

RELATIONSHIPS BETWEEN PARENTING  
STRATEGIES AND CHILDREN'S  
SOCIAL COMPETENCE

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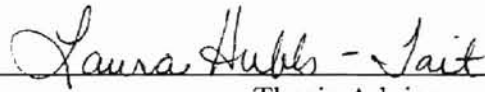
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## CHAPTER I

### Introduction

#### Purpose and Justification

The media often emphasizes the problems of rising adolescent school dropout rates, delinquency and crime. Fundamental to many of these occurrences is a lack of acceptance of these adolescents by their social surroundings. These headlines could perhaps change with a better understanding of the factors that may foster development of social acceptance. Social competence, or social acceptance, has long been considered one factor that influences positive human interaction.

According to Mills and Rubin (1983), one of the most important developmental tasks is the attainment of social competence, “both as an end in itself and as an inner resource that spurs social and emotional development” (p. 98). A function of appropriately developed social competence is to aid further development of social skills through socialization, and to provide self-validation and emotional security (Asher & Parker, 1988).

Social incompetence, conversely, has been linked with several negative outcomes. Some notable negative outcomes include the following: a) higher levels of depression in children (Blechman, McEnroe, Carella, & Audette, 1986; Mazur, Wolchik, & Sandler, 1992); b) low cooperation and leadership (Coie & Dodge, 1983); c) low empathy (Adams, 1983); and d) aggression (Dodge, 1980). Social incompetence has also been found to be a predictor of school dropout (Asher & Parker, 1989; Kupersmidt & Coie, 1990), delinquency, and psychological disturbance in adolescence and adulthood (Kupersmidt & Coie).

### Social Competence

Typically the social competence of preschoolers is reflected in their peer relations (Dodge, 1983; Howes, 1987). Whereas aggression is associated with peer rejection (Coie & Kupersmidt, 1983; La Freniere & Sroufe, 1985; Ladd and Golter, 1988) and social incompetence, social competence is associated with peer involvement and cohesion (Dodge, 1980; Dodge, Pettit, McClaskey, & Brown, 1986).

### Parental Disciplinary Control and Comforting Strategies

Disciplinary control has been dealt with in the literature in terms of a dichotomy of power assertion and reasoning or induction (Radke-Yarrow, Zahn-Waxler, & Chapman, 1983). Power assertion is the use of direct application of force, such as employment or threat of physical punishment, withholding, and depriving (Hoffman, 1970b). Specifically, according to the original Computer Presented Parenting Dilemmas (Holden, 1988), power assertion is the use of yelling, physical punishment or self-centered control (e.g., "Do it because I said so!"). Induction is referred to as reasoning or explanations pointing out physical requirements of the situation or harmful consequences for the child or others (Radke-Yarrow et al.).

A comforting or nurturing relationship is defined as a combination of behaviors which expresses attentive care, support and feelings of love and acceptance (Grusec & Lytton, 1988; Shaffer, 1994). Comforting may be combined with either induction or power assertion.

### Parenting Styles

Different combinations of the aforementioned strategies can be categorized into four overall parenting styles: a) authoritative (Baumrind 1967, 1971), b) authoritarian

(Baumrind 1967, 1971), c) permissive-indulgent (Lamborn, Mounts, Steinberg, & Dornbusch, 1991), and d) permissive-neglectful (Lamborn et al., 1991).

The authoritarian parenting style is characterized by a demanding, unresponsive parent who controls through power assertion. Typically, verbal give and take between parent and child is discouraged. Rules are therefore not discussed in advance nor are they created democratically. Authority, order, obedience and control are highly valued and any attempt to challenge these values is suppressed. Comforting rarely occurs and deviant behavior is dealt with by the authoritarian parent through the use of power assertive control rather than inductive control (Baumrind, 1967, 1971).

The authoritative parenting style is characterized by a reciprocal pattern where children are expected to respect parents' demands and parents respect reasonable demands by the child. Verbal give-and-take is encouraged and recognition of the child's rights, adherence to rules and standards, and the child's independence and individuality are all valued. Comforting and control through induction are strategies frequently used by the authoritative parent (Baumrind, 1967, 1971).

Maccoby and Martin (1983) supplemented Baumrind's research in parenting styles with two additional parenting styles in order to account for the different types of parental laxity. These styles are known as permissive-indulgent and permissive-neglectful parenting. As their names imply, permissive-indulgent is characterized by high support or indulgence and lack of either power assertive or inductive control whereas permissive-neglectful refers to high disengagement from the child and absence of both power assertive and inductive control.

## CHAPTER II

### Literature Review

#### Social Learning Theory

Bandura and Walters laid the foundation for modern social learning theory through influences of B. F. Skinner. Bandura's (1977) social learning theory added to Skinner the emphasis that origins of behavior come not only from direct learning but also from observation of others (referred to as models), and from positive or negative feedback of models to promote accepted behaviors. Thus "development of the ability to trust others, inhibit aggression, behave morally and so on, all can be understood not as products of psychosexual development but as the result of learning through direct reinforcement and observation" (Grusec & Lytton, 1988, p. 16). For example, according to Radke-Yarrow et al. (1983), several studies have shown the "frequency of neutral and aggressive acts was increased by the child's observing an adult's performance of these acts" (p. 502).

Bandura hypothesized a sequence of four processes involved in observational learning: a) attention, b) retention, c) motoric reproduction, and d) motivation. First, the child must attend to the model; hence, the model must be attractive to the child. For example, according to Bandura (1977), children will pay more attention to people who are warm and comforting. Secondly, once a child has attended to the model's behaviors, these behaviors must be remembered. The third process involves converting the symbolic representation of the retained event into appropriate behaviors that are similar to the original modeled behavior. Finally, in order to repeat the modeled behavior, sufficient incentives must be present. Studies performed by Rushton (1980) have

supported this final process by demonstrating that reinforcements given by a model do in fact effectively modify children's present and subsequent behavior (Rushton, 1982).

Learning from the observation of others has proven to be a powerful influence on social behavior. Many researchers have suggested it is early family experience that plays an important role in the development of peer relations and social competence (Hartup, 1983; Howes, 1987; Pettit, Dodge, & Brown, 1988).

From a social learning theory perspective, one of the many roles a parent plays in a child's development is that of a relationship modeler -- modeling attitudes concerning trust, reciprocity, and behavioral norms. As Mills and Rubin (1993) state, it is through the parent-child relationship "that the child begins to form expectations and assumptions about interactions with other people and to develop strategies for protecting the self and attaining personal goals" (p. 100). It is not surprising, then, that abused children tend to show maladaptive signs in novel situations such as being untrusting of others and expecting them to be hostile, threatening, and unempathetic (Levendosky, Okun, & Parker, 1995). Conversely, positive relationship modeling may lead to further positive relations. For example, Ladd and Golter (1988) found children whose parents displayed positive affect while playing with them tended to be socially competent with their parents, peers, and strangers.

Modeling may be direct or indirect. According to Skinner (1985), mothers characterized as indirect teachers believe in learning through exploring, experimenting, and learning independently (e.g., asking questions, making suggestions, giving explanations). In contrast, mothers using directive strategies are prone to giving directions and issuing imperatives. Rubin, Mills, and Rose-Krasnor (1989) found mothers

using indirect strategies in helping children learn social skills had socially competent preschool children. Alternatively, mothers who used direct strategies such as power assertion had unassertive, fearful, anxious, non-engaging children.

Extensive research indicates it is through modeling that children learn aggression, a behavior related to social incompetence, and that there is a positive association between level of aggression in parents and children. Eron (1982) reported parents of aggressive children were more likely to use physical punishment with their children than were parents of non-aggressive children. This finding suggests aggressive parents may indeed be modeling aggressive behavior for their children.

So how are social competence and incompetence reinforced? It makes sense behaviors leading to social competence are positively reinforced as these behaviors are appreciated by society. Or as Rubin et al. (1989) found, mothers who valued social skills had socially competent children, indicating that the approval demonstrated by these mothers actually reinforced social skills in their children. Further, mothers not believing in the importance of social skills did not have socially competent children, indicating the absence of approval provided no re-inforcements for their children's social skills.

### Social Competence

As mentioned earlier, peer involvement is associated with social competence and peer rejection is associated with social maladjustment. It is not surprising that the behaviors characteristic of a socially competent child are prosocial in contrast to the antisocial behaviors characteristic of a socially incompetent child. According to Dodge (1983), it is the prosocial, friendly, and responsive child who is accepted and the inappropriately behaved and aggressive child who is rejected. Dodge, Coie, and Brakke



(1982) found rejected children have low social skills and exhibit high levels of aggression. Eron (1982) also discovered that aggressive children are unpopular and reach low levels of achievement. Conversely, popular children demonstrate high social skills and low levels of aggression (MacDonald, 1987).

According to Ladd and Price (1987), preschoolers' positive social behaviors, such as social conversation and cooperative play predicted children's peer acceptance in kindergarten. Likewise, preschoolers displaying predominantly antisocial behaviors in preschool, such as rough play, arguing, and aggression had higher levels of peer rejection in kindergarten. Moreover, prosocial behaviors in preschool were associated with teachers' perceptions of children's social competence in kindergarten. Antisocial behaviors were associated with teachers' perceptions of social maladjustment.

#### Parental Disciplinary Strategies

Investigators have persevered at the essential task of conceptualizing specific techniques of teaching and control and identifying their impact on children's prosocial behavior. At the same time, there has been slowly increasing attention to the contexts in which specific techniques are used and to the interactive and combined effects of various techniques used by parents. (Radke-Yarrow et al., 1983, p. 506).

#### Comforting

A comforting or nurturing relationship is defined as a combination of behaviors which express attentive care, support, and feelings of love and acceptance. If a mother is nurturing with her child, then from a social learning theory perspective, one would expect the child to learn from the mother's modeling to also display warmth and compassion to

others, including their peers. The mother's warmth and nurturance makes her a more attractive model (Bandura, 1977) for her child and demonstrates prosocial behavior at the same time. Effectively, parental effectiveness as a model of positive social behavior is enhanced by parental warmth (Hoffman, 1975; Bryant & Crockenberg, 1980).

Several researchers have supported this idea. Baumrind (1967, 1971) and Bryant and Crockenberg (1980) found warm, responsive parenting does indeed predict socially competent behavior with peers (e.g., affiliative, cooperative behavior). Baumrind (1975) explains parental warmth promotes children's social competence, assuming that parents who demonstrate warmth tend to foster a sense of security and self-confidence in their children. Furthermore, Putallaz and Heflin (1990) propose when children of comforting parents have learned to feel secure in their own relationships with their parents, they can explore new relationships with more confidence.

