

Parenting Practices and Styles that Encourage Resilience and
Develop Social Interest in Children

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Abstract

The difficulties children face when they are born into challenging environments can be overwhelming. Societal circumstances involving parental mental illness, substance abuse, child abuse, and poverty can present traumatic conditions that adversely affect children emotionally and behaviorally; however, there are children who seemingly endure environmental challenges and achieve success far beyond our expectations, given the circumstances. What variables allow some children to flourish despite their circumstances? How can children who experience such adversities be nurtured to display Social Interest and resilience? The purpose of this literature review involves examining existing research on parenting practices, parenting styles, resilience, and Social Interest. The objective is to identify parenting practices and parenting styles that encourage the development of resilience and social interest in children.

Keywords: parenting practices, parenting styles, positive parenting, positive psychology, resilience, Social Interest.

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Parenting Practices and Styles that Encourage Resilience and
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Children who are born into adverse environmental conditions face difficulties. Rutter, as cited by Buchanan (2014), revealed how children exposed to adverse experiences could have negative long-term psychological outcomes; however, a child's response to these adverse conditions varies as each child experiences the family atmosphere differently. There are children who can persevere despite these difficult life circumstances. What factors contribute towards achieving life success despite the expectations normally associated with high-risk upbringing and environment?

Given the high-risk factors associated with difficult living conditions, could resilience and Social Interest benefit children? Environmental factors that create adversity can neurobiologically impact children (Shore, 2010). Nurturing through parenting styles and practices could potentially mitigate these adverse factors. Additionally, the development of *soft skills* or personality and social skills can offset the effects of adverse conditions. Soft skills include self-regulation, temperance, conscientiousness, and delayed gratification (Tough, 2012).

If adverse experiences affect children neuropsychologically (Farris & McCarroll, 2010, p. 17), perhaps these effects could be lessened to promote restorative emotional, psychological, and mental functioning through resilience and Social Interest. The notion of ending *mental illness thinking* proposed by Pemberton and Wainwright (2014) who stated that research in social and psychological theory, genetics, and neuroscience may change the manner in which psychological distress is conceptualized. Additional advances in neuroscience, particularly in child neurodevelopment, change the perception of mental health and mental illness. In addition to child neurodevelopment, a psychosocial aspect also has an impact on mental health.

Pemberton and Wainwright (2014) proposed that using psychosocial factors along with narratives based on personal meaning would provide a basis for developing effective interventions. Also, psychological distress should be approached in a different manner. The notion of building upon personal strengths can be realized with the development of Social Interest and resilience.

Resilience allows one to function despite experiencing events that would seemingly impair or adversely affect the individual. Social Interest provides strengthened mental health through the process of belonging to the community of humanity. Potential mental health challenges may exist when an individual tends to be self-absorbed and unaware of how their actions affect others. On the contrary, when an individual has an attitude of giving to others, it counteracts the tendency toward a self-focused perspective (Ansbacher & Ansbacher, 1956, pp. 159-161).

Adler stressed that increased Social Interest provided the individual with increased mental health stability (Adler, 1964). An individual's positive adaptation to adverse events is what Cutuli and Herbers (2014) defined as *resilience*. The positive adaptation to stressful experiences would benefit a person into adulthood. Along with resilience, Social Interest would allow a child to cultivate a sense of belonging that enables the development of competence, self-worth, and usefulness. Realizing one's real human potential can be achieved through Social Interest or *Gemeinschaftsgefühl*, which describes an attitude (*gefühl*) for the community (*Gemeinschaft*). Social interest expresses a feeling of oneness with the community and an attitude toward making choices to help others (Ferguson, 1984, pp. 5-6)

The literature review examines parenting practices and styles, positive parenting, positive psychology, resilience, and Social Interest to determine if there is a relationship between parenting, resilience, and Social Interest.

Research Question or Problem

When reviewing the construct of resilience, the research literature tends to focus on individuals who face difficult environmental challenges that result in pathology (Bonnano, 2008); however, it would be useful to understand what specific parenting practices foster a non-pathological perspective of resilience. Along with resilience, the concept of *positive parenting* as it relates to parenting practices will be studied. Additionally, positive psychology as it relates to positive parenting will be examined. The Adlerian concept of *Crucial Cs* will be explored as it relates to resilience and Social Interest. Finally, strengths-based psychology and attachment theory will be investigated as these topics relate to Social Interest and resilience.

Why instill Social Interest and resilience in children? Adverse experiences children face may affect them neuropsychologically (Farris & McCarroll, 2010, p. 17); therefore, how could the impact of adverse experiences be lessened to promote restorative emotional, psychological, and mental functioning? Resilience and Social Interest would provide therapeutic outcomes. Resilience provides the ability to function despite experiencing events that seemingly would impair or adversely affect an individual's emotional, psychological, and mental functioning (Lee, Cheung, & Kwong, 2012, p. 3). Social Interest provides strengthened mental health through the process of belonging to the community of humanity (Adler, 1998).

In his book *How Children Succeed Tough* (2012) examined the qualities that are necessary for children to be successful. The skills that help children succeed are self-control, self-regulation, being conscientious, keeping one's temper, and delayed gratification. These are considered non-cognitive or *soft skills* (personality and social skills). The author also outlined the correlation between childhood stress and life success. Early adversity in childhood can alter physical brain development; however, with the right support children who grow up in very difficult circumstances can achieve remarkable accomplishments.

Parenting (styles and practices), resilience, positive psychology, positive parenting, and Social Interest will be reviewed to determine if there is a relationship between parenting, resilience, and Social Interest. Also, the Crucial Cs, strengths-based approach to mental health and attachment theory will be reviewed.

Rationale for Research

Parents face challenges raising children who will hopefully contribute to society in a positive manner. How do parents raise children when less than ideal environmental and social circumstances are present? How do some individuals contribute to society in a positive way despite experiencing stressful life experiences? Understanding how individuals successfully navigate childhood adversity can have implications for promoting positive mental health.

There are individuals who experience upbringings in challenging environmental and social circumstances; however, some individuals seem to thrive in a positive manner despite experiencing these difficult life situations. Researching the literature will allow a better understanding of how parents can guide adverse experiences of their children to promote positive mental health during their developmental years.

Regarding parenting style and specific parenting practices, the literature review hopes to ascertain which practices promote resilience and develop social interest in children. Resilience would help children persevere in the face of adversity. Encouraging the development of Social Interest strengthens a child's perspective which supports positive mental health. Examining the research may help with understanding how parents can raise children to become successful resilient adults who positively contribute to society.

Purpose of Research

Children from high-risk environments potentially experience challenging emotional and behavioral issues that affect them adversely. The potential public health costs could be

significant given the exposure to various environmental difficulties; therefore, it would be important to identify how parents can raise children so they may become productive members of society. The preventative measures through parenting practices could achieve desired outcomes with rearing children.

Nadine Burke Harris, the lead pediatrician of Bayview Child Health Center in San Francisco, California, posed the question, “What effect does poverty have on children?” (Tough, 2012). Dr. Harris observed that exposure to violence at home and in the neighborhood had a physical and emotional impact. Many children seen in the clinic seemed depressed, anxious, and traumatized as reflected by experiencing daily stress in their lives. Children exhibited behaviors such as panic attacks, eating disorders, and suicidal ideation (Tough, 2012, p. 7-9). In addition to physical and emotional effects of stressful environmental situations, children face adverse childhood experiences associated with negative adult outcomes.

Tough (2012) discussed the results of Felitti and Anda’s research on Adverse Childhood Experiences (ACE). The findings were reported in the article *The Relationship of Adverse Childhood Experiences to Adult Health: Turning Gold into Lead*. Researchers gave subjects a questionnaire with items covering various categories of childhood experiences. These items included abuse, neglect, and family issues of addiction and mental illness. Seventy percent of the respondents completing the questionnaires were middle to upper-middle class. The subjects were 75% Caucasian, 75% attended college, and the average age was 57 years. One-quarter grew up in a household with an alcoholic or drug addicted family member, and one-quarter were beaten as children.

Each subject was assigned an ACE score where one point was given for each category of trauma experienced. Two-thirds of subjects had at least one ACE and one in eight had an ACE score of 4 or higher. A positive correlation was noted between adverse childhood experiences

and negative adult outcomes. Higher ACE scores correlated with the worse outcome on every measure from addiction to chronic disease. Individuals with ACE scores of 4 or higher were twice as likely to smoke, seven times more liable to be alcoholics, and seven times more liable to have sex before age 15. Additionally, higher ACE scores were twice as likely to have been diagnosed with cancer, twice as likely to have liver disease, and four times as likely to have emphysema or chronic bronchitis.

Children from high-risk environments potentially experience complicated emotional, psychological and behavioral issues. Advances in neuroscience and specifically understanding attachment from a neurobiological perspective (Shore, 2002) allows clinicians to view the potential impact impaired sociobiological connections have for children reared in adverse environmental conditions; therefore, it would be important to identify how parents can raise children to become productive members of society while mitigating potential psychological, emotional, or mental issues.

Preventative measures through parenting practices could achieve desired outcomes with rearing children. The current research can be reviewed to understand which parenting style and parenting practice provide protective resiliency factors. The literature review's purpose would enhance understanding the latest research findings that provide beneficial support for parents raising children.

