

Parents' Prism: Three Dimensions of Effective Parenting

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Abstract

The authors present three graphic models of parenting responsibilities and discuss the benefits and drawbacks of one-, two-, and three-dimensional presentations. Further, they draw on the research of Diana Baumrind to support the constructing of a teachable, self-help conceptualization of effective parenting.

Since Symonds's (1939) groundbreaking presentation of *The Psychology of Parent-Child Relationships*, many constructs have been developed to assist in understanding family dynamics and intervening therapeutically to help families (e.g., Darling & Steinberg, 1993; Doherty & Colangelo, 1984; Epstein, Bishop, & Levin, 1978; Lewis, Beavers, Gosset, & Phillips, 1976; Moos & Moos, 1976; Olson, Sprenkle, & Russell, 1979; Reiss, 1971; Thompson, 1999; van der Veen, Huebner, Jorgens, & Neja, 1964). Following varying procedures, these models were developed and constructed primarily to meet therapeutic needs. For example, application of the FIRO-B (Fundamental Interpersonal Relationship Orientation/Behavior) model to family counseling (Doherty & Colangelo; Schutz, 1958), as well as the McMaster Model of Family Functioning (Epstein et al.), focused more on organizing the problems treated in therapy. The Timberlawn study of healthy families (Lewis et al.) and Reiss's problem-solving model evolved from laboratory observations. The Moos and Moos assessment of family environments and the Circumplex Model (Olson et al.) were intended to help therapists organize families into understandable types. Van der Veen et al. used the Q-sort method for developing a family assessment that compares counselors' views of families with the families' self-perceptions.

In spite of the many structural differences involved, these models have all been designed with the clinician in mind. Their unquestioned usefulness is in helping the counselor understand and assist the family in the process of regaining normalcy or its equilibrium (Offer & Sabshin, 1976; Walsh, 1982). However, the one-, two-, and three-dimensional constructs presented in this article are meant primarily for use by the parents and family members themselves. The constructs herein are meant to help parents visually reflect on

their relationships with their children, not only in family counseling, but especially in an educational setting. The interactive nature of the construct is more in line with parenting literature that focuses on parent-counselor collaboration—whether in therapy or parent training (Dinkmeyer & McKay, 1976/1989, 1983; Eastman & Rozen, 1993; Popkin, 1983, 1998; Schaefer & Briesmeister, 1989; Webster-Stratton & Herbert, 1994).

The models listed in Table 1, while not exhaustive, hint at the variety of approaches clinicians can take in understanding parenting dynamics. Parent education models are not as diverse. Primary parenting models have been classified in a number of ways. In her research review of 22 theoretically-based parenting programs, Krebs (1986) found positive outcomes of a majority of the independent studies consistently supported the usefulness of Adlerian-oriented parent education. In comprehensive research on parent education, Gibson (1992) supported, refined, and expanded these findings.

The *Parents' Prism* relies on social dimensions to understand fundamental family functioning. As presented in this article, the focus is on demonstrating the usefulness of conceiving parent responsibility as an undertaking with three elements or dimensions. It is constructed within the course of reading this article, much like the *Parents' Prism* would be drawn by hand within a parent education session.

Family Self-Assessment through Dimensional Constructs One Dimension: Parents' Continuum

In helping adults understand different approaches to child rearing, parent educators frequently grapple with the notion of parenting styles. Often these are portrayed in a single dimension, as an either/or type of continuum. Spock (1945/1976) discussed this in a section on "strictness or permissiveness" (p. 7); Neill (1960/1977) emphasized the differences in the section on "obedience and discipline" (pp. 154–161); Ginott (1965) did so in terms of "permissiveness and over permissiveness" (p. 93). With almost 1300 pages of explanation among them, it would be simplistic to describe these authors' theories as continuum schemas. Still, the disciplinary aspect of their theory can be so stated. In context, such schemas have much to offer.

A primary benefit of each is that they introduce parents to "choice" in their approach to child rearing. Too often, parents feel as if they must parent as they were raised or must avoid that method at all costs (Walton, 1998). Forced-choice decisions such as these can be very discouraging.

