Parenting Styles

Raising high self-esteem children: the risks of pampering and overbearing parenting

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For this presentation:
Who are “Children”?

Average cognitive functioning

No underlying disorders
- Attention Deficit Disorder
- Autism
- Down Syndrome

Ages: Toddler - early adolescence
What is self-esteem?

Degree to which an individual values him or herself

Believes that they have worth to not only themselves but to the world around them

Has confidence in oneself and the ability to cope successfully with life’s challenges

Determines how willing one is to try new challenges as well as reacting to perceived failures and mistakes

Maslow’s “hierarchy of needs” categorized self-esteem as one of the basic human motivations

(Center for Parenting Education, 2006)
ABRAHAM MASLOW
HIERARCHY OF NEEDS

Maslow, A. Motivation and Personality (2nd ed.)

SELF-ACTUALIZATION
Pursue Inner Talent
Creativity Fulfillment

SELF-ESTEEM
Achievement Mastery
Recognition Respect

BELONGING - LOVE
Friends Family Spouse Lover

SAFETY
Security Stability Freedom from Fear

PHYSIOLOGICAL
Food Water Shelter Warmth
Self-esteem facts

A child should not have to earn a healthy level of self-esteem; everyone deserves the right to feel good about who they are.

Healthy self-esteem is not competitive or boastful, but is a feeling of inner self-worth.

“Levels of self-esteem can fluctuate around a core or a stable level, increase and decrease during situations, yet ultimately will retire to its core/base level” (The University of Texas, 2013)

(Center for Parenting Education, 2006)
Discussion Question

What motivates a person to continue to grow their self-esteem or strive to better themselves throughout their lifetime?
Parents play a tremendous role in developing a healthy identity & self-esteem in their children.
Children with healthy self-esteem

Stand up for their values
Feel they are important
Try new things
Are persistent in reaching goals
Act responsibly
Accept and admit mistakes
Are accountable for actions
Express happiness

(The Center for Parenting Education, 2006)
“Whether you think you can or you think you can’t, you are right”  Henry Ford
Who is involved in Parenting?

Moms & Dads
Grandparents
Aunts & Uncles
Daycare Providers
Teachers
Babysitters
Foster care
What is parenting style?

Defined in the 1970’s by Dr. Diana Baumrind (Lightfoot, Cole & Cole, 2009).

Behaviors and strategies used by parents to control and socialize their children (Lightfoot, Cole & Cole, 2009).

Captures two important elements of parenting: responsiveness and demandingness (Darling, 1999).
Parental responsiveness: “the extent to which parents intently foster individuality, self-regulation and self assertion by being attuned and supportive to their child’s needs and demands” (Darling, 1999)

Parental demandingness: “the claims parents make on children to become integrated into the family whole by their demands, supervision, discipline and willingness to confront their child for disobeying” (Darling, 1999)
Parenting Quiz

1. Your son hits another child at soccer practice. You would...

A-get mad and tell the other boy to hit him back

B-ignore them and just let them play

C-tell him that it is not right to hit people, make him apologize, and take away a privilege if this is a repeat offense
2. Your son and his friends have made a big mess in your playroom and now want to go play outside. You would...

A- Yell at them and make them clean up

B- Let them go out and clean up yourself

C- Help them clean up by making a game out of who can pick up the most toys
3. If your pre-teen daughter wants to rent an R rated movie that her friends have all watched, you would...

A- Get angry and tell her she can't rent any movies

B- Let her watch it

C- Say no and help her find a more age appropriate movie
4. Your daughter is putting off going to bed because she says that she wants something to eat, and you...

A- get mad and make her go to bed hungry

B-let her eat whatever she wants

C-let her have a nutritious snack, but tell her that she will have to start eating more at dinner so that she isn't hungry at bedtime
5. When your kids don't do their chores you...

A- yell and make them do them right away

B- do them yourself

C- give them a helpful reminder that they need to be responsible and do their chores
6. When your kids whine and have tantrums you...

A- get mad and send them to their rooms

B- give in to stop the whining

C- don't give in and afterwards explain better ways that they can express their frustrations
7. If your kids get in trouble, you...

A- get mad and yell or spank them

B- don't do much of anything

C- discipline them and later explain better choices they could have made so they don't get in trouble again
8. Your son wants a new toy at the grocery store, so you...

