

PARENTING THEORIES & THERAPIES

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OBJECTIVES

to review the theories & therapies related to parenting.

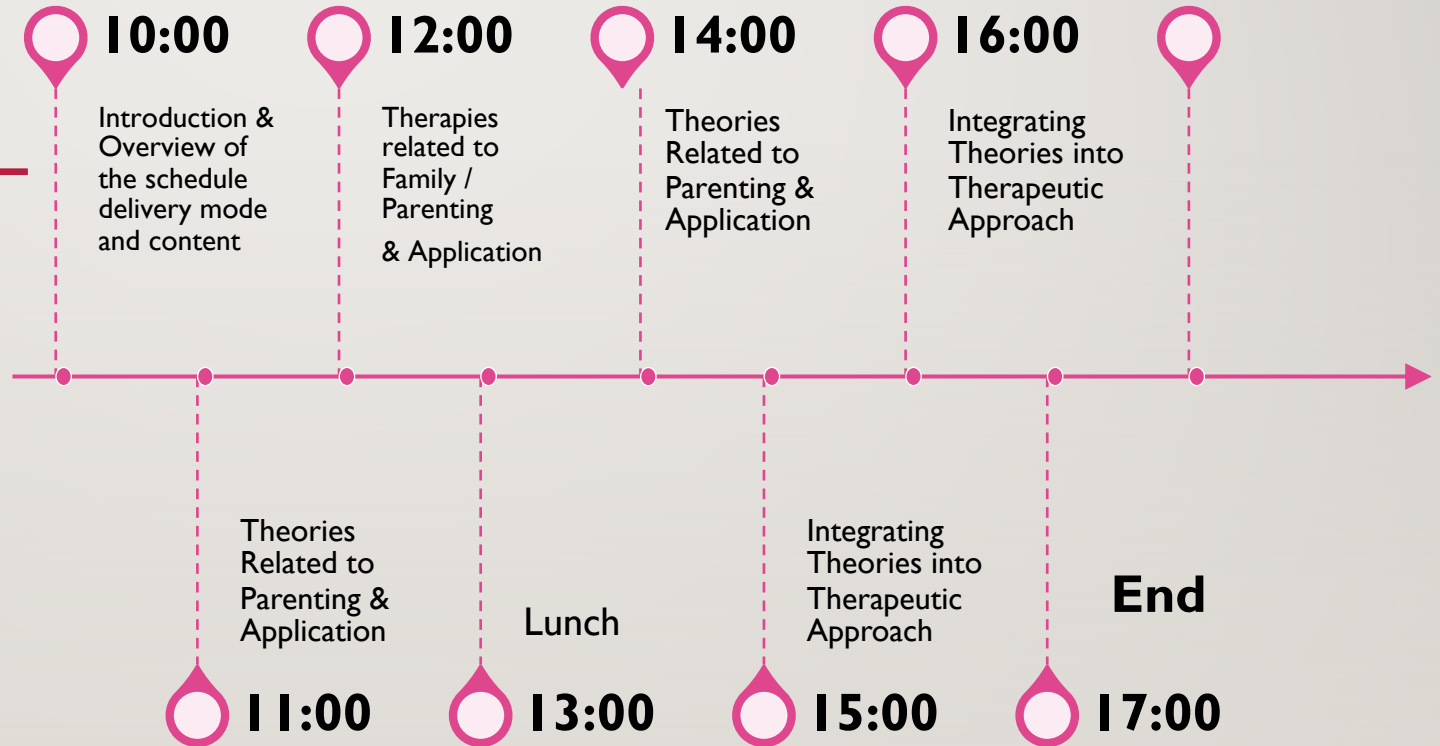
to inform evidence based reflective practice with a range of theories and techniques.

to trigger reflection related to theoretical underpinning of personal therapeutic styles.

to stimulate sharing of experiences in relation to practical applications of knowledge.