Assumptions or Limitations

There may be investigator bias regarding searching for evidence in the literature that supports the notion that there is a definitive practice or style that is more suited towards instilling social interest and resilience. Another assumption is cultural bias assuming universally all parents desire to instill the qualities of resilience and Social Interest in their children. Perhaps a more comprehensive review of research literature from other countries would give a broader

perspective. Another limitation is the investigator's perspective assumes there are individuals who succeed despite obstacles encountered in their life.

Parenting Practices

Anderson (2011) defined parenting practices as being specific behaviors observed or reported by parents when interacting with their children. Hasnain, Faraz, and Adlakha (2013) described parenting practices as ways parents use with their children to achieve socialization goals. Child-rearing behaviors parents use with their children include 1) *language*, 2) *sensitivity* (emotional relationship between parents and children), 3) *expressions of affection* (behaviors conveying love and tenderness), 4) *warmth and acceptance* (communicate positive affirmation), 5) *social-cognitive* (provide pleasant experiences when playing with children) (Bornstein, Hahn, Haynes, 2011, pp. 659-660). The degree of variations in the parent-child relationship could explain differences in how children develop. The following study reviews the relationship between five personality factors of parents and precise dimension of parenting.

Parenting and Personality Factors

Prinzle, Stams, Deković, Reijntes, and Belsky (2009) conducted a meta-analysis of 5,853 parent-child dyads in 30 studies. The parenting dimensions examined were warmth, behavioral control, and autonomy support. The authors define *warmth* as the extent parents encourage individuality, self-regulation, and self-assertion to support their children's needs. Essential for positive developmental outcomes, warmth is instrumental with mastery, regulation, emotion, and interpersonal closeness. The second dimension, *behavioral control*, involves providing clear expectations for maturing behavior along with consistent and appropriate limit setting. The third parenting dimension, *autonomy support* is encouraging children to discover actively, explore, and communicate their goals and perspective.

The authors compared parenting dimensions of warmth, behavior control, and autonomy support with the big five personality factors of neuroticism, extraversion, agreeableness, conscientiousness, and openness. The tendency for negative emotionality or being easily tense, nervous, and distressed is neuroticism. *Neuroticism* interferes with positive affect and limits the ability to respond adequately to a child's signals. *Extraversion* is the intensity of activity level and interpersonal interaction. *Agreeableness* is the interpersonal orientation of thoughts, feelings, and actions. *Conscientiousness* is being thorough, organized, and goal oriented. Additionally, it is the extent that a consistent and structured child-rearing environment is provided. *Openness* is the degree an individual embraces new experiences, is imaginative, and has a broad range of interests.

Research results indicated that the big five personality factors relate to parental warmth and behavioral control. Warm, structured parenting is associated with higher levels of extraversion, agreeableness, conscientiousness, and openness. Autonomy support is associated with higher levels of agreeableness and lower levels of neuroticism. The authors of the study concluded that personality is an inner resource that affects parenting (Prinz et al., 2009, p. 358). Another study compared the big five personality factors and maternal personality with a sample of 262 European American mothers of 20-month old children.

Maternal Personality and Parenting Practices

Bornstein, Hahn, and Haynes (2011) researched personality and parenting by examining the big five personality factors and age appropriate parenting cognition and practices. Parenting cognitions are knowledge, self-perceptions, and reports about behavior. Parenting practices include language, sensitivity, affection, and play. The researchers concluded that certain personality factors relate to specific parenting practices and cognitions. For example, openness

is related to parenting knowledge and mothers' symbolic play with children. Higher levels of neuroticism correlate with lower levels of warmth and sensitivity (Bornstein et al., 2011, p. 669).

The mothers in the study who rated themselves as being more distressed, anxious, insecure, cooperative, organized, and dependable scored higher on neuroticism, agreeableness, and conscientiousness. The authors concluded that personality drives parenting cognitions and practices. Understanding how personality affects parenting practices will give a greater understanding of what influences child development (Bornstein et al., 2011, p. 670-671).

Parenting Styles

Parenting style, as defined by Anderson (2011), is the interaction between parent and child. How parents interact with their children create a foundation for their children's future social and emotional development. The two dimensions of parenting style include the degree of parental warmth, support, and acceptance and degree of parental control and demandingness. Another definition of parenting style refers to the manner parents react and respond to their child's emotions. Gottman (1997) believes that parenting style is related to how parents feel about emotions or meta-feelings (feelings about feelings).

The styles of parenting identified by Baumrind in the 1970s and Gottman in the 1990s relate to the dimensions of support and control. Baumrind identified four elements that shape parenting: a) *responsiveness vs. unresponsiveness* (warmth) and b) *demanding vs. undemanding* (control). The parenting styles identified through Baumrind's studies are a) authoritative, b) authoritarian, c) permissive or indulgent, and d) neglectful. In contrast, Gottman's (1997) book, *Raising an Emotionally Intelligent Child: The Heart of Parenting* identifies four parenting styles: a) dismissing, b) disapproving, c) permissive, and d) conscious. Winsler and colleagues (2005) researched different parenting styles used within the same family.

Maternal and Paternal Parenting Styles

Winsler, Madigan, and Aquilino (2005) studied perceived differences in parenting styles between mothers and fathers within the same family. The Parenting Styles and Dimensions Questionnaire (PSDQ) administered with 56 parents of 28 preschool children. The PSDQ measured each parent's perception of their parenting style in addition to their spouse's style.

Based on Baumrind (1971) definition of parenting styles, Winsler, Madigan, and Aquilino (2005) defined *authoritative* parenting as having emotional supportiveness, setting limits, and responsive disciplinary strategies. *Authoritarian* parenting is strong control and limited emotional support and responsiveness. Lastly, *permissive* parenting displays high levels of emotional support and responsiveness with little discipline and control.

Based on their study, the authors found that mothers demonstrated an authoritative parenting style; however, fathers were more authoritarian regarding disciplinary strategies. Additionally, the authors suggested parents who used authoritative parenting strategies tend to have spouses that use a similar parenting style.

Within the home the research results indicated there is a modest similarity in parenting styles. Parents with permissive and authoritarian styles are positively correlated; however, no association was noted for authoritative parenting. The mothers viewed themselves as more authoritative than fathers, while fathers thought of themselves as less permissive, less authoritative, and more authoritarian than mothers.

The results are intriguing; however, the study's limitations included a small sample size, a sample derived particular population (i.e. university community), and there were no child measures. The study would benefit from being replicated with a larger, more diverse sample size. As parenting style reflects the manner a parent control and socializes their children, Hasnain and colleagues (2013) examine the impact on a child's happiness and self-esteem.

Children's Self-Esteem and Happiness

Hasnain, Faraz, & Adlakha (2013) explored the relationship between happiness and self-esteem of children and parenting styles. The authors asserted that a parent's primary role is to influence, teach, and control their children. Additionally, parents prepare a warm atmosphere and careful nurturing through their specific behaviors. Parenting styles are attitudes communicated to create an emotional climate for expressed parental behaviors.

The research findings indicated parents with an authoritative style of parenting had children with higher self-esteem than children whose parents had a permissive or authoritarian style of parenting. The self-esteem of children from both authoritarian and permissive styles of parenting did not significantly differ, and all three parenting styles did not show any difference in effect on children's happiness. The authors asserted this is because, as a cognitive aspect of personality, happiness is a feeling not solely dependent upon or influenced by parents. Children's happiness may not have a direct correlation with parenting style; however, research on emotional regulation and parenting style demonstrates interesting findings.

Adolescent Emotional Regulation

Jabeen, Anis-ul-Haque, and Riaz (2013) researched the relationship between maternal and paternal parenting styles and adolescent emotional regulation. One-hundred ninety-four middle school students were given the Early Adolescents Temperament Questionnaire (EATQ) and the Parental Authority Questionnaire (PAQ). The authors indicated that parental affection, positive expression, and love are related to low externalizing behavioral problems in children resulting in secure attachment and emotion regulation. Conversely, emotional dysregulation is correlated with harsh parental attitudes and poor parenting (Jabeen et al., 2013, p. 87).

Results of the research suggested that maternal and paternal authoritative parenting styles had a positive effect on emotion regulation. On the other hand, maternal and paternal permissive

parenting style had a substantial adverse impact on emotion regulation. The results for maternal and paternal authoritarian parenting style were not significant. Research findings concluded that authoritative parenting style positively correlated with emotional regulation in adolescents.

Along with comparing the effects of parenting styles on emotional regulation, the following article discusses the effects of warmth and control as it relates to children's internal and external behavioral problems.

Children's Behavioral Problems

The research examined maternal and paternal parenting styles influential in predicting children's behavioral problems. Aunola and Nurmi (2005) identified parenting styles as dimensions of warmth or affection, behavioral control, and psychological control. Authoritative parenting characterized by high level of parental affection and behavioral control is positively associated with adjustment in children. The authoritarian parenting style includes high behavioral control and low affection while the permissive style of parenting has low behavioral control. Authoritarian and permissive styles of parenting are associated with various forms of maladjustment such as conduct disorders, withdrawn behavior, and low peer affiliations.

The authors concluded that a high level of psychological control combined with a high level of affection predicted increases in external and internal behavioral problems. Children's external behavioral problems decreased with a combination of behavioral control and a low level of psychological control. High psychological control and high affection is the most detrimental combination for developing problem behaviors. Also, high behavioral control decreases children's problem behaviors only in combination with low psychological control.

