (continued)
- **Child Maltreatment** (continued)
 - **Developmental Consequences of Abuse**
 - **Among the consequences of child maltreatment in childhood and adolescence are:**
 - **Poor emotional regulation**
 - **Attachment problems**
 - **Problems in peer relations**
 - **Difficulty in adapting to school**
 - **Other psychological problems such as depression and delinquency**

Parenting

Abnormal Stress Hormone Levels in Young Children in Different Types of Rearing Conditions.

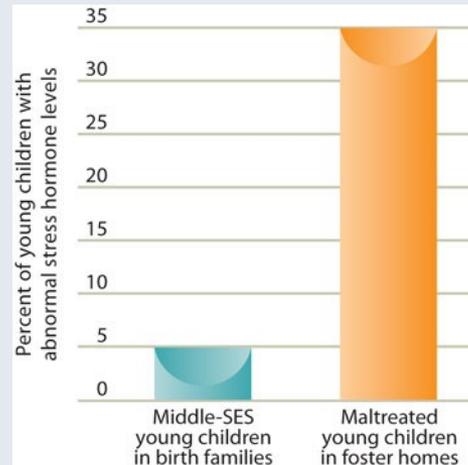


Figure 14.5

Parenting

- **Parenting Styles and Discipline** (continued)
- **Child Maltreatment** (continued)
 - **Developmental Consequences of Abuse** (continued)
 - **Adolescents who experienced abuse or neglect as children are more likely than adolescents who were not maltreated as children to engage in violent romantic relationships, delinquency, sexual risk taking, and substance abuse** (Shin, Hong, & Hazen, 2010; Wekerle & others, 2009).
 - **Later, during the adult years, individuals who were maltreated as children are more likely to experience problems with physical health, mental health, and sexual function** (Lacelle & others, 2012).

Parenting

- **Parenting Styles and Discipline** (continued)
- **Child Maltreatment** (continued)
 - **Developmental Consequences of Abuse** (continued)
 - **A 30-year longitudinal study found that middle-aged adults who had experienced child maltreatment had increased risk for diabetes, lung disease, malnutrition, and vision problems (Widom & others, 2012).**
 - **Child maltreatment was linked to depression in adulthood and to unfavorable outcomes for treatment of depression (Nanni, Uher, & Danese, 2012).**

Parenting

- **Parenting Styles and Discipline** (continued)
 - **Child Maltreatment** (continued)
 - **Developmental Consequences of Abuse** (continued)
 - **Adults who were maltreated as children often have difficulty in establishing and maintaining healthy intimate relationships** (Dozier, Stovall-McClough, & Albus, 2009).
 - **As adults, maltreated children are also at higher risk for violent behavior toward other adults—especially dating partners and marital partners—as well as for substance abuse, anxiety, and depression** (Miller-Perrin, Perrin, & Kocur, 2009).

Parenting

- **Parent-Adolescent Relationships**

- **Autonomy and Attachment**

- The adolescent's push for autonomy and responsibility puzzles and angers many parents.
- Most parents anticipate that their teenager will have some difficulty adjusting to the changes that adolescence brings.
- Few parents imagine and predict just how strong an adolescent's desires will be to spend time with peers or how intensely adolescents will want to show that it is they—not their parents—who are responsible for their successes and failures.

Parenting

- **Parent-Adolescent Relationships**

- **Autonomy and Attachment** (continued)

- Adolescents' ability to attain autonomy and gain control over their behavior is acquired through appropriate adult reactions to their desire for control (Laursen & Collins, 2009); McElhaney & Allen, 2012).
- At the onset of adolescence, the average individual does not have the knowledge to make mature decisions in all areas of life.
- Gradually, adolescents acquire the ability to make mature decisions on their own.
- Gender differences characterize autonomy-granting in adolescence, with boys being given more independence than girls.

Parenting

- **Parent-Adolescent Relationships**

- The Role of Attachment

- In the past decade, researchers have explored whether secure attachment also might be an important aspect of adolescents' relationships with their parents (Laursen & Collins, 2009).
- A recent analysis concluded that the most consistent outcomes of secure attachment in adolescence involve positive peer relations and development of the adolescent's emotion regulation capacities (Allen & Miga, 2010).

