

# Parent Styles and Children's Behavior

**Permissive-indulgent Parent = Impulsive-aggressive Child**

<i>Parental Type</i>	<i>Child's Behavior</i>
Rules not enforced Rules not clearly communicated Yields to coercion, whining, nagging, crying by the child Inconsistent discipline Few demands or expectations for mature, independent behavior Ignores or accepts bad behavior Hides impatience, anger, and annoyance Moderate warmth Glorification of importance of free expression of impulses and desires	Resistive, noncompliant to adults Low in self-reliance Low in achievement orientation Lacking in self-control Aggressive Quick to anger but fast to recover cheerful mood Impulsive Aimless, low in goal-directed activities Domineering

The **permissive** prototype of adult control requires the parent to behave in an affirmative, acceptant, and benign manner towards the child's impulses and actions. The permissive parent sees him- or herself as a resource for the child to use as he wishes but not as an active agent responsible for shaping and altering the child's ongoing and future behavior. The immediate aim of the ideologically aware permissive parent is to free the child from restraint as much as is consistent with survival. Some permissive parents are very protective and loving, while others are self-involved and offer freedom as a way of evading responsibility for the child's development.

Source: [Child and Adolescent Development](#) by Schiamberg



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# Parent Styles and Children's Behavior

**Authoritarian Parent**

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**Conflicted-irritable Child**

<i>Parental Type</i>	<i>Child's Behavior</i>
Rigid enforcement of rules Confronts and punishes bad behavior Shows anger and displeasure Rules not clearly explained View of child as dominated by uncontrolled antisocial impulses Child's desires and opinions not considered or solicited Persistent in enforcement of rules in the face of opposition and coercion Harsh, punitive discipline Low in warmth and positive involvement No cultural events or mutual activities planned No educational demands or standards	Fearful, apprehensive Moody, unhappy Easily annoyed Passively hostile and guileful Vulnerable to stress Alternates between aggressive, unfriendly behavior and sulky withdrawal Aimless

The **authoritarian** parent values obedience as a virtue and favors punitive, forceful measures to curb self-will at points where the child's actions or beliefs conflict with what the parent thinks is right. The authoritarian parent believes in keeping the child in a subordinate role and in restricting his autonomy, and does not encourage verbal give and take, believing that the child should accept a parent's word for what is right. Authoritarian parents may be very concerned and protective or they may be neglecting.

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# Parent Styles and Children's Behavior

**Authoritative Parent**

=

**Energetic-friendly Child**

<i>Parental Type</i>	<i>Child's Behavior</i>
Firm enforcement of rules Does not yield to child coercion Confronts disobedient child Shows displeasure and annoyance in response to child's bad behavior Shows pleasure and support of child's constructive behavior Rules clearly communicated Considers child's wishes and solicits child's opinions Alternatives offered Warm, involved, responsive Expects mature, independent behavior appropriate for the child's age Cultural events and joint activities planned Educational standards set and enforced	Self-reliant Self-controlled High-energy level Cheerful Friendly relations with peers Copes well with stress Interest and curiosity in novel situations Cooperative with adults Tractable Purposive Achievement-oriented

The **authoritative** parent attempts to direct the child's activities in a rational issue oriented manner. He or she encourages verbal give and take, shares with the child the reasoning behind parental policy, and solicits the child's objections when the child refuses to conform. The authoritative parent values both autonomous self-will and discipline conformity. Therefore, this parent exerts firm control when the young child disobeys, but does not hem the child in with restrictions.

Source: [Child and Adolescent Development](#) by Schiamberg



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