A combination of parenting style dimensions is influential in child development. In addition to examining the effects of parenting styles on problem behaviors, the research literature has observed the relationship between parent's level of education and parenting style.

Parenting Style and Educational Level of Parents

Azkeskin, Güven, Güral, and Sezer (2013) investigated parenting styles of 2751 families in 12 cities in different regions of Turkey. The authors contended that to understand the family's effect on forming the child's personality, studies should focus on the relationship between parents and children. Parental attitudes shape the interaction between parents and children. Specifically those interactions include the parent's expressed values, interests, beliefs, attitudes, and educational behaviors (Uluğtekin as cited by Azkeskin et al. 2013, p. 75). In Adlerian terms, it is the family constellation and family atmosphere that has an influence on the development of a child's personality.

When the parents' educational level increases, the democratic attitude towards their children increases, and there is a correlation between decreased levels of education and more applied physical discipline. The findings concluded that the families' level of education affected parenting styles. Along with observing the effects of educational levels of parents on parenting styles, researchers examined the relationship of parenting styles and cultural influences. Specifically, individualist and collectivist cultural influences are compared to parenting styles.

Individualist and Collectivist Cultures

Winskel, Salehuddin, and Stanbury (2013) examined parenting styles among Malaysian and Anglo-Australian parents. The study reviewed childrearing goals and values across both individualist and collectivist cultures. The authors contended that childrearing goals are consistent with values and expectations held by the parents' culture. For example, dependence, helpfulness, obedience, cooperation, and interpersonal relationships are emphasized in the Malaysian culture.

Malaysians have a collectivist culture that emphasizes the values of sharing, harmony, and caring for others. In contrast, Anglo-Australians have an individualist culture where high

value is given to autonomy, independence, and early mastery of developmental milestones (Winskel et al., 2013, p. 19-21). In addition to reviewing parenting styles of different cultures, the relationship between parenting style and parenting practices is observed in the next study.

Relationship between Parenting Styles and Parenting Practices

Darling and Steinberg's (1993) article discussed parenting style as it influences parenting practices. The difference between parenting style and practices allows researchers to understand better the socialization process. The authors believed that parenting style moderates the impact of specific parenting practices. Attitudes and behavior determine parenting practices that are defined by specific socialization goals. Parenting practices have a direct effect on specific child development outcomes. In contrast, parenting styles modify the influence of parenting practices on the child's development.

Modification was accomplished in two ways: 1) Modify parent-child interaction that changes specific practices to influence outcomes and 2) Affect the child's personality and receptiveness to parental authority (Darling & Steinberg, 1993, p. 493). Researchers concluded that parenting style is understood best in the context of socialization or parenting practices used. Along with reviewing the relationship between parenting styles and parenting practices, another study focused on adult attachment styles and parenting styles.

Attachments Styles and Parenting Styles

Mahasneh, Al-Zoubi, Batayenh, and Jawarneh (2013) reviewed the relationship between parenting styles and adult attachment styles. A random sample of 564 male and female students was given two questionnaires on parenting styles and attachment styles. Bartholomew (as cited by Mahasneh et al., 2013) defines attachment styles as 1) *secure* or positive feelings about self and others, 2) *dismissing* or positive feelings about self but not about others, 3) *preoccupied* describes anxiety that existed about self and valuing others, and 4) *fearful* where there were

negative feelings about self and others. The authors inquired whether there was a significant relationship between parenting styles and adult attachment styles.

Researchers concluded that authoritative parenting styles correlated positively with anxious-ambivalent and avoidant attachment styles. Negligent parenting styles are positively related to secure and avoidant attachment styles. There is a negative correlation between negligent parenting styles and anxious-ambivalent attachment styles. A positive correlation exists between authoritarian parenting styles and secure and avoidant attachment styles.

Interestingly the author's research concluded results that are contrary to what is usually concluded or assumed. Specifically noted are the results that indicate negligent parenting *positively* related to *secure and avoidant attachments styles* and there was a *positive* correlation between authoritarian parenting and *secure and avoidant attachment styles* (Mahseneh et al., 2013, p. 1437). As the article mentioned previously discusses the relationship between adult attachment styles and parenting styles, the next study examined the relationship between parenting styles and Adlerian Lifestyle.

Lifestyle and Parenting Styles

Jonyrienè and Kern (2012) observed the relationship between Lifestyle and parenting styles using a Lithuanian sample of 577 parents. Researchers administered the Basic Adlerian Scales for Interpersonal Success-Adult Form (BASIS-A) and the Parenting Styles and Dimensions Questionnaire – Short Version (PSDQ-Short Version).

The BASIS-A measures lifestyle and consists of five major scales: a) Belonging/Social Interest, b) Going Along, c) Taking Charge, d) Wanting Recognition, e) Being Cautious. Additionally, there are five supporting scales: a) Harshness, b) Entitlement, c) Liked by All, d) Striving for Perfection, and e) Softness. The authors' defined Lifestyle as a set of beliefs a person creates before the age of seven. These views are consistently applied throughout the

individual's life to solve problems relating to career, intimacy, and social relationships (Jonynienè & Kern, 2012, p. 91).

Parenting styles consists of the degree of warmth (*responsiveness*) and control (*demandingness*). Warmth is related to the degree of parental nurturance, emotional expression, and positive reinforcement of the child's perspective. The combined degree of warmth and control create attitudes and behavior that define the following parenting styles: a) *authoritative* (high warmth and control), b) *authoritarian* (low warmth, high control), and c) *permissive* (high warmth, low control). The authoritative parenting style is similar to democratic parenting from an Individual Psychology aspect.

The democratic parenting style uses discipline in a respectful manner, encourages children to express their thoughts and feelings, is responsive to children's needs, and maintains social interest. The Individual Psychology's autocratic parenting is similar to authoritarian parenting. Autocratic parenting implements strict reward and punishment gives little or no freedom to children, and places unreasonable limits (Jonynienè & Kern, 2012, pp. 93-94).

The authoritative or democratic parenting style promotes the development of Social Interest in children as indicated by research findings of higher levels of empathy, life satisfaction, cooperative attitudes, pro-social behavior, and lower depression. These results support the effectiveness of parenting programs such as the Systematic Training of Effective Parenting (STEP) and Active Parenting. Psychoeducational materials of STEP and Active Parenting are based on principles that support the authoritative or democratic parenting style (Jonynienè & Kern, 2012, p. 94).

Jonynienè and Kern (2012) outline correlations between Lifestyles and parenting styles. Individuals who tend to use authoritative parenting style scored high on the scales of Belonging/Social Interest, Going Along, Wanting Recognition, Harshness, Striving for

Perfection, and Softness. They scored low on the scale Liked by All. Individuals who used an authoritarian parenting style scored high on scales of Wanting Recognition, Being Cautious, Harshness, Entitlement, and Softness. The correlation between Lifestyle and parenting styles of the Lithuanian sample was also compared to North American studies. The authors noted that these comparisons showed modest similarities (Jonynienė & Kern, 2012, p. 113).

Summary

The articles reviewed compared parenting styles with emotional regulation, educational level, adult attachment styles, self-esteem and happiness of children, and perceived differences between maternal and paternal parenting styles. Additional research articles compared parenting styles with different cultural approaches, parenting dimensions as it relates to the degree of warmth and control, lifestyle, and parenting practices. When examining the research on parental styles, it appears that an authoritative or democratic parenting style achieves optimal results for child development.

Positive Psychology

The premise of positive psychology involves understanding human nature from a positive perspective. Subjective experiences on an individual and group level are valued. Topics explored include hope and optimism, flow and happiness, contentment, and satisfaction. The individual level explores the capacity for love and vocation, courage, interpersonal skill, forgiveness, spirituality, and wisdom. Group level looks at institutions and civic virtues that lead individuals toward responsibility, altruism (*Social Interest*), nurturance, tolerance, and work ethic (Seligman & Csikszentmihalyi, 2000, p. 5).

The positive psychology perspective asserts that the field of psychology is not only about studying pathology. Strength and virtue are studied along with understanding the impact of education, work, love, growth, and insight. Certain human strengths can serve as buffers against

mental illness. These strengths include future-mindedness, faith, hope, courage, honesty, perseverance, and the capacity for flow and insight (Seligman & Csikszentmihalyi, 2000, p. 7). According to Seligman and Csikszentmihalyi (2000) psychology as a science should include understanding what is and what could be.

Through the study of positive emotions and positive character traits, positive psychology strives to understand human experiences. According to Seligman, Steen, Park, and Peterson (2005) talking about one's strengths as opposed to focusing on deficits is seen as the future of psychotherapy. Topics covered within positive psychology are personal traits and subjective experiences as illustrated in the following study.

Themes of Positive Psychology

Hart and Sasso (2011) indicated that positive psychology topics revolve around the following subjects: 1) resilience, 2) life satisfaction, 3) meaning and purpose in life, 4) flourishing/thriving, 5) life worth living, 6) character/strengths/virtues, 7) the good life, and 8) happiness (Hart & Sasso, 2011, p. 83). According to the authors, the majority of scholarly interest has been in the area of resilience. Positive coping and resilience or adaptive functioning emerges as a consistent core theme.