#### Disciplinary Control Through Induction

Grusec and Lytton (1988, p. 175) state "certain affectionate attitudes and disciplinary practices tend to go together" and parental comforting has been found repeatedly to be associated with induction. The term induction was introduced in the 1960's by Hoffman as part of a discipline model to denote reasoning or the use of explanations. This term covers a wide area of verbal communications, such as communication about rules, principles and values, or factual explanations. Explanations of consequences a child's actions may have for others is another type of spoken communication which Hoffman labeled other-oriented induction. Some examples of other-oriented induction include, "Don't you see that calling your brother 'stupid' really hurt him?" or "Helping your sister after she fell off her bike sure made her feel better."

Several studies reviewed by Barnett (1987) have shown that children whose parents use induction have high scores on indices of generosity and consideration of others. Considering that these are prosocial behaviors, it would make sense that these children would also demonstrate social competence.

Specifically, according to Pettit et al. (1988), proactive methods of parenting, particularly dialoguing (a component of induction), have been linked to children's development of competence. Furthermore, Roopnarine and Adams (1987) found popular preschoolers are more likely to have parents who use induction techniques, such as explanations, when interacting with their children in a teaching setting. In contrast, Attili (1989) discovered that preschoolers who were over-controlled without being given a reason (non-inductive parenting) were socially unsuccessful in preschool.

#### Disciplinary Control by Power Assertion

In order for children to perform socially desirable acts even in the absence of their parents, they must make moral norms a part of their own value system through internalization. Hoffman (1970a) summarizes that power-assertion techniques discourage the internalization of moral standards and result in low development of conscience. Hoffman suggests this relationship holds because, congruent with social learning theory, power assertion not only elicits hostility but also models hostile expression. It has also been suggested (Putallaz, 1987; Kennedy, 1992) that a child's outcome expectations are affected by disciplinary style and thus affect peer relations. For example, children of power assertive parents may expect to get their way in a conflict if they use hostile or aggressive means. Putallaz (1987) supports this hypothesis.

A vast amount of research has been conducted pointing to the negative affects a predominately power assertive parenting strategy has on children. In a 1959 study, Bandura and Walters found parents of anti-social boys often used harsh and erratic discipline, therefore providing models for antisocial behavior (Grusec & Lytton, 1988). Eron (1987) found that excessively critical and negative interactions between a parent and child appear to contribute to the development of anti-social behavior. Zahn-Waxler, Radke-Yarrow, and King (1979) conducted a study which revealed mothers who used power assertive discipline, specifically physical restraint, physical punishment, and/or unexplained prohibitions, tended to have less compassionate toddlers. Moreover, Gelfand et al. (1974) reported findings which showed children who were taught a task and punished through power assertion for their mistakes used the same teaching techniques when they subsequently taught the same task to a peer. These results would thereby suggest that low social-competence results from the punitive and hostile behaviors imitated by the preschoolers of power assertive parents.

Research looking at the relationship between power assertive strategies and social competence has shown that hostile parenting, particularly physical punishment, predicts the development of socially incompetent behavior such as aggression (Baumrind, 1967; Eron, 1982). Pettit, Harrist, Bates, and Dodge (1991) found that children whose parents respond to them in a positive manner have high levels of social competence as rated by teachers. Children whose parents behave negatively towards their child's negative behavior predicted aggression as rated by teachers. Additionally, a study of preschool children (Kennedy 1992) revealed that children rejected by peers had mothers who used

more physical punishment and deprivation of privileges and fewer inductive disciplinary strategies.

### General Parenting Styles

#### Authoritative and Authoritarian Parenting

Regarding the link between parenting styles and children's social behavior, Baumrind (1966) suggests through reasoning, shaping, and reinforcing, authoritative parents have socially accepted children who are willful, independent, well socialized, and socially responsible. In addition, Putallaz (1987) found that mothers of socially accepted or popular children were more feeling oriented and more likely to use positive verbalization (authoritative characteristics) than mothers of unpopular children. Similarly, according to Putallaz and Heflin (1990), research regarding the dimensions of social competence, warmth and control fairly consistently concludes that the most socially competent children have parents who receive high ratings on both warmth and control.

Baumrind (1967, 1971) offers an explanation of how children learn social behavior from their parents and why authoritative parents are more effective than authoritarian or permissive parents in this teaching. Authoritative parents are nurturing and therefore make better use of affection and approval than authoritarian parents. Because authoritative parents use punishment more effectively than authoritarian parents, their disapproval of inappropriate social behavior is more powerful. Authoritative parents are also more effective in their discipline than permissive parents because authoritative parents are more consistent and more committed to the punishment.

In support of Baumrind's explanation, Kuczynski and Kochanska (1995) found mothers using authoritative child-rearing strategies emphasized proactive, competence-oriented demands and avoided regulatory controls. Additionally, they found authoritative mothers also focused their socialization efforts in encouraging instrumental prosocial competence and avoided emphasizing regulatory aspects of their children's behavior.

Baumrind (1971) also maintained that through interactions with their children, authoritative parents model and therefore teach self-assertive and affiliative behaviors. She proposed it is perhaps the combination of high parental warmth and control which elicits imitation of the parents by their children. Baumrind also asserted that permissive parents are poor models of self-assertive behavior and authoritarian parents are not good models of affiliative behavior.

In contrast, authoritarian parents are more likely to model power assertion without providing their children with appropriate rationales which is related to the higher frequency of their children's hostile behaviors with peers (Attili, 1989). In addition, because authoritarian parents tend to hinder individuality and independence (Baumrind 1967, 1971), it was found that preschool children of authoritarian families were unhappy and socially withdrawn.

#### Permissive Indulgent and Permissive Neglectful Parenting

Permissiveness is a broad parenting style in which parents use as little control as possible, make few demands for mature behavior, and allow considerable self-regulation by the child. According to Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh (1987), an article in preparation by Baumrind found that preschool children of permissive parents were immature, lacked impulse control, self-reliance, social responsibility, and

independence. In this same article, Dornbusch et al. indicated that Baumrind proposed the follow-up studies at 8-9 years of age that found these children were low in both social and cognitive competence. In contrast, the children of authoritative parents were high in social and cognitive competence.

In their 1991 study, Lamborn et al. employed Maccoby and Martin's (1983) fourfold typology of parenting styles in order to distinguish between two types of permissive parents. In this study, over 4,000 adolescents were classified as being parented by one of four strategies: a) authoritative, b) authoritarian, c) permissive indulgent, or d) permissive neglectful. The results indicated that authoritative and neglectful strategies were at opposite ends of the spectrum. Where adolescents of authoritative families had overall high scores on psychosocial development and low scores on psychological and behavior dysfunctions, the reverse was true for adolescents of neglectful families. Authoritarian parents had adolescents who had high scores in the area of conformity and obedience and low scores in behavior problems and self-concept. Indulgent parents, on the other hand, had adolescents who scored well on self concept yet were less engaged in school and reported higher substance abuse and school misconduct than adolescents of other parenting strategies.

Overall, both permissive-indulgent and permissive-neglectful parenting has been found to be associated with children being "impulsive, aggressive, and lacking in independence or the ability to take responsibility" (Maccoby & Martin, 1983, p. 46). According to Parke and Slaby (1983), both parental neglect and parental permissiveness produce aggression in children. Aggression, as has already been pointed out, is a behavior that leads to social unacceptance. Similarly, Attili (1989) found that



preschoolers who were ignored and treated as though they did not exist (neglectful parenting) were socially unsuccessful in preschool.

From a social learning perspective, these findings make sense. Neglectful parents who are cold and rejecting ignore their children's emotional needs and model a lack of concern for others by virtue of their aloofness. In addition, both the indulgent and neglectful parents, by ignoring many of the child's aggressive outbursts, legitimize combative activities and fail to provide opportunities for the child to control his or her aggressive urges (Shaffer, 1994). When aggression does escalate to the point that the parent spansks the child, the adult is serving as a model for the very behavior that he or she is trying to suppress.

Thus far, four general parenting styles have been discussed. However, how realistic is it to expect all parents to fit into one of these four styles? According to Grusec and Lytton (1988), parental child rearing techniques will typically include a "combination of several methods (e.g., punishment and the use of explanations)" (p. 169) and will vary according to the situation.

Chao (1994) found that many parents of the Asian culture actually use a combination of authoritarian and authoritative parenting styles. These parents displayed an authoritarian style by tending to be restrictive and controlling through power assertion; however, they also displayed authoritative techniques as they are very nurturing, supportive and highly involved in their children's lives. Chao also found that the children of the Asian parents using this combination of styles do well in school. In addition, Hoffman (1970b) and Zahn-Waxler et al. (1979) found that the most prosocial and



morally advanced children belonged to mothers who reported using physical punishment along with emotionally toned explanations.

Perhaps the positive effects of the authoritative techniques compensate for the negative effects of the authoritarian techniques. Perhaps these findings also suggest some control, even if only in the form of power assertiveness, is better than no control at all. In her recent conceptual article, Baumrind (1996) re-evaluates her former opinions and argues that the combination of power assertive types of punishment and authoritative strategies is a “necessary tool in the disciplinary encounter with young children” (p. 413). However, research has yet to examine combinations of particular positive elements of the authoritative parenting style with particular negative elements of the authoritarian or neglectful style. Specifically, there is a dearth of studies examining varying combinations of elements of parenting styles and their relations to children’s social competence.

### Hypothesis

In reviewing the literature, it becomes apparent there is an opportunity to study the way differing combinations of a mother’s comforting, inductive, and power assertive techniques relate to their children’s social competence. Differing combinations are those combinations not yielding the four previously discussed general parenting styles of a) authoritative (high inductive control and high warmth), b) authoritarian (high power assertive control and low warmth), c) permissive-indulgent (low control and high warmth), and d) permissive-neglectful (low control and low warmth).

In light of the positive outcomes of the authoritative parenting style, we can assume high inductive control and high warmth are positive parenting strategies. On the

other hand, from the negative outcomes of the authoritarian, permissive-indulgent, and permissive neglectful parenting styles, we can assume high power assertion, low warmth, and low control are all negative parenting strategies. However, in regard to low control for both the permissive-indulgent and permissive-neglectful parent, the question then becomes -- is it low power assertion or low induction that leads to negative social competence outcomes?

It is important here to discriminate among types of power assertion. We may find power assertion is not limited to yelling, physical punishment, or self-centered control (Holden, 1988). Power assertion may actually range from hostile, punitive, intrusive power assertion to a time-out imposed by the parent against the child's wishes. Whereas the former is easily seen to have a potential negative impact on a child's social competence, the latter is not.

The first step in the current study is to identify the components of parental responses to child misbehavior and distress. It is anticipated that both hostile/punitive power assertion and non-punitive limit setting strategies will emerge. Similarly, it is anticipated that both warmth and reasoning strategies will emerge. Moreover, it is expected that one or more permissive responses to distress and/or misbehavior can be identified. The second step is to answer questions about how these components work together to influence children's social competence. This leads to the testing of two models: a) an additive model, and b) a multiplicative model.