Table 1
Dimensional Constructions of Parenting Assessments

Authors	Dimensions
Darling and Steinberg (1993)	Parental Goals and Values Parenting Style Parenting Practices
Doherty and Colangelo (1984)	Inclusion Control Intimacy
Lewis, Beavers, Gosset, and Phillips (1976)	Stylistic Centripetal Mixed Centrifugal Adaptability Dysfunctional Midrange Healthy
Moos and Moos (1976)	Personal Growth System Maintenance Relationships
Olson, Sprenkle, and Russell (1979)	Cohesion Disengaged Separated Connected Enmeshed Adaptability Chaotic Flexible Structured Rigid
Thompson (1999)	Support Control Attachment
van der Veen, Huebner, Jorgens, and Neja (1964)	Family Adjustment Family Satisfaction Family Congruence Family Compatibility

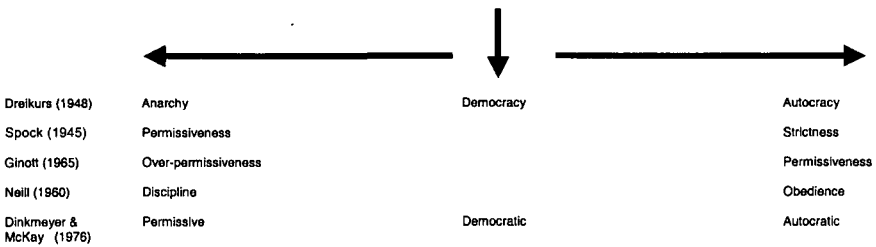


Figure 1. One-Dimensional Parents' Continuum. Democratic parenting shown as a balance between extremes.

One-dimensional schemas, by demonstrating the choice parents have to act differently, provide an important alternative.

As early as 1948, Dreikurs (1948/1992) formulated the discussion of parenting styles in a similar vein in his book, *The Challenge of Parenthood*. This strategy demonstrated how Adlerian parenting methods represent equilibrium between autocracy and anarchy as extremes. Recognizing how many parents experience the forced-choice for/against the manner in which they were parented, he believed many parents,

take their own parents as models. They may be willing to make some changes in the old scheme. They may adopt more liberal policies in certain respects because of memories of bitter experiences; or they may lean toward stricter discipline if they feel that their own parents were too lax. And in doing the opposite of what their parents did, they may err just as much. (p. 16)

So, although Dreikurs's schema was conceived in a linear fashion, his placement of democratic parenting as a balance point provided parents with broader alternatives (see Figure 1). Parents could understand that child rearing is *not* an either/or proposition, but one that provides much latitude for exercising decisions.

While following Dreikurs's schema (i.e., the democratic approach representing equilibrium between the extremes), Adlerian practitioners have conceptualized the continuum in a variety of ways. For example, in a later systematization of his own concepts, Dreikurs (Dreikurs & Soltz, 1964) juxtaposed democratic methods to autocratic methods more specifically.

This approach in turn was popularized by Dinkmeyer and McKay (1976/1989) in their STEP program by means of various charts which draw similar distinctions, for example, between democratic aspects of "responsible parents" and either the autocratic or permissive aspects of "good parents." Along with family atmosphere and values, sex roles, and family constellation, they assert it is the consistency or inconsistency of parenting styles, whether "autocratic, permissive, or democratic," which will most

influence one's personality (p. 27). In their reformulation of Dreikurs's schema to adolescent issues, Dinkmeyer and McKay (1983) again emphasized, in linear fashion, how effective democratic parenting contrasts to ineffective permissive and autocratic methods.

Popkin (1983, 1998), also writing from the Adlerian viewpoint, depicted the democratic method as "the middle ground" between the autocratic method and the permissive method (p. 8). He approached the one-dimensional portrayal of the relationship, however, in a graphically different manner. He represented democratic methods as a combination of freedom (a "squiggly" line) within limits (a closed circle). It was probably Oscar C. Christensen who originally developed the schema in this fashion. Within his course of instruction at the University of Arizona during the 1960s to the 1990s, he portrayed "autocracy as order without freedom; anarchy as freedom without order; and democracy as freedom with order," which, he emphasized, is "a third alternative, not a compromise position" (personal correspondence, 1993).

Critique. One-dimensional schemas, then, serve a useful purpose. They can demonstrate the choice parents have between child rearing methods and, by contrasting styles, they can better illustrate how a balance between extremes can make for more effective parenting. Dreikurs and Soltz's (1964) schema, in spite of its various conceptualizations, can leave one with the impression that the extremes on the continuum are actually opposites of one another. It is arguable, however, that the extremes of permissiveness and autocracy contain two distinct concepts, each of which could be represented by a continuum:

- Inherent in permissiveness is nurture, albeit in excess. The continuum of nurture finds its polar extremes in over-indulgence and neglect.
- Inherent in autocracy is authority, again albeit in excess. The continuum of authority ranges from over-control to laxness.
- Therefore, nurture (inherent in permissiveness) and authority (gone awry in autocratic styles) are *not* mutually exclusive.