Emerging themes proposed by Seligman and Csikszentmihalyi (2000) include the three pillars of positive psychology: 1) positive personal traits, 2) positive institutions, and 3) study of positive subjective experiences. The theme of flourishing or optimal mental health is connected to many benefits for the individual and society.

Flourishing or Ideal Mental Health

How individuals flourish was examined in the research of Catalino and Frederickson (2011) who investigated the role of routine activities that encourage this process. According to the authors, the broaden-and-build theory of positive emotions explains how individuals flourish.

This theory states that positive emotions broaden thinking and attention. Also, positive emotions help individuals build on cognitive, social, psychological, and physical resources that all contribute to a person's happiness. The Day Reconstruction Method (DRM) was administered to a sample size of 208 adults. Results indicated individuals who flourish respond with positive emotions to pleasant everyday events. High levels of mindfulness are positively correlated with higher levels of flourishing.

Additionally, it is asserted that individuals who flourish engage in prosocial behavior that lead to more positive emotions. Another activity that increases positive emotions is a spiritual activity where practicing loving-kindness or meditation over time increases positive emotions (Catalino & Frederickson, 2011, p. 939). In addition to spiritual activity, prosocial behaviors increase positive emotions. Research has observed the relationship between positive parenting and children's prosocial behavior development.

Positive Parenting and Prosocial Behavior

Scrimgeour, Blandon, Stifter, and Buss (2013) investigated how positive parenting within the context of cooperative co-parenting behaviors correlated with children's prosocial development. Prosocial behaviors include sharing, comforting, being considerate to others, helping, and cooperating. These behaviors occur through daily interactions between parent and child. A particular parenting practice that correlates with children's prosocial behavior is inductive reasoning.

Inductive reasoning is the explanation a parent gives for desiring the child to change his or her behavior. The authors indicate that a combination of an authoritative parenting style and use of inductive reasoning predict children's prosocial behavior (Scrimgeour et al., 2013, p. 506). Modeled cooperative behavior of co-parents displays positive interpersonal behavior that in turn encourages children's prosocial behavior.

The description of prosocial behavior appears to be similar to the Adlerian construct of Social Interest. Based on the results of this research, prosocial behavior or Social Interest is encouraged when modeled by the positive interpersonal behavior of parents. The Scrimgeour et al. (2013) study illustrated the correlation between positive parenting and prosocial development of children. The following article compared the relationship between flourishing and the psychological benefits of music.

Psychology of Music and Wellbeing

Seligman defined flourishing as comprising the following factors: 1) positive emotion, 2) relationships, 3) engagement, 4) achievement, and 5) meaning (Croom, 2012, p. 1). Musical activity has a positive influence on the five factors of flourishing. Music is defined as the “temporally patterned human activity involving the production and perception of sound” (Croom, 2012, p. 2). The features of music such as pitch contour and pitch interval are automatically encoded suggesting that the brain has adapted to musical stimuli. Musical instruments discovered over 35,000 years old show music played an integral part early in human history (Croom, 2012, p. 2). The use of musical instruments dates back thousands of years, and the positive effects of music as neuroscientific studies show present interesting results regarding how music biologically affects humans.

Feelings of euphoria are stimulated when humans listen to music. Salimpoor, Benovoy, Larcher and Dagher (2011) studied the biological mechanism responsible for creating euphoria when listening to music. The researchers used functional magnetic resonance imaging (fMRI) to discover that intense pleasure response to music leads to dopamine release in the striatal system (Croom, 2012, p. 4). Another study found listening to music activates bilateral regions of the brain relating to memory, motor functions, attention, and emotional processing (Sarkamo et al., as cited by Croom, 2012, p. 4). Additional studies cited by Croom (2012) illustrated that music

enhances emotional and cognitive function, enhances cognitive recovery in patients after experiencing a stroke, and facilitates overall health and wellbeing. Music has positive benefits on the wellbeing of individuals. The research by Croom (2012) related flourishing to the psychological benefits of music, and the next article examines the positive correlation between positive psychology and Social Interest.

Positive Psychology and Social Interest

Barlow, Tobin, and Schmidt (2009) observed the relationship between positive psychology and Social Interest. Forty-three graduate students in counseling were given the Life Orientation Test (LOT), an eight-item self-report measure that assesses optimism for positive and negative outcomes in life. Subjects were also given the Adult Trait Hope Scale, a twelve-item scale that measures hope in two components: 1) a sense of personal agency related to goal attainment, and 2) ability to create pathways to reach a goal. The subjects were also given the Social Interest Index (SII), a 32-item scale that measures social interest. The measure has four subscales related to the life tasks of work, friendship, love, and self-significance. Results indicated that Social Interest is correlated with hope and optimism.

Optimism is a predictor of Social Interest so the more optimistic an individual, the greater their Social Interest. The authors concluded development of Social Interest results in feelings of empathy, connectedness, and identification (Barlow et al., 2009, p. 191). Both Individual Psychology and positive psychology have a strength-based approach to mental health and view behavior as goal oriented. Social Interest assists individuals with meeting life tasks in the same manner as the positive psychology constructs of hope and optimism.

Positive Parenting

The research literature on parenting practices in relation to resilience also refers to positive parenting. The five core principles of positive parenting include: 1) *safe and*

engaging environment (protective and supervised to promote healthy development), 2) *positive learning environment* (parents as child's first teacher), 3) *assertive discipline* (child management and behavior change strategies), 4) *realistic expectation* (explore parents expectations about child's behavior), and 5) *parental self-care* (self-esteem, resourcefulness, and wellbeing) (Sanders, 2008, p. 509). The following article describes a parenting intervention that is based on the concept of positive parenting.

Triple P-Positive Parenting

Sanders (2008) developed a parenting invention called the "Triple-P Positive Parenting Program." The program's goal is to increase parenting knowledge and skills to reduce behavioral and emotional problems in children. The author asserts that increasing positive parenting practices produce better developmental and mental health outcomes in children. Additionally, the author asserts that parents raise their children in a particular cultural content with parenting practices varying between cultures. The Triple-P program, based on the principles of positive parenting, is an effective cross-cultural intervention (Sanders, 2008, p. 511). Positive parenting and children's social competence is examined among a sample of immigrant Latino families.

Positive Parenting and Social Competence

Leidy, Guerra, and Toro (2010) studied 282 Latino families to determine the relationship between family cohesion, positive parenting, and social competence of children. The researchers predicted that positive parenting and family cohesion would increase children's social competence. The research emphasized how positive parenting relates to the social competence of 9-12-year-olds. Parents were given a seven-item three-point Likert scale assessment to measure positive parenting. Also, a nine-item four point Likert scale assessment was given to measure family cohesion. Lastly, the Stephenson Multigroup Acculturation Scale (SMAS)

was used to control for different levels of acculturation. Children's level of social self-sufficiency was measured using a six-item four point Likert scale assessment.

Researchers concluded that both positive parenting and family cohesion predicted an increase in social self-efficacy (Leidy et al., 2010, p. 257). The Leidy et al. (2010) study shows that positive parenting has an effect on social competence of children. In another research article investigators studied how music therapy encourages positive parenting and child development.

Positive Parenting, Music, and Child Development

Positive parent-child relationships were studied among 358 parents and children. Nicholson, Berthelsen, Abad, Williams, and Bradley (2008) used *Sing and Grow* a parenting intervention based on music play activities. The intervention was developed with the principles of attachment theory, interaction theory, and behavioral parent training. Playing and singing music allows parents to have an intimate bonding experience. The program enhances parental responsiveness and use of developmentally appropriate parenting skills. The Sing and Grow goal is to improve children's behavioral, social, and communication skills using music-based activities.

Results of the study indicated that parents who completed the 10-week Sing and Grow program reported a positive impact on parent-child relationships. The intervention is reported to provide beneficial intervention for parenting behaviors and child development skills (Nicholson et al., 2008, p. 228-235). Positive parenting emphasizes encouraging good behavior and helping children control emotions that are instrumental in emotional regulation.

Attachment Theory

Attachment is the emotional bond between caregiver and child involving an exchange of comfort, care, and pleasure. The lasting psychological connectedness of attachment depends on developing basic trust in the caregiver(s). A child's successful social and emotional

development depends on the attachment relationship with at least one primary caregiver. Early bonds formed between children and caregivers significantly impact emotional and social development. The type of attachment style will depend on the kind of bond formed between the caregiver(s) and child (Tough, 2012, pp. 35-36).

Attachment Style and Phases of Attachment

The different attachment styles defined by the Ainsworth and Bell (1970) study assessed 100 infants and primary caregivers for attachment quality. The research defined the following attachment styles: 1) secure, 2) avoidant, 3) resistant, and 4) disorganized/disoriented.

Attachment development during the first three years of life is a very sensitive period. During this time, the infant communicating through grasping, crying, smiling, and gazing into the adult's eyes develops trust. The infant develops trust when he or she anticipates that the caregiver will respond.

In addition to different attachment styles, there are four phases of attachment: 1) *pre-attachment* (birth to 6 weeks), 2) *attachment in making phase* (6 weeks to 6-8 months), 3) *clear-cut attachment phase* (6-8 months to 18 months – 2 years) and 4) *formation of reciprocal relationship* (18 months – 2 years and on). Attachment development reflected by the infant's right brain development allows a clearer understanding of emotional processing.