#### Additive Model

If the components work additively, then the following set of hypotheses should be supported: Hypothesis 1: Warmth should explain incremental variance in social

competence beyond that explained by reasoning. Hypothesis 2: Based on the assumption that some limit setting is necessary, non-punitive power assertion should explain incremental variance in social competence beyond that explained by warmth. Hypothesis 3a: Hostile, punitive power assertion should explain incremental variance in social competence beyond that explained by warmth. Hypothesis 3b: Hostile, punitive power assertion should explain incremental variance in social competence beyond that explained by reasoning. Specifically, hostile, punitive power assertion will be negatively related to social competence, and warmth and reasoning will be positively related to it. Hypothesis 4: Hostile, punitive power assertion should explain incremental variance in social competence beyond that explained by such other negative parenting strategies as neglect or indulgence.

#### Multiplicative Model

The second set of hypotheses fall under the multiplicative model, meaning the components interact to predict children's social competence. The multiplicative model hypotheses are as follows: Hypothesis 1: The interaction of warmth and reasoning should explain incremental variance in social competence beyond that explained by the separate variables of warmth and reasoning. Hypothesis 2: The interaction of non-punitive power assertion and warmth should explain incremental variance in social competence beyond that explained by the separate variables of non-punitive power assertion and warmth. Hypothesis 3a: The interaction of hostile, punitive power assertion and warmth should explain incremental variance in social competence beyond that explained by the separate variables of hostile, punitive power assertion and warmth. Hypothesis 3b: The interaction of hostile, punitive power assertion and reasoning should

explain incremental variance in social competence beyond that explained by the separate variables of hostile, punitive power assertion and reasoning. Specifically, hostile, punitive power assertion will be negatively related to social competence, and warmth and reasoning will be positively related to it. Hypothesis 4: The interaction of hostile, punitive power assertion and other negative parenting strategies such as neglect or indulgence should explain incremental variance in social competence beyond that explained the separate variables of these negative parenting strategies and hostile, punitive power assertion.

## CHAPTER III

### Method

#### Sample

Participants of this study included 167 primary caregivers and their children. All children were enrolled in one of eight Head Start programs throughout the state of Oklahoma. These participants were part of a larger study funded by both the National Institute of Mental Health (NIMH) and the Administration on Children Youth and Families (ACYF). Data were collected during two separate visits by the participants (Fall 1995 or Fall 1996 and Spring 1996 or Spring 1997) in which each primary caregiver was given \$5.00 per visit.

The children's ages ranged from 4.2 to 5.8 years ( $M = 4.8$ ,  $SD = .30$ ). Seventy-eight children were boys and 89 were girls. The primary caregivers included 162 mothers, 2 step-mothers, and 3 grandmothers. The age range of primary caregivers was 19 to 54 years ( $M = 29.4$ ,  $Mdn = 27.9$ , and  $SD = 6.21$ ). Education levels of the primary caregivers ranged from the 6th grade to college graduate. Twenty percent did not have a high school diploma, 26% were high school graduates, 10% had some vocational-technical training, 11% were vocational-technical school graduates, 28% had some college experience, and 5% were college graduates. Marital status was as follows: 47% married, 10% never married, 6% separated, 17% divorced, 4% widowed, and 16% re-married. Primary caregiver racial composition was as follows: 74% Caucasian, 18% Native American, 4% Hispanic, 3% African American, and 1% Multiethnic. Household income ranged from a span of \$0.00 - \$100.00 per month to \$4,000 or more each month with 31% of the households in the mean and median span of \$1,000 to \$1,499 per month.

## Measures

### Maternal Power Assertion and Comforting Strategies

Maternal disciplinary and comforting strategies were operationalized by mothers' responses to 3 vignettes about their child's misbehavior and 3 vignettes about their child's distress. These six vignettes were included in a revised version of the Computer Presented Parenting Dilemmas. The original Computer Presented Parenting Dilemmas (CPPD; Holden, 1988) consisted of a series of vignettes or social situations describing child behaviors for which the mothers are asked to indicate how they would respond. In the revised version, adaptations were made to the vignettes to make them appropriate for four year old children (L. Hubbs-Tait, personal communication, April 2, 1996).

The CPPD is a 35 - 40 minute interaction between the primary caregiver and the computer. Each parenting dilemma follows one of four themes: a) parental reactions to misbehavior (assessment of power assertion and induction); b) parental reactions to child distress (assessment of comforting); c) parental monitoring; or d) family violence. These situations are made more personal to the primary caregiver as the computer inserts information previously typed into the computer by the primary caregiver (e.g., names, ages, and gender of friends and family members). The primary caregivers rank their likelihood to have each of these reactions on a seven point Likert scale where 1 equals "not likely at all" and 7 equals "very, very likely" (Holden & Ritchie, 1991).

Because this is the first time the revised CPPD has been used, validity and reliability data will be provided in the current report. The psychometric structure of the mothers' reactions to child misbehavior and distress was evaluated through principal components analysis and computation of Cronbach's alpha (internal consistency

reliability) for the resulting factors. Construct validity was tested through correlations of CPPD factor scores with the four Adult-Adolescent Parent Inventory (AAPI; Bavolek, 1984, 1989) subscales -- a tool used with parents of all ages that was standardized on both adult and adolescent parents. The four subscales are as follows: a) belief in physical punishment, b) inappropriate expectations, c) role reversal, and d) maternal lack of empathy.

### Social Competence

For purposes of this study, the construct of social competence will be age appropriately and operationally defined by teacher ratings of four year olds on two questionnaires: the Preschool Behavior Questionnaire (PBQ; Behar, 1977) and the Howes' Rating Scale of Social Competence with Peers (HSCP; Howes, 1988).

#### Preschool Behavior Questionnaire

The PBQ is a teacher rating scale of behavior problems in children from ages 3 to 6, yields three subscale scores: Hostile/Aggressive, Anxious/Fearful, Hyperactive/Distractible. For the overall scale, a mean interrater reliability of .84 and a mean test-retest reliability of .87 was found (Behar & Stringfield, 1974).

#### Howes' Social Competence with Peers

The HSCP scale was developed as an 18-item, teacher rating scale of peer social functioning (Howes, 1988). Howes reports that the 18 items comprise 3 factors with acceptable interal consistency: a) Sociable (.91), b) Difficult (.93), and Hesitant (.96). The subscale ratings were stable over time and construct validity of the three factors was supported by behavior observations (Howes).

Initial inspection of data suggested that factor structuring of the PBQ and HSCP was not identical to what had been found by researchers. Therefore, the psychometric structure of the teacher ratings of children's social competence will be evaluated through principal components analysis and computation of Cronbach's alpha (internal consistency reliability) for the resulting factors.

### Procedure

#### Maternal Disciplinary and Comforting Strategies

Each mother was seen one time to complete the CPPD in a quiet testing room. An examiner was present throughout each session in order to answer any questions or to be of assistance with the computer.

The mothers first answered questions presented on the computer concerning demographic and family information. Their answers to these questions were automatically incorporated into fifteen parenting dilemmas subsequently presented to the mothers in order to make the parenting dilemmas more realistic. After each parenting dilemma, several possible reactions were presented. The mothers rated their likelihood to have each of these reactions.

#### Social Competence

The PBQ and the HSCP are both teacher ratings scales. Each teacher received a packet containing the two questionnaires. Both oral and written directions were given to each teacher to explain each questionnaire. Completed questionnaires were given to a research assistant.



## CHAPTER IV

### Results

#### Psychometrics

##### Psychometric Evaluation of the CPPD

Before beginning the psychometric evaluation of the CPPD, stories were chosen from each of two themes (see Appendix 1): a) parental reactions to misbehavior (assessment of power assertion and induction), and b) parental reactions to child distress (assessment of comforting). Stories 1, 5, and 6 featured four-year-old misbehavior. Story 1 involved the child's refusing to eat breakfast; in Story 5 the child hits a friend; and in Story 6 the child makes a mess after being told not to do so. Stories 2, 3, and 7 featured child distress. Story 2 involved the child's spilling juice and crying about his/her mistake; in Story 3 the child is unable to fold a kite; and in Story 7 the child falls down and is hurt.

Psychometric evaluation began with factor analyzing each set of stories (misbehavior or distress) to find principal components. The Kaiser criterion (eigenvalues  $\geq 1.0$ ) was used to determine factors. Only items with factor-variable correlations  $\geq .45$  were retained. Reliability analyses (i.e., internal consistency) were then conducted for the items comprising each factor. The set of misbehavior stories had 6 out of 8 factors with alphas ranging from acceptable to high (see Table 1): a) physical power assertion (.83); b) permissive - eating (.69); c) permissive/bribe (.66); d) not reason/ignore (.52); e) permissive - mess (.50); and e) verbal power assertion (.78). The remaining factors were not internally consistent (see Table 1): a) consequences/hit (.43); and b) neglect (.41). The amount of variance explained by these 8 misbehavior factors was 65%. Because the

not reason/ignore factor was conceptually similar but opposite to the reasoning component in Hypothesis 1, the four items of this factor were coded in reverse and the factor was renamed, reason/involved.

Six out of 8 factors from the set of distress stories had alphas ranging from acceptable to high (see Table 2): a) hostile/punitive (.86); b) permissive/bribe (.74); c) distract/re-direct (.75); d) comfort/ induction (.76); e) limit setting (.71); and f) neglect/order (.73). The remaining factors were not internally consistent (see Table 2): a) neglect/reject (.44); and b) permissive/neglect (.25). The amount of variance explained by these 8 distress factors was 68%.

Construct validity was tested by correlations of CPPD factor scores with the four Adult-Adolescent Parent Inventory (AAPI) (see Table 3). In general, the pattern of correlations supported the composition and names of the factors. For example, the CPPD factor of hostile/punitive correlated significantly and positively with the AAPI factor of no empathy, meaning parents scoring high in hostile/punitive also scored high on showing no empathy. Conversely, there was a negative correlation between the CPPD's reason/involved factor and the AAPI's no empathy factor ( $p < .001$ ).

Pearson  $r$  was computed to find correlations among all 16 factors. The decision was made to combine any factors with a  $\geq .65$  correlation. The only correlation meeting this criterion was between the two factors comprised of responses to the misbehavior vignettes, physical power assertion and verbal power assertion ( $r = .72$ ). The internal consistency of the new factor composed of all items from the two factors was .84. The factor was renamed power assertion. Pearson  $r$ 's were re-computed for all predictors, including the new combined factor of power assertion (see Table 4).