SCHEDULE



*“BEFORE I GOT MARRIED I HAD SIX
THEORIES ABOUT RAISING CHILDREN; NOW,
I HAVE SIX CHILDREN AND NO THEORIES.”*

John Wilmot, 2nd Earl of Rochester (1647-1680)



STARTING
POINT

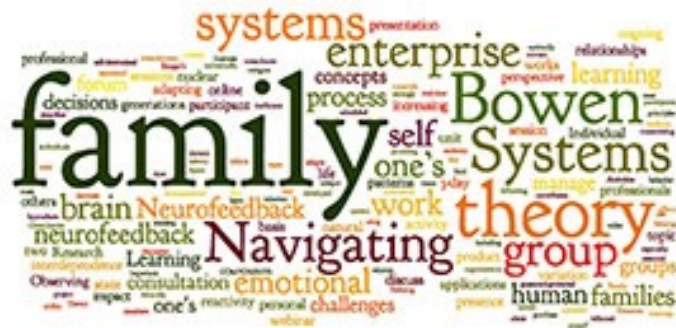
**WHAT COMES TO MIND
WHEN YOU THINK
ABOUT**

FAMILY STRUCTURE ???



WE'RE JUST
GOING TO DIP
OUR TOE...





FAMILY

(from Latin: *familia*) is a group of people related either by consanguinity (by recognized birth) or affinity (by marriage or other relationship).

- The purpose of families is to maintain the well-being of its members and of society.
- Ideally, families would offer predictability, structure, and safety as members mature and participate in the community. Additionally, as the basic unit for meeting the basic needs of its members, it provides a sense of boundaries for performing tasks in a safe environment
- In most societies, it is within families that children acquire socialization for life outside the family and, ideally, builds a person into a functional adult, transmits culture, and ensures continuity of humankind with precedents of knowledge.

Anthropologists generally classify most family organizations as

- matrifocal (a mother and her children);
- patrifocal (a father and his children);
- conjugal (a wife, her husband, and children, also called the nuclear family);
- avuncular (for example, a grandparent, a brother, his sister, and her children);
- extended (parents and children co-reside with other members of one parent's family).