Right Brain Development, Attachment, and Emotional Processing

The research literature on the right brain gives greater understanding into emotional processing development. Schore (2002) extensively researched the relationship between attachment, right brain development, and emotional processing. Processing emotions involves the limbic system located in the right brain. Current neuroscientific findings indicated that the right brain is instrumental for perceiving emotional states such as empathy.

In the first year of life, the creation of a secure attachment involves emotional communication between primary caregiver and infant. The right brain of the infant and caregiver are matched with communication coordinated between each other. The coordinated communication between infant and caregiver is important in the early stages of development as infants develop affect behavior and emotional processing.

Affective behavior is coordinated between caregiver and infant because early maturation of emotional processing is dominant in infants. During this time, affect regulation development is an essential part of brain maturation and emotional development. How an infant's brain development connects with emotional regulators of adult brains are understood through neuroimaging studies.

Schore (2014) found that neuroimaging studies showed infants as young as two months old exposed to a woman's face displayed right brain hemispheric activation. These results indicate an infant's brain growth is adapted to connect with emotional communication regulators of adult brains. Additionally, the research literature discussed the notion of brain circuitry reflected by the concept of an attachment behavioral system.

Biological and Physiological Aspects of Attachment

Biological and physiological aspects of attachment are viewed as brain circuitry that includes an attachment behavior system. Shaver and Mikulincer (2010) examine Coan's Social Baseline Theory, which describes the idea that the human brain through evolution was designed to rely on relationships with other people's brains. The brain's default state is dependent upon social regulation and self-other co-regulation.

The brain does not function or develop optimally if an individual is forced to survive without adequate co-regulation. In other words, people are hardwired for social connectedness because individuals are social beings by design. Innate hardwiring for social connectedness is

displayed by right brain development (Shore, 2002, p. 434). Additional research indicated efficient right brain function could provide resilient developmental qualities.

Development of Healthy Attachment

The right brain rapidly develops during the first year of life as the infant relies on past experiences to retrieve emotions. Efficient right brain function is considered by Schore (2001) to be a resilience factor for optimal development in later life cycle stages. Optimal right brain development is dependent upon healthy attachment. Similarly, optimal psychobiological interactions are considered a resilience factor. Hrubý, Hašto, and Minárik's (2011) study indicated efficient right brain function was a resilience factor for optimal development of psychobiological interactions.

The authors further asserted that the orbitofrontal cortex of the right hemisphere regulated maturation and neural interactions during early life. Early identification and emotional reactions are enabled by mirror neurons that are important for the relationship between caregiver and infant (Hrubý et al., 2011, p. 53-54). In other words, mirror neurons are instrumental in developing the attachment relationship between caregiver and infant; however, developing a healthy attachment is a life-long process, and attachment style can change as illustrated with the following study.

The University of Minnesota study conducted by Cicchetti (2006) followed 137 families with previously documented histories of child maltreatment. The focus of the intervention was a one-year-old child in each family. One of the 137 children demonstrated secure attachment and 90% had a disorganized attachment. Both treatment and control groups were randomly divided. Families in the treatment group were given a year of child-parent psychotherapy developed by psychologist Alicia Lieberman of the Child Trauma Research Program at the University of California at San Francisco. The control group received standard community services provided

to families reported for maltreatment. When the children were two-years-old, 61% in the treatment group had formed a secure attachment with their mothers. Two percent of the children in the control group were securely attached.

Researchers illustrate that developing a therapy to nurture attachment-promoting parenting can significantly benefit both children and parents. The right kind of intervention given to parent(s) with attachment issues can help develop a secure attachment with children. Attachment style can change with the proper intervention method. The following longitudinal study illustrates children with anxious attachment styles are capable of changing to a more secure attachment. Also, it is possible to predict later in life outcomes by an individual's attachment style.

Tough's (2012) book, *How Children Succeed* described the longitudinal study of Everett Waters and Alan Sroufe from the University of Minnesota. Waters and Sroufe in 1972 recruited 267 first time mothers to study the effects of early parental relationships on child development. These children were followed from birth to adulthood, and the study results were published in the 2005 book, *The Development of the Person*. This study demonstrated that attachment changed during childhood.

Children with anxious attachments went on to thrive but for the majority of children, attachment style at one-year-old, as measured by the Strange Situation test, was highly predictive of outcomes later in life. For example, children with secure attachment style were more socially competent throughout their lives. They were better at forming close friendships in middle childhood, better at negotiating adolescent social networks, and two-thirds had secure attachments in infancy (Tough, 2012, pp. 35-36). In addition to attachment style, neurotransmitters can biochemically impact physiological brain development.

Neurotransmitters Effect on Brain Development

Certain neurotransmitters have specific physiological effects on the infant's brain. Faris and McCarroll (2010) cite Bergen and Coscia's study that described how brain development is affected when an infant's cries are ignored. The infant's early movements and reflexes are controlled via the brain stem. Perry (1997) described how the brain stem can be damaged when an infant cries intensely. When an infant is left alone to cry continuously, the neurotransmitter adrenaline is overstimulated.

The excess release of adrenaline will cause an overactive adrenaline system. A child with an overactive adrenaline system presents behavior that is impulsive, aggressive, and violent because the brain stem has flooded the body with adrenaline and other stress hormones (Faris & McCarroll, 2010, p. 17). In addition to an excess release of adrenaline, too much cortisol can be produced at times of intense crying.

Schore (1996) reported that elevated cortisol levels could stunt or even destroy critical brain connections. Elevated cortisol levels and increased adrenaline create physiological changes resulting in behavioral changes and physiological alterations in the brain. Neurotransmitters can change the brain as a result of early exposure to extreme stress.

Effects of Stress on the Brain

Kaufman and Charney (2001) researched the effect of intense stress early in life. The neurotransmitter systems are modified which results in brain changes similar to those seen in adult depression. Boeree, as cited by Faris and McCarroll (2010), asserts that neurotransmitter alteration lead to intense stress. The neurotransmitter alteration confirms Erickson's first psychosocial developmental stage of trust vs. mistrust. During this time if a caregiver fails to meet the infant's primary needs, basic mistrust will develop resulting in withdrawal and

depression later in life. Other changes in brain physiology, as indicated by early relational trauma, can lead to self-regulating difficulties.

Affect Development and Emotional Regulation

A child will have difficulty self-regulating emotions as a result of early relational trauma. There is a direct relationship between early trauma and pathological dissociative disorders. According to Schore, (2010) childhood trauma prevents affective development. The result of early relational trauma is a failure to develop the capacity for emotional self-regulation. Neuroscientific research asserts: 1) permanent physiological reactivity in limbic brain areas result from adverse developmental experiences, 2) emotional and social deprivation interferes with normal synaptic development that leads to behavioral and cognitive deficits, and 3) increased sensitivity to stress later in life is a result of experiencing early adverse experiences which cause individuals to be vulnerable to stress-related psychiatric disorders (Graham, Heim, Goodman, Miller, and Nemeroff as cited by Schore, 2010, p. 130).

When the attachment relationship between caregiver and infant is secure, there is ideal emotional, social, and cognitive development. Attachment involves specific neuromediators, hormones, and neurobiological processes. The neuromediator serotonin is connected with specific maternal behavior. Positive emotion regulations are associated with the neuromediator dopamine. Emotional memory processing in parental behavior is regulated by noradrenaline. GABA and glutamate are involved in the neurobiological process of attachment. Oxytocin participates in the social interaction between infant and caretaker. Considered the hormone of attachment, mothers with higher levels of oxytocin display stronger maternal behavior. (Champagne, Chretien, Stevenson, Zhang, Gratton, & Meaney as cited by Hrubý et al., 2011, p. 51-52).

Summary

The literature on attachment covers a broad range of areas, as it is a right brain activity. The reviewed research covered topics on right brain development, emotional processing, self-regulation of emotions, brain physiology, neurotransmitters effects on brain development, effects of stress on the brain development, and trauma. Attachment development has an important impact on children's social and emotional development.

Strengths-Based Approach – Mental Health

A strength-based perspective highlights an individual's strengths or positive qualities. Individual strengths are developed to meet psychological needs of belonging, competence, feeling safe, autonomy, and finding life's purpose. The concept of strengths is defined in the book, *Character Strengths and Virtues: A Handbook and Classification*. Peterson and Seligman developed this manual and created twenty-four universally respected character strengths. There are four different categories of strengths: emotional, character, relational, and educational. In addition to strengths, traditional, emotional, and human interaction traits were defined (Peterson & Seligman, 2004).

Traditional traits include bravery, fairness, integrity, wisdom, and citizenship. Emotional traits include zest, humor, love, and appreciation of beauty. Human interaction traits include social intelligence or the ability to recognize interpersonal dynamics and quickly adapt to social situations, gratitude, and kindness (Tough, 2012, pp. 58-59). The strengths-based approach asserts that everyone has strengths or resources. The approach is an empowering positive view of human potential. The following qualitative research study illustrates strengths within families.

Family Strengths of Asian American Families

Wong, Wong, and Obeng (2012) examined family strengths of 12 Asian American parents and children. The study investigated Asian Americans' view of their families' strengths. The research questions asked were 1) What are perceived strengths of Asian American families, 2) What contributes to these strengths, and 3) How do Asian American parents contribute to the wellbeing of their children? Research results discovered six themes: 1) open communication, 2) recreational activities, 3) providing practical help, 4) comparison with other Asian American families, 5) parents' sacrificial love, and 6) respect for children's autonomy (Wong, Wong, & Obeng, 2012, pp. 288-289).