### Psychometric Evaluation of the PBQ and HSCP

Psychometric evaluation of the child outcomes began with factor analysis of both the PBQ and the HSCP to find principal components. The Kaiser criterion (eigenvalues  $\geq 1.0$ ) was used to determine factors. Only items with factor-variable correlations  $\geq .45$  were retained. Reliability analyses (i.e., internal consistency) were then conducted for the items comprising each factor. Five factors emerged from the PBQ factor analysis, all of which had alphas ranging from acceptable to high (see Table 5): a) hyperactive / aggressive (.96); b) delay (.64); c) anxious (.74); d) no problems (.71); and e) isolated (.54). In order to increase the alpha of the no problems factor to (.71), the item asking whether or not the child wets his/her pants was removed. The amount of variance explained by these five PBQ factors was 63%.

From the HSCP measure, four factors emerged, all of which also had alphas ranging from acceptable to high (see Table 6): a) hostile/externalizing (.94); b) not anxious (.80); c) sociable (.79); and d) miscellaneous (.58). The amount of variance explained by these 4 HSCP factors was 70%. The miscellaneous factor was eliminated from further consideration because it was not interpretable.

Pearson product-moment correlation coefficients were computed among all eight factors. The decision was made to combine any factors with a  $\geq .65$  correlation. The only relationship meeting this criterion was between the PBQ's aggressive/hyperactive factor and the HSCP's hostile/externalizing factor, with a correlation of .85. The internal consistency of the new factor, renamed externalizing, was .97, suggesting that the aggressive/hyperactive factor and the hostile/externalizing factor were actually measuring

the same variable. Pearson  $r$  was re-computed for the seven factors that summarized child outcomes (see Table 7).

### Operational Definitions of Hypotheses

After all predictor items were factor analyzed, the hypotheses were re-formulated in terms of their operational (i.e., measurement) definitions.

#### Additive Model

Hypothesis 1: The warmth/induction factor should explain incremental variance in social competence beyond that explained by the reason/involved factor.

Hypothesis 2: This hypothesis could not be re-formulated because no positive limit setting factor was identified.

Hypothesis 3a: Hostile/punitive, limit setting, and power assertion factors should explain incremental variance in social competence beyond that explained by the warmth/induction factor.

Hypothesis 3b: Hostile/punitive, limit setting, and power assertion factors should explain incremental variance in social competence beyond that explained by the reason/involved factor. Specifically, hostile/punitive, limit setting, and power assertion will be negatively related to social competence, and warmth/induction will be positively related to it.

Hypothesis 4: Hostile/punitive, limit setting, and power assertion factors should explain incremental variance in social competence beyond that explained by the other negative parenting factors of neglect/order, misbehavior permissive/bribe, distress permissive/bribe, permissive-mess, and permissive-eat.

### Multiplicative Model

Hypothesis 1: The interaction of warmth/induction and reason/involved should explain incremental variance in social competence beyond that explained by the separate variables of warmth and reasoning.

Hypothesis 2: Again, this hypothesis could not be re-formulated because no positive limit setting factor was identified.

Hypothesis 3a: The interaction of hostile/punitive or limit setting or power assertion, with the warmth/induction factor should explain incremental variance in social competence beyond that explained by the separate variables.

Hypothesis 3b: The interaction of hostile/punitive or limit setting or power assertion with the reason/involved factor should explain incremental variance in social competence beyond that explained by the separate variables.

Hypothesis 4: The interactions of hostile/punitive or limit setting or power assertion with each of the other negative parenting strategies (neglect/order, misbehavior permissive-bribe, distress permissive-bribe, permissive-mess, and permissive-eat) should explain incremental variance in social competence beyond that explained by the separate variables.

### Regression

#### Additive Model

Two steps were involved in analyzing each additive hypothesis. First, correlations were calculated between the predictor variables in each hypothesis and the seven outcome variables: a) externalizing, b) delay, c) anxious, d) no problems,

e) isolated, f) not anxious, and g) sociable.

The test of Hypothesis 1 involved adding the predictor variable of reason/involved to the predictor variable of warmth. The correlations between each of the two predictor variables and all seven outcome variables revealed that as maternal warmth increased, externalizing problems decreased and PBQ's no problems factor increased (see Table 8). Hierarchical regression revealed that warmth added to reasoning in the prediction of four of seven outcomes (see Table 9). The only counter-intuitive finding was the negative beta weight summarizing the relationship between warmth and not anxious. The meaning is, the more a mother uses warmth, the higher her child rates in anxious behavior. Perhaps the reason for this finding is that mothers' warmth is actually in response to the already existing anxious behavior of the child.

The test of Hypothesis 2 involved adding the predictor variable of warmth to the predictor variable of non-punitive power assertion. However, Hypothesis 2 could not be tested because no positive limit setting factor emerged in the factor analysis. All limit setting factors were clearly punitive. For example, the limit setting factor was positively and significantly correlated with each of the four AAPI subscales. Power assertion was also positively and significantly correlated with the same four subscales.

The test of Hypothesis 3 involved several steps: First, the predictor variable of hostile/punitive was added to warmth or reasoning (i.e., 14 regressions). Second, the predictor variable of limit setting was added to warmth or reasoning. And third, the predictor variable of power assertion was added to warmth or reasoning. Correlations between each of the five predictor variables and all seven outcome variables revealed little to no relationship (see Table 10). Hierarchical regression of the added predictor

variables with the outcome variables revealed that out of 42 regressions, only 5 reached or approached significance (see Table 11).

The test of Hypothesis 4 also involved several steps: First, the predictor variables of power assertion, hostile/punitive and limit setting were all added separately to the predictor variable of neglect/order. Second, power assertion, hostile/punitive and limit setting were all added separately to the predictor variable of misbehave-permissive/bribe. Third, power assertion, hostile/punitive and limit setting were all added separately to the predictor variable of distress-permissive/bribe. Fourth, power assertion, hostile/punitive and limit setting were all added separately to the predictor variable of permissive/mess. And fifth, power assertion, hostile/punitive, and limit setting were all added separately to the predictor variable of permissive-eat. Correlations between each of the eight predictor variables and all seven outcome variables revealed a pattern of low correlations (see Table 10). Hierarchical regression of the added predictor variables with the outcome variables revealed that out of 105 tests of the hypothesis, only 11 reached or approached significance (see Table 11).

#### Multiplicative Model

Tests of the multiplicative hypotheses involved adding the interaction term for each pair of variables in the second step of a hierarchical regression, after the separate variables were entered on the first step. For each of the 147 regressions, tolerance was exceeded on the second step. That is,  $1-R^2 > .10$ , meaning that the overlap between each pair of predictors and their interaction was too large for the regression analysis to be conducted without multicollinearity among the predictors.

### Post hoc Additive Model

The additive model proposed in the hypothesis section is not the only additive model that can be tested by regression. Standard multiple regression with two variables tests the following additive model:  $y = a + b_1x_1 + b_2x_2 + \text{error}$ . Thus, in order to determine whether another type of additive model might be supported, standard multiple regression analyses were conducted. For each outcome, predictors were selected empirically -- based on their correlation with the particular outcome. Only those variables were entered into the regression if the significance level of their correlation with the outcome was  $p < .20$ .

A total of five standard multiple regressions was conducted (see Table 14). The first test involved predicting delay from misbehave permissive/bribe and reason/involved.  $R^2$  was not significant. However, the betas were in the right direction. In other words, the higher the level of the mother's misbehave permissive/bribe score and the lower the reason/involved score, the greater the delay in the child.

The second test involved the standard multiple regression predicting no problems from warmth/induction and misbehave permissive/bribe. This test revealed significance ( $p < .01$ ). Both predictor variables were also significant revealing that as warmth/induction ( $p < .05$ ) increases, the no problems factor increases; and as misbehave permissive/bribe ( $p < .01$ ) decreases, no problems increases.

The third test involved the standard multiple regression predicting not anxious from warmth/induction, misbehave permissive/bribe, upset permissive/bribe, and distract/re-direct. Neither the  $R^2$ 's nor the beta weights of the predictor variables achieved significance. However, the direction of betas revealed that as distract/re-direct,



misbehave permissive/bribe, and upset permissive/bribe decreased, the not anxious factor increased.

The fourth test involved the standard multiple regression predicting isolated from permissive-eat, warmth/induction, and limit setting. This test approached significance ( $p < .10$ ). However, the individual predictors did not achieve significance. Beta weights revealed the higher the permissive-eat and the higher the warmth/induction, the lower the children are rated on isolated. Limit setting and isolated, however, revealed a positive relationship.

The fifth test involved the standard multiple regression predicting externalizing from warmth/induction, power assertion, and hostile/punitive. This test revealed a significant  $R^2$  with only warmth/induction having a significant beta ( $p < .01$ ). As warmth/induction decreases, externalizing increases; and similarly, as hostile/punitive decreases, externalizing increases. Conversely, as power assertion increases, externalizing also increases.

## CHAPTER V

### Discussion

#### Summary of Results

##### Additive Model

This study was designed to understand how combinations of certain parenting strategies related to children's social competence. The current results support Hypothesis 1 of the additive model. Warmth/induction added significantly to reason/involved to predict externalizing, no problems, isolated and not anxious. The sign of beta was negative for the relationship between warmth/induction and externalizing, isolated, and not anxious, meaning, as warmth/induction increased, the externalizing, isolated, and not anxious factors decreased. The sign of beta was positive for the relationship between warmth/induction and the no problems factor; so as maternal warmth/induction increased, the outcome factor of no problems also increased.

Hypothesis 2 of the additive model, where warmth/induction was to be added to non-punitive power assertion, could not be tested, because no positive limit setting factors emerged. Hypothesis 3 involved adding separately each predictor of hostile/punitive, limit setting, and power assertion to: a) warmth/induction, and then to b) reason/involved. This hypothesis was rejected because out of 42 regressions, only 5 reached or approached significance. Hypothesis 4 involved adding separately each predictor of power assertion, hostile/punitive, and limit setting to: a) neglect/order, b) misbehave permissive/bribe, c) upset permissive/bribe, d) permissive-eat, and then to e) permissive-mess. This hypothesis was also rejected, because out of 105 tests, only 11 reached or approached significance.

### Multiplicative Model

Hypotheses 1, 2, 3, and 4 could not be tested under the multiplicative model. For each of the 147 regressions, tolerance was exceeded whenever the interaction term was entered into the regression.

### Post hoc Additive Model

The post hoc additive model involved standard multiple regressions of predictor variables with outcome variables such that only predictor variables correlating with outcome variables at  $p < .20$  were used. Out of five regressions, two were significant, one approached significance and two were not significant.

The first significant regression involved the combination of misbehave permissive/bribe and warmth/induction to predict no problems where both predictor variables were significant. The second significant regression involved the combination of hostile/punitive, power assertion, and warmth/induction factors to predict externalizing. Betas of the hostile/punitive and power assertion factors were not significant where the warmth/induction beta was significant at  $p < .01$ . Note the positive Pearson  $r$  of power assertion with externalizing in Table 10 approached significance and in Table 14, the beta weight is only .02; when warmth/induction is entered into the combination, any negative impact of the hostile/punitive and power assertive factors is offset. This supports the argument that warmth/induction cancels out power assertion.

