

Chautauqua on Parenting

**New Directions in Authoritative
Parenting: Building on the
Legacy of Diana Baumrind**

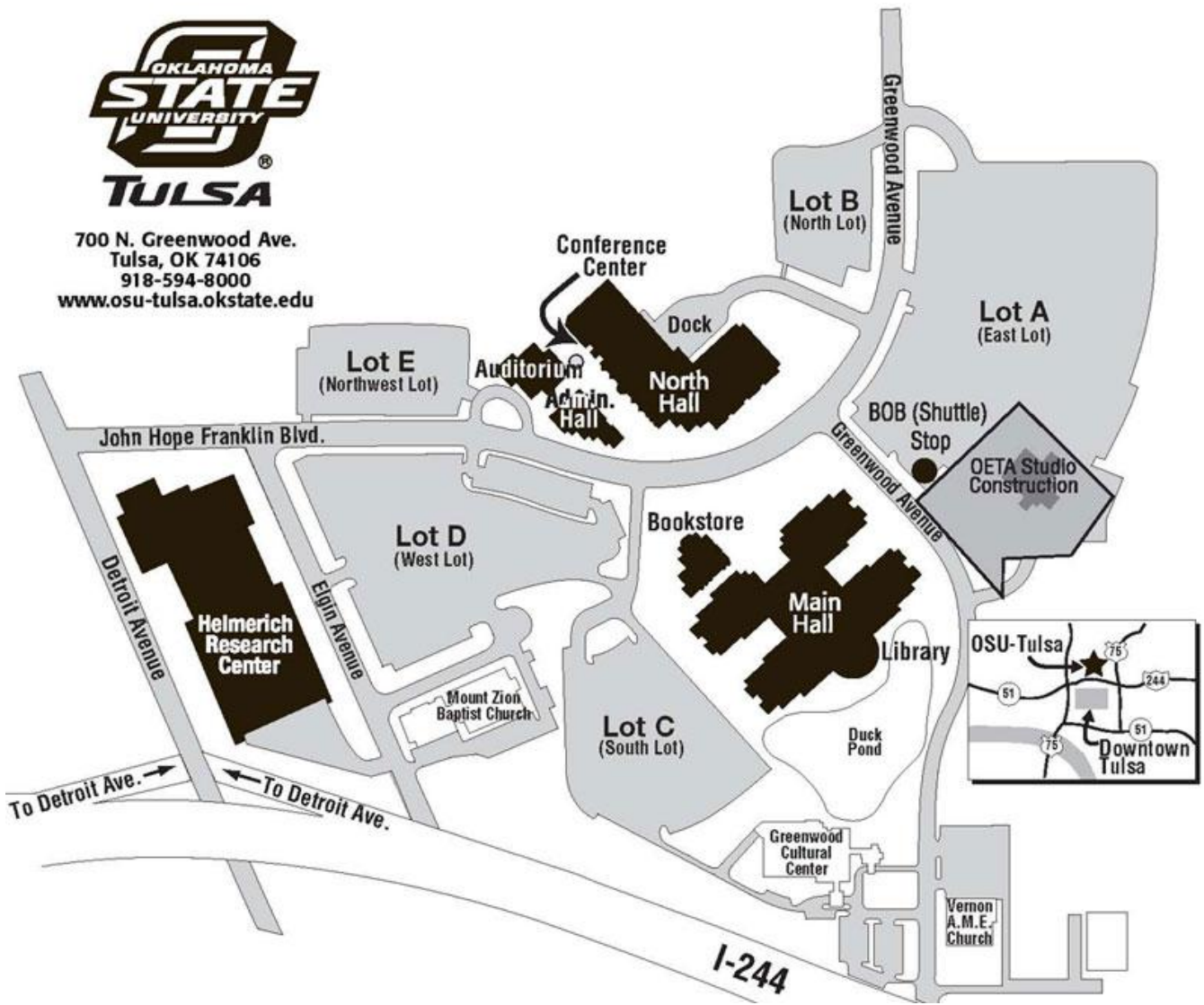


Oklahoma State University at Tulsa
Roberts Room, North Hall 151
May 14, 2010





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New Directions in Authoritative Parenting: Building on the Legacy of Diana Baumrind

