Intentional Parenting

Intentional Parenting:

A Practical Guide to Awareness Integration Theory

By

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The authors would like to dedicate this book to the global community of parents and educators, who are eager to raise great human beings as healthy citizens of the world.

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committed educators, and devoted individuals, whose strength is the pillar that keeps our global community thriving.

From Foojan Zeine: This has been a great year. I remember when Dr. Nicole Jafari came to my home while I was not feeling well and wanted to reduce my workload and projects, and told me about her vision for this book. I became so elated that I agreed to collaborate on this project with no hesitation. She laughed at my duality of taking on this project while I was also supposed to reduce my professional workload. I am forever grateful to Dr. Jafari for bringing the Awareness Integration Theory (AIT) to the academic research and scholarly community. This theory had been used and practiced in the Gem Educare Daycare and Preschool by Dr. Eileen Manoukian, a great friend who trusts the AIT approach and recognizes its benefits from her personal experience of applying it in her own life. She decided to implement and research this approach with the children at her center. As a result of her work, Dr. Manoukian has brought hands-on strategies and additions to create a comprehensive model for educating both young children and parents. I have the utmost gratitude for Eileen's work in becoming the initial source for moving the AIT approach from a pure psychological model to an educational model for young children. This past year of working with these two exceptional women has added so much value to my life.

In reflecting on our common experiences, parenting has contributed to the utmost growth for all of us. I had the blessing of not only having my biological parents but also the unconditional love of Mrs. Anvar Lajevardi, who nurtured my soul and heart and taught me that you do not have to be a biological parent to love and care for others. I chose not to have children myself; however, I had the privilege of raising others' children and enjoying grandchildren. I feel privileged that Melody Nayeri gave me the gift of part-time parenthood for a period, which brought lasting love and joy into my life. I have valued the opportunity to be an aunt to my niece, Lailey, and my nephew, Keon, as they are taking their journeys through adolescence, which teaches me to be sharp in my communication and to do so with integrity. My biggest gratitude is for my husband, Sam, who has brought me his unconditional love and acceptance and has created an environment of growth for me. Sam's beautiful daughters and sons-in-law, and my new grandchildren, Henry, Boheme, Solh, Lulu, Harry, and Mira have brought joyful play into my life as I have watched every step of their development from birth to adulthood – it has truly been a blessing. My wish for the readers of this volume is that they enjoy this book and learn as much from its pages as I have.

PREFACE

Textbooks on parenting and the study of children and adolescents often focus primarily on perspectives from Western cultures and theories of child development. This approach has been fruitful up to now. What has been missing throughout the more recent years are practical approaches and step-by-step guidance that can be used with diverse cultures. The phenomenon of modern globalization requires that more scholars pay attention to parenting styles that can be adopted on global and international scales. We live in a fast-paced time of technological development and universal change. These times demand that parents become aware and conscious of how rapid changes affect their children's cognitive, emotional, behavioral, and social abilities. As authors of this textbook, our approach to the topic of intentional parenting is a result of our multidimensional backgrounds from different cultures, different types of professional preparation, and different areas of expertise and practice. We have the capacities to present various developmental and parenting processes from both Western and non-Western perspectives. We believe it is important to use practical and multicultural pathways to positively approach and navigate today's global challenges on behalf of children, parents, and educators.

Advances in neuroscience, as well as in cognitive sciences and the biotech industry, have allowed for ample amounts of research on child and adolescent brains resulting in profound discoveries. Such monumental scientific and technological advances command international interest and demand global attention. The effects of globalization require the global adaptation or assimilation of vast amounts of information resulting in dramatic societal change.

Rapid technological advances allow children to have exposure and access to uncensored information from around the world. This wealth of new information brings with it a need for adults to be vigilant by developing greater awareness, attention, and responsibility for the accurate dissemination of information to children and adolescents. With the Internet and worldwide web access, individuals of all ages have access to all sorts of natural and synthetic prescription or street drugs; to the addictive gaming industry that has been linked to the promotion of violent acts; to a variety of firearms with all the accessories; and uncensored social media. In many cases, the