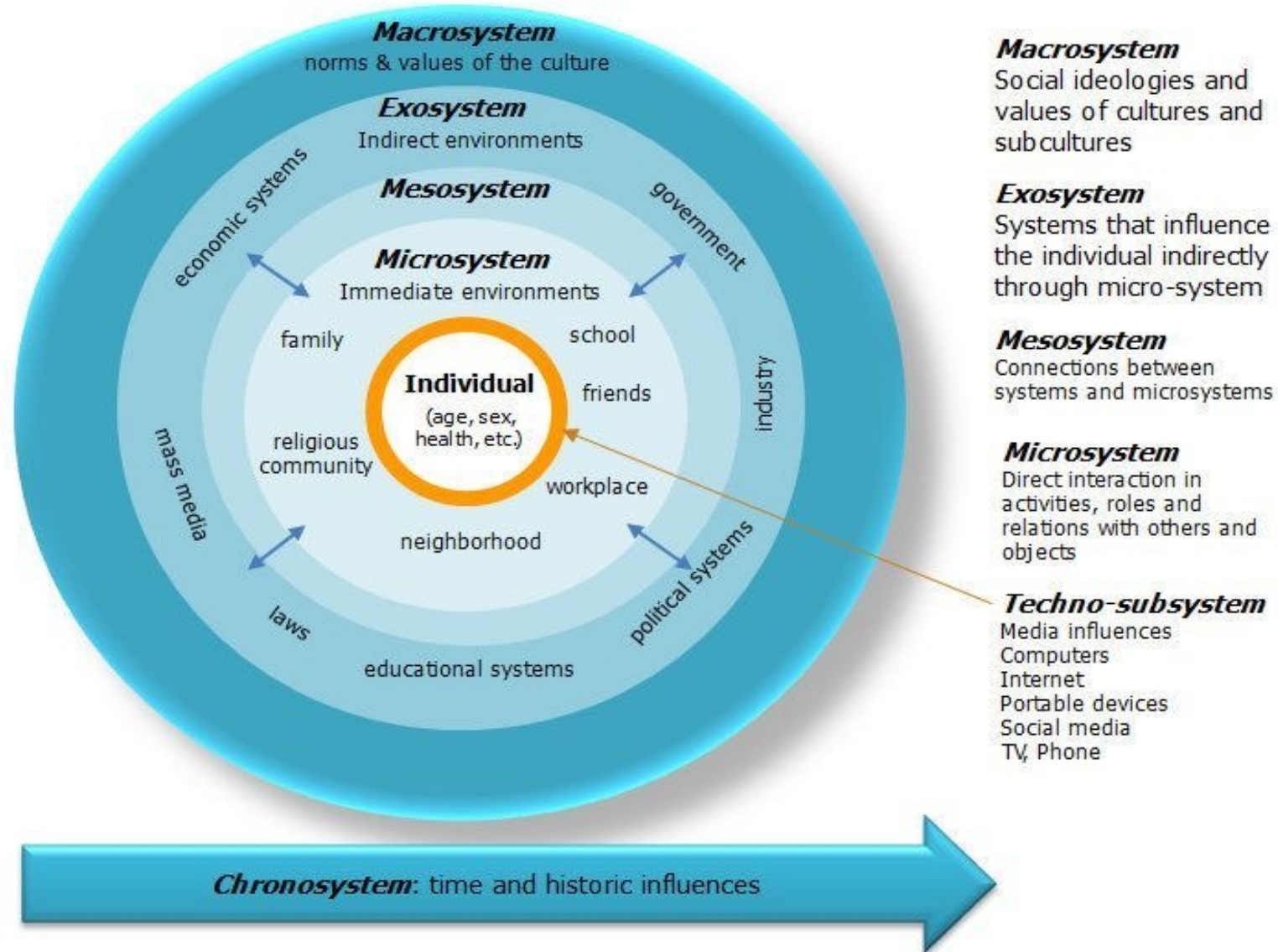
FIVE ESSENTIAL ROLES FOR EFFECTIVE FAMILY FUNCTIONING

EPSTEIN, N. B. BISHOP, D., RYAN, C., MILLER, & KEITNER, G., (1993). THE MCMASTER MODEL VIEW OF HEALTHY FAMILY FUNCTIONING. IN FROM A WALSH (EDS.), *NORMAL FAMILY PROCESSES* (PP. 138-160). THE GUILFORD PRESS: NEW YORK/LONDON.

VIDEO

- 1. Provision of Resources**
- 2. Nurturance and Support**
- 3. Life Skills Development**
- 4. Maintenance and Management of the Family System**
- 5. Sexual Gratification of Marital Partners**

Bronfenbrenner's Bioecological Model of Human Development



[VIDEO](#)

PARENTING – DIANA BAUMRIND

Highly influential theory, Late 60s/Early 70s, Still widely applied
It remains the most dominant theory on parenting styles and has had considerable validation.

Arising from extensive research she identified four parental strategies

Originally based her theory on two core dimensions

- Parental Control
- Parental Warmth/Responsiveness

Early researched focused on two dimensions:

1. Warmth – Coldness
2. Permissiveness – Restrictiveness



Parental control

Consistent enforcement of rules

Provision of structure

Persistence in gaining child compliance

Parental demands

Expectations to perform up to one's potential Expectation of self-reliance and self-control

Parental communication

Soliciting children's opinions and feelings

Use of reasoning to obtain compliance

Parental Nurturance

Expressions of warmth and approval

Conscientious protection of children's physical and emotional well-being



FROM THIS SHE DEvised A THREE DIMENSIONAL
TYPOLOGY:

AUTHORITATIVE PARENTS

AUTHORITARIAN PARENTS

PERMISSIVE PARENTS

A fourth was added by Maccoby and Martin: **Uninvolved**

For Baumrind's theory see [this article](#)

<http://persweb.wabash.edu/facstaff/hortonr/articles%20for%20class/baumrind.pdf>



THE FOUR STYLES HAVE BEEN
VARIOUSLY PRESENTED AND
DEVELOPED USUALLY TO
INCLUDE VARIABLES

	Supportive Parent is accepting and child-centered	Unsupportive Parent is rejecting and parent-centered
Demanding Parent expects much of child	Authoritative Parenting Relationship is reciprocal, responsive; high in bidirectional communication	Authoritarian Parenting Relationship is controlling, power-assertive; high in unidirectional communication
Undemanding Parent expects little of child	Permissive Parenting Relationship is indulgent; low in control attempts	Rejecting- Neglecting Parenting Relationship is rejecting or neglecting; uninvolved

[Video](#)