Schedule for Friday, May 14, 2010

- 8:00 – 8:30 **Registration and continental breakfast**
- 8:30 – 8:40 **Welcome:** Dean Stephan Wilson, College of Human Environmental Sciences, Oklahoma State University
- 8:40 – 8:55 **Introductory Overview:** Amanda Sheffield Morris and Robert E. Larzelere, Oklahoma State University
- 8:55 – 9:35 **The Centrality of Control to Parenting and Its Effects**
Brian Barber, University of Tennessee at Knoxville
Abstract: Brian Barber gives a critical overview to the literatures on behavioral and psychological control, a distinction that has been useful in clarifying that parental control must be understood both in terms of how it addresses the child's need for regulation and conformity (as in the effective power assertion used by authoritative parents) and the child's need to feel respected and psychologically autonomous (conditions that are violated by the counterproductive use of parental authority by authoritarian parents). His review of psychological control tracks the continuing strong interest in the construct, the consistency of its relation to psychosocial difficulties in children and adolescence, and the need to better identify the mechanisms of its effects. He reviews new findings that underscore that the central injury from psychological control is to the self. In discussing behavioral control, he critiques two recent trends in the literatures that appear to challenge the validity of behavioral control and reviews theory and recent findings that endorse its value in protecting against problem behaviors.
Discussion Facilitator: Michael M. Criss, Oklahoma State University
- 9:35 – 10:15 **Adaptive Management of Parent-Adolescent Conflicts by Authoritative Parents: Socialization Theory and Domain Theory**
Nadia Sorkhabi, San Jose State University
Abstract: Surprisingly little research has examined the links between Baumrind's parenting styles and the emergence and developmental role of parent-adolescent conflicts. Social domain theorists (e.g., Smetana, 2005) view normative conflicts as Piagetian adaptive processes that force parents to decenter and accommodate adolescents' viewpoints and autonomy assertion by reinterpreting the parameters of their authority. Also consistent with a Piagetian approach, domain theorists explain the emergence of conflicts by emphasizing the tension between parents' desires to retain control/authority and adolescents' desires to gain freedom and attain a more symmetrical/egalitarian relationship with parents. Baumrind's longitudinal studies provide convincing evidence that to comprehensively analyze the adaptiveness of normative parent-child interactions, normative variations in the quality of parents' parenting styles and the history of the parent-adolescent relationship must be examined. Baumrind's parenting styles are employed to analyze variations in emergence and adaptiveness of conflicts.
Discussion Facilitator: Michael J. Merten, Oklahoma State University
- 10:15 – 10:25 **Break**
- 10:25 – 11:05 **What We Don't Know About Authoritative Parents' Corrective Actions and Why We Don't Know It**
Robert E. Larzelere and Ronald B. Cox, Jr., Oklahoma State University
Abstract: Bob Larzelere and Ron Cox summarize why current developmental research often overlooks specific aspects of authoritative parenting due to correlational methods contrasting polarized extremes on a range of parenting characteristics. The extremes tend to represent authoritarian vs. permissive extremes, not authoritative alternatives to those extremes. These research biases have prevented clarification of quantitative and qualitative distinctions of authoritative parenting on many parenting characteristics, especially corrective actions. They conclude with several promising discriminations between effective vs. counterproductive corrective disciplinary actions, which can reconcile the contradictory recommendations from leading child developmental scholars and clinical child psychologists.
Discussion Facilitator: Daniel S. Hubler, Oklahoma State University

- 11:05 – 11:15 **Break**
- 11:15 – 12:00 ***The Authoritative Construct and its Effects Revisited***
Diana Baumrind, University of California at Berkeley (in adjacent Auditorium; open to the public)
Abstract: Diana Baumrind will review the theoretical and philosophical heritage of her influential parent typology, with emphasis on the conceptual and operational meaning of the authoritative construct. She will compare and contrast authoritative parenting and its effects with those of authoritarian and permissive parenting in order to show how authoritative parenting is a syncretic integration of its demanding (controlling) and responsive (nurturing) components rather than an exclusive emphasis on one component or the other. In particular she will distinguish between coercive and confrontive parental control, a distinction that is often overlooked by those for whom “control” is a pejorative term.
- 12:00 – 1:00 **Lunch** (Roberts Room)
- 1:00 – 1:20 ***Discussion of Diana Baumrind’s Presentation***
Discussion Facilitator: Amanda Sheffield Morris, Oklahoma State University at Tulsa
- 1:20 – 2:00 ***Working with Parents of Aggressive Children: Ten Principles and the Role of Authoritative Parenting***
Tim Cavell (University of Arkansas) and Amanda Harrist (Oklahoma State University)
Abstract: Aggressive children are early starters on a path toward later delinquency, substance abuse, and related difficulties. Parent Management Training (PMT) assumes that parents of aggressive children are key agents of socialization who lack effective parenting skills. PMT places heavy emphasis on specific skills designed to enhance the short-term management of child behavior. Cavell and Harrist present 10 principles for working with parents of aggressive children in an effort to update, expand, and reconcile behaviorally based parent training with Baumrind’s seminal work on authoritative parenting.
Discussion Facilitator: Glade L. Topham, Oklahoma State University
- 2:00 – 2:10 **Break**
- 2:10 – 2:50 ***Emerging Models of Parent Management Training: Integrating Emotion Socialization and Mindfulness/Acceptance with Empirically-Supported Models***
James Snyder, Sabina Low, Lisha Clark, Andrea Reed, Marissa Wachlarowicz, and Christy Just, Wichita State University
Abstract: Forty years ago, Baumrind’s research on parenting styles and the initial development of behavioral parent training shared a social learning perspective that emphasized a combination of firm discipline and positive parenting to promote children’s compliance and behavioral regulation, and social and behavioral competence. Since then, these parent training interventions have evolved into efficacious clinical interventions to ameliorate child behavior problems and promote child competence. However, a Baumrind-type of integration of firm discipline and positive parenting has not been fully realized in current parent training protocols. Two recent developments may promote a more authoritative-like integration: emotion socialization and explicit socialization roles for acceptance and mindfulness. This presentation first articulates an enhanced version of the well-validated Parent Management Training protocol (Oregon model) by integrating parents’ validation of and respect for their child’s emotions, goals and perspectives while simultaneously using scaffolding, limit setting, rules, and social contingencies to shape child self-regulation and social and instrumental competence. Second, the presentation summarizes preliminary tests of this enhanced model with data linking parent firm discipline, positive parenting, emotion socialization and acceptance to child developmental outcomes.
Discussion Facilitator: Deborah Richardson, Oklahoma State University