### Interpretation of Results

Of all the data, warmth/induction was most often a significant predictor variable. Tests of Hypothesis 1 indicated as maternal warmth increased, children's social incompetence characteristics, such as hostility, aggression, and delayed or unusual

behaviors, decreased. In that the isolated factor was the opposite of engagement with peers, the finding that warmth/induction was negatively related to isolation, suggests that it was positively related to social engagement. Although counter-intuitive, results also indicated that a mother's use of warmth/induction was negatively related to such non-anxious behaviors as being socially withdrawn or hesitant. However, as suggested earlier, an explanation could be that the mother is acting in a warm and inductive manner in response to her child's already existing withdrawn behaviors.

Through standard multiple regression, warmth was also revealed as an important parenting strategy used in combination with other strategies. When mothers are both warm and permissive regarding their child's misbehavior (i.e., warmth combined with permissiveness through standard multiple regression) children have fewer problems such as unusual sexual behaviors or staring into space. When warmth is combined with a mother's permissiveness regarding eating issues, children are less isolated, that is they are accepted by their peers and they do not tend to be solitary. Finally, an interesting finding was mothers who use warmth in addition to hostile, punitive power assertion had children who rated lower on hostile and aggressive behaviors.

It is apparent from this study that mothers do in fact use combinations of parenting not fitting into the four traditional parenting style categories of: a) authoritarian, b) authoritative, c) permissive-indulgent, and d) permissive-neglect. Examples of non-traditional parenting styles discovered in the research include the following: a) using warmth, permissive, and punitive limit setting techniques; and b) using warmth with hostile, punitive power assertion.

It is apparent that for this population, warmth is an important strategy and when added or combined with other positive parenting strategies had positive affects. And more interestingly, warmth combined with negative parenting strategies also had a positive affect on children's social competence, suggesting that warmth may offset the negative effects of power assertion.

### Applications

In a time when such disciplinary techniques as spanking and other harsh discipline are receiving much debate among researchers, parents, school administrators, early interventionists, and even religious groups, this study is quite timely. Some groups are adamantly opposed to harsh discipline whereas others are firm believers in its effectiveness. However, this study shows that when warmth is used along with punitive discipline or permissive strategies, social competence is not negatively affected, largely because the influence of punitive strategies disappears.

The results of this study could be particularly helpful to the early interventionist or any other specialist working with parents and children. Typically, the early interventionist attempts to dissuade parents from using harsh discipline. Unfortunately these attempts are sometimes futile. A solution may therefore be that instead of working to delete the harsh parenting techniques, the interventionist could aid the parent in incorporating warmth into their already established style.

### Limitations

One limitation to this study may at first appear to be its homogeneous sample, particularly in regards to income level. However interestingly enough, the range of education level perhaps compensates in part for its homogeneity of income. Another

limitation was the teachers did not appear to be using the PBQ and HSCP scales as they were originally intended. This was apparent by the fact that each scale had to be re-factored. One possibility for this is that the group of teachers are different than the groups of teachers used for standardization. Or perhaps it the children who are different from the original group of children. One other possibility is that the reference point for Head Start teachers may be different from teachers who teach other groups of preschoolers.

#### Future Research

Although the findings in this study are interesting and applicable, further research on the topic of parenting styles is needed. First, a less homogeneous sample could be studied to find if other differing combinations of parenting styles emerge. Second, it would be interesting to compare outcomes of differing combinations with those of authoritative, authoritarian, permissive-indulgent, and permissive-neglect styles. Third, it may be important to look at how the differing combinations of parenting styles are related to children's perceptions of themselves.

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TABLES

Table 1

Misbehavior Loadings from Factor Structure Matrix for Computer Presented Parenting Dilemmas Responses

| <b>Factors and Items</b>  | <b>Alpha</b> | <b>Factor Loadings</b> |
|---|--------------|------------------------|
| <b>Factor 1: Physical Power Assertion</b>   | <b>(.82)</b> |                        |
| Primary caregiver yells at child for not eating.....                                |              | 54                     |
| Primary caregiver spansks child for not eating.....                                 |              | 49                     |
| Primary caregiver yells at child for hitting friend.....                            |              | 78                     |
| Primary caregiver spansks child for hitting friend.....                             |              | 68                     |
| Primary caregiver yells at child for making a mess.....                             |              | 79                     |
| Primary caregiver spansks child for making a mess.....                              |              | 61                     |
| <b>Factor 2: Consequences-Hit</b>   | <b>(.43)</b> |                        |
| Primary caregiver explains that hitting hurts friend.....                           |              | 51                     |
| Primary caregiver gives child time-out for hitting friend.....                      |              | 77                     |
| Primary caregiver explains friend won't play if child hits.....                     |              | 61                     |
| <b>Factor 3 Permissive-Eating</b>   | <b>(.69)</b> |                        |
| Primary caregiver gives child time-out for not eating.....                          |              | -78                    |
| Primary caregiver yells at child for not eating.....                                |              | -67                    |
| Primary caregiver spansks child for not eating.....                                 |              | -62                    |
| <b>Factor 4: Neglectful</b>   | <b>(.33)</b> |                        |
| Primary caregiver states child will just have to wait until next meal to eat.....   |              | 50                     |
| Primary caregiver ignores child when child hits friend.....                         |              | 78                     |
| Primary caregiver tells child to stop hitting friend "because I said so!".....      |              | 61                     |
| <b>Factor 5: Permissive/Bribe</b>   | <b>(.66)</b> |                        |
| Primary caregiver gives child a treat to get child to eat.....                      |              | 77                     |
| Primary caregiver gives child a treat to keep child from hitting friend.....        |              | 53                     |
| Primary caregiver gives child a treat so child will stop making a mess.....         |              | 76                     |
| <b>Factor 6: Not Reason/Ignore</b>  | <b>(.49)</b> |                        |
| Primary caregiver reasons with child when child won't eat.....                      |              | -74                    |
| Primary caregiver ignores child when child won't eat.....                           |              | 57                     |
| Primary caregiver reasons with child when child makes mess.....                     |              | -62                    |
| Primary caregiver ignores child when child makes a mess.....                        |              | 49                     |
| <b>Factor 7: Permissive-Mess</b>  | <b>(.50)</b> |                        |
| Primary caregiver gives child a time-out when child makes mess.....                 |              | -81                    |
| Primary caregiver tells child he/she can't play if child doesn't clean up mess..... |              | -66                    |
| <b>Factor 8: Verbal Power Assertion</b>   | <b>(.77)</b> |                        |
| Primary caregiver states child will just have to wait until next meal to eat.....   |              | 47                     |
| Primary caregiver tells child to eat "because I said so!".....                      |              | 49                     |
| Primary caregiver tells child to quit hitting friend "because I said so!".....      |              | 82                     |
| Primary caregiver spansks child for hitting friend.....                             |              | 52                     |
| Primary caregiver tells child to clean up mess "because I said so!".....            |              | 82                     |
| Primary Caregiver spansks child for making a mess.....                              |              | 49                     |



Table 2

Distress Loadings from Factor Structure Matrix for Computer Presented Parenting Dilemmas Responses

| <b>Factors and Items</b>  | <b>Alpha</b> | <b>Factor Loadings</b> |
|---|--------------|------------------------|
| <b>Factor 1: <u>Hostile/Punitive</u></b>  | <b>(.86)</b> |                        |
| Primary caregiver gives child a time-out for spilling juice.....  |              | .46                    |
| Primary caregiver yells at child for spilling juice.....  |              | .59                    |
| Primary caregiver spans child for spilling juice.....   |              | .78                    |
| Primary caregiver encourages child to fold kite.....  |              | -.50                   |
| Primary caregiver yells at child for not being able to fold kite.....   |              | .74                    |
| Primary caregiver spans child for not being able to fold kite.....  |              | .87                    |
| Primary caregiver tells the child she's sorry her child is hurt when child falls down.....                        |              | -.45                   |
| Primary caregiver yells at child when child falls down.....   |              | .88                    |
| Primary caregiver spans child when child falls down.....  |              | .88                    |
| Primary caregiver hugs child when child falls down.....   |              | -.65                   |
| <b>Factor 2: <u>Permissive/Bribe</u></b>  | <b>(.79)</b> |                        |
| Primary caregiver gives child a treat when child spills juice.....  |              | .80                    |
| Primary caregiver gives child a treat when child not able to fold kite.....                                       |              | .84                    |
| Primary caregiver gives child a treat when child falls down.....  |              | .70                    |
| <b>Factor 3 <u>Distract/Re-Direct</u></b>   | <b>(.75)</b> |                        |
| Primary caregiver jokes with child when child spills juice.....   |              | .74                    |
| Primary caregiver distracts child when child is not able to fold kite.....  |              | .81                    |
| Primary caregiver jokes with child when child falls down.....   |              | .80                    |
| <b>Factor 4: <u>Warmth/Induction</u></b>  | <b>(.75)</b> |                        |
| Primary caregiver explains when child spills juice that accidents happen.....                                     |              | .65                    |
| Primary caregiver yells at child when child spills juice.....   |              | -.51                   |
| Primary caregiver hugs child when child spills juice.....   |              | .90                    |
| Primary caregiver encourages child to fold kite.....  |              | .49                    |
| Primary caregiver hugs child when child is not able to fold kite.....   |              | .77                    |
| <b>Factor 5: <u>Limit Setting</u></b>   | <b>(.71)</b> |                        |
| Primary caregiver gives child time-out when child spills juice.....   |              | .66                    |
| Primary caregiver gives child time-out when child is not able to fold kite.....                                   |              | .58                    |
| Primary caregiver gives child time-out when child falls down.....   |              | .78                    |
| Primary caregiver tells child to stop crying when child falls down "because I said so!".....                      |              | .60                    |
| <b>Factor 6: <u>Neglect/Order</u></b>   | <b>(.73)</b> |                        |
| Primary caregiver tells child to stop crying "because I said so!" when child is upset he/she spilled juice.....   |              | .84                    |
| Primary caregiver ignores child when child is upset because he/she can't fold kite.....                           |              | .60                    |
| Primary caregiver tells child to stop crying "because I said so!" when child is upset he/she cant' fold kite..... |              | .80                    |
| Primary caregiver tells child to stop crying when child falls down "because I said so!".....                      |              | .61                    |
| <b>Factor 7: <u>Neglect/Reject</u></b>  | <b>(.44)</b> |                        |
| Primary caregiver ignores child when child is upset because he/she can't fold kite.....                           |              | .48                    |
| Primary caregiver tells child she's sorry her child is hurt when child falls down.....                            |              | -.49                   |
| <b>Factor 8: <u>Permissive/Neglect</u></b>  | <b>(.25)</b> |                        |
| Primary caregiver ignores child when child is upset he/she spilled juice.....                                     |              | .71                    |
| Primary caregiver makes the kite herself.....   |              | .61                    |