Dinkmeyer and McKay (1976/1989, 1983) addressed parents' vacillating between parenting styles, yet the STEP "balance-point" schema suggested there is little relation between the order demanded by the autocrat and the freedom allowed by the permissive parent. And while Popkin's (1983) graphic addressed this more effectively as "freedom within limits," questions remain. How can the fundamental understanding be conveyed that *both* nurture *and* authority are called for and precisely not *either* one or the other? How, graphically, can the combination be presented so that parents understand that more than just a little of both is called for?

Two Dimensions: Parents' Matrix

Rather than be considered opposites, authority and nurture can be juxtaposed by combining bipolar (high to low) axes into a quadrant schema (see Figure 2). By identifying the qualities of authority on a vertical axis and nurture on a horizontal axis, four styles of parenting result.

Using the vertical axis of authority, the parent can conceive a range of behaviors extending from "permissive" as a low to "punishing" as a high. The horizontal axis of nurture suggests a range of behaviors extending from "indifferent" as a low to "indulgent" as a high.

Visually, this schema has the immediate advantage of demonstrating the appropriateness of both authority and nurture in parenting. After an interactive discussion of what nurture and authority entail, the discussion of the quadrants becomes somewhat self-explanatory and it easily lends itself to discussion about where on the quadrant parents categorize themselves. They can also locate their own parents and the manner in which they were parented as children.

The *Parents' Matrix* (Figure 2) identifies the parenting styles addressed within a *Parents' Continuum* (see Figure 1), but it can also account for a neglectful style and a controlling, indulgent style. The indulgent style is still not addressed widely in the literature.

Each quadrant could conceivably illustrate numerous parenting concerns. Concerns frequently raised in the course of parent education are addressed below, including the child's perspective of the parents; the parents' perspective of the child; and the parents' self-presentation in class (locating themselves within the quadrants of the *Parents' Matrix*). Starting from the lower-right quadrant and proceeding clock-wise, each quadrant or parenting style will be described.

Laissez-Faire. This parenting style is characterized by low authority (permissiveness) and high nurturance (indulgence). In this family, the child frequently shows little respect for the parent because the child knows the parent will disregard disruptive behavior and likely give the child whatever is demanded. The child does not particularly appreciate the parent's nurturing because it seemingly has no limit and can be tapped at will. The child often uses temper tantrums to control the parent whenever the parent's actions frustrate or challenge the child's desires.

The parent avoids the child's temper tantrums at all costs, and avoiding fights becomes a guiding principle of interaction with the child. It is as though the parents need the approval of their children or seek to avoid their disapproval. *Laissez-faire* parents see limit setting and application of consequences as if they were cruel and unusual punishment, even in their most logical or natural forms.

