

**Parenting styles tool (Baumrind Parenting Typology)**

Parenting style has a significant impact on children’s outcomes and tend to fit under one of four categories: [authoritarian, authoritative, indulgent, and neglectful](https://rotheraryan-my.sharepoint.com/personal/sarah_rotheraryan_org/Documents/1%20Consultancy/CAFCASS%20Private%20Law%20High%20Conflict%20Cases/Documents/Pathway%20Link%20Documents/Parenting%20styles.docx?web=1) (see indicators below). These styles fit on a matrix of (high/low) warmth/responsiveness and (high /low) demandingness/control. They influence a child’s outcomes in relation to autonomy, independence, self-discipline, self-regulation, and ability to navigate and maintain relationships.

|  |
| --- |
| **Figure 1. Baumrind’s model of parenting styles** |
|  |  *High responsiveness*  |
|  |  |
|  | **Authoritative parent***High demandingness* | **Permissive parent***Low demandingness* |
| **Authoritarian parent**  | **Neglectful parent** |
| *Low responsiveness* |

|  |  |  |
| --- | --- | --- |
| **Parenting Style** | **Indicators of this type of parenting style** | **Possible outcomes from this type of parenting style** |
| **The indulgent/permissive parent** (high warmth/low control) This style is an extremely relaxed approach where parents are generally warm, nurturing and affectionate. However, they are overly accepting of their children's behaviour, good or bad.(Santrock, 2005). | * Parent demonstrates warmth and emotional involvement with their children.
* Parent makes very little demands and places few, if any, limits on the child’s behaviour
* Parent believes that children are making their own decisions with little parental guidance.
* Children have few, if any, demands, rules, or restrictions placed on them to avoid arguments.
* Parent is overly responsive to the child’s demands, ‘gives in’ and is ‘too soft’.
* Parent seldom sets or enforce consistent rules or responsibilities.
* Parent is easily manipulated and/or controlled by the child.
* Parent may act like more of a friend than a parent; treating the child as equal.
* Children are involved in decision-making process
* Parenting style is welcomed or encouraged by the child.
 | * Children tend to develop a lack of self-discipline.
* Children often become self-centred and demanding.
* Children have a tendency to clash with authority.
* Children tend to be aggressive and act out.
* Underage drinking due to lack of rules.
* Children may struggle to understand cause and effect (consequences of their behaviour).
* Children may present as ‘spoiled’ or ‘mature’.
* Children may respond negatively when rules or restrictions are placed upon them by their parent or other adult (i.e. teacher or other authority figure).
 |
| **Authoritative parents** (high warmth/high control) The *authoritative parenting style* is one that communicates in a warm, accepting, nurturing manner. It is moderate in both responsiveness and the demandingness elements of parenting.(Spera, 2005). | * Parent maintains firm expectations and restrictions on their children's behaviour while holding them accountable for their own actions.
* Parent encourages independence in their children while at the same time placing appropriate limits on their behavior;
* Open parent-child communication is encouraged.
* Warmth and support are consistently displayed toward the child.
* Parent understands their children's feelings.
* The development of autonomy is a main focus.
* Children's views and opinions are strongly considered and respected.
* Parent often allows them to help establish certain rules and guidelines.
* Once clear limits and standards are jointly established, parents closely monitor and enforce the rules set out.
* Children are encouraged to think for themselves and to consider the consequences of any actions.
* Discipline is consistent and aimed at teaching and learning (communicative approach is taken rather than punishment).
* Child’s emotional development is strongly considered; child is supported to understand and deal with mixed emotions.
 | * Children develop the capacity to self-regulate.
* Children tend to be very social.
* Children are good at developing positive relationships.
* Children do very well in school and academic testing.
* Children are emotionally stable.
* Alcohol & illicit drug use by the child or young person is lower than with other parenting styles.
* Children learn respectful behaviours towards others.
* Children learn the framework to create the same secure and positive family environment as an adult.
* Parent-child relationship is likely to be more healthy and sustainable.
 |
| The **neglectful parent** (low warmth/low control) the parent is totally disengaged and emotionally uninvolved in their child's life. There is little if any expression of love and affection.(Santrock, 1995). | * Parent is disengaged and/or emotionally uninvolved in their child's life.
* There is little if any expression of love, warmth and affection.
* Parent provides only the basic needs of food and shelter.
* Opportunities for sports, recreation and ordinary pleasures are infrequent or non-existent.
* Parent may be ‘too busy’ or self-involved to support their children (i.e. school functions, teach life skills or encourage socially acceptable behaviour).
* Parent places very few restraints on their children and there is little monitoring of their children’s activities.
* Parent may be immersed in their own lifestyle or circumstances (i.e. battling mental disorders, drug and alcohol addiction or domestic abuse).
 | * Children develop a sense of unimportance to the parent.
* Children become emotionally withdrawn from social situations.
* Children develop a sense of loneliness.
* Children show patterns of truancy in school.
* Children show patterns of delinquency during adolescence.
* Children are prone to develop fear, stress and anxiety disorders.
* Children develop a low self-esteem.
* Children lack self-control and self-regulation.
* High risk of addiction to drugs and alcohol.
* Children often demonstrate defiance to authority figures such as parents, teachers and other adults.
 |
| The **authoritarian parent** (low warmth/ high control) This type of parenting style is a harsh, rigid emotional climate that is low in parental responsiveness (the nurturing aspect of the child) and high in parental demandingness (control over the child). (Spera, 2005). | * Parent places limits on their children’s behaviour but to the point of becoming restrictive.
* Parent requires unquestioning obedience and are intolerant of inappropriate behaviour.
* Harsh, punitive measures are often used to ensure compliance with rules and standards.
* Parent has high expectations and high maturity demands for their children, which they communicate through rules and orders.
* Little verbal exchange is allowed and displays of affection are kept at a minimum.
* The consequence of breaking a rule is absolute punishment. Yelling and spanking of younger children is often resorted to for means of discipline and control over their behaviour.
* Parent often critical of their children if they fail to meet their expectations.
 | * Children rarely learn to think on their own.
* Children feel pressured to conform
* Children often become socially withdrawn.
* Children may be very angry, resentful and frustrated.
* Children can find it hard to deal with their anger.
* Children may develop a tendency to act out
* Children develop a fear of failure (do to pressure).
* Children often have a low self-esteem.
* Children develop a resentment of authority.
 |

**References:**

*If you would like to see any of the items listed, send the 5 or 6-digit item numbers (in* ***bold****) to* *library@cafcass.gov.uk* *(for internal use only)*

**300724.** Santrock, J. (2017). *Life-span development* (16th Ed.). New York, NY: McGraw-Hill.

**300710**. Spera, C. (2005). A review of the relationship among parenting practices, parenting styles,

and adolescent school achievement. *Educational Psychology Review*, *17(2),*125-146.

***Important****: This tool has been developed from existing evidence base and research, however is not a validated tool. The tool should be used to inform the assessment and analysis and is not a replacement for the professional judgement of the practitioner.*