Table 3

Correlations Among the Computer Presented Parenting Dilemmas and the Adult-Adolescent Parent Inventory

|                              | Physical Punishment | Inappropriate | Role Reversal | No Empathy |
|------------------------------|---------------------|---------------|---------------|------------|
| Hostile / Punitive           | 0.39 ***            | 0.23 **       | 0.14 +        | 0.49 ***   |
| Upset-Permissive Bribe       | 0.01                | 0.03          | 0.22 **       | 0.13       |
| Distract / Redirect          | -0.11               | -0.19 *       | 0.01          | -0.18 *    |
| Warmth / Induction           | -0.35 ***           | -0.14 +       | -0.05         | -0.27 ***  |
| Limit Setting                | 0.24 **             | 0.30 ***      | 0.24 **       | 0.26 **    |
| Neglect / Order              | 0.31 ***            | 0.20 *        | 0.23 **       | 0.18 *     |
| Power Assertion              | 0.48 ***            | 0.20 *        | 0.31 ***      | 0.31 ***   |
| Permissive-Eating            | 0.25 ***            | 0.24 **       | 0.26 **       | 0.20 *     |
| Misbehave-Permissive / Bribe | 0.25 **             | 0.14 +        | 0.29 ***      | 0.23 **    |
| Reason / Involved            | -0.29 ***           | -0.21 **      | -0.19 *       | -0.40 ***  |
| Permissive-Mess              | 0.13 +              | 0.04          | 0.18 *        | 0.09       |

+ p < .10; \* p < .05; \*\* p < .01; \*\*\* p < .001

Table 4

Computer Presented Parenting Dilemma Pearson Product-Moment Correlation Matrix

|                              | Hostile /<br>Punitive | Upset-<br>Permissive<br>Bribe | Distract /<br>Redirect | Warmth /<br>Induction | Limit Setting | Neglect / Order | Power<br>Assertion | Permissive-<br>Eating | Misbehave-<br>Permissive /<br>Bribe | Not Reason /<br>Ignore | Permissive-<br>Mess |
|------------------------------|-----------------------|-------------------------------|------------------------|-----------------------|---------------|-----------------|--------------------|-----------------------|-------------------------------------|------------------------|---------------------|
| Hostile / Punitive           | --                    | -0.02                         | -0.31 ***              | -0.64 ***             | 0.59 ***      | 0.37 ***        | 0.47 ***           | 0.32 ***              | 0.17 *                              | -0.44 ***              | 0.13 +              |
| Upset-Permissive Bribe       |                       | --                            | 0.22 **                | -0.01                 | 0.05          | 0.16 *          | 0.24 **            | 0.13 +                | 0.49 ***                            | -0.02                  | 0.08                |
| Distract / Redirect          |                       |                               | --                     | 0.27 ***              | -0.20 *       | -0.11           | -0.02              | -0.04                 | 0.05                                | 0.19 *                 | 0.20 *              |
| Warmth / Induction           |                       |                               |                        | --                    | -0.27 **      | -0.29 ***       | -0.45 ***          | -0.18 *               | -0.03                               | 0.45 ***               | -0.06               |
| Limit Setting                |                       |                               |                        |                       | --            | 0.52 ***        | 0.37 ***           | 0.26 **               | 0.14 +                              | -0.23 **               | 0.23 **             |
| Neglect / Order              |                       |                               |                        |                       |               | --              | 0.54 ***           | 0.24 **               | 0.25 **                             | -0.43 ***              | 0.11                |
| Power Assertion              |                       |                               |                        |                       |               |                 | --                 | 0.48 ***              | 0.19 *                              | -0.41 ***              | 0.32 ***            |
| Permissive-Eating            |                       |                               |                        |                       |               |                 |                    | --                    | 0.16 *                              | -0.13                  | 0.27 ***            |
| Misbehave-Permissive / Bribe |                       |                               |                        |                       |               |                 |                    |                       | --                                  | -0.14 +                | 0.12                |
| Reason / Involved            |                       |                               |                        |                       |               |                 |                    |                       |                                     | --                     | -0.02               |
| Permissive-Mess              |                       |                               |                        |                       |               |                 |                    |                       |                                     |                        | --                  |

Table 5

Factor Loadings from Factor Structure Matrix for Teacher Ratings on the Preschool Behavior Questionnaire

| <u>Factors and Items</u>  | <u>Alpha</u> | <u>Factor Loadings</u> |
|---|--------------|------------------------|
| <b><u>Factor 1: Hyperactive/Aggressive</u></b>                              | <b>(.96)</b> |                        |
| Child is restless/ runs about or jumps up and down/doesn't keep still ..... |              | .76                    |
| Child is squirmy and/or fidgety .....                                       |              | .78                    |
| Child destroys own or others' belongings .....                              |              | .77                    |
| Child fights with other children.....                                       |              | .82                    |
| Child is not much liked by other children.....                              |              | .65                    |
| Child is irritable, quick to "fly off the handle" .....                     |              | .78                    |
| Child is disobedient .....  |              | .88                    |
| Child has poor concentration or short attention span.....                   |              | .76                    |
| Child tells lies.....   |              | .67                    |
| Child bullies other children .....  |              | .82                    |
| Child is inattentive.....   |              | .76                    |
| Child doesn't share toys.....   |              | .76                    |
| Child blames others .....   |              | .77                    |
| Child is inconsiderate of others .....                                      |              | .84                    |
| Child kicks, bites, or hits other children .....                            |              | .77                    |
| Teacher considers the child to have behavior problems .....                 |              | .80                    |
| <b><u>Factor 2: Delay</u></b>   | <b>(.64)</b> |                        |
| Child bites nails or fingers.....   |              | .61                    |
| Child has stutter or stammer .....  |              | .63                    |
| Child has other speech difficulty .....                                     |              | .71                    |
| Child gives up easily.....  |              | .50                    |
| <b><u>Factor 3 Anxious</u></b>  | <b>(.74)</b> |                        |
| Child is worried/worries about many things.....                             |              | .78                    |
| Child appears miserable, unhappy, tearful, or distressed.....               |              | .72                    |
| Child tends to be fearful or afraid of new things or new situations .....   |              | .51                    |
| Child is fussy, over particular child .....                                 |              | .60                    |
| Child cries easily.....   |              | .77                    |
| <b><u>Factor 4: No Problems</u></b>   | <b>(.71)</b> |                        |
| Child has twitches, mannerisms, or tics of the face and body.....           |              | -.72                   |
| Child wets his/her pants.....   |              | -.56                   |
| Child has unusual sexual behaviors.....                                     |              | -.80                   |
| Child stares into space .....   |              | -.62                   |
| <b><u>Factor 5: Isolated</u></b>  | <b>(.54)</b> |                        |
| Child not much liked by other children .....                                |              | .54                    |
| Child tends to do things on his/her own, rather solitary .....              |              | .72                    |

Table 6

Factor Loadings from Factor Structure Matrix for Teacher Ratings on the Howes' Social Competence with Peers Questionnaire

| <u>Factors and Items</u>   | <u>Alpha</u> | <u>Factor Loadings</u> |
|--|--------------|------------------------|
| <b>Factor 1: Hostile/Externalizing</b>   | <b>(.94)</b> |                        |
| Child persists when told he/she cannot have something; nags, demands .....   |              | .83                    |
| Child easily upset when interfered with by peers .....   |              | .84                    |
| Child bosses and/or dominates other children .....   |              | .81                    |
| Child gets very upset or over emotional with adults if things don't go his/her way.....  |              | .84                    |
| Child hits, bites, pushes or in other ways hurts other children .....  |              | .83                    |
| Child reacts with immediate anger or upset if some other child interferes with his/her play or takes something that is his/hers..... |              | .87                    |
| Child is unable to wait proper time or to share; grabs toys; unable to take turns .....  |              | .83                    |
| Child acts defiant, will not do what he/she is asked .....   |              | .85                    |
| <b>Factor 2: Not Anxious</b>   | <b>(.80)</b> |                        |
| Child withdraws from excitement and commotion .....  |              | -.70                   |
| Child is a spectator rather than a participant in group activities .....   |              | -.68                   |
| Child is characteristically unoccupied .....   |              | -.68                   |
| Child is socially hesitant.....  |              | -.84                   |
| Child is socially withdrawn .....  |              | -.82                   |
| <b>Factor 3 Sociable</b>   | <b>(.79)</b> |                        |
| Child is liked by peers; they seek him/her out to play .....   |              | .77                    |
| Child initiates activities with peers .....  |              | .86                    |
| Child is a peer leader .....   |              | .86                    |
| <b>Factor 4: Miscellaneous</b>   | <b>(.58)</b> |                        |
| Child shows concern and/or offers help when a child is distressed .....  |              | -.73                   |
| Child seeks physical closeness to teacher .....  |              | -.89                   |

Table 7

Child Variable Pearson Product-Moment Correlation Matrix

|               | Externalizing | Delay   | Anxious  | No Problems | Isolated | Not Anxious | Sociable  |
|---------------|---------------|---------|----------|-------------|----------|-------------|-----------|
| Externalizing | --            | 0.21 ** | 0.38 *** | -0.15 +     | 0.51 *** | -0.07       | -0.25 **  |
| Delay         |               | --      | 0.38 *** | -0.47 ***   | 0.21 **  | -0.28 ***   | -0.21 **  |
| Anxious       |               |         | --       | -0.26 **    | 0.30 *** | -0.31 ***   | -0.20 *   |
| No Problems   |               |         |          | --          | -0.21 ** | 0.07        | 0.12      |
| Isolated      |               |         |          |             | --       | -0.37 ***   | -0.47 *** |
| Not Anxious   |               |         |          |             |          | --          | 0.36 ***  |
| Sociable      |               |         |          |             |          |             | --        |

+  $p < .10$ ; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

Table 8

Correlations Among Warm and Reasoning Parental Strategies and Child Outcomes

|               | Predictors |                  |
|---------------|------------|------------------|
|               | Warmth     | Reason/ Involved |
| Externalizing | -0.25 **   | 0.01             |
| Delay         | -0.09      | -0.11            |
| Anxious       | 0.03       | 0.03             |
| No Problems   | 0.20 *     | 0.05             |
| Isolated      | -0.13 +    | 0.08             |
| Not Anxious   | -0.11      | 0.09             |
| Sociable      | -0.06      | -0.01            |

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+ p < .10; \* p < .05; \*\* p < .01; \*\*\* p < .001