Parenting

- **Parent-Adolescent Relationships**

- **Balancing Freedom and Control**

- Parents play very important roles in adolescent development (McKinney & Renk, 2011).
- Although adolescents are moving toward independence, they still need to stay connected with families (McElhaney & Allen, 2012).
- The National Longitudinal Study on Adolescent Health surveyed more than 12,000 adolescents and found that those who did not eat dinner with a parent five or more days a week had dramatically higher rates of smoking, drinking, marijuana use, getting into fights, and initiation of sexual activity (Council of Economic Advisors, 2000).

Parenting

- **Parent-Adolescent Conflict**

- Although parent-adolescent conflict increases in early adolescence, it does not reach the tumultuous proportions G. Stanley Hall envisioned at the beginning of the 20th century (Laursen & Collins, 2009).
- Much of the conflict involves the everyday events of family life, such as keeping a bedroom clean, dressing neatly, getting home by a certain time, and not talking or text messaging for hours at a time.
- The conflicts rarely involve major issues such as drugs or delinquency.

Parenting

- **Parent-Adolescent Conflict** (continued)
 - Conflict with parents often escalates during early adolescence, remains somewhat stable during the high school years, and then lessens as the adolescent reaches 17 to 20 years of age.
 - Parent-adolescent relationships become more positive if adolescents go away to college than if they attend college while living at home (Sullivan & Sullivan, 1980).
 - The everyday conflicts that characterize parent-adolescent relationships may serve a positive function.

Parenting

- **Parent-Adolescent Conflict** (continued)

- The minor disputes and negotiations facilitate the adolescent's transition from being dependent on parents to becoming an autonomous individual.
- The old model of parent-adolescent relationships suggested that as adolescents mature, they detach themselves from parents and move into a world of autonomy apart from parents.
- The old model also suggested that parent-adolescent conflict is intense and stressful throughout adolescence.
- The new model emphasizes that parents serve as important attachment figures and support systems while adolescents explore a wider, more complex social world.

Parenting

- **Parent-Adolescent Conflict** (continued)
 - The new model also emphasizes that, in most families, parent-adolescent conflict is moderate rather than severe.
 - The everyday negotiations and minor disputes not only are normal but also can serve the positive developmental function of helping the adolescent make the transition from childhood dependency to adult independence.

Parenting

Old and New Models of Parent-Adolescent Relationships.

Old Model

Autonomy, detachment from parents; parent and peer worlds are isolated

Intense, stressful conflict throughout adolescence; parent-adolescent relationships are filled with storm and stress on virtually a daily basis



New Model

Attachment and autonomy; parents are important support systems and attachment figures; adolescent-parent and adolescent-peer worlds have some important connections

Moderate parent-adolescent conflict is common and can serve a positive developmental function; conflict greater in early adolescence

Figure 14.6

Parenting

- **Parent-Adolescent Conflict** (continued)
 - A high degree of conflict characterizes some parent-adolescent relationships.
 - Prolonged intense conflict is associated with various adolescent problems (Brook & others, 1990):
 - **Movement out of the home**
 - **Juvenile delinquency**
 - **School dropout**
 - **Pregnancy and early marriage**
 - **Membership in religious cults**
 - **Drug abuse (Brook & others, 1990)**

Parenting

- **Parent-Adolescent Conflict** (continued)
 - Cross-cultural studies reveal that parent-adolescent conflict is lower in some countries than in the United States.
 - Two countries where parent-adolescent conflict is lower than in the United States are Japan and India (Larson, 1999; Rothbaum & others, 2000).
 - When families immigrate into another country, children and adolescents typically acculturate more quickly to the norms and values of their new home faster than do their parents (Fuligni, 2012).
 - The norms and values immigrant children and adolescents experience are especially likely to diverge from their parents in areas such as autonomy and romantic relationships.

Parenting

- **Parent-Adolescent Conflict** (continued)
 - Andrew Fuligni (2012) argues that these conflicts aren't always expressed in open conflict but are often present in underlying, internal feelings.
 - Such acculturation-based conflict focuses on issues related to core cultural values and is likely to occur in immigrant families, such as Latino and Asian American families, who come to the United States to live (Juang & Umana-Taylor, 2012).

Parenting

- **Intergenerational Relationships**

- Connections between generations play important roles in development through the life span (Antonucci, Birditt, & Ajrouch, 2013; Fingerman, Cheng, & others, 2012; Fingerman, Pillemer, & others, 2012).
- With each new generation, personality characteristics, attitudes, and values are replicated or changed (Pratt & others, 2008).
- In many families, females' relationships across generations are closer and more intimate than are males' relationships (Etaugh & Bridges, 2010).