double-edged sword of technology has ripped away parents' abilities to rely on familiar multi-generational parenting guidelines, structures, or approaches. Most parents' experiences with parenting are based on how they were raised themselves, which occurred as recently as only two to three decades ago. Many past-parenting experiences, which have been shared by older generations of parents and younger generations, hold information that is now irrelevant for raising children and adolescents in current societies due to the multifaceted influences of technology with all its benefits and challenges. The emergence of uncertainty about the world within which the next generation will live calls for a parenting approach that is flexible and adaptable for our current families and communities. We need a parenting approach that allows for the rapid plasticity of our current lives. It is now necessary to incorporate the vast array of traditions, globalization, technological advances, and humanity into our ways of being in this changing world. Therefore, with the highest level of compassion, acceptance, and respect, we are introducing Awareness Integration Theory (AIT) as an application to intentional parenting – a parenting model based on awareness integration and intentionality. Furthermore, as authors of this volume, we are committed to presenting a step-by-step guide for all parenting practitioners and professionals. Practical interventions for intentional parenting are offered within these pages as tools for parents, parenting coaches, and educators to apply when parenting, caregiving, teaching, or otherwise working with parents of children throughout the children's lifespans – from infancy to adulthood. The ten chapters in this book are presented in three sections. Part One: Introduction to Family and Parenting presents the overview of the topic outlined in this book on intentional parenting. Part Two, Child Development from Infancy through Adolescence provides specific information related to the stages of development across the life span. Part Three: Career Opportunities offers information about careers related to parenting and child development.

In the first chapter, we begin with a brief overview of parenting. Several factors are elaborated upon such as the differences between Western and non-Western parenting styles, different family structures, parents' functionality in shaping children, worldwide changes in family structures, a comparison of different parenting styles, an introduction to the integrated parenting style, and the role of parents during child-rearing years.

In Chapter Two, developmental theories and educational methods are discussed. This chapter provides an understanding of how developmental theories were founded and the important roles they play in shaping many of

today's parenting behaviors. It also includes similarities and differences in universal educational models, as well as their implementation.

Chapters Three through Nine each focus on one stage of development – infancy, toddlerhood, early childhood, middle childhood, tweens, and early and late adolescence. Information is presented about an individual's developmental domains, such as physical, cognitive, emotional, and social development. Content is included on children's temperaments, cross-cultural influences, and the importance of brain development. These chapters provide information about each specific age group's developmental milestones, expected growth patterns, and potential challenges. Each chapter is accompanied by practical suggestions, examples, and tips.

Chapter Ten, the last chapter of the book, briefly discusses career opportunities. It provides the reader with a list of professions that will benefit from learning about AIT and intentional parenting from this book.

As authors, who collaborated on writing this volume, we would like to dedicate this book to the global community to be used as an instrument in creating awareness, inspiring advocacy, raising human consciousness, and advancing education about intentional parenting.

Be the change you want to see in the world.
Credited to Mahatma Gandhi

LIST OF ABBREVIATIONS

AAP	American Academy of Pediatrics
ADHD	Attention Deficit Hyperactivity Disorder
AIDS	Acquired Immunodeficiency Syndrome
AIT	Awareness Integration Theory
AHA	American Heart Association
AMI	Association of Montessori Internationale
APA	American Psychological Association
ARB	Alcohol-Related Blackout
ASD	Autism Spectrum Disorder
BMI	Body Mass Index
CDC	Centers for Disease Control and Prevention
COVID-19	Coronavirus 2019
GH	Growth Hormone
GnRH	Gradual Increase in the Production of Gonadotropins
HIV	Human Immunodeficiency Virus
NAEYC	National Association for Education of Young Children
NAREA	North American Reggio Emilia Alliance
NBAS	Neonatal Behavioral Assessment Scale (Brazelton)
NCHS	National Center for Health Statistics
NEDA	National Eating Disorders Association
REA	Reggio Emilia's Approach
RIE	Resources for Infant Educators
SES	Socioeconomic Status
SIDS	Sudden Infant Death Syndrome
STI	Sexually Transmitted Infection
ToM	Theory of Mind
WHO	World Health Organization
ZPD	Zone of Proximal Development

PART ONE

CONTEXT FOR INTENTIONAL PARENTING

CHAPTER ONE

INTRODUCTION TO FAMILY AND PARENTING

Joe and Sarah decided that they are at the right age and in the best phase of life to think about becoming parents. Like any other major decisions in life, they began researching. They started obtaining information on time consumption, financial obligations, required skills, and potential impacts on their relationship. They discovered that the cost to raise a child from infancy to adolescence, which includes costs such as daycare, food, shelter, education, and activities, is enormous. The amount of time required is inestimable and the commitment is forever. In addition, their time spent together as mates and lovers would be compromised, and their careers, on which they have worked so hard, would be impacted. Furthermore, the emotional stress at times will be unmanageable. The astronomical cost, time consumption, emotional stress, and impact on both their relationship and careers seemed to be enormous; however, Joe and Sarah made the definitive decision to become parents. Why do you think they made that decision?