- 2:50 – 3:30 ***Culturally Correlated Variations in the Optimal Synthesis of Nurturance and Control***
Jelani Mandara, Northwestern University
Abstract: Jelani Mandara considers how authoritative parenting and its effectiveness may vary across families with differing ethnicities, cultural advantages, and neighborhood challenges. The goal is to identify what is culturally invariant about authoritative parenting and what aspects of authoritative parenting vary by cultural and socioeconomic distinctions in their effects. Toward that end, the presentation first summarizes the literature on ethnic differences in the effects of parenting dimensions on child outcomes. Jelani then concludes by summarizing results from his own recent research.
Discussion Facilitator: Tammy L. Henderson, discussion facilitator
- 3:30 – 3:40 ***Break***
- 3:40 – 4:20 ***Authoritative Parenting and Parental Support for Children’s Cognitive Development***
Mary Gauvain, Susan M. Perez, and Heidi Beebe, University of California at Riverside
Abstract: Mary Gauvain and her colleagues next discuss the support provided by authoritative parents for children’s cognitive development in contrast to parents with authoritarian and permissive styles. Drawing on a sociocultural approach to cognitive development, they describe research on how parents structure collaborative learning tasks with their children with particular attention to the processes of parent instruction, guided participation, and scaffolding. Their research on parent-child cognitive interaction suggests that child risk factors (e.g., chronic noncompliance, low emotional functioning, and effortful control) can be overcome when parents provide more support and structure for learning than is needed for children who are compliant or have more mature emotional functioning and effortful control. They also discuss how parental support for children’s learning relates to other aspects of socialization, such as maturity demands and control attempts.
Discussion Facilitator: Jennifer Jones, Oklahoma State University
- 4:20 – 4:40 ***Development of and Evidence from the Parenting Styles and Dimensions Questionnaire***
Clyde Robinson, Brigham Young University
Abstract: Clyde Robinson will summarize the conceptualization and development of the Parenting Styles and Dimensions Questionnaire (PSDQ) and some representative results from international studies. Several research projects have used the PSDQ at Oklahoma State University, so we wanted to take advantage of Dr. Robinson’s attendance at the Chautauqua.
- 4:40 – 5:00 ***Summary of Major Themes***
Laura Hubbs-Tait, Oklahoma State University
- 6:00 – 7:30 ***Chautauqua Reception at Amanda Morris’ Home***
See directions next page. Transportation to be provided for out-of-town guests at 6:00 from the Crowne Plaza’s transportation location (i.e., at the same door used for their airport shuttle). If there are any problems or other pick-ups needed, call Rosalie and Bob Larzelere at (405) 564-4497.

Directions to Chautauqua Reception at Amanda Morris' Home 6:00-7:30

- A. Turn **RIGHT** on Greenwood Avenue
- B. Turn **RIGHT** on East Archer Street
 - The Drillers baseball stadium is on the right side of East Archer Street.
- C. Turn **LEFT** on North Denver Avenue
- D. Turn **LEFT** on West 15th Street
 - There is a gas station on the corner of Denver and 15th Street.
- E. Turn **RIGHT** on South Peoria Avenue
 - There is a McDonald's on the corner of 15th and Peoria.
- F. Turn **LEFT** on East 31st Street
- G. Turn **RIGHT** on South Trenton Avenue
 - Zink Park is on the corner of 31st and Trenton.
- H. Turn **LEFT** on East 31st Place
 - The house is the first one on the left.



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