

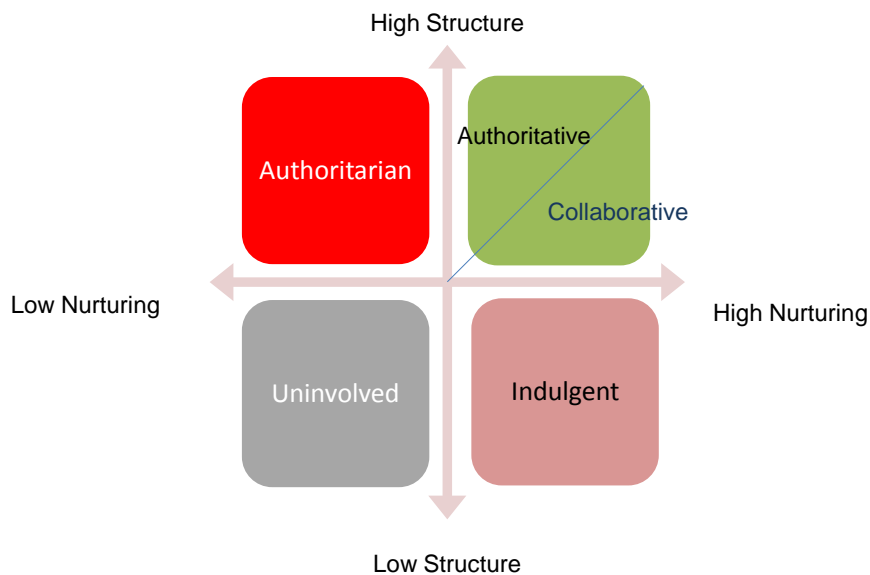
Parent's Quick Guide to Parenting Information – 2014

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|------------------------|--|--|---|---|--------------------------------|
| Parenting Style | Authoritarian | Authoritative | Collaborative | Indulgent | Uninvolved |
| Parenting Goal | Control children | Control children. Teach thinking skills and self-control | Influence children. Teach thinking skills and self-control | Control children No Teaching | No control or teaching |
| Provides | High Structure Low Nurturing | High Structure High Nurturing | High Structure High Nurturing | Low Structure High Nurturing | Low Nurturing Low Structure |
| Decision Making | Parent | Parent > Child | Parent=Child | Child>Parent | Child |
| Parenting Tools | Behaviour modification (BM) strategies | BM + Communication strategies | Communication | Communication | None |
| Expectations | Compliance | Relationship | Relationship | Relationship | None |
| Rule Making | Parent | Parent > Child Parent makes with child's input | Parent=Child Parent and child make together with age-appropriateness | Child>Parent | Child |
| Discipline | Rewards, Physical punishments, Emotional punishments and Punishment "Lite" | Rewards, Uses punishment "Lite" or emotional punishments such as Logical Consequences, Jail time-outs, Withdrawal of privileges and items. No physical punishment. | Teaches, Uses Collaborative Problem-solving and Time-In. No punishment of any kind, physical or emotional, but does not tolerate bad behaviour. | Rewards heavily. Shield from any punishments or natural consequences. No problem-solving as parents needs not relevant. | No interaction at all. |
| Programs and Resources | Focus on the Family, Growing Kids Gods Way, Parenting Power | Alfred Adler, Adlerian-based programs: Active Parenting, Systemic Training of Effective | Carl Rogers, Rogerian-based programs: P.E.T. Parent Effectiveness Training, | Taking Children Seriously, Continuum Concept | |

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|---------------|--|---|---|--|--|
| | | Parenting (S.T.E.P.), 123 Magic, Supernanny TV, Triple P (Positive Parenting Program), Rudolph Dreikurs, Love and logic | How to Talk So Kids Will Listen and How to Listen So Kids Will Talk, Attachment Parenting, Positive Discipline (Durrant, and Nelson), Terrific Toddlers, PACT, Non-Violent Communication | | |
| Current Gurus | John Rosemond, Debi and Michael Perl, James Dobson, Tiger Mom. | Thomas Phelan, Jo Frost, Michael Popkin, Elizabeth Pantley, Michelle Borba, Alyson Schafer, | Joan Durrant, Jane Nelson, Gordon Neufeld, Alfie Kohn Barbara Coloroso, Judy Arnall, Harvey Karp, Kyle Pruett, Adele Faber and Elaine Mazlish, Thomas Gordon, Marshall Rosenberg, John Gottman, William Sears | | |

Parenting Style Axis



Nurturing

Expressing unconditional love through kind, and encouraging words.

Providing comfort, caring, and attention.

Listening and giving emotional validation.

Providing non-sexual touch such as hugs, pats, rubs, kisses, and stroking.

Solving all parenting problems without any forms of emotional or physical punishment.

Structure

Providing for physical, social, academic and emotional needs.

Providing or facilitating an education.

Allowing age-appropriate decisions and natural consequences.

Giving guidance, facilitation, mentoring, coaching, and teaching to navigate life.

Using the collaborative problem-solving method for all conflicts and "discipline" problems.

Setting family rules and limits together.

Having routines, rituals, and celebrations.

Providing supervision and monitoring even through the teen years.

Holding reasonable, age-appropriate behaviour expectations.

Addressing bad behaviour without using punishment instead of ignoring it.

Modeling responsible citizenship and relationship skills.

Which parenting style are you? How do you resolve common parenting issues?

| Parenting Issue | Red Zone Authoritarian | Green Zone Authoritative or Blue Zone Collaborative | Pink Zone Indulgent |
|-----------------|---|---|-------------------------------|
| Sleep | Alone-cry it out | Problem-solving | Co-sleep but parents awake |
| Eating | Forced eating | Feeding relationship | No regular social mealtimes |
| Discipline | Physical and emotional punishments | Teach and explain | Tolerate bad behaviour |
| Learning | Forced learning through bribery and punishments | Facilitate learning | Provides no learning supports |