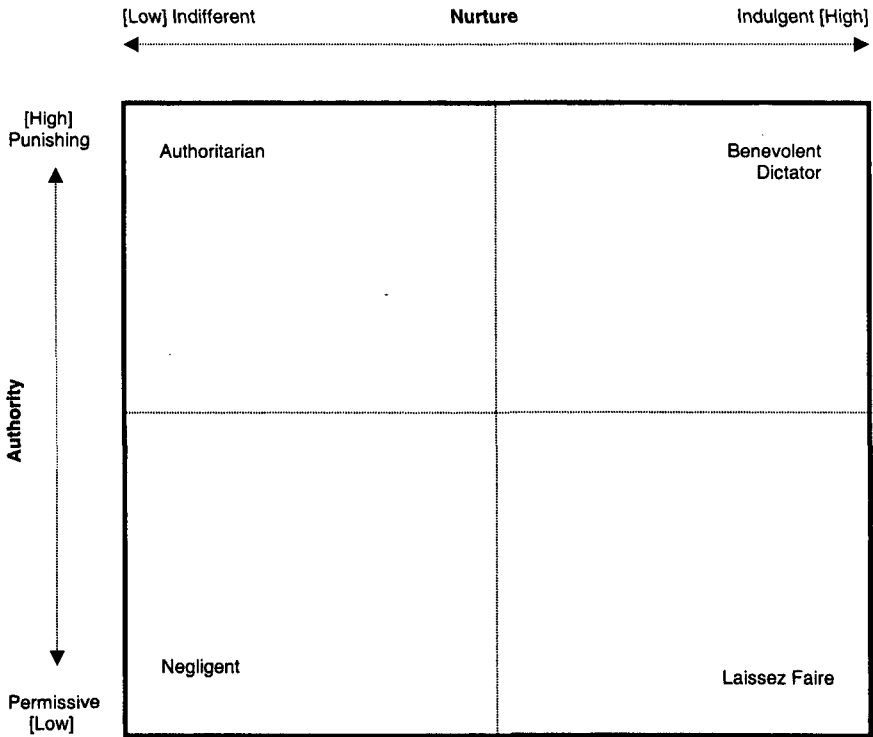


Figure 2. Two-Dimensional Parents' Matrix. Authority and nurture shown as elements of effective parenting.

Laissez-faire parents readily attend parenting classes, exasperated and at the same time fearful of their children. They present as baffled and outraged, like victims of a consumer fraud. They feel their unintentional trade-off, of more nurturing for less authority, ought to have earned them more respect and better behavior from the child. Exploration of discipline techniques often reveals an emphasis on incentives and rewards, bribes in fact, before the children have done what they are expected to.

The parents' initial wish is for the counselor to help their child be nicer and not to be mad at the parents any more. These parents often ask what they have done wrong, imagining the counselor will supply them with ways to reward the child that will work (i.e., get the child to behave by doing what the parents want). Frequently they would like to learn to have more control over their child without incurring the child's disapproval.

Neglectful. This parenting style is characterized by low authority (permissiveness) and low nurturance (indifference). The child often experiences

the parent's lack of authority as a lack of concern. Because there are virtually no boundaries to be broken, there is little point in behaving well and little love to be gained. The child reared with this parenting style tends to grow up very quickly, persistently denying dependency needs and having to get basic needs met by his or her own means. Because nothing matters much to the child, the conclusion is frequently drawn along an either/or continuum: *Nothing* seems worth striving toward, or it's *all* there for the taking. Such children have a hard time imagining their futures or having any hopes for its improving.

The neglectful parent usually assumes no responsibility for the way the child behaves. This inability to see a relationship between cause (parental action) and effect (child's behavior) often results in neglectful parents' having little faith that they could make a difference in the child's life. Thus, any suggestion to provide more nurture or proper authority makes little sense to this parent.

Neglectful parents seldom seek help with their children voluntarily. More often they are compulsorily referred to parenting classes. Under these circumstances, initial hostility to the counselor masks strong feelings of helplessness. Less frequently, it gives way to presenting themselves as bewildered about how they and their children ended up as they did. They often want clear, simple instructions from the counselor that bring immediate results.

Autocratic. This parenting style is characterized by high authority (punishing) and low nurturance (indifference). To the child, the parent appears rigid and demanding. In turn, the child acts toward the parent from a position of fear and ultimately of revenge rather than respect. Children in this family frequently learn a utilitarian approach to behavior whereby they are outwardly compliant but inwardly rebellious. They therefore learn that the appearance of compliance is more important than compliance itself. Thus, internal controls are poorly developed and getting away with things becomes the typical mode of behavior. Adult rules and regulations outside of the family are viewed as a challenge, something to get around rather than as a reference point and guideline for behavior.

To the degree that autocratic parents are concerned with the concept, they tend to conceive nurturance *either* as the opposite of authority and therefore as indulgence (as if it gives permission to the child to disobey) *or* they identify authority with nurture. Their parenting style reflects the parents' persistent fear of the child's getting out of control. The worldview of the autocratic parent does not allow for the idea of nurture and authority as coexisting harmoniously. When confronted with a child who continually disobeys, the autocratic parent's solution tends toward applying *more* control rather than questioning the efficacy of the approach.

The autocratic parent sees in the parent educator a potential ally in methods of control. This can take different forms: The educator is to get the child back in line on behalf of the parent, or the educator is expected to assist the parent by expanding the parent's repertoire of control maneuvers. In the latter case, the parent frames the problem and simply requests techniques from the counselor; finding the *right* method to regain control of the child is of paramount importance to this parent.

