

**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.

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

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| **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*](mailto: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.*