

PSY 254

Precept 9 - Parenting

AI/Preceptor: Alexander Ku

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he/him



Today's agenda

Baumrind's parenting styles

Paper discussion: Lansford et al. (2005), Pollak et al. (2005)

Looking forward & Outline comments

Authoritarian

Focus on obedience,
punishment over discipline



Authoritative

Create positive relationship,
enforce rules



Demandingness

Permissive

Don't enforce rules,
'kids will be kids'



Responsiveness

Uninvolved

Provide little guidance,
nurturing, or attention





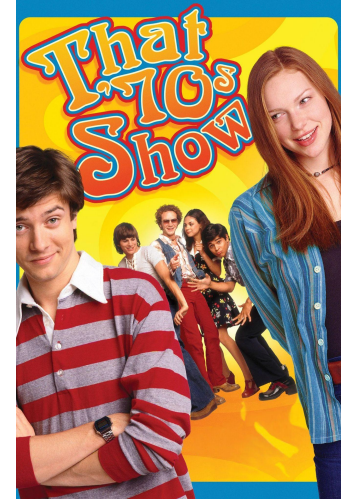
GUESS THAT PARENTING STYLE!



Permissive: Low expectations, lenient, few boundaries, acts as child's best friend, avoids confrontation



Uninvolved: Inconsistent/low expectations, absent, little interaction, uninterested, emotionally detached



Authoritarian: Demands blind obedience, punitive, emotionally cold, high expectations



Authoritative: Clear consistent boundaries, open communication, nurturing & affectionate, high expectations

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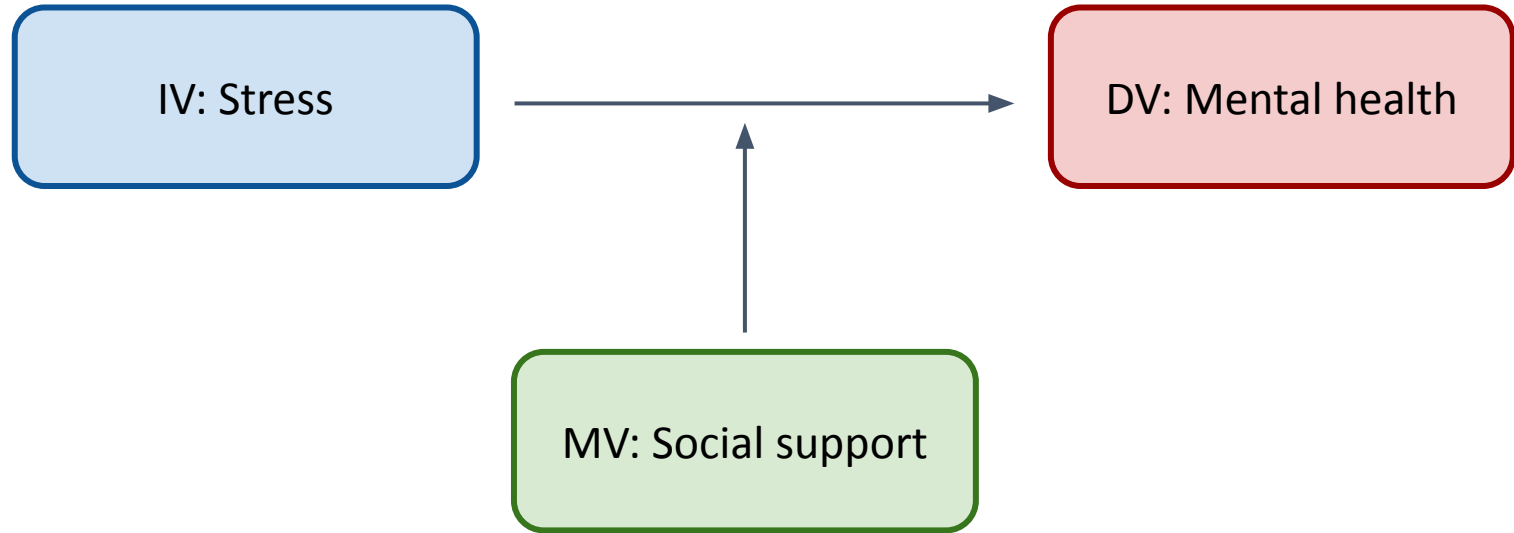
Looking forward & Outline comments