A- get mad and tell him he can't have any new toys

B-buy it so that he doesn't have a tantrum

C-tell him no, but explain that you will bring him back to buy it when he saves enough of his allowance
9. If your preschool age daughter has a nightmare and wakes you up, you would...

A-get mad at her for waking you up and tell her to go back to bed

B-let her go back to sleep wherever she wants

C-comfort her and help her go back to sleep once she calms down
10. The main goal of parenting and discipline is to...

A-get your kids to listen to you no matter what

B-make sure everyone is happy and doing whatever they want

C-teach your children why your rules are important and help them learn to make good choices on their own
Four Parenting Styles

Authoritarian

Authoritative

Uninvolved

Permissive/Helicopter Parent

(Driscoll, 2013)
Authoritarian Parenting

High demand & Low response to children

Obedience and status oriented

Expect orders to be obeyed without explanation

Overly strict

Provide structured environments

Clearly stated rules

(Kopko, 2007)
Child’s possible response to Authoritarian Parenting

Excessive striving to be perfect

Unworthy feelings if can’t live up to standards

Develop physical symptoms: ulcer

Acts out in rebellion

Passive resistance: daydreaming/forgetting

Acts submissive/docile obedience

Feelings of wanting to give up

Misses out on carefree play

(Stein, 1997)
Authoritarian effect on self-esteem

Determined by how other people view themselves

Is not able to form own self-worth

May appear to be confident, but is actually not

(Stein, 1997)
Authoritative Parenting

High Demanding & High Responsive

Monitor and impart clear standards for their children’s conduct

Rules must be followed/yet opinions from the child are taken into consideration.

Talk about issues with children in a supportive manner

Assertive

Not intrusive nor restrictive

(Driscoll, 2013)
(Kopko, 2007)
Child’s possible response to Authoritative parenting

Feels security of love and acceptance

Finds satisfaction in achievement

Not afraid to try and fail

Sees the world as safe & friendly

Feels encouraged

Learns independence & responsibility

(Driscoll, 2013)  
(Kopko, 2007)
Authoritative effect on self-esteem

Very competent in social, emotional, and academic abilities, which in turn gives the child a high sense of value

(Ballash, Leyfer, Buckley, & Woodriff-Border, 2006)
Uninvolved Parenting

Low in responsiveness & low in demandingness

Frequently absent or preoccupied

No limits are set

Extreme cases are neglect; mostly emotional

(Driscoll, 2013)
Child’s possible response to Uninvolved parenting

Lacks ability to form close relationships

Develops bitter and hostile feelings

Devalues themselves

Feels isolated and lonely

(Stein, 1997)
Uninvolved effect on self-esteem

Much lower self-esteem than those of Authoritative parents.

Undeveloped sense of self

Vulnerable to outside influences - gangs, drugs, bullying

(Stein, 1997)
Permissive Parenting

High response & Low demand

Indulgent: showers child with presents, privileges and services

Lenient

Overbearing

Submits to child’s demands & temper tantrums

Cannot say “No”

Jumps in to “save” or “fix”

Avoids confrontation

(Stein, 1997)
(Darling, 1999)
Child’s possible response to Permissive Parenting

loses initiative

expects and feels entitlement

insists on demands being met

sees adults as a sense of comfort and pleasure

ignores the rights of others

lacks sense of limits and boundaries

(Stein, 1997)
Permissive effect on self-esteem

Children have much lower self-esteem than those of Authoritative parents.

Struggle with how to develop an identity
What are “Helicopter Parents”? 

First appeared in the 80’s

Hover close to their child, ready to swoop in to rescue at the first sign of difficulty or disappointment.

Want to be “friends” with their children

(Nicholson, 2012)
Helicopter Parents

It had been found that this style of over parenting can lead to detrimental character traits:

Erodes a sense of autonomy

Ever-more dependent on external achievement

Uses status to develop their sense of confidence and secure self

(Nicholson, 2012)
Helicopter Parents

The hope was that parents would look out for their child’s every move, making sure that all classes, sports, and activities were helpful in providing the best advantage for their successful futures.