Another research study indicated that an Asian parenting style characterized by structure and guidance was positively correlated with Asian American children's health, wellbeing, and life satisfaction. The researchers stated their findings highlight the importance of embracing a strengths-based approach when working with Asian American families (Wong, Wong, & Obeng, 2012, p. 296). Chavis (2004) examines the strengths-based approach with African American families.

Family Strengths and African American Families

Unlike other immigrant groups, African Americans were originally brought to this country in bondage and cut off from their ethnic beliefs, traditions, and cultural heritage; however, despite being cut off from Africa, most draw from their West African and American heritage. Some African cultural values and heritage survived within African American families in America.

The strengths perspective allows one to see family strengths linked to cultural traditions. The author delineated three strengths that are within African American families: 1) extended family kinship network, 2) religion, and 3) spirituality. Spiritual beliefs and practices were

connected to the survival system of families (Chavis, 2004, p. 33-34). As strengths-based approach is compared to families of different ethnic origins, research has also compared counseling with a strengths-based perspective.

Strengths-Based Approach and Counseling

Strength based counseling strategies involve planning interventions that optimize growth. Myers and Sweeney (2008) investigated the results of strength-based or wellness models of counseling. The integration of health and wellness involves understanding how body, mind, and spirit contribute to an individual's mental, physical, and social wellbeing (Myers & Sweeney, 2008, p. 482). The authors presented two counseling wellness models: The Wheel of Wellness and The Indivisible Self.

The Wheel of Wellness, based on Adlerian Individual Psychology, initially consisted of 12 aspects of wellness. The Wheel of Wellness was later revised to include 17 aspects that influences wellbeing. Spirituality is the center of the wheel, and it consists of a sense of life purpose, religious or spiritual practices, and beliefs. The twelve spokes emanating from the center are 1) sense of worth, 2) sense of control, 3) realistic beliefs, 4) emotional awareness and coping, 5) problem solving and creativity 6) sense of humor, 7) nutrition, 8) exercise, 9) self-care, 10) stress management, 11) gender identity, 12) cultural identity. These spokes help regulate an individual to respond to the Adlerian tasks of work, leisure, friendship, and love (Myers & Sweeney, 2008, p. 483).

The Indivisible Self model of wellness, based on Adlerian theory, has self at the center surrounded by five second-order factors 1) creative, 2) coping, 3) social, 4) essential, and 5) physical. Additionally, the four contexts of this model are a) local, b) instructional, c) global, and d) chronometrical (Myers & Sweeney, 2008, p. 484-485).

The Indivisible Self				
Creative	Coping	Social	Essential	Physical
<ul style="list-style-type: none"> ▪ <i>Thinking</i> ▪ <i>Emotions</i> ▪ <i>Control</i> ▪ <i>Work</i> ▪ <i>Positive Humor</i> 	<ul style="list-style-type: none"> ▪ <i>Leisure</i> ▪ <i>Stress-Management</i> ▪ <i>Self-Worth</i> ▪ <i>Realistic Beliefs</i> 	<ul style="list-style-type: none"> ▪ <i>Friendship</i> ▪ <i>Love</i> 	<ul style="list-style-type: none"> ▪ <i>Spirituality</i> ▪ <i>Gender Identity</i> ▪ <i>Cultural Identity</i> ▪ <i>Self-Care</i> 	<ul style="list-style-type: none"> ▪ <i>Exercise</i> ▪ <i>Nutrition</i>

The indivisible self is comprised of five second order factors: Creative, Coping, Social, Essential, & Physical.

Both the Wheel of Wellness and Indivisible Self models are strengths-based approaches that emphasize growth and development. While the Myers and Sweeney (2008) article demonstrated the relationship between strength-based approach and counseling, the next research study focused on mental health from a strength-based perspective.

Strengths Based Approach and Mental Health

The psychology of mind health realization theory (POM/HR) emphasizes an individual’s resilience, resources, encourages self-empowerment, and self-help. According to the POM/HR theory, thought is the basis for feeling and behavior. Actions are dictated by feelings and thoughts that ultimately produce behaviors (Wartel, 2003, p. 185). Results of the Wartel (2003) study indicated that POM/HR is an effective strengths-based model used with youth, substance abuse, and maladaptive parenting behaviors.

Resilience

The research on resilience spans over 40 years and continues to evolve. According to Lee, Cheung, and Kwong (2012) resilience is a multidimensional construct that is a capacity, a process, and a result. Specifically when defined as a capacity, it is referred to as the individual’s ability in a healthy way to adapt to changes and stressful events. Resilience as a process refers to utilizing protective factors to reintegrate after experiencing a severe stressor. Moreover, as a

result, resilience is the beneficial, positive outcome after successful navigation of stressful events.

Different circumstances require the ability to be resilient as some individuals can tap into resiliency and move beyond environmental circumstances to effectively function; however, other individuals have difficulties navigating adverse life circumstances. Perhaps there are specific protective factors that enhance resilience. Researchers have examined how resilient children adapt to their environmental circumstances along with what role parents play in fostering resilient qualities.

Cutuli and Herbers (2014) cited a study conducted by Miliotis, Sesma, and Masten who followed a group of African American children ages 6-11 after leaving shelters and moving into homes. When the parent-child relationships and parent involvement in children's education rated as being close, it was noted that these children had fewer behavior problems and better academic outcomes. Study results indicated that positive parenting and child cognitive skills related to self-regulation were important aspects that assisted children in homeless families to display resilience. In other words, parenting is an important protective factor and positive parenting, in particular, can protect children from the adverse effects of common psychiatric symptoms (Cutuli & Herbers, 2014, 121-122). These protective factors are resources or strengths that promote positive adaptation. In addition to positive parenting, there are parenting behaviors or practices that protect children from the adverse effects of stress.

Tough (2012) explained mothers have a powerful, long-lasting effect when using specific, idiosyncratic parenting behaviors. Responding sensitively to an infant's cues would be an example of this behavior. Promptly responding to an infant's cues results in children who are calmer, self-reliant, more curious, and handle obstacles better. Early nurturing attention creates resilience in children that acts as a protective buffer against stress (Tough, 2012,

p. 37). Although early adversity and stress affect individuals over their lifetime, the preventative actions in close nurturing relationships lessen these adverse effects.

The effective antidote to early stress comes from parents in the form of close nurturing relationships. These relationships formed with parents and other caregivers promote resilience in children. There are psychological and emotional benefits parenting resilience in children. In addition to the emotional and psychological benefits, neuroscientific results have found there are biochemical benefits to resilience. As animal studies show, the neurochemical benefits of parental behavior have positive effects on offspring.

Meany observed in rat laboratories the relationship between parenting and stress. Lab assistants picked up and examined rats often, and they noticed after baby rats were handled and placed in the cage, anxiety and stress hormones were produced. The mother rats would immediately go to the baby rats and spend a few minutes licking and grooming them. The mother rat's licking and grooming counteracted the anxiety and calmed down the flow of stress hormones (Tough, 2012, p. 28-29). The parental practice of licking and grooming had immediate beneficial effects on offspring. There were also different ways the mother rats licked and groomed their offspring.

Researchers noticed different mother rats had different patterns of licking and grooming (LG). Mother rats that licked and groomed a lot were high LG. Rats that licked and groomed a little were labeled low LG. The rats labeled high LG were more social, more curious, and better at mazes. The brains of adult rats observed found significant differences in the stress-response systems of high-LG and low-LG rats. Rats that experienced high rates of LG grew up to be braver and better adjusted than rats that experienced low rates LG behavior (Tough, 2012, p. 30). There were different physiological changes noted with rats as a result of this LG behavior.

The licking and grooming behavior of mother rats cause certain chemicals to attach to certain DNA sequences in baby rats. This process of attachment is called *methylation*. Gene-sequencing technology located which segment of the baby rat's genome is "turned on" by the licking and grooming (LG) behavior. The section activated by LG behavior controls how a rat's hippocampus processes stress hormones in adulthood. These observations lead researchers to question if there is a human equivalent to the LG effect (Tough, 2012, p. 31). The brains of human suicides were studied to examine this further.

Researchers examined sites on DNA related to the stress response in hippocampus brain tissues of human suicides. The hippocampus area is the human equivalent of the rat DNA sequence activated by early parental LG behavior. The suicides that have been abused in childhood experience methylation effects on the same segment of their DNA causing the healthy stress response function to switch off. Environmental factors such as turmoil and chaos within the family can affect the cortisol levels of children, particularly when the mothers are unresponsive. Responsiveness serves as a buffer against a child's stress-response system (Tough, 2012, p. 31-32).

As illustrated in both animal and human studies, parenting behaviors--specifically nurturing behavior--impacts offspring emotionally, psychologically, and biochemically to develop resilience. In the case of humans, Buchanan (2014) cited research by Quinton and Rutter, who found that negative experiences in childhood could be "ameliorated" by economic security and supportive relationships in adulthood. Early caregiving relationship has both physical and psychological impact (Buchanan, 2014, p. 245).