For centuries, parents have been seeking the most effective methods to raise their children in the best possible way. Their parenting methodologies have been based on trial and error, old folk tales also thought of as folk-wisdom, religious or cultural beliefs, and rituals, or advice from their elders. The state of modern parenting has also been influenced by scientific approaches and evidence-based techniques. Examples include understanding such theories as the Freudian perspective that an individual's mental illness is rooted in their early childhood years, the effects of biology and genetics on an individual's physical development, and the impactfulness of multi-factors within bioecological systems on child-rearing and parenting. However, the complexity of the contexts and the number of perspectives in the field of human growth and development make it difficult to establish a definitive concept that characterizes the best method of parenting. To reach a better understanding of the complexities of raising a child, this chapter is offered as an exploration of the topic of parenting to enrich our understanding of the science of parenting.

Multidisciplinary Definition and Multicultural Meaning of Family and Parenting

Table 1-1. Family Types

Type	Description
Biological nuclear	Heterosexual biological parents choosing to have and raise children
Adoptive	A person choosing to adopt and raise someone else's biological child
Step	A person becoming a parent by marrying someone with children
Blended	Two parents with children born outside of their union joining their family
Childless	Any couple self-identifying as a family unit with no children
Communal	A group of adults assuming the responsibility to raise children in a communal structure
De facto	A family member who assumes the custody of a child awarded by the court system
Extended	Family members living within or outside of the home who contribute to raising a child
Foster	A person assuming the temporary parenting role for a child during a family law proceeding
Same sex	Two individuals of the same sex becoming parents either by biological means or adoption
Single	A person who becomes a sole parent by choice, divorce, or loss of the second or partnering parent

Source: Authors

Anthropologists have been reluctant to generate a universal and global definition for *family*, as a unit. However, there is unanimous agreement that a family is a social unit governed by rules, structure, expectations, laws, and consequences (Gonzalez-Mena, 2009). Members of this unit function in unity to meet the physical, cognitive, and psychosocial needs of a child. If any of these said domains are neglected, the family is acting in dysfunctionality and as a result, the child's development is potentially negatively impacted. Historically, different cultures have defined family in a variety of ways; however, as we approach further globalization, the dynamic of the family is changing, as are its definition and structure. The change in the meaning of family has been caused by such things as economic upheaval, social plasticity, and cultural integration; although, globally, families have continued to address the irreducible needs of the child, such as the basic needs of food, shelter, safety, and cultural continuity. According to the U.S. Census Bureau (2017), family is defined as people living under the same roof who are related by marriage, blood, or adoption. This definition certainly takes the meaning of family, and the types of families, to a much broader understanding. As can be seen in the modern-day era, family types and their descriptions and settings take on many different shapes and forms (see Table 1-1).

Parents' Functionality in Shaping Children

Today's parents hold a high degree of responsibility, which includes meeting the child's biological basic needs, physical and spiritual wellbeing, safety and security, and educational needs. Additionally, modern parents have an obligation to create an environment that provides developmentally appropriate practices and experiences. The psychosocial and emotional needs of a child are also part of the parenting responsibility, which must be met to ensure a child's healthy emotional development, cultural continuity, and spiritual and religious upbringing (Brooks, 2013).

Psychological and Social Factors on Why People Choose to Become Parents

Human beings go through natural biological growth. A part of this biological growth entails continuity of life in the form of procreation. There is also a natural developmental growth process that includes childhood, adolescence, and adulthood, productivity in a career, partnership in a relationship, parenthood, and contribution to society. A person who has received love and care from their parents, caregivers, and community

members naturally develops the desire to recreate that same care and love toward another human being. If the experience of being parented was pleasurable and loving, then the desire to give back is natural. However, if the experience of being parented was not pleasurable, then the desire for becoming a parent dissipates and the person does not intentionally want to bring another human being into this world to experience a similar painful experience. Then again, a person may intentionally choose parenthood and learn how to offer a child all that they felt was missing from their upbringing.

According to Erikson's fifth stage of ego, the natural process of intimacy versus isolation is realized between the ages of 20 and 30 years of age during adulthood (cited in Berger, 2017). Preceding this developmental stage, the need to procreate arises once the intimacy and finding of a mate have successfully taken place. As an alternative theory, Erikson's psychosocial theory states that the reason for the desire to reproduce comes from social pressures, and from a desire to experience shared events such as getting married and having children. Not giving in to that social pressure of becoming a parent might lead individuals to miss out on that shared experience and may also lead to the feeling of being left out (Berger, 2017). Usually, parents of children of the same age socialize together, share stories of their children of different ages, learn from each other, travel together, and support each other.