Table 9

Hierarchical Regression Testing Additive Model Hypothesis 1

| Block and Predictors Entered                     | <u>R2change</u> | <u>Fchange</u> | <u>df</u> | <u>Beta</u> |
|--|-----------------|----------------|-----------|-------------|
| Hierarchical Regression Predicting Externalizing |                 |                |           |             |
| 1. Reason/Involved                               | 0.00            | 0.01           | 1, 157    | 0.01        |
| 2. Warmth  | 0.09            | 15.97 ***      | 2, 156    | -0.34 ***   |
| Hierarchical Regression Predicting Delay         |                 |                |           |             |
| 1. Reason/Involved                               | 0.01            | 2.16           | 1, 158    | -0.12       |
| 2. Warmth  | 0.00            | 0.53           | 2, 157    | -0.06       |
| Hierarchical Regression Predicting Anxious       |                 |                |           |             |
| 1. Reason/Involved                               | 0.00            | 0.24           | 1, 158    | 0.04        |
| 2. Warmth  | 0.00            | 0.07           | 2, 157    | 0.02        |
| Hierarchical Regression Predicting No Problems   |                 |                |           |             |
| 1. Reason/Involved                               | 0.00            | 0.45           | 1, 157    | 0.05        |
| 2. Warmth  | 0.05            | 7.98 **        | 2, 156    | 0.25 **     |
| Hierarchical Regression Predicting Isolated      |                 |                |           |             |
| 1. Reason/Involved                               | 0.01            | 0.93           | 1, 158    | 0.08        |
| 2. Warmth  | 0.03            | 5.55 *         | 2, 157    | -0.21 *     |
| Hierarchical Regression Predicting Not Anxious   |                 |                |           |             |
| 1. Reason/Involved                               | 0.01            | 1.27           | 1, 158    | 0.09        |
| 2. Warmth  | 0.03            | 5.44 *         | 2, 157    | -0.20 *     |
| Hierarchical Regression Predicting Sociable      |                 |                |           |             |
| 1. Reason/Involved                               | 0.00            | 0.02           | 1, 158    | -0.01       |
| 2. Warmth  | 0.00            | 0.71           | 2, 157    | -0.08       |

+ p &lt; .10; \* p &lt; .05; \*\* p &lt; .01; \*\*\* p &lt; .001



Table 10

Correlations Among Hostile and Punitive Power Assertive Parental Strategies and Child Outcomes

|                 | <b>Predictors</b> |               |                 |
|-----------------|-------------------|---------------|-----------------|
|                 | Hostile/Punitive  | Limit Setting | Power Assertion |
| <b>Outcomes</b> |                   |               |                 |
| Externalizing   | 0.10              | -0.01         | 0.16 +          |
| Delay           | -0.01             | 0.09          | 0.09            |
| Anxious         | -0.04             | -0.04         | 0.11            |
| No Problems     | -0.08             | -0.09         | -0.02           |
| Isolated        | 0.09              | 0.12          | 0.10            |
| Not Anxious     | 0.00              | 0.00          | 0.01            |
| Sociable        | 0.03              | -0.04         | 0.00            |

---

+  $p < .10$ ; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

Note. Warmth and reason/involved predictors are not included because already included in Table 8.

Table 11

Hierarchical Regression Testing Additive Model Hypothesis 3

| Block and Predictors Entered                     | <u>R<sup>2</sup>change</u> | <u>Fchange</u> | <u>df</u> | <u>Beta</u> |
|--|----------------------------|----------------|-----------|-------------|
| Hierarchical Regression Predicting Externalizing |                            |                |           |             |
| 1. Reason/Involved                               | 0.00                       | 0.01           | 1, 155    | 0.01        |
| 2. Hostile/Punitive                              | 0.02                       | 2.85 **        | 2, 154    | 0.14 **     |
| Hierarchical Regression Predicting Isolated      |                            |                |           |             |
| 1. Reason/Involved                               | 0.01                       | 0.83           | 1, 155    | 0.07        |
| 2. Limit Setting                                 | 0.02                       | 3.56 +         | 2, 154    | 0.15 +      |
| Hierarchical Regression Predicting Externalizing |                            |                |           |             |
| 1. Reason/Involved                               | 0.00                       | 0.00           | 1, 155    | 0.00        |
| 2. Power Assertion                               | 0.03                       | 4.57 *         | 2, 154    | 0.19 *      |
| Hierarchical Regression Predicting Anxious       |                            |                |           |             |
| 1. Reason/Involved                               | 0.00                       | 0.18           | 1, 156    | 0.03        |
| 2. Power Assertion                               | 0.02                       | 2.82 +         | 2, 155    | 0.15 +      |
| Hierarchical Regression Predicting Isolated      |                            |                |           |             |
| 1. Reason/Involved                               | 0.00                       | 0.70           | 1, 156    | 0.07        |
| 2. Power Assertion                               | 0.02                       | 2.96 +         | 2, 155    | 0.15 +      |

+ p &lt; .10; \* p &lt; .05; \*\* p &lt; .01; \*\*\* p &lt; .001

Note. Only regressions with significance levels of p < .10 are included.

Table 12

Correlations Among Neglectful and Permissive Parenting Strategies and Child Outcomes

|                 | Predictors    |               |                  |                  |                 |                |
|-----------------|---------------|---------------|------------------|------------------|-----------------|----------------|
|                 |               | Distress      |                  | Misbehave        |                 |                |
|                 |               | Neglect/Order | Permissive-Bribe | Permissive-Bribe | Permissive-Mess | Permissive-Eat |
| <b>Outcomes</b> | Externalizing | -0.02         | -0.06            | -0.07            | -0.01           | -0.03          |
|                 | Delay         | -0.01         | 0.09             | 0.12             | -0.01           | -0.09          |
|                 | Anxious       | -0.05         | 0.01             | -0.06            | 0.01            | 0.03           |
|                 | No Problems   | -0.01         | 0.00             | -0.16 *          | -0.01           | 0.00           |
|                 | Isolated      | -0.05         | 0.02             | -0.01            | -0.09           | -0.13 +        |
|                 | Not Anxious   | 0.01          | -0.13            | -0.12            | -0.03           | 0.00           |
|                 | Sociable      | -0.04         | 0.03             | -0.09            | 0.04            | -0.04          |

---

+  $p < .10$ ; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

Note. Warmth, reasoning, hostile, and punitive power assertion predictors are not included because already included in Tables 8 and 10.

Table 13

Hierarchical Regression Testing Additive Model Hypothesis 4

| Block and Predictors Entered                     | <u>R2change</u> | <u>Fchange</u> | <u>df</u> | <u>Beta</u> |
|--|-----------------|----------------|-----------|-------------|
| Hierarchical Regression Predicting Externalizing |                 |                |           |             |
| 1. Neglect/Order                                 | 0.00            | 0.00           | 1, 153    | 0.00        |
| 2. Power Assertion                               | 0.03            | 4.60 *         | 2, 152    | 0.20 *      |
| Hierarchical Regression Predicting Anxious       |                 |                |           |             |
| 1. Neglect/Order                                 | 0.00            | 0.21           | 1, 154    | -0.04       |
| 2. Power Assertion                               | 0.02            | 3.68 +         | 2, 153    | 0.18 +      |
| Hierarchical Regression Predicting Isolated      |                 |                |           |             |
| 1. Neglect/Order                                 | 0.00            | 0.18           | 1, 154    | -0.03       |
| 2. Power Assertion                               | 0.02            | 2.89 +         | 2, 153    | 0.16 +      |
| Hierarchical Regression Predicting Isolated      |                 |                |           |             |
| 1. Neglect/Order                                 | 0.00            | 0.34           | 1, 161    | -0.05       |
| 2. Limit Setting                                 | 0.03            | 4.73 *         | 2, 160    | 0.20 *      |
| Hierarchical Regression Predicting Externalizing |                 |                |           |             |
| 1. Misbehavior Permissive/Bribe                  | 0.00            | 0.66           | 1, 155    | -0.07       |
| 2. Power Assertion                               | 0.03            | 4.66 *         | 2, 154    | 0.17 *      |
| Hierarchical Regression Predicting Externalizing |                 |                |           |             |
| 1. Misbehavior Permissive/Bribe                  | 0.01            | 0.81           | 1, 154    | -0.07       |
| 2. Hostile/Punitive                              | 0.02            | 3.24 +         | 2, 153    | 0.14 +      |
| Hierarchical Regression Predicting Isolated      |                 |                |           |             |
| 1. Misbehavior Permissive/Bribe                  | 0.00            | 0.08           | 1, 154    | -0.02       |
| 2. Limit Setting                                 | 0.02            | 2.96 +         | 2, 153    | 0.14 +      |
| Hierarchical Regression Predicting Externalizing |                 |                |           |             |
| 1. Distress Permissive/Bribe                     | 0.00            | 0.18           | 1, 153    | -0.03       |
| 2. Power Assertion                               | 0.02            | 3.74 +         | 2, 152    | 0.16 +      |
| Hierarchical Regression Predicting Externalizing |                 |                |           |             |
| 1. Permissive-Mess                               | 0.00            | 0.08           | 1, 155    | -0.02       |
| 2. Power Assertion                               | 0.02            | 3.85 +         | 2, 154    | 0.16 +      |
| Hierarchical Regression Predicting Externalizing |                 |                |           |             |
| 1. Permissive-Eat                                | 0.00            | 0.25           | 1, 155    | -0.04       |
| 2. Power Assertion                               | 0.04            | 3.80 +         | 2, 154    | 0.04 +      |
| Hierarchical Regression Predicting Isolated      |                 |                |           |             |
| 1. Permissive-Eat                                | 0.02            | 3.49 +         | 1, 156    | -0.15 +     |
| 2. Power Assertion                               | 0.00            | 0.15           | 2, 155    | 0.03        |

+ p &lt; .10; \* p &lt; .05; \*\* p &lt; .01; \*\*\* p &lt; .001

Note. Only regressions with significant levels of p < .10 are included.

Table 14

Standard Multiple Regression Testing Post Hoc Additive Model

| Block and Predictors Entered        | <u>R2change</u> | <u>Fchange</u> | <u>df</u> | Beta     |
|-------------------------------------|-----------------|----------------|-----------|----------|
| Regression Predicting Delay         | 0.03            | 2.03           | 2, 157    |          |
| 1. Misbehave Permissive/Bribe       |                 |                |           | 0.11     |
| 2. Reason/Involved                  |                 |                |           | -0.10    |
| Regression Predicting No Problems   | 0.07            | 6.26 **        | 2, 155    |          |
| 1. Misbehavior Permissive/Bribe     |                 |                |           | -0.16 *  |
| 2. Warmth/Induction                 |                 |                |           | 0.22 **  |
| Regression Predicting Not Anxious   | 0.05            | 1.83           | 4, 153    |          |
| 1. Distract/Joke                    |                 |                |           | -0.12    |
| 2. Misbehavior Permissive/Bribe     |                 |                |           | -0.10    |
| 3. Warmth/Induction                 |                 |                |           | -0.09    |
| 4. Distress Permissive/Bribe        |                 |                |           | -0.04    |
| Regression Predicting Isolated      | 0.04            | 2.16 +         | 3, 155    |          |
| 1. Permissive-Eat                   |                 |                |           | -0.10    |
| 2. Warmth/Induction                 |                 |                |           | -0.11    |
| 3. Limit Setting                    |                 |                |           | 0.08     |
| Regression Predicting Externalizing | 0.08            | 4.54 **        | 3, 151    |          |
| 1. Power Assertion                  |                 |                |           | 0.02     |
| 2. Warmth/Induction                 |                 |                |           | -0.29 ** |
| 3. Hostile/Punitive                 |                 |                |           | -0.02    |

+ p &lt; .10; \* p &lt; .05; \*\* p &lt; .01; \*\*\* p &lt; .001

APPENDIX A

## APPENDIXES

**Computer Presented Parenting Dilemmas**  
(Adapted from Holden, 1988 by Hubbs-Tait, Culp, and Culp, 1995)

**Story 1**

You set breakfast in front of (child's name) but then (child's name) says, "I don't want this. I want to eat something else." How would you handle this problem?