Parenting

- **Intergenerational Relationships** (continued)
 - Connections: The following studies provide evidence of the importance of intergenerational relationships in children's development:
 - **Supportive family environment and parenting in childhood (assessed when the children were 3 to 15 years of age) were linked with more positive relationships (in terms of contact, closeness, conflict, and reciprocal assistance) between the children and their middle-aged parents when the children were 26 years of age (Belsky & others, 2001).**
 - **Children of divorce were disproportionately likely to end their own marriage than were children from intact, never divorced families, although the transmission of divorce across generations has declined in recent years (Wolfinger, 2011).**

Parenting

- **Intergenerational Relationships** (continued)
 - **Parents who smoked early and often, and persisted in becoming regular smokers, were more likely to have adolescents who became smokers (Chassin & others, 2008).**
 - **Evidence was found for the intergenerational transmission of conduct disorder (multiple delinquent activities) across three generations with the connection stronger for males than females (D’Onofrio & others, 2007).**

Siblings

- **Sibling Relationships**

- Approximately 80 percent of American children have one or more siblings—that is, sisters and brothers (Dunn, 2007).
- Siblings in the presence of each other when they are 2 to 4 years of age, on average, have a conflict once every 10 minutes and then the conflicts go down somewhat from 5 to 7 years of age (Kramer, 2006).
- A research review concluded that sibling relationships in adolescence are not as close, are not as intense, and are more egalitarian than in childhood (East, 2009).

Siblings

- **Sibling Relationships** (continued)
 - Judy Dunn (2007), a leading expert on sibling relationships, recently described three important characteristics of sibling relationships:
 - *Emotional quality of the relationship.*
 - *Familiarity and intimacy of the relationship.*
 - *Variation in sibling relationships.*

Siblings

- **Birth Order**

- Whether a child has older or younger siblings has been linked to development of certain personality characteristics.
- A recent review concluded that “firstborns are the most intelligent, achieving, and conscientious, while later-borns are the most rebellious, liberal, and agreeable” (Paulhus, 2008, p. 210).
- Compared with later-born children, firstborn children have also been described as more adult oriented, helpful, conforming, and self-controlled.

Siblings

- **Birth Order** (continued)
 - What accounts for such differences related to birth order?
 - **Proposed explanations usually point to variations in interactions with parents and siblings associated with being in a particular position in the family.**
 - **The oldest child is the only one who does not have to share parental love and affection with other siblings—until another sibling comes along.**
 - What is the only child like?
 - **The popular conception is that the only child is a “spoiled brat,” with such undesirable characteristics as dependency, lack of self-control, and self-centered behavior.**

Siblings

- **Birth Order** (continued)
 - What is the only child like? (continued)
 - **Researchers present a more positive portrayal of the only child.**
 - **Only children often are achievement oriented and display a desirable personality, especially in comparison with later-borns and children from large families (Falbo & Poston, 1993; Jiao, Ji, & Jing, 1996).**
 - **An increasing number of family researchers stress that when all of the factors that influence behavior are considered, birth order itself shows limited ability to predict behavior.**

The Changing Family in a Changing Social World

- **U.S. children are growing up in a greater variety of family contexts than ever before.**
- **Children are experiencing many sorts of care-giving—not only from stay-at-home mothers but also from stay-at-home fathers, from different types of child-care programs, and from after-school programs.**
- **The structure of American families also varies.**
- **The United States has a higher percentage of single-parent families than other countries with similar levels of economic and technological development.**

The Changing Family in a Changing Social World

Single-Parent Families in Different Countries.