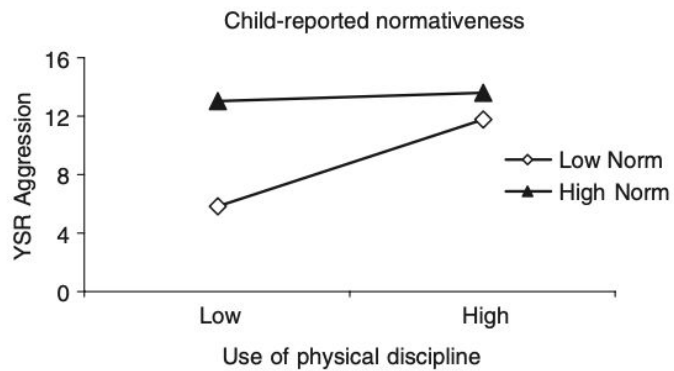
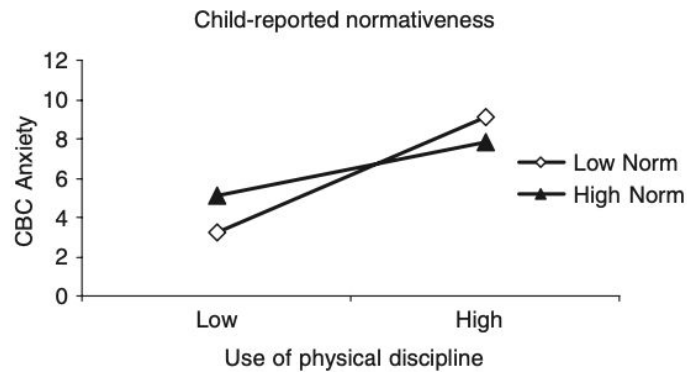
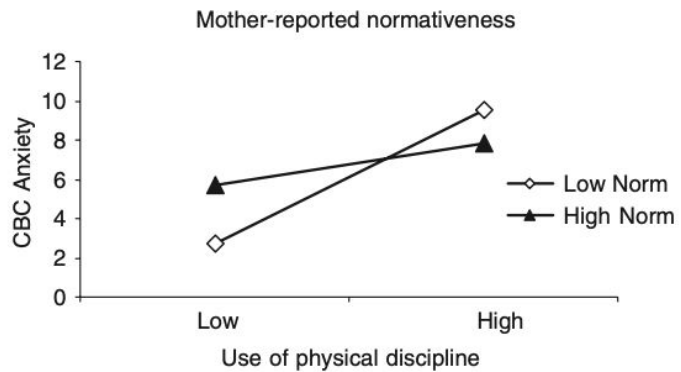
Kahoot!

Lansford et al. (2005)

1. Explain what 'moderation' is and how it is relevant to this research question.
2. Summarize overall findings and conclusions, referring back to the two main hypotheses.
3. Which internalizing and which externalizing symptom was analyzed? Describe one finding unique to each symptom. (hint: look at graphs)
4. What are some strengths of this study?
5. What are some limitations of this study?

Lansford et al. (2005)





Lansford et al. (2005)

Hypotheses: 1) Actual and perceived normativeness of physical discipline would differ between the six countries.
2) Association between physical discipline and child adjustment would be moderated by actual and perceived normativeness of physical discipline.

Participants: 336 mother-child dyads

IV: 6 countries; Actual and perceived normativeness (i.e., commonness) of physical discipline

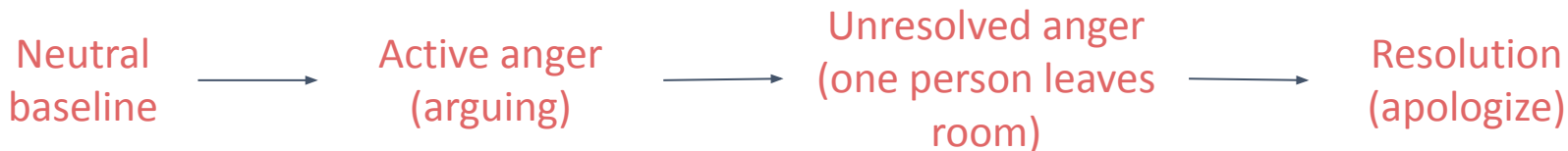
DV: Child and parents' reports of child behavior

Results: ↑ physical discipline leads to ↑ aggression and anxiety, but less so when physical discipline is normal/common

Pollak et al. (2005)

Research question: How does exposure to interpersonal anger affect physically abused children's attention regulation, as measured through physiological and behavioral changes?

Method: Recording was played next-door to child.

