

## Parent Styles Summary & Activity

The following exercise is designed to help you create an action plan to parent more effectively. Below, you'll find descriptions of four commonly recognized parenting styles. **Please take some time to review. Which style(s) best characterizes you and your partner?** Do you recognize similarities between your parenting style and the resulting behaviour from your child as described below?

Once you've had a chance to reflect on the parenting styles chart below, **take the next few minutes to address the statements and questions listed at the end of the chart.**

Parent Style	Brick wall	1. Jellyfish 2. Pampering	Backbone
Focus	On the parent	1. & 2. On the child	On the needs of the situation
Role of parent	- Superior - In control	1. & 2. Inferior, lack of control	- Leader, coach - Partner
Role of child	- Inferior - Lack of control	1. & 2. Superior, in control	- Student, contributor - Partner
Primary goal	- Order - Limits without freedom	1. Spontaneity, unconstraint 2. Freedom without limits	- Cooperation - Freedom within limits
Parent's actions & behaviours	Tone of voice: - Loud, sharp - Demanding  Tools used: - Comparison - Threats, bribes - Ridicule, criticism - Demands, orders - Use of force - Punishment for mistakes - Rewards for obedience  Action: Parent teaches the child "what" to think.	Tone of voice: 1. Exasperated, whining 2. Sweet, pampering  Tools used: 1. Guilt, complaints, criticism 2. Undue service, over-protection  For both 1 & 2: - Reacts before thinking - Inconsistent use of lectures, bribes  Action: Parent protects child from what happens as a result of their behaviour.	Tone of voice: - Calm, firm - Friendly  Tools used: - Eye-contact, listening at child's level - Empathy, understanding - Tolerance for mistakes as opportunities to learn - Problem-solving - Firm rules, developed with child  Action: Parent teaches child "how" to think for his/her self.
Child's feelings	- Angry, fearful - Unloved, hurt	1. Powerful, neglected 2. Pampered, suffocated	Valued, respected
Child's thoughts of parent	- You don't love me anymore. How can I win your love back? - You aren't the boss of me! You are mean—I don't like you.	For both 1 & 2: - I don't have to do anything. - You are a pushover.	- You listen to my point-of-view and understand me. - You respect and believe in me

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Child's thoughts of self	<ul style="list-style-type: none"> <li>- I am not good enough.</li> <li>- I'll show you that I'm the boss.</li> </ul>	<ul style="list-style-type: none"> <li>- I am good at getting others to do things.</li> <li>- I need things done for me.</li> </ul>	<ul style="list-style-type: none"> <li>- I am capable.</li> <li>- My voice is heard and valued.</li> </ul>
Child's decisions and behaviour	<ul style="list-style-type: none"> <li>- Child tries to win back parent's love and approval.</li> <li>- Child is defiant and retaliates.</li> </ul>	Child tries to manipulate parent into service.	Child is cooperative and an engaged problem-solver.
Possible effect on child	Child is: <ul style="list-style-type: none"> <li>- dependant and submissive</li> <li>- a perfectionist and pleaser</li> <li>- a quitter (fearful of mistakes)</li> <li>- rebellious or a bully</li> <li>- distant and disrespectful in relationships</li> <li>- lacking in self-esteem, creativity and initiative.</li> </ul>	Child is: <ul style="list-style-type: none"> <li>- dependant and insecure</li> <li>- self-centred and irresponsible</li> <li>- manipulative and dissatisfied</li> <li>- externally motivated</li> <li>- disrespectful in relationships</li> </ul>	Child is: <ul style="list-style-type: none"> <li>- an independent thinker</li> <li>- confident and capable</li> <li>- responsible</li> <li>- internally motivated</li> <li>- cooperative and group-centred</li> <li>- respectful and caring in relationships</li> <li>- creative</li> </ul>

**Action Planning:**

1. Circle areas of the Parent Styles chart that apply to you.
2. What is your dominant style?
3. How did you come to adopt this style? (i.e. childhood experience, personal approach to relationships, belief about yourself, others or the role of a parent)
4. Place an asterisk (\*) by the areas of the chart that you would like to change.
5. What do you require to help you make these changes? (i.e. information, support, skills, shift in beliefs, etc.)
6. What are some of the roadblocks to being the parent that you want to be?