YET........
Indiana State, psychologist, Dr. Meno, states, “when children aren’t given the space to struggle through things on their own, they don’t learn to problem solve very well, they don’t learn to be confident in their own abilities, and it can affect their self-esteem” (2013).
Is there a connection between parenting style and anxiety in children?
What is Normal Anxiety?

A reaction to stressful situations such as nervousness or feelings of uneasiness

Goes away shortly after the trigger of a stressful situation

Short-lived

Does not dramatically affect daily life

(Beesdo, Knappe & Pine, 2009)
How much anxiety is normal for a child?

It is developmentally appropriate for children to have fears and worries

**Infants:** Easily startled & fear of strangers

**Toddlers:** Fear of dark & separation from parents

**School Age:** Worry about injury, death & storms

**Preteens & Teens:** School anxiety & social status

(Beesdo, Knappe & Pine, 2009)
Anxiety Disorders

According to the Anxiety and Depression Association of America, in 2013, one in eight children are affected with an anxiety disorder.

Children with untreated anxiety are at a higher risk to:
- perform poorly in school
- miss out on important social experiences
- engage in substance abuse

(Anxiety and Depression Association of America, 2013)
ANXIETY

Anxiety disorders are of the most pervasive psychiatric problems experienced by children.

Studies have recently begun to focus on family characteristics that may promote the development of anxiety.

(American Psychiatric Association DSM IV)
What are the symptoms of an anxiety disorder?

Overwhelming feelings of panic and fear

Uncontrollable obsessive thoughts

Painful/intrusive memories

Recurring nightmares

Physical symptoms such as: “butterflies” in stomach, heart pounding & muscle tension

(American Psychiatric Association DSM IV)
What causes anxiety disorders?

An interaction between certain biological and environmental risks that are unique to each child.

Genetics and a child’s temperament

Environmental factors including parenting style and traumatic life experience

Not one single cause

(American Academy of Child & Adolescent Psychiatry, 2013)
Which style do I choose?

Overall, the most successful parenting style on a child’s self has been “AUTHORTATIVE”

This style essentially is parenting that is loving yet still enforces limits

Evidence does support that psychosocial factors (parenting) factors into the etiology of an anxiety disorder
Questions

What is we do not have the same parenting style?
- Carl Jung

Can I change my parenting style?

What if my child has special needs?

What if we are divorced?
DIFFERENTIATION

The ultimate goal of raising children

Differentiation of self is one's ability to separate one's own intellectual and emotional functioning from that of the family- Murray Bowen

(Goldberg & Goldberg, 1996)
“A person with a well-differentiated "self" recognizes his realistic dependence on others, but he can stay calm and clear headed enough in the face of conflict, criticism, and rejection to distinguish thinking rooted in a careful assessment of the facts from thinking clouded by emotionality. Thoughtfully acquired principles help guide decision-making about important family and social issues, making him less at the mercy of the feelings of the moment. What he decides and what he says matches what he does. He can act selflessly, but his acting in the best interests of the group is a thoughtful choice, not a response to relationship pressures. Confident in his thinking, he can either support another's view without being a disciple or reject another view without polarizing the differences. He defines himself without being pushy and deals with pressure to yield without being wishy-washy.”

- Murray Bowen
Who is Alfred Adler?

Born in 1870 in Vienna, Austria

- Physician
- Psychologist
- Educator
- Feminist

Great respect for all people regardless of gender, ethnicity or behavior. Understanding human behavior integrates thinking, feeling, behaving, and systematic approaches

Holistic

(Carlson, Watts & Maniacci, 2005)
ADLERIAN THEORY
CONCEPTS CHILDREN

Natural and logical consequences

Sense of belonging

Encouragement

(Carlson, Watts & Maniacci, 2005)
It’s all about balance

Overinvolved ↔ Uninvolved

Risks for low self-esteem and anxiety become evident in a child’s development of healthy identity anytime a parenting style leans to one extreme or another.
The way we talk to our children becomes their inner voice

– Peggy O’Mara
Conclusion

Give children boundaries and choices
Show children they are wanted and loved
Teach children consequences for actions
Be a parent, not a friend
Be consistent
Be encouraging
REFERENCES


The University of Texas. (2013). *Self esteem*. Informally published manuscript, Counseling and mental health center, University of Texas Austin, Austin, Texas, Retrieved from http://cmhc.utexas.edu/selfesteem.html