Benevolent dictator (Bettner, 1993). This parenting style is characterized by high authority (punishing) and high nurturance (indulgence). Children frequently experience these parents as sporting an iron fist in a velvet glove. Thus, the parents might also be described as humanistic autocrats because their insistence on having things done their way is at odds with the children's seemingly choosing this way. The parents wish to appear fair and egalitarian—especially to other parents—and as having the child's best interest at heart. The child feels as if it would be an unforgivable offense to go against the wishes of such a kind person as the parent. Should the child forget this, the parent is quick to remind.

Children of a benevolent dictator are not well equipped for independent adult life. Their capacity for autonomous thought and decision-making is limited by their parents' need for them to agree and conform. The children can appear assertive and to have good coping skills until they encounter a strange or novel situation. Because new circumstances have not been encountered without the interceding benevolence of the parent, the situations appear baffling to the child. They have learned only specific examples of coping rather than ways of formulating the principles with which to face new situations in general. Thus, ill-equipped for adult life, the children of benevolent dictators become angry when they realize they have been taught compliance under the guise of responsibility.

The child may appear as being unpopular with his or her peers or having been victimized by them. The presenting problem of the child is often a deeply disguised, two-fold protest: objecting to the parents' refusal to acknowledge the child's capacity for independence and objecting to the parents' love with strings attached. It is as if the child is saying, "See what has become of me by meeting your expectations."

To the benevolent dictator, children are a precious commodity, something to be cherished and protected, something that will bear a big return in trade for the effort expended by the parent. These parents feel as though they are doing the child a favor in every interaction—either as sacrifice or as bestowing privilege. They tend to miss attributing to the child the dignity that accrues simply from being a human being.

The price demanded of the child is agreement and conformity, even though the parent seemingly tolerates disagreement. This tolerance can

even be a point of pride for the parent as long as the child's public disagreement eventually comes around to private acquiescence. Should the child take a truly independent stand the benevolent dictator feels hurt and betrayed and may resort to imposing guilt to get the child back in line.

The benevolent dictator presents at parenting classes as an ally of the educator, sure that the counselor shares the same "correct" approach to child rearing. To the parents there appears to be little connection between their parenting style and the child's misbehavior. Hence, the parents' self-presentation is bewilderment or a type of self-righteousness. Most of their energy goes into defending and even boasting about their parenting style rather than into understanding the difficulty in front of them.

Critique. An obvious benefit of the *Parents' Matrix* is that parents can self-assess their parenting style by looking at the various descriptors within the quadrants. Once their own parenting style is determined, the parents and the educator can problem-solve to find solutions because the antidote to each dysfunctional aspect of the parenting style is self-evident: Because each axis of the matrix polarizes the range of authority and the range of nurture, the antidote will involve building or decreasing the amount of authority or nurture—as Dreikurs's continuum indicated. The theoretical antidote can therefore lead to solutions that arise from the parent's own family circumstances and particular learning style and the parent educator's knowledge and professional skills.

The principal limitation of the *Parents' Matrix* is that it presents four ineffective parenting styles. And while it suggests solutions to the problems arising from them, it doesn't suggest a positive model of effective parenting that may be striven toward as a goal. It is necessary to identify and correct ineffective parenting practices as well as to present a more constructive model.

Three Dimensions: Parents' Prism

Along with the vertical axis of authority (the dimension of height) and the horizontal axis of nurture (the dimension of width), a third axis can be juxtaposed in such a manner as to provide depth to the schema (see Figure 3).

This axis would represent a third dimension that could be considered the encouragement factor. While encouragement can be conceptualized on a linear construct in which discouragement is at one end and high levels of encouragement are at the other¹ (O'Connell, 1975), it can also be incorporated into a more holistic schema. As a third factor in effective parenting, encouragement can affect the other two at any point of their intersection. This third dimension might also be considered *belief in the child*, a belief in