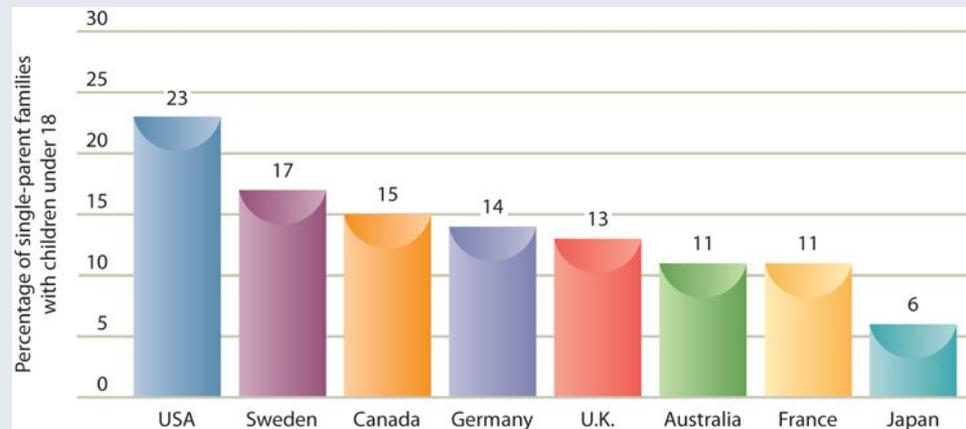


Figure 14.7

The Changing Family in a Changing Social World

- **Working Parents**

- The increased number of mothers in the labor force represents one source of change in U.S. families and U.S. society (Goodman & others, 2011; Grzywacz & Demerouti, 2013).
- Many mothers spend the greatest part of their day away from their children, even their infants.
- Most research on parental work has focused on young children and the mother's employment (Brooks-Gunn, Han, & Waldfogel, 2010).
- Research on maternal employment and children's development usually reveals few links between the mother's work status and children's cognitive and socioemotional development (Goldberg & Lucas-Thompson, 2008).

The Changing Family in a Changing Social World

- **Working Parents** (continued)

- The effects of working parents involves the father as well as the mother when such matters as work schedules and work-family stress are considered (O'Brien & Moss, 2010; Parke & Clarke-Stewart, 2011; Peeters & others, 2013).
- Recent research indicates that children's development is affected more strongly by the nature of parents' work than by the employment of one or both parents outside the home (Goodman & others, 2011; Han, 2009; Parke & Clarke-Stewart, 2011).
- A consistent finding is the children (especially girls) of working mothers engage in less gender stereotyping and have more egalitarian views of gender (Goldberg & Lucas-Thompson, 2008).

The Changing Family in a Changing Social World

- **Children in Divorced Families**

- Divorce rates changed rather dramatically in the United States and many countries around the world during the late 20th century (Amato & Dorius, 2010).
- The U.S. divorce rate increased dramatically in the 1960s and 1970s but has declined since the 1980s.
- The divorce rate in the United States is still much higher than in most other countries.
- It is estimated that 40% of children born to married parents in the United States will experience their parents' divorce (Hetherington & Stanley-Hagan, 2002).

The Changing Family in a Changing Social World

Divorce and Children's Emotional Problems.

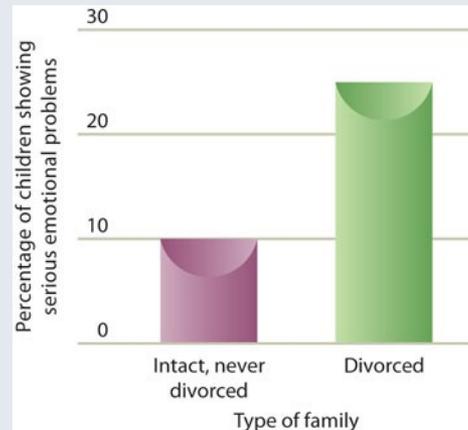


Figure 14.8

The Changing Family in a Changing Social World

- **Children in Divorced Families** (continued)
 - Some important questions about children in divorced families:
 - *Are children better adjusted in intact, never-divorced families than in divorced families?*
 - *Should parents stay together for the sake of the children?*
 - *How much do family processes matter in divorced families?*
 - *What factors influence an individual child's vulnerability to suffering negative consequences as a result of living in a divorced family?*
 - *What role does socioeconomic status play in the lives of children in divorced families?*
 - In sum, many factors are involved in determining how divorce influences a child's development (Amato & Dorius, 2010; Lansford, 2012)

The Changing Family in a Changing Social World

- **Children in Divorced Families** (continued)

Communicating with Children about Divorce

- Ellen Galinsky and Judy David (1988) developed a number of guidelines for communicating with children about divorce:
 - *Explain the Separation.*
 - *Explain That the Separation Is Not the Child's Fault.*
 - *Explain That It May Take Time to Feel Better.*
 - *Keep the Door Open for Further Discussion.*
 - *Provide as Much Continuity as Possible.*
 - *Provide Support for Your Children and Yourself.*

The Changing Family in a Changing Social World

- **Stepfamilies**

- Not only has divorce become commonplace in the United States, so has getting remarried (Ganong, Coleman, & Jamison, 2011).
- It takes time for parents to marry, have children, get divorced, and then remarry. Consequently, there are far more elementary and secondary school children than infant or preschool children living in stepfamilies.
- Divorces occur at a 10% higher rate in remarriages than in first marriages (Cherlin & Furstenberg, 1994).
- About half of all children whose parents divorce will have a step-parent within four years of the separation.

