

Diana Baumrind's (1966) Prototypical Descriptions of 3 Parenting Styles

First Paper where prototypes are published:

Baumrind, D. (1966). Effects of Authoritative Parental Control on Child Behavior, *Child Development*, 37(4), 887-907.

Second Paper, and most often cited, extensive discussion of parenting styles:

Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.

The **permissive** parent attempts to behave in a nonpunitive, acceptant and affirmative manner towards the child's impulses, desires, and actions. She [the parent] consults with him [the child] about policy decisions and gives explanations for family rules. She makes few demands for household responsibility and orderly behavior. She presents herself to the child as a resource for him to use as he wishes, not as an ideal for him to emulate, nor as an active agent responsible for shaping or altering his ongoing or future behavior. She allows the child to regulate his own activities as much as possible, avoids the exercise of control, and does not encourage him to obey externally defined standards. She attempts to use reason and manipulation, but not overt power to accomplish her ends (p. 889).

The **authoritarian** parent attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority. She [the 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 she thinks is right conduct. She believes in keeping the child in his place, , in restricting his autonomy, and in assigning household responsibilities in order to inculcate respect for work. She regards the preservation of order and traditional structure as a highly valued end in itself. She does not encourage verbal give and take, believing that the child should accept her word for what is right (p. 890).

The **authoritative** parent attempts to direct the child's activities but in a rational, issue-oriented manner. She [the parent] encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform. Both autonomous self-will and disciplined conformity are valued. [She values both expressive and instrumental attributes, both autonomous self-will and disciplined conformity] ... Therefore she exerts firm control at points of parent-child divergence, but does not hem the child in with restrictions. She enforces her own perspective as an adult, but recognizes the child's individual interests and special ways. The authoritative parent affirms the child's present qualities, but also sets standards for future conduct. She uses reason, power, and shaping by regime and reinforcement to achieve her objectives, and does not base her decisions on group consensus or the individual child's desires. [... but also does not regard herself as infallible, or divinely inspired.] (p. 891) [Note that portions in brackets are significant additions to the prototype in Baumrind (1967).]