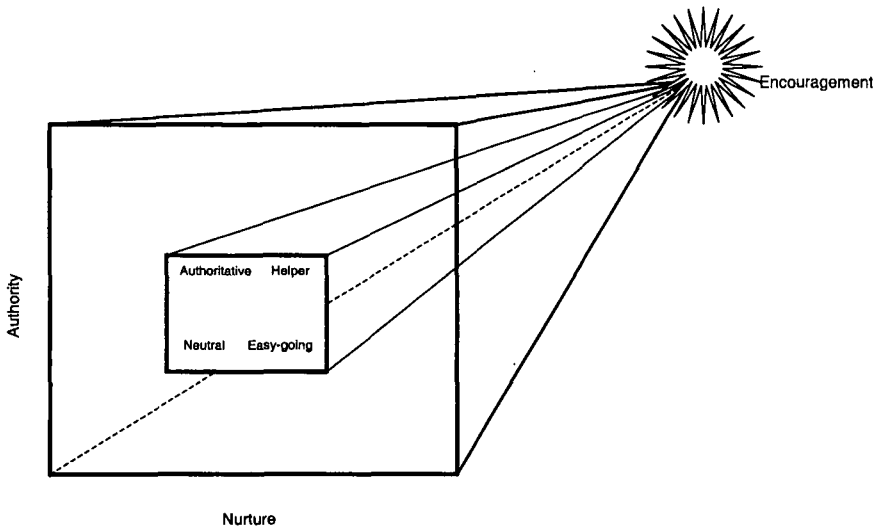


Figure 3. Three-Dimensional Parents' Prism. Encouragement illustrated as aiding varied, effective parenting styles.

the child's ability to benefit and mature from the authority and nurture provided by the parent. This would convey the heart of democratic parenting: optimism rather than pessimism about the child. Visually this can be represented by a prism emphasizing a new perspective placed on the essentials of parenting. When the democratic parenting style is schematized in a 3-D model, it emerges with much more richness than if seen solely as a continuum or the midpoint between extremes. It conveys that while the function of guidance provided by authority and the function of connection provided by nurture are essential, they are not sufficient—as the two-dimensional matrix has demonstrated—but must be seen in a new light.

Dreikurs, according to Bullard (1959/1975), suggested three "efficient methods" which "lead to a lifestyle dominated by social interest" (p. 23). Influenced by his lead, Dinkmeyer and McKay (1983) suggested that a sense of equality and mutual respect are the "key to effective parenting" (p. 5). Popkin (1983) put it in terms of courage, responsibility, and cooperation, those qualities "important for surviving and thriving in a democratic society" (p. 10).

Though not typically identified as such, current empirical research is very supportive of the constructs of Adler and Dreikurs. Studies in the area of effective parenting, notably the 30 years of research provided by Baumrind (e.g., 1966, 1968, 1989, 1996), have demonstrated this point quite conclusively. What she identified as "authoritative" parenting

is characterized by "the constellation of warmth, psychological autonomy and demandingness" (Steinberg, 1990, p. 273).

Warmth and demandingness would be understood in the current context as nurture and authority. Warmth corresponds to affective responsiveness, such as being loving, supportive, and committed (Baumrind, 1966). Maccoby and Martin (1983) associated this parenting aspect with adolescent development of social skills and self-concept.

Demandingness of parents, according to Steinberg (1990), indicates they "expect mature behavior from their adolescent, set and consistently enforce reasonable rules and standards for behavior and, when necessary, discipline their youngster firmly yet fairly" (p. 273). Again, Maccoby and Martin (1983) associated this aspect of parenting with fostering impulse control and social responsibility in adolescents.

Psychological autonomy, as described by Steinberg (1990), has strong parallels with what Adlerians consider the encouragement process, including the ability of children to "express their opinions and assert their individuality" (p. 273). Maccoby and Martin (1983) associated this aspect of parenting with self-reliance and competence.

Now that encouragement has been introduced as a third and essential factor that differentiates democratic parenting from other styles, the following is a consideration of the democratic parenting style in line with the concerns discussed within the two-dimensional matrix. This style of parenting is not presented as an insurance policy against parent-child conflict, as if such parents would never seek outside help; so, the presentation of the democratic parent at parenting classes is also included.

Democratic. This parenting style is characterized by flexible control and nurture and strong trust in the child's ability to accomplish the tasks which life presents. The child's behavior toward the parent is motivated by love and respect. According to Grotevant and Cooper (1983, 1986), fathers engaged in a similar style are seen as sensitive to the views and needs of others and accepting of different viewpoints. Mothers are aware of clear boundaries between them and their children. This gives the child the freedom to get on with the job of being a child. Their emotions and behavior are not preoccupied with boundaries and boundary-crossing so they are more capable of having fun, exploring, and discovering.

Again, according to Grotevant and Cooper (1983, 1986), adolescents raised within this parenting style tend to be those who flourish by examining their differences, within a context of connectedness. The parent is clear about boundaries and consequences but rarely has to use them. This clarity means paradoxically that the parent does not have to be constantly aware of and worried about the child's behavior. When conflict does occur, it is in the context of support (Baumrind, 1966, 1989). There

is trust that children will stay roughly within the boundaries that have been negotiated.