The Changing Family in a Changing Social World

- **Stepfamilies** (continued)
 - Remarried parents face some unique tasks:
 - **The couple must define and strengthen their marriage**
 - **Renegotiate the biological parent-child relationships**
 - **Establish step-parent-stepchild and stepsibling relationships** (Ganong, Coleman, & Jamison, 2011).
 - **The complex histories and multiple relationships make adjustment difficult in a stepfamily** (Goldscheider & Sassler, 2006).
 - **Only one-third of stepfamily couples stay remarried.**
 - **Some remarried individuals are more adult-focused, responding more to the concerns of their partner, while others are more child-focused, responding more to the concerns of the children** (Anderson & Greene, 2011).

The Changing Family in a Changing Social World

- **Stepfamilies** (continued)

- Three common types of stepfamily structure are:

- (1) **Stepfather**

- In stepfather families, the mother typically had custody of the children and remarried, introducing a stepfather into her children's lives.

- (2) **Stepmother**

- In stepmother families, the father usually had custody and remarried, introducing a stepmother into his children's lives.

- (3) **Blended or complex**

- In a blended or complex stepfamily, both parents bring children from previous marriages to live in the newly formed stepfamily.

The Changing Family in a Changing Social World

- **Stepfamilies** (continued)

- Children often have better relationships with their custodial parents (mothers in stepfather families, fathers in stepmother families) than with stepparents (Santrock, Sitterle, & Warshak, 1988).
- Children in simple families (stepmother, stepfather) often show better adjustment than their counterparts in complex (blended) families (Anderson & others, 1999; Hetherington & Kelly, 2002).
- Children in stepfamilies show more adjustment problems than children in nondivorced families (Hetherington, 2006).
- Adolescence is an especially difficult time for the formation of a stepfamily (Anderson & others, 1999).

The Changing Family in a Changing Social World

- **Gay Male and Lesbian Parents**

- Increasingly, gay, and lesbian couples are creating families that include children (Patterson & D'Augelli, 2013; Patterson & Farr, 2012)
- Approximately 33% of lesbians and 22% of gay men are parents. (Patterson, 2004).
- Like heterosexual couples, gay male and lesbian parents vary greatly.
- Many lesbian mothers and gay fathers are noncustodial parents because they lost custody of their children to heterosexual spouses after a divorce.

The Changing Family in a Changing Social World

- **Gay Male and Lesbian Parents** (continued)
 - Researchers have found few differences in children growing up with lesbian mothers or gay fathers and children growing up with heterosexual parents (Patterson, 2013).
 - The overwhelming majority of children growing up in a gay or lesbian family have a heterosexual orientation (Golombok & Tasker, 2010).

The Changing Family in a Changing Social World

Percentage of Gay Male and Lesbian Couples with Children: 1990 and 2000.

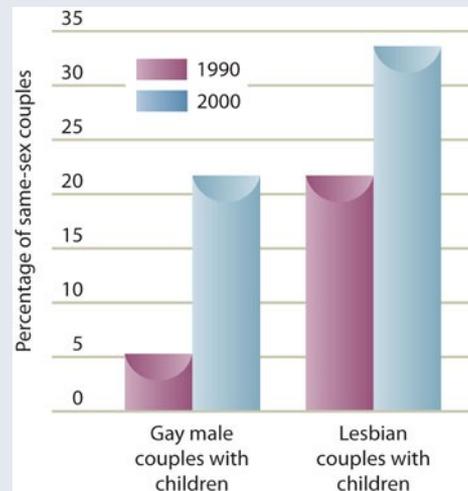


Figure 14.9

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting**
 - Cross-Cultural Studies
 - **There are important cross-cultural variations in parenting (Bornstein & Lansford, 2010).**
 - **In some countries, authoritarian parenting is widespread.**
 - **In the Arab world, many families today are very authoritarian, dominated by the father's rule, and children are taught strict codes of conduct and family loyalty (Booth, 2002).**
 - **Chinese mothers of preschool children reported that they used more physical coercion, more encouragement of modesty, more shaming and love withdrawal, less warmth, and less democratic participation than U.S. mothers of preschool children (Wu & others, 2002).**