Today, the fertility rate in developing countries is at its all-time low. In a survey by the *New York Times*, Miller (2018) writes that 1,858 men and women aged 20 to 45 years are having fewer children than their previous generations. This decision is due to the high cost of childcare, time constraints, financial and economic concerns, instability of geopolitics, climate change and global conditions, not having the right partner with whom to raise a child, and a lack of confidence about being a good parent (Miller, 2018). Based on the same survey, Miller suggested that the group of participants who consciously decided not to have children provided their leading reasons, as follows: they wanted more leisure time, prioritized their careers, had personal health problems, or worried about the affordability of their current financial status. Reasons connected to finances that supported individuals' decisions for not becoming parents included not wanting to buy a home, not being able to afford to go to college, not being able to stop working to have time to become a parent, or there was not enough paid family leave.

Worldwide Change in Family Structure

Table 1-2. Family Composition

Percentage of Children Living with Two-parent families	
European & Oceanic Countries	76% to 89%
Asian & Middle Eastern Countries	85% to 94%
Africa & Central/South American Countries	56% to 77%
United States	69%
Percentage of Children living in households with extended family members (In addition to their parents)	
Most of Asia, the Middle East, Central/South America, & sub-Saharan Africa	40%
Canada & most of Europe	<40%
United States	29%
Mexico	45%
Percentage of Married Couples of Reproductive-age Adults	
Europe and North America	37% to 63%
Central/South America	20% to 44%
Most of Asia & the Middle East	75%
United States (Suneson, 2019)	48.2%

Sources: Sutherland, 2014; Suneson, 2019

Worldwide, in many regions, marriage rates are on the decline, yet they remain quite high in parts of Asia and the Middle East. However, non-marital childbearing rates have risen worldwide in recent years. In the article, "How the World's Families Are Changing," Sutherland (2014) noted the following:

> Rates of nonmarital childbearing are highest in Central/South America, followed by those in much of Northern and Western Europe. In South America, well over half of children are born to unmarried mothers, with Colombia registering the highest levels (84 percent). In much of Europe, between one-third and half of the children are born outside of marriage. (p.6)

Studies have shown that developmentally, children need a stable, two-parent home structure; therefore, the trend described by Sutherland does not seem promising for their development. The table below shows the change in the dynamics of family and the new trends in global family structures (see Table 1-2).

According to the Organisation for Economic Co-operation and Development (2018), the number of children born to unmarried women jumped to 41%. The Netherlands, Norway, and Slovenia have seen the largest increases. In these three countries, the proportion of children born outside of marriage has increased by roughly 50%; only Japan and Greece have seen increases of less than 10%.

Basic Parenting Styles in Western Culture

The original study on concepts of family and parenting in Western and non-Western societies was developed by Diana Baumrind (1967). By 1960, Baumrind became affiliated with Berkeley's Institute of Human Development, where she conducted extensive studies of family socialization, developmental competence, adolescent risk-taking, and ethics. Her published seminal research on styles of parenting remains the protocol for human development views on Western styles of parenting. Baumrind's prototypical parenting style was first published in 1966, wherein she introduced three parenting styles: authoritative, authoritarian, and permissive. Later, Maccoby and Martin (1983) expanded Baumrind's categories and added a fourth style – indifferent or neglectful parenting – to Baumrind's existing styles.

The Four Basic Parenting Styles

Most parenting styles can be labeled as one of the four basic styles that have been researched and categorized by human developmentalists. There are parents, who heavily implement rules and disciplines, yet do not particularly cater to the child's needs. Also, some parents are more child-centered and extremely responsive, without having a lot of rules or discipline strategies

in place. Recognizing which category of parenting that parents use will help them identify their weaknesses and improve their skills (Jafari et al., 2018).

Baumrind's (1967) categorization of parenting style was based on studies she conducted at the child center at Berkeley University. She studied 32 preschoolers, aged between 3 and 5 years of age, to observe the relationships between each child and their parent. The study focused on the type of practices the parents adopt when it comes to their child-rearing methods and the behaviors that children exhibit in response to those practices. Baumrind's study primarily focused on the dynamics and interactions between the parent and child. To establish such a connection between parent and child, Baumrind recorded and analyzed observations of the rigidity of the demands, rules, and structure set by the parent and the degree of responsiveness and attentiveness by the said parent.