Research by Perry (as cited by Buchanan, 2014), observed the need for children to have stable emotional attachment with primary caretakers and spontaneous interactions with peers. When attachment and peer interactions are not evident, the brain development of caring behavior

and cognitive capacities are damaged (Buchanan, 2014, p. 245-246). In other words, neural systems are instrumental in allowing individuals to think, feel, and act. These neural systems do not develop without necessary experiences. The development of socio-emotional functioning depends on early life nurturing. As mentioned earlier, stable emotional attachment with primary caregivers is necessary for cognitive development. The relationship between resilience and positive emotions is highlighted to examine how this impacts negative emotional experiences.

Tugade and Fredrickson (2004) examined the relationship between psychological resilience and positive emotions. The authors used a multimethod approach in three different studies to predict that resilient people use positive emotions to find positive meaning in stressful situations. When individuals use positive emotions and find positive meaning in negative circumstances, these individuals utilize efficient emotion regulation as demonstrated by accelerated cardiovascular recovery from negative emotional arousal. Additionally, highly resilient people elicit positive emotions through the use of humor, relaxation techniques, and optimistic thinking.

Tugade and Fredrickson (2004) asserted that an important aspect of psychological resilience is positive emotions. The individual's positive emotions guide coping behavior, and the study provides insight into why resilient individuals effectively cope with stressful experiences (Tugade & Fredrickson, 2004, p. 331). Positive emotions affect negative emotion regulations by prompting individuals to use creative thoughts and actions during stressful times. Also, positive emotions help buffer against stress creating health and psychological wellbeing. Additionally, individuals using positive emotional states are less likely to get sick or use medical services when faced with stressful events (Tugade & Fredrickson, 2004, p. 331). There are many factors outlining how resilience is important to develop in early childhood. The following

study gives a clearer understanding of the importance of early childhood being a crucial time for promoting resilience.

Masten, Gerwartz, and Sapienza (2006) reviewed the neurobiology of resilience as insight into brain development. Children need the protections of attachment bonds with nurturing caregivers. Stimulation and nutrition are important for healthy brain development. The opportunity to experience mastering new skills is necessary to develop self-control. Resilience research highlights the importance of early childhood to establish 1) positive relationships, 2) healthy brain development, 3) good self-regulation skills, and 4) community supports for families.

The emphasis of resilience is building strengths to develop protective factors. Specifically what are protective factors? Masten, Gerwartz, and Sapienza (2006) cited Eisold who defined protective factors as: a) good intelligence, b) good communication and problem-solving skills, c) capacity to engage others in relationships, d) capacity for self-regulation in infancy, e) interpersonal awareness, and f) ability to plan. The characteristics of family resilience are highlighted in the research of Black and Lobo.

Black and Lobo (2008) indicated families who cope under adverse circumstances display the following resilient characteristics: 1) positive outlook, 2) spirituality, 3) family member accord, 4) flexibility, 5) family communication, 6) family time, 7) financial management, 8) routines, and 9) rituals. Positive coping factors of families are best viewed through a strength-based model of resilience. McCubbin and McCubbin (1988) defined family resilience as the characteristics that help families become resilient with crisis situations. Qualities of resilience developed at any time during the family life cycle are enhanced through problem solving.

The quality of resilience is understood through an interrelational perspective where parental strengths, interrelationships, and family dynamics are noted. Family challenges are

viewed through a strength-based approach as opportunities for creating growth and healing (Black & Lobo, 2008, p. 36). All research on resilience, as it pertains to individuals or families, can be connected to the tenants of Individual Psychology. Nicoll's (2011) article incorporates resilience research, positive psychology, and family development within the framework of social interest.

Nicoll (2011) made note of the empirical research on the "resilience paradigm" (Nicoll, 2011, p. 206). This research included positive psychology, strengths-enhancement psychotherapy, resilience, health promotion, and social-emotional intelligence. Two interrelated factors are present: 1) development of social-emotional competency and 2) positive, protective social environments, i.e. home, school and community. The resilience paradigm is a rediscovery of Adler's Individual Psychology that asserts that all adjustment problems are a result of inadequately developed social interest. Social Interest is consistent with positive psychology and resilience as both promote an optimistic, proactive approach toward counseling and therapy. Both Individual Psychology and the resilience paradigm promote family interaction patterns and more efficient parenting (Nicoll, 2011, p. 206-207).

Social Interest

Social Interest refers to a sense of belonging to immediate family and society. It is also having an interest in the wellbeing of others. The attitude of social interest is reflected by Adler's quote, "To see with the eyes with another, to hear with the ears of another, to feel with the heart of another" (Ansbacher & Ansbacher, 1956, p. 135). This altruistic perspective of a person's existence with others represents the essence of social interest. The research on social interest has spanned in a variety of areas. Social interest is compared to stress, mental health, how life problems are approached, coping skills, positive psychology, physical health, and career

choice. The following article discusses the positive mental and physical benefits of social interest.

Better Mental and Physical Health

Schwartz, Meisenhelder, Yunsheng, and Reed (2003) explored the idea of altruistic social interest behavior being associated with better physical and mental health. A sample of 2016 Presbyterian church members was given questionnaires that measured prayer activities, positive and negative religious coping, giving and receiving help, and self-reported health. Results indicated that helping other people is associated with higher levels of positive mental health. Derived from this finding, the authors asserted assisting other people brings the psychosocial benefits of self-acceptance, personal growth, and having a purpose in life. The mental health benefit of focusing on oneself by giving to others counters the self-focused nature of anxiety or depression. In contrast, it is believed that a lack of social interest results in life difficulties.

Difficulties in Life Reflect Lack of Social Interest

The attitude reflected in the questions, *Why should I love my neighbor?* and *Does my neighbor love me?* denotes a self-focused perspective. Adler indicated individuals who have this self-focused attitude could face difficulties in life. A self-focused perspective reveals a lack of training in cooperation; however, within a family where values of cooperation and trust are important, Social Interest can be encouraged (Ansbacher & Ansbacher, 1956, pp. 159-161). Human potential is obtained through developing Social Interest. Developed Social Interest promotes creativity for solving problems. Also, Social Interest is developed through trust, cooperation, respect for others, and acknowledgment of individual worth (Ferguson, 1984, p. 6).

Benefits of Social Interest

Relating to others in a useful way is considered good while supreme usefulness is being a genius. The significance of a genius' life is noted because of their contribution to the common

welfare of society (Ansbacher & Ansbacher, 1956, p. 153). The life of an individual who is considered a genius impacts society in a useful manner because their contribution benefits society. Social Interest is best developed in childhood with a family who considers the importance of cooperation and trust. Additionally, Social Interest promotes creative problem solving and stimulates the desire to contribute to society.

Early Development of Social Interest

Adler believed all behavior occurs within a social context and because people are social beings, it is essential to understand individuals within their social environments. The first innate potential for cooperation develops between the mother and child relationship (Ansbacher & Ansbacher, 1956, p. 135); therefore, this early relationship has a tremendous impact on developing Social Interest. The type of attachment formed between mother and child affects the development of Social Interest that impacts the feeling of belonging.

The sense of belonging to the community is described by the German word *Gemeinschaftsgefühl*, a feeling (gefühl) for the community (Gemeinschaft). Adler believed that everyone had an innate potential to develop this sense or feeling. Essential to *Gemeinschaftsgefühl* is identifying with the group. A child needs to feel a part of the group to feel a sense of belonging. The more a child has this feeling of belonging, the more Social Interest is increased. Out of the sense of belonging comes the goal of contribution. Goals are the basis for motivation and behavior, and the ideal goal is striving to contribute (Ferguson, 1984, pp. 5-6).

Developing Social Interest in Childhood

According to Adler, everyone strives for significance and contributing to the lives of other people is evident of whole significance. The earlier a child experiences cooperation, the more likely they will feel a sense of belonging and desire to contribute. Childhood is considered

the ideal time for growth of social interest. When a child has a feeling of belonging, it helps with developing a self-concept of adequacy, competence, and self-worth (Ferguson, 1984, p. 5-7).

Adler pointed out in his book *Social Interest: Adler's Key to the Meaning of Life*, when raising children, it is possible to establish circumstances leading to the highest development of Social Interest. The most important aspect to Adler regarding Social Interest is the idea that Social Interest can be encouraged and developed in childhood (Adler, 1998, p. 11). Providing children with abilities that promote resilient, stress-resistant qualities can help them function better. The following research study examined how Social Interest impacts the capacity to cope with stress.

Coping with Stress through Social Interest

Edwards, Gfroerer, Flowers, and Whitaker (2004) investigated the relationship between Social Interest and the coping resources children utilize. Results of the study indicated increasing Social Interest through activities and experiences could enhance children's ability to cope with stress. The authors also noted that there is a relationship between Social Interest and belonging. Children who possess a high level of Social Interest also feel a sense of belonging and vice versa. Using the Crucial Cs can encourage a child's interest and social belonging. The first C is *connect*, which means provide opportunities for children to connect with adults, siblings, and peers. Providing children with an opportunity to connect with other people is the first step in teaching empathy. The second C is *capable*, that is, allow children to experience natural and logical consequences of their actions. This demonstrates that they are capable of making decisions and learning from their choices. The third C is *count*, which means finding opportunities for children to help others. Participating as part of a social group allows children to learn about how giving and taking contributes toward the welfare of others. Children with the qualities of Social Interest possess coping skills needed for managing stress.