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting** (continued)
 - **Cross-Cultural Studies** (continued)
 - **The most common pattern of parenting style was a warm and controlling style, one that was neither permissive nor restrictive (Rohner & Rohner, 1981).**
 - **There are trends toward greater family mobility, migration to urban areas, separation as some family members work in cities or countries far from their homes, smaller families, fewer extended-family households, and increases in maternal employment (Brown & Larson, 2002).**

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting** (continued)
 - Ethnicity
 - Families within different ethnic groups in the United States differ in their typical size, structure, composition, reliance on kinships networks, and levels of income and education (Conger & others, 2012; Livas-Dlott & others, 2010).
 - Large and extended families are more common among minority groups than among the White majority (Wright & others, 2012).
 - Single-parent families are more common among African Americans and Latinos than among White Americans (Zeiders, Roosa, & Tein, 2011).

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting** (continued)
 - **Ethnicity** (continued)
 - **Ethnic minority parents also are less educated and more likely to live in low-income circumstances than their White counterparts. Still, many impoverished ethnic minority families manage to find ways to raise competent children (McLoyd & others, 2009).**
 - **The extended family also can serve as an important buffer to stress (McAdoo, 2006).**
 - **Individual families vary, and how ethnic minority families deal with stress depends on many factors (Nieto & Bode, 2012; Schaefer, 2013; Urdan, 2012).**

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting** (continued)
 - **Ethnicity** (continued)
 - **Whether the parents are native-born or immigrants, how long the family has been in this country, their socioeconomic status, and their national origin all make a difference (Cooper, 2011).**
 - **The characteristics of the family's social context also influence its adaptation.**

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting** (continued)
 - Acculturation and Ethnic Minority Parenting
 - Acculturation refers to cultural changes that occur when one culture comes in contact with another.
 - The level of family acculturation can affect parenting style by influencing expectations for children's development, parent-child interactions, and the role of the extended family (Cooper, 2011; Fuligni, 2012).
 - The family's level of acculturation also influences important decisions about child care and early childhood education.

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting** (continued)
 - **Acculturation and Ethnic Minority Parenting** (continued)
 - **The opportunities for acculturation that young children experience depend mainly on their parents and extended family.**
 - **If parents send the children to a child-care center, school, church, or other community setting, the children are likely to learn about the values and behaviors of the dominant culture, and they may be expected to adapt to that culture's norms.**
 - **Over time, the differences in the level of acculturation experienced by children and by their parents and extended family may grow (Garcia Coll & Pachter, 2002).**

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting** (continued)
 - Socioeconomic Status
 - **Low-income families have less access to resources than higher-income families do** (Duncan, 2012; Duncan & others, 2013).
 - **The differential in access to resources includes:**
 - Nutrition
 - Health care
 - Protection from danger
 - Enriching educational and socialization opportunities
 - Such as tutoring and lessons in various activities.
 - **These differences are compounded in low-income families characterized by long-term poverty** (Santiago & others, 2012).

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting** (continued)
 - Socioeconomic Status (continued)
 - **In America and most Western cultures, differences also have been found in child rearing among different socioeconomic-status (SES) groups (Hoff, Laursen, & Tardif, 2002, p. 246):**
 - Lower-SES parents
 1. Are more concerned that their children conform to society's expectations
 2. Create a home atmosphere in which it is clear that parents have authority over children”
 3. Use physical punishment more in disciplining their children
 4. Are more directive and less conversational with their children.

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting** (continued)
 - Socioeconomic Status (continued)
 - **In America and most Western cultures, differences also have been found in child rearing among different socioeconomic-status (SES) groups** (Hoff, Laursen, & Tardif, 2002, p. 246):
 - **Higher-SES parents**
 1. **Are more concerned with developing children's initiative and delay of gratification**
 2. **Create a home atmosphere in which children are more nearly equal participants and in which rules are discussed as opposed to being “laid down” in an authoritarian manner**
 3. **Are less likely to use physical punishment**
 4. **“Are less directive and more conversational” with their children.**

The Changing Family in a Changing Social World

- **Cultural, Ethnic, and Socioeconomic Variations in Parenting** (continued)
 - Socioeconomic Status (continued)
 - **Parents in different socioeconomic groups also tend to think differently about education** (Huston & Ripke, 2006).
 - **Middle- and upper-income parents more often think of education as something that should be mutually encouraged by parents and teachers.**
 - **Low-income parents are more likely to view education as the teacher's job.**
 - **Increased school-family linkages especially can benefit students from low-income families.**