The main criteria that Baumrind (1967) was looking for were the *demandingness* (control) of the parent in comparison to their *responsiveness* (warmth). The study defined demandingness in terms of control and structure that are fair and reasonable based on the child's capabilities. Responsiveness was based on the degree of sensitivity that the parent shows toward the child's needs and expectations such as warmth, love, and affection. Based on these two dimensions, the four basic parenting styles are categorized as the following: authoritative, authoritarian, permissive (also known as indulgent), and indifferent (also known as neglectful) (Berk & Meyers, 2015).

Authoritative Parenting Style (High Demandingness/ High Responsiveness)

According to Western scientific studies, the authoritative parenting style is considered as one of the best parenting practices because it offers rules, structure, and discipline in addition to affection, and responsiveness to a balanced and moderate degree. Parents, who use the authoritative parenting style, tend to be high in demandingness and high in responsiveness. Research shows that most middle-class American families use this method of parenting, and they tend to be more educated and accomplished individuals themselves. This type of parenting style involves reasonable directives that are combined with issue-oriented situations. For example, if there are rules to be followed and the authoritative parent is faced with resistance from the child, the parent is willing to communicate, negotiate, rationalize, and compromise to not only teach the child the art of communication but also to persuade the child to conform to the set rule.

Authoritative parents allow the child to make decisions appropriate to their ability and competency, with a gradual level of autonomy (Baumrind, 2013).

Methods Used in the Authoritative Parenting Style

Parents reward children for positive behavior and discipline them for inappropriate behavior. Discipline and consequences are discussed and understood by the child. The discussion and explanation of consequences are at the level that makes sense to the age of the child. In this method, the child learns the art of effective communication, negotiation, and ways to compromise. These parents use consistency in their rules and consequences, so the child knows exactly what to expect. Rules are firm, yet there is room to compromise. Guidelines and expectations are appropriate, reasonable, and gauged to the behavior and circumstances of the situation. Authoritative parents model decision-making processes by using a high level of cognitive and executive functioning skills, which will become a long-lasting skill for children in their later developmental stages (Sosic-Vasic et al., 2017).

The age and abilities of the child also play an important role in setting the rules and structures, which are explained to the child in advance. Children parented with this method learn to become effective communicators, negotiators, and compromisers. For example, if a child has a school project to finish and at the same time wants to go outside and play, an authoritative parent will say: "If you finish your schoolwork by 5:00 p.m. today, you can play outside for an hour." In this method of parenting, the child knows the expectations and the consequences. The choice is now the child's as to whether they want to meet the standard that was just set for them. These parents value autonomy, offer their perspectives, yet solicit the child's input. They also teach values and use the child's objections to rules as a teaching opportunity to instill individuality and independence. The inductive reasoning method used by authoritative parents leads to a healthier and more balanced cognitive ability (Choe et al., 2013).

Qualities of Children Raised within an Authoritative Parenting Style

Children who are raised in an authoritative parenting environment tend to be lively, happy, and self-confident. They have confidence about mastering tasks, are independent, and have a secure attachment disposition. They have developed healthy emotional regulation techniques and appropriate social skills. They are high in executive functioning, self-esteem, social skills, and

curiosity (Fay-Stammbach et al., 2014). These children learn to take responsibility for their actions and to face the consequences.

Authoritarian Parenting Style (High Demandingness/ Low Responsiveness)

In this method of parenting, rules are firm and rigid, and there is no room for negotiation or compromise. Authoritarian parents often tend to set unreasonable rules and expectations. If the child does not meet the expectation, the punishment is usually harsh or even physical. In this style of parenting, parents use physical punishment to assert rules and instill conformity. Control of children's behavior is a priority among authoritarian parents, who want to make sure the rules are followed, and their authority is recognized. They use fear to deter a behavior instead of teaching the correct behavior. Often, guidelines are enforced with harsh consequences for compliance, and little or no explanation is given to explain the rules. These parents are highly critical of their children and any infraction, whether small or large, may result in harsh punishment. In the authoritarian parenting style, parents often shout, yell, or use aggressive behavior to make a point instead of calmly explaining the situation or getting the child engaged in a conversation. "Because I said so" seems to be the mantra of these parents with no explanation as to the why of the decision made by the parent. Authoritarian parents are high in demandingness and low in responsiveness (Jafari et al., 2018).