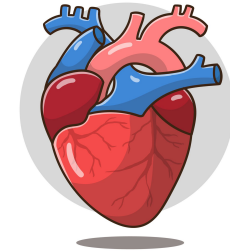
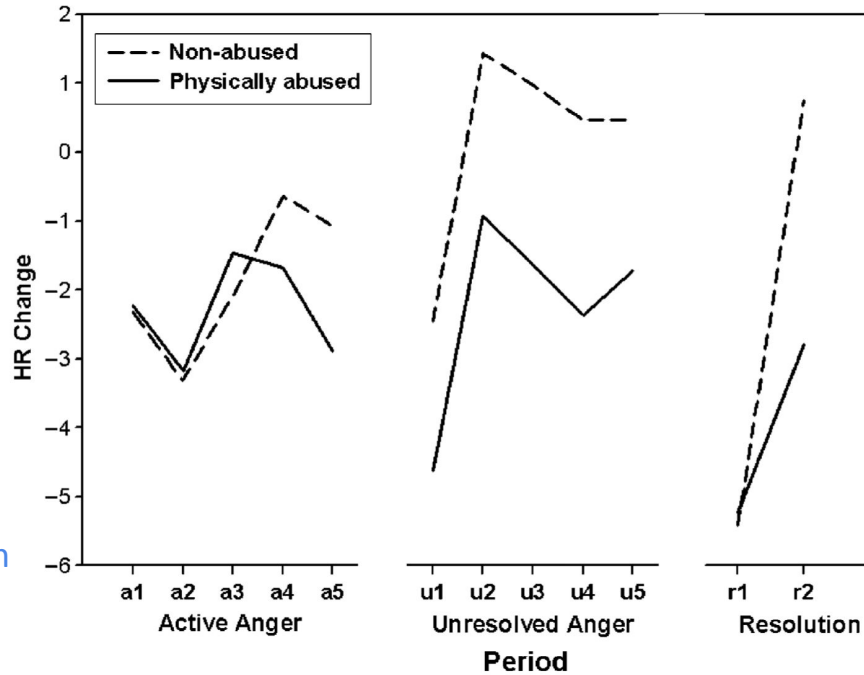


DVs: Heart rate; skin conductance level (sweat);
Performance on attention task; memory of conversation

Pollak et al. (2005)

Less attention
allocation

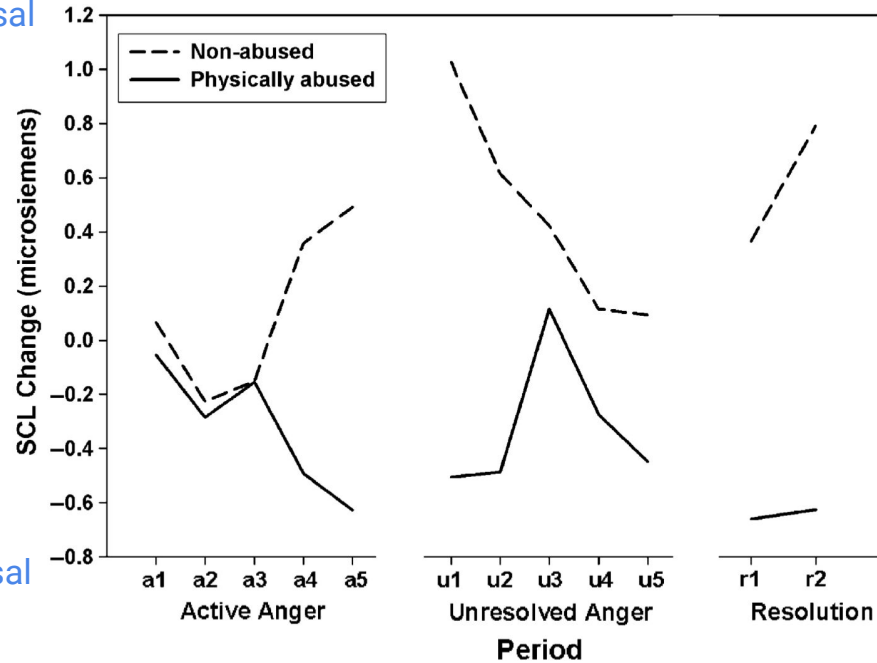
More attention
allocation



Pollak et al. (2005)

More arousal

Less arousal



Pollak et al. (2005)

Research question: How does exposure to interpersonal anger affect physically abused children's attention regulation, as measured through physiological and behavioral changes?

Participants: 33 children (11 physically abused, 22 non-abused)

Method: Children heard a scripted conversation that involved an argument

IV: Physically abused vs. non-abused

DV: Performance on attention task; heart rate; skin conductance level (sweat); memory of conversation

Pollak et al. (2005)

Research question: How does exposure to interpersonal anger affect physically abused children's attention regulation, as measured through physiological and behavioral changes?

Results: Abused vs. non-abused children showed

- different patterns of heart rate change and skin conductance
- no difference on attention task or memory test

Pollak et al. (2005)

“ ... once anger was introduced, **abused children maintained a state of anticipatory monitoring** of the environment. In contrast, **non-abused children were initially more aroused ... but showed better recovery** to baseline states once anger was resolved. ”

Abused children learn to detect threat.

- Adaptive learning
- This comes at cost of regulatory control
- Which may explain development of psychopathology

What are some limitations of this study?



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Outline Feedback

- **Comments:** If you received comments, make sure to read them carefully.
- **Important Note:** Your grade/the number of comments you receive is not linked to:
 - The quality of your outline.
 - The strength of your proposed study.
- **Get Help:** My office hours are Wednesdays 10-11am in PSH 321
 - Communicate *early* if you need assistance---don't wait until the last minute!
- **Final Submission Reminder:** The final journal article is due on December 9.

Multimedia presentation

- Present in precept for 3-5 minutes.
- You may work in **groups (2-3)** within the same precept
 - Try to find a different group from App/Toy/Book :)
- This supposed to be creative & fun!
- Worth 5% of your final grade



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