While not necessarily eager to attend parenting classes, the democratic parent does not see it as a source of shame or embarrassment, nor as an opportunity to justify his or her style. The problems they bring tend to represent an imbalance between authority and nurture rather than an absence or polarity of one or the other. Democratic parents can usually form a good initial alliance with the parent educator and can be clear about whether they need simply a sounding board or advice.

Critique. While it does lend itself to visual clarity and to breaking out of preconceived patterns, the *Parents' Prism* must not be misunderstood as the final word in the discussion. The parent education movement is best served if this discussion contributes to an understanding of child rearing as a multidimensional endeavor. Perhaps listing strategies for implementing the encouragement process, so well developed in the Adlerian literature, could do this. Democratic parenting is not the only way to raise a child successfully, according to Heinz L. Ansbacher. "Even the authoritarian approach can be all right if combined with enough encouragement, optimism . . . and the democratic style may fail if combined with dire pessimism" (personal correspondence, 1993).

The primary benefit of the concept of a three-dimensional parenting schema is that it graphically illustrates the benefits and limits of the authority and nurture aspects of parenting. While guidance and connection are primarily (or at least initially) functions of the parent, they must be directed by an orientation of trust in the child's ability both to benefit from interaction with the parent and, in return, to contribute to the family's healthy functioning.

Conclusions

Among the benefits of the one-dimensional continuum (Figure 1) is its demonstration of alternatives to parents in rearing their children. Dreikurs's contribution to this aspect includes a balance point or broad middle area in which democratic techniques are introduced. The democratic middle is a combination of freedom and order.

These, then, were understood to be features of parenting respectively abstracted as nurture and authority and presented in a two-dimensional matrix (Figure 2) which more clearly illustrated various results of interactions between the features. On the level of Adlerian theory, authority can be conceived as the parenting facet that provides direction or guidance for the child. Along with establishing order, authority involves such aspects as

control, influence, and legal jurisdiction as well (Baumrind, 1989, 1991). It is what Baumrind (1996) refers to as an authoritative style. According to Oscar C. Christensen (personal correspondence, 1993), one can "parent authoritatively on many issues—which can be proposed in a democratic manner." Nurture can be conceived as the facet that provides love and connection with the world. Along with valuing freedom, nurture involves aspects of support, tolerance, appreciation, and caring.

In this theoretical realm, then, authority as a construct may correspond to the child's developing level of activity. And nurture may correspond to the child's developing level of social interest. If this is the case, there may be further implications drawn regarding the relationship of the *Parents' Prism* to Adler's social interest-activity typology as conceptualized by Ansbacher (1988).

The democratic parenting style, however, is not just a balance between authority and nurture. It adds still another dimension: encouragement of the child. This includes belief in the child for the child's sake, not for what the child represents for the parent.

This important and effective parenting style can be more effectively represented in a graphical three-dimensional fashion (Figure 3). The visual concept of the *Parents' Prism* illustrates more clearly than one- or two-dimensional graphics the importance of encouragement as the differentiating factor in effective parenting.

Authors' Notes

This article was first drafted in 1993 under the title "Parenting Cubed." It was part of a larger project developed by the authors to provide parenting instructions to soldiers accompanied by their families while stationed in Europe. While other articles derived from this project went forward to journal publication (including Mansager et al., 1995, and Mansager & Volk, 1995) this one did not. A subsequent version of this article was accepted as a chapter in an edited volume that was never finalized between the editor and publisher. Because of the developing interest among Adlerians in Diana Baumrind's research, the article has been updated for *The Journal of Individual Psychology*. The publication of Thompson's (1999) work, in which is developed a parental assessment of a similar name, necessitated the title change.

Diana Baumrind has published research on the relation between child rearing styles and social competence in children. Her longitudinal research has earned millions of dollars in grant awards and has been recognized by

numerous psychological institutes. She is the recipient of the 1988 G. Stanley Hall Award of American Psychological Association's Division 7 (Developmental Psychology), as well as the 1984–1988 Research Scientist Award, of the National Institute of Mental Health. The University of California, Berkeley psychologist reported findings at the 109th annual meeting of the American Psychological Association that moderate spanking is not more harmful to children than no spanking (Baumrind, 2001). The ensuing controversy can be tracked on the web by entering her name and the term "corporal punishment" into an Internet search engine.

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