1. Please rate how likely you would be to talk with (child's name) about why it is important to eat healthy foods for breakfast.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

2. Please rate how likely you would be to ignore (child's name) and do nothing

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

3. Please rate how likely you would be to put (child's name) in time out.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

4. Please rate how likely you would be to yell at (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

5. Please rate how likely you would be to tell (child's name) that if (child's name) chooses not to eat breakfast, then (child's name) will have to wait until lunch to eat.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |



6. Please rate how likely you would be to tell (child's name), "You will eat it, because I said so."

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

7. Please rate how likely you would be to tell (child's name) that if (child's name) eats breakfast, then (child's name) will get a piece of candy or another treat.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

8. Please rate how likely you would be to spank (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

## Story 2

(Child's name) spills juice during breakfast (Child's name) becomes very upset that he/she spilled the juice. (Child's name) is very sad and crying very loudly. How would you handle this problem?

1. Please rate how likely you would be to talk with (child's name) about how accidents are okay and that you will help clean up.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

2. Please rate how likely you would be to ignore (child's name) and do nothing.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

3. Please rate how likely you would be to put (child's name) in time out.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

4. Please rate how likely you would be to yell at (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

5. Please rate how likely you would be to make a joke or do something to make (child's name) laugh to distract (child's name) so that (child's name) will stop crying.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

6. Please rate how likely you would be to tell your child, "Stop crying, because I said so."

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

7. Please rate how likely you would be to give (child's name) a piece of candy or another treat to get (child's name) to stop crying.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

8. Please rate how likely you would be to spank (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

9. Please rate how likely you would be to give (child's name) a hug to comfort (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

### **Story 3**

(Child's name) has calmed down. It is a beautiful day; the sun is out but it is not too hot. A brisk breeze is blowing so you and (child's name) decide to go to the park to fly a kite. First, you have to build the kite. So, you get out the paper, glue, sticks, string, and cloth strips for the tail. You show (child's name) how to fold the paper and then encourage (child's name) to work on it while you make a picnic lunch. After a few minutes, (child's name) is frustrated and cries that he/she can't make the paper fold right. How would you handle this problem?

1. Please rate how likely you would be to praise (child's name) for what he/she has done and help him/her figure out what went wrong.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

2. Please rate how likely you would be to ignore (child's name) and do nothing.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

3. Please rate how likely you would be to put (child's name) in time out.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

4. Please rate how likely you would be to yell at (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

5. Please rate how likely you would be to say or do something to distract (child's name) so that (child's name) will forget to be upset and will go back to work on the kite.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

6. Please rate how likely you would be to tell your child, "Stop whining, because I said so."

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

7. Please rate how likely you would be to give (child's name) a piece of candy or another treat to get (child's name) to stop crying and go back to work on the kite.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

8. Please rate how likely you would be to spank (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

9. Please rate how likely you would be to give (child's name) a hug to comfort (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

10. Please rate how likely you would be to finish the kite yourself.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

### **Story 5**

Suppose that (child's name) and a friend are playing in (child's name) room. As you walk by the door you see (child's name) hit his/her friend hard. The friend begins to cry. How would you handle this problem?

1. Please rate how likely you would be to talk with (child's name) about how painful hitting is.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

2. Please rate how likely you would be to ignore (child's name) and do nothing.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

3. Please rate how likely you would be to put (child's name) in time out.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

4. Please rate how likely you would be to yell at (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

5. Please rate how likely you would tell (child's name) that if he/she hits his/her friend, the friend won't want to play with him/her anymore.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

6. Please rate how likely you would be to tell your child, "You better not hit, because I said so."

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

7. Please rate how likely you would be to give (child's name) a piece of candy or another treat to get (child's name) to get (child's name) to stop hitting.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

5. Please rate how likely you would tell (child's name) that if he/she continues to make a mess with the toys, the toys will have to put away.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

6. Please rate how likely you would be to tell your child, "You better clean up, because I said so."

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

7. Please rate how likely you would be to give (child's name) a piece of candy or another treat to get (child's name) to get (child's name) to stop making a mess.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

8. Please rate how likely you would be to spank (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

### Story 7

After (child's name) friend goes home, (child's name) and (sibling's name) go outside for awhile. Soon you hear crying. (Child's name) is sitting and crying in the yard. You go out and ask why he/she is crying. He/she says that he/she fell down and got hurt. How would you handle this problem?

1. Please rate how likely you would be to tell (child's name) how sorry you were the he/she fell down and got hurt.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

2. Please rate how likely you would be to ignore (child's name) and do nothing.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

3. Please rate how likely you would be to put (child's name) in time out.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

4. Please rate how likely you would be to yell at (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

5. Please rate how likely you would be to make a joke or do something to make (child's name) laugh to distract (child's name) so that (child's name) will stop crying.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

6. Please rate how likely you would be to tell your child, "Stop crying, because I said so."

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

7. Please rate how likely you would be to give (child's name) a piece of candy or another treat to get (child's name) to stop crying.

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

8. Please rate how likely you would be to spank (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

9. Please rate how likely you would be to give (child's name) a hug to comfort (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |

10. Please rate how likely you would be to be mad at (child's name).

|                   |   |                 |   |             |   |                   |
|-------------------|---|-----------------|---|-------------|---|-------------------|
| 1                 | 2 | 3               | 4 | 5           | 6 | 7                 |
| Not at all likely |   | A little likely |   | Very likely |   | Very, very likely |



## APPENDIX B

### **The Preschool Behavior Questionnaire (Behar, 1977)**

Following is a series of descriptions of behaviors often shown by preschoolers. After each statement are three columns, "Doesn't Apply," "Applies Sometimes," and "Certainly Applies." If the child shows the behavior described by the statement frequently or to a great degree, place an "X" in the space under "Certainly Applies." If the child shows behavior described by the statement to a lesser degree or less often, place an "X" in the space under "Applies Sometimes." If, as far as you are aware, the child does not show the behavior, place an "X" in the space under "Doesn't Apply"

1. Restless. Runs about or jumps up and down. Doesn't keep still.
2. Squirmy fidgety child
3. Destroys own or others' belongings
4. Fights with other children
5. Not much liked by other children
6. Is worried. Worries about many things
7. Tends to do things on his own, rather solitary
8. Irritable, quick to "fly off the handle"
9. Appears miserable, unhappy, tearful, or distressed
10. Has twitches, mannerisms, or tics of the face and body
11. Bites nails or fingers
12. Is disobedient
13. Has poor concentration or short attention span
14. Tends to be fearful or afraid of new things or new situations
15. Fussy or over-particular child
16. Tells lies
17. Has wet or soiled self this year
18. Has stutter or stammer
19. Has other speech difficulty
20. Bullies other children
21. Inattentive
22. Doesn't share toys

23. Cries easily
24. Blames others
25. Gives up easily
26. Inconsiderate of others
27. Unusual sexual behaviors
28. Kicks, bites, or hits other children
29. Stares into space
30. Do you consider this child to have behavior problems?

## APPENDIX C

**Howe's Teacher Rating Scale of Children's Social Competence with Peers  
(Howes, 1988)**

Please assign a score of 1 to 5 from least (1) to most (5) characteristics of the child.

---

| 1            | 2 | 3             | 4 | 5         |
|--------------|---|---------------|---|-----------|
| not all like |   | somewhat like |   | very like |
| 1.           |   |               |   |           |
| 2.           |   |               |   |           |
| 3.           |   |               |   |           |
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## APPENDIX D

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
HUMAN SUBJECTS REVIEW

Date: 07-15-97

IRB#: HE-98-003

**Proposal Title: RELATIONSHIPS BETWEEN PARENTING STRATEGIES AND CHILDREN'S SOCIAL COMPETENCE**

**Principal Investigator(s):** Laura Hubbs-Tait, Molly Anne Miller Steele

**Reviewed and Processed as:** Exempt

**Approval Status Recommended by Reviewer(s):** Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

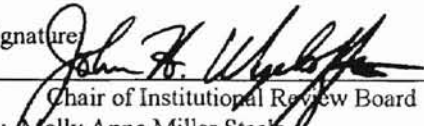
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

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**Comments, Modifications/Conditions for Approval or Disapproval are as follows:**

Signature:

  
Chair of Institutional Review Board  
cc: Molly Anne Miller Steele

Date: July 17, 1997

VITA

Molly Anne Miller Steele

Candidate for the Degree of

Master of Science

Thesis: RELATIONSHIPS BETWEEN PARENTING STRATEGIES AND  
CHILDREN'S SOCIAL COMPETENCE

Major Field: Family Relations and Child Development

Biographical:

Education: Graduated from Norman High School, Norman, Oklahoma in May 1986; received a Bachelor of Arts degree in Communication Arts and Sciences from DePauw University, Greencastle, Indiana in May 1990. Completed the requirements for the Master of Science degree with a major in Family Relations and Child Development at Oklahoma State University, Stillwater, Oklahoma in December, 1997.

Experience: Research Assistant, National Institute of Mental Health, Oklahoma State University, Department of Family Relations and Child Development, 1996 to present. Practicum Student, Tulsa County Sooner Start Program, Tulsa, Oklahoma, August 1996 to December 1996. Teacher's Aide, South Central Community Action Program Head Start, Bloomington, Indiana, August 1994 to August 1995. Resource Development Associate, Erikson Institute for Advanced Study in Child Development, Chicago, Illinois, February 1992 to August 1994. Volunteer Parenting Class Teacher, Margaret Hudson Program, Broken Arrow, Oklahoma, August 1995 to May 1996. Volunteer, Focus on the Child and Chicago Public Schools Mediation Project through the Junior League of Chicago, Chicago, Illinois, February 1992 to August 1994.

Professional Memberships: Kappa Omicron Nu National Honor Society; Oklahoma Association for Infant Mental Health.