Methods Used in Authoritarian Parenting Style

Authoritarian parents set rules and expect complete obedience. They do not reward positive behavior as it is expected of children to do well and behave wisely, so there is no reward given for good behavior (Baumrind, 2013). In non-Western cultures, where authoritarian social and political structures are prevalent, this type of parenting is accepted, highly regarded, and practiced. Parents control and shape the behavior of their child following rigid and absolute standards typically structured by a higher authority, which are not compromised or modified. Children in this group are faced with no choice but to abide by the rules set for them, to follow authority without questions, and to conform to the rules (Rose et al., 2018).

The authoritarian parent is restrictive. Autonomy is discouraged, and consequently, parents do not want the child to become independent of family and its hierarchical structure (Rose et al., 2018). These parents value

obedience and practice forceful-punitive measures to curb undesired behavior. "Father knows best" is the motto of these parents.

Qualities of Children Raised within an Authoritarian Parenting Style

Children who are brought up in this kind of environment, experience fear instead of respect for the adult as a role model. They do not develop appreciation, nor do they understand the necessity of guidelines and rules; therefore, they either obey the rule with resentment and fear of getting punished, or they rebel against it. Children may become aggressive due to parents' use of physical punishment. They also seem to be unhappy, have low self-esteem, and often use aggressive behavior, when faced with problems. Children in an authoritarian parenting environment are conformers to rules and they do not necessarily engage in antisocial behavior; however, it may be that during their adolescent years they may become non-conformists, particularly dealing with frustrating peer pressure and interaction (Gagnon et al., 2014). Problematic behavior in children raised by authoritarian parents may manifest in preschool and exacerbate by their adolescent years (Baumrind et al., 2010). Particularly, adolescents in this type of parenting style have shown a tendency to be rebellious and prone to excessive risky behavior. Since obedience to authority is a must in the authoritarian parenting method, children in this parenting category may do well in academic performance as do the children in an authoritative parenting style. Gender differences in this type are that girls are more submissive, and boys tend to become more hostile.

Permissive (Indulgent) Parenting Style
(Low Demandingness/High Responsiveness)

Permissive parents are the opposite of authoritarian parents, which means they conform to their child's wants, desires, and whims, without having a lot of expectations. Without control and demands, the parent does not hold the child responsible to any externally defined standards. Permissive parents allow the child to set their own rules and regulations as much as possible, which, consequently, makes them frustrated because the child may behave out of control. These parents set few demands for household rules or give very few firm guidelines for what is supposed to be appropriate behavior. They make themselves the source where the child can get anything they wish for, but they do not represent themselves as role models for the child to emulate, learn guidance from, or gain any other social skills necessary for the child's future growth. Additionally, academically they may also become low-level achievers and show less learning performance consistency, and

eventually may exhibit behavioral problems at school (Jewell et al., 2008). The child has free rein without any control; therefore, there is no opportunity to learn to exercise control or to uphold any externally defined standards. Permissive parents use low demandingness and high responsiveness.

Methods Used in Permissive Parenting Style

To keep the child from getting upset, the usual method used by permissive parents is to give in to their child's every whim and want. Allowing children to have their way creates an atmosphere that is frustrating at times because when the parents try to avoid giving in, it leads to tantrums and excessive crying by the child to get what they want. Children raised by permissive parents show very little self-control or self-regulatory capacity (Piotrowski et al., 2013). At this time, parents may resort to screaming or to getting overly upset to counteract the child's tantrum. This does not allow for an effective nurturing environment as a role model for teaching the child emotional regulations, social cues, or how to deal with anger.

Qualities of Children Raised within a Permissive Parenting Style

Permissive parents raise children who have poor emotional regulation and cannot read and understand social cues. These children are defiant and non-compliant when challenged because they are not in the habit of being told "No!" As a result of not having expectations or demands, they have low persistence when faced with a challenge or a project. Their parents have not taught them how to set boundaries, follow standards, or have limits, which causes frustrations when facing challenges. Not having had to abide by any externally formulated standards, children who were raised by permissive parents demonstrate antisocial behavior and do not have many friends. The lack of academic competency and emotional self-regulation, combined with behavioral rebellions, can continue from early childhood to adolescent years, thus creating a more challenging and stressful family environment (Hoeve et al., 2011).

Indifferent (Neglectful) Parenting Style
(Low Demandingness/Low Responsiveness)

As mentioned before, in addition to Baumrind's (1967) three parenting styles, the indifferent parenting style is a method often used by dysfunctional parents. It is noteworthy to recognize that an indifferent parenting style is not always considered to be a true parenting method because it usually involves parents who suffer from mental disorders,