DAVID H. OLSON'S CIRCUMPLEX MODEL

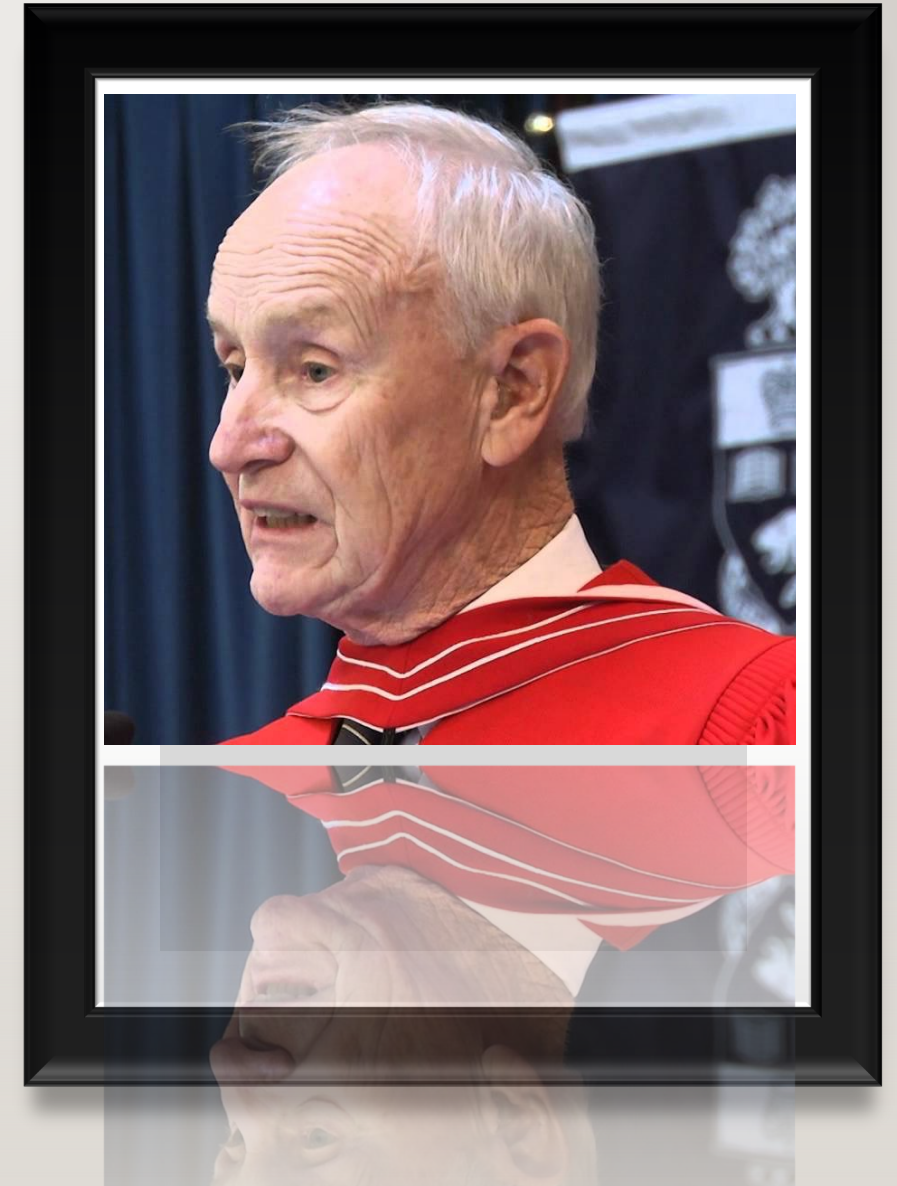
A leading theorist in family structure has developed a model for understanding the context of parenting

supported by over 1,200 studies conducted over the last 30 years

Based on dimensions with four types and a third facilitative.

"balanced levels of cohesion and flexibility are most conducive to healthy family functioning. Conversely, unbalanced levels of cohesion and flexibility (very low or very high levels) are associated with problematic family functioning"

(Olson, 2010)

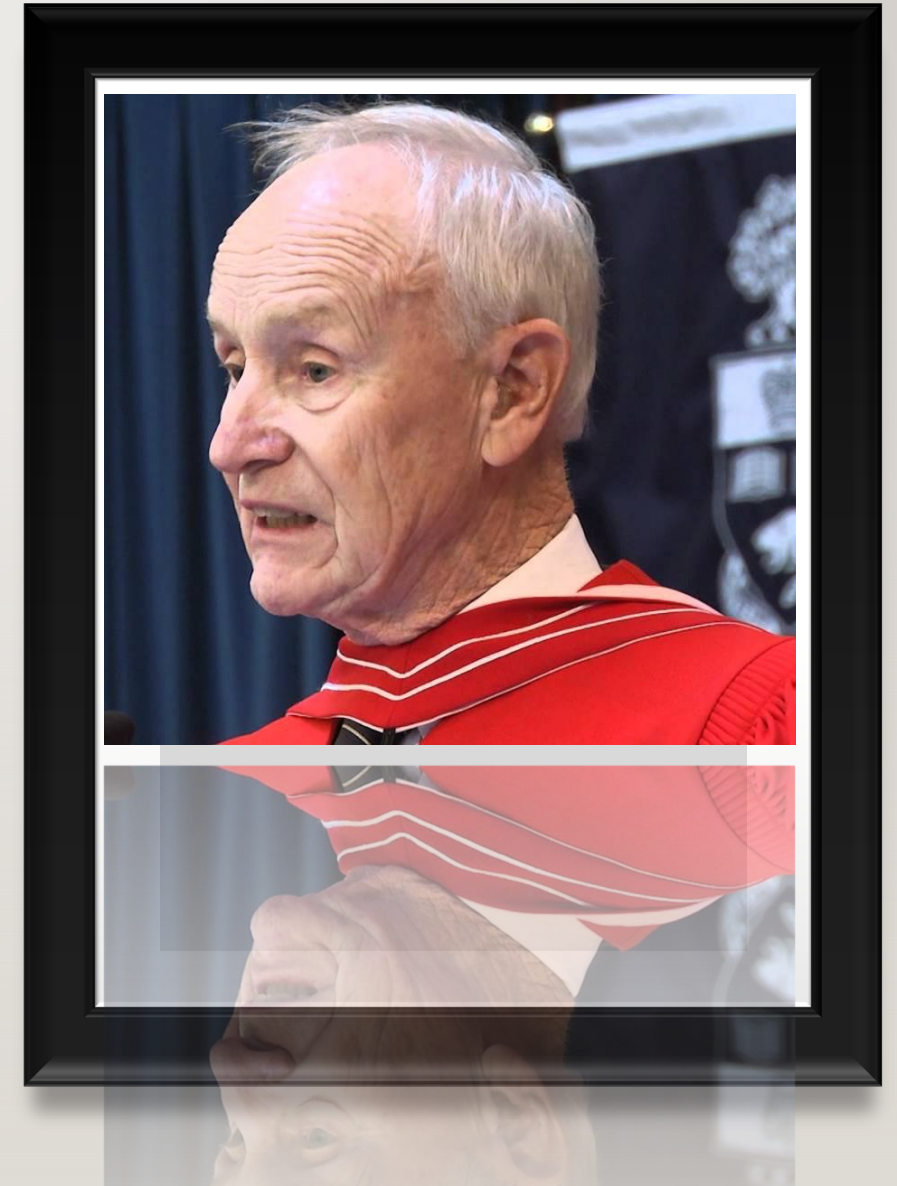


THREE MAIN DIMENSIONS: FAMILY COHESION, FLEXIBILITY AND COMMUNICATION

“family cohesion is defined as the emotional bonding that family members have toward one another” (Olson, 1993, p. 105)

“family flexibility is the amount of change in its leadership, role relationships, and relationship rules” (Olson, 1993, p. 107)

“family communication is measured by focusing on the family as a group with regards to their listening skills, speaking skills, self-disclosure, clarity, continuity-tracking, and respect and regard” (Olson, 1993, p. 108).



WHEN **OLSON**
THINKS OF FAMILY
STRUCTURE HE
THINKS OF THIS.....

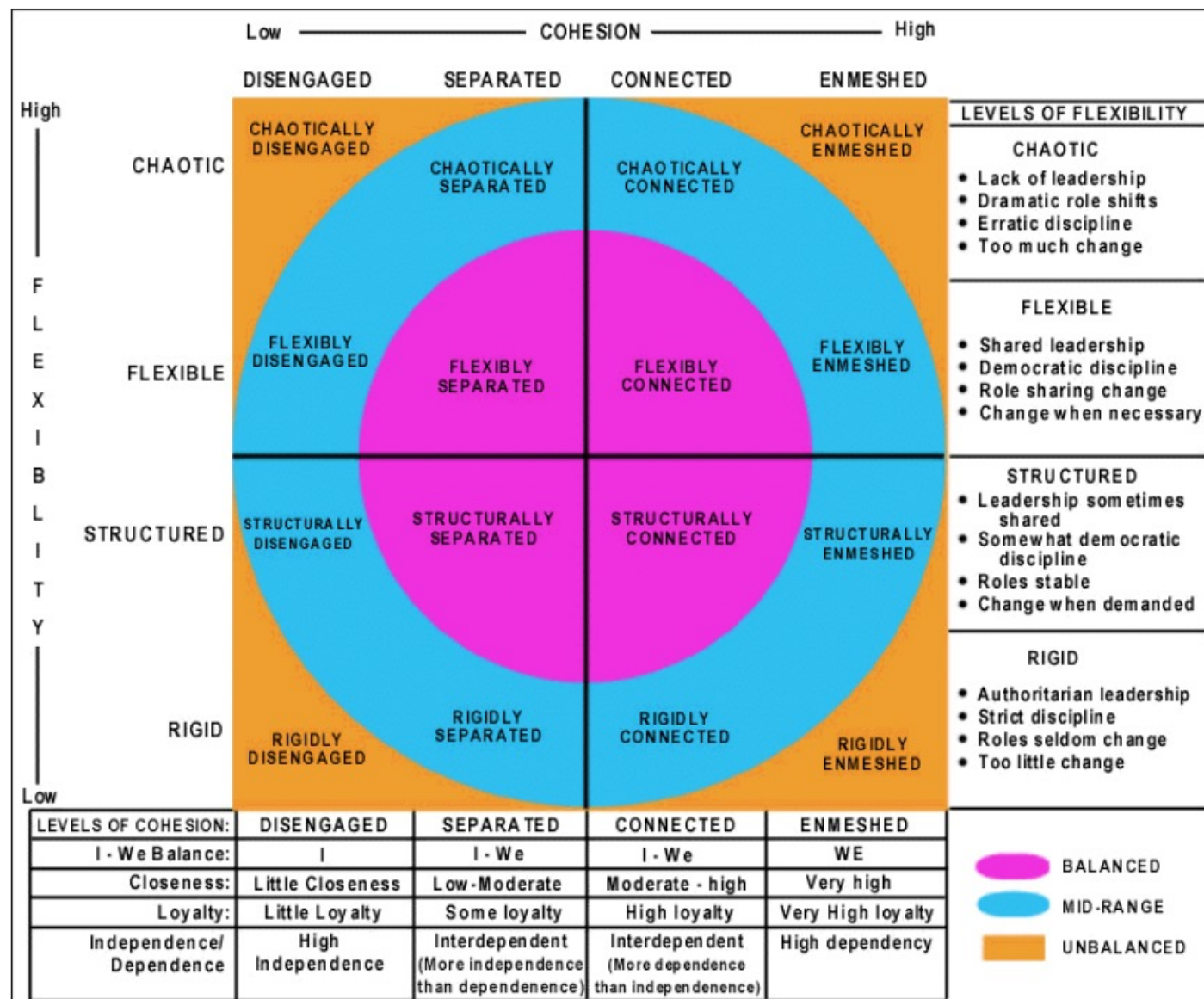


Figure 1: Circumplex Model: Couple & Family Map

BALANCED

VS

UNBALANCED

-
- **Relationships** - close and warm
 - **Communication** - clear, supportive and empathic; ability to listen
 - **Power** - shared but with parental control and parental coalitions
 - **Roles** - clearly defined but not rigid or stereotyped
 - **Rules** - negotiated and modifiable and related to strong value system
 - **Conflict** - regulated and resolved by discussion and negotiation
 - **World view** - collectively agreed and continually reviewed; connected with other social systems
 - **Autonomy** - encouraged and accepted.

(