Honig (1986) cited Blom, Cheney, and Shoddy (1986) who found stress-resistant children with effective coping skills possess the following behavioral characteristics: reflectiveness, empathy, good verbal skills, problem solving, frustration tolerance, understanding others' point of view, and inner locus of control. Ansbacher & Ansbacher (1956) asserted these behavioral characteristics demonstrate Social Interest. Another study observed Social Interest and personal adjustment.

Edwards, Gfroerer, Flowers, & Whitaker (2004) cite Crandall's study that found Social Interest reduces the effects of stress on psychological symptoms that provide immunity to stress. Additionally, Social Interest encourages a proactive approach to life challenges. The idea of positive, proactive approach in the next study compared Social Interest with positive psychology.

Social Interest and Positive Psychology

Conducted by Leak and Leak (2006), this study compared positive psychology with Social Interest. The authors noted that both Social Interest and positive psychology promoted higher human functioning, wellbeing, and mental health. The study hypothesized the following: 1) Social Interest is positively correlated with hope and optimism, two constructs associated with positive psychology and 2) Evidence of hope and optimism would predict Social Interest. Social Interest was assessed on 162 college students using the Social Interest Index (SII). Researchers investigated the relationship between the Social Interest Index and 15 scales that were indicators of intrapersonal and interpersonal wellbeing. Results indicated that Social Interest is correlated with personality factors associated with positive psychology. Additionally, optimism was found to be a significant predictor of Social Interest.

Barlow, Tobin, and Schmidt (2009) noted Social Interest is aligned with positive psychology meaning both approach mental health in a strength-based manner and view behavior as goal oriented. Social Interest helps people meet life tasks in the same manner as the positive

psychology constructs of hope and optimism. Approaching mental health and life challenges in a positive, strength-based manner is indicative of the constructs of social interest, hope, and optimism. The Barlow, et al. (2009) study reviewed the correlation between Individual Psychology and positive psychology. The correlation between students' Social Interest and career choice is examined in the next study.

Career Choice and Level of Social Interest

Stoykova (2013) studied the Social Interest of students in an academic setting to determine if there is a correlation between the level of social interest and career choice. Results concluded that the level of Social Interest developed in childhood and adolescence affected the individual's professional orientation. Individuals who exhibit above-average or high levels of Social Interest are more likely to pursue a career in the socially oriented professions that require assisting other people. The quality of helping one's fellow man is the essence Social Interest. It is that desire to contribute to another person's wellbeing as one has a feeling of belonging to the community of humanity.

Summary

The research reviewed covered a variety of topics about Social Interest. The articles compared or correlated Social Interest to better mental and physical health, coping skills, personal adjustment, stress, approach to life problems, career choice, hope, and optimism. Additionally, behavioral characteristics of social interest were associated with stress-resistant children who utilize coping skills in a successful manner. The identified behavioral characteristics related to Social Interest include reflectiveness, empathy, good verbal skills, problem-solving, frustration tolerance, understanding the point of view of others, and inner locus of control.

Crucial Cs

In the DVD *Promoting Social Interest in Children*, Bettner stated that children would become contributing adults when they experience being capable and competent (Bettner, 2008). For children to develop, they need to a) belong, b) improve (*felt minus to a perceived plus*), c) have significance, and d) be encouraged. The Crucial Cs are needed for psychological health as the following Table A illustrates.

Table A: Crucial Cs for Psychological Health

Crucial Cs	Why?	Because
1) Connect (Belong)	I need others	For physical and psychological security
2) Capable (Improving)	I need to be self-sufficient	Become independent
3) <i>Count (Significance)</i>	<i>I need to be needed</i>	<i>Feel a sense of significance</i>
4) <i>Courage (Encouragement)</i>	<i>I need to be resilient</i>	<i>Develop confidence</i>

Children need to be encouraged to have a positive perception of themselves, others, their life, and their capacity to achieve. The positive perception is developed through personal knowledge and experiences. Instilling the Crucial Cs benefits a child's psychological and emotional development.

Children who *connect* with others believe they belong, feel secure, and can cooperate. If a child feels they are *capable* of caring for themselves, they will have self-discipline, self-control, assume responsibility for their behavior, and believe they can accomplish goals. A child will feel they *count* when contributing to others and making a difference in the world. The belief in one's ability to handle challenging circumstances even when not certain of success requires *courage*. The third Crucial Cs *count* describes the quality of Social Interest and the fourth Crucial Cs *courage* describes the quality of resilience.

The Crucial Cs positive behavioral goals are considered the four cornerstones of emotional wellbeing. The following table defines each Crucial Cs regarding individual need, perception, feeling, behavior, and skills:

Crucial Cs	Meaning	Needs	Reason for Need	Perceptions	Feelings	Behavior	Skills
Connect	Belong	I need others	For physical and psychological security	I belong, I have a place	I feel secure	I make friends	Communication: Ability to express oneself clearly and listen to others
Capable	Improve	I need to be self-sufficient	Become independent	I can do it	I feel competent	I am responsible	Self-discipline: Requires self-evaluation, self-understanding, recognition of one's feelings, goals, attitudes. Willingness to accept responsibility for personal actions.
Count	Significance	I need to be needed	Feel a sense of significance	I can make a difference	I feel valuable	I contribute*	Assume Responsibility: Requires recognizing limits, identifying what needs to be done and a willingness to meet the needs of the situation.
Courage	Encouragement	I need to be resilient	Develop confidence	I can handle what comes	I feel hopeful	I'm willing to try	Good Judgment: Requires openness to new information, ability to see alternatives, courage to make decisions, and willingness to evaluate those choices.

Table B: Crucial Cs – the four cornerstones of emotional wellbeing is essential for healthy psychological life.

Mastering the Crucial Cs is believed to promote the ability to thrive and flourish. It is also thought to promote a healthy psychological life (Bettner & Lew, 1996).

Conclusion

Research on parenting practices, parenting styles, positive psychology, positive parenting, attachment theory, strengths-based approach, resilience, and social interest was reviewed to determine what parenting practices and styles develop social interest and resilience. Why would parents want to develop social interest and resilience in children? The positive behaviors of the Crucial Cs are instrumental in developing psychological and emotional health. The positive behavioral goals realized are belonging, feeling secure, and the ability to cooperate (*connect*). Additional behavioral goals include having self-discipline, assume responsibility for behavior, and belief in accomplishing goals (*capable*).

The positive behaviors of assisting others while making a difference (*count*) and take chances to handle challenging circumstances (*courage*) are both desirable character qualities.

The third Crucial Cs *count* describes the quality of *Social Interest*. The fourth Crucial Cs *courage* describes the quality of *resilience*.

There are several reasons why it would be beneficial to develop Social Interest and resilience in children. Social Interest facilitates a proactive approach to life's problems. It promotes creativity for solving problems and helps with realizing one's true potential. Social interest reduces effects of stress on psychological symptoms providing coping skills needed for managing stress. A high level of Social Interest is associated with feeling a sense of belonging. When this feeling of belonging is present, an individual develops usefulness relating to others and contributes to society. Increased Social Interest results in increased mental health stability, competence, and self-worth.

The benefits of developing resilience include effectively regulating emotions and finding positive meaning to stressful situations. Parents' nurturing behavior provides biochemical, emotional, and psychological factors that develop resilience. Resilience is important to face challenges in life. It is an attitude of resolve believing that, despite obstacles, one can achieve success. Positive parenting provides resilience and protects children from adverse effects of common psychiatric symptoms. These protective factors or strengths protect children from the negative impact of stress.

Crucial Cs allows children to develop emotional and psychological wellbeing. Along with connecting and feeling capable, children need to feel significant because they need to be needed. This quality of Social Interest is an altruistic perspective that involves relating to others and contributing to society. The psychosocial benefits of Social Interest include having a purpose in life and experiencing personal growth. Children need to be resilient because they need to develop confidence in their ability to handle challenges in life. The quality of having

courage is reflected in *resilience*. Developing Social Interest and resilience in children provides two of the four Crucial Cs, *significance* (count), and *encouragement* (courage).

What parenting practices and styles promote the development of resilience and Social Interest? Parenting style is defined by the degree of warmth (*responsiveness*) and control (*demandingness*). The combination of warmth and control determine the parenting style. High warmth and control characterize authoritative parenting. Individual Psychology refers to authoritative parenting as *democratic parenting*. Democratic parenting style consists of using discipline in a respectful manner, responding to children's needs, maintaining Social Interest, and encouraging children to express thoughts and feelings. The authoritative or democratic parenting style promotes the development of Social Interest as indicated by research findings that show higher levels of empathy, cooperative attitudes, and prosocial behavior.

Inductive reasoning is the explanation parents give children to change their behavior. Children's prosocial behavior can be predicted when combining both inductive reasoning and an authoritative parenting style. When co-parents model positive interpersonal behavior, it encourages children's prosocial behavior. Prosocial behavior is similar to the Adlerian construct of Social Interest. The development of socio-emotional functioning depends on early life nurturing. The parenting behavior of nurturing influences children psychologically, biochemically, and emotionally to develop resilience. Parental nurturing results in the development of efficient emotion regulation. Stable emotional attachment with primary caretakers is necessary for cognitive development.

Review of research literature indicates authoritative or democratic parenting style promotes children with high self-esteem, development of prosocial behavior (*Social Interest*), and emotion regulation (*resilience*) through nurturing parenting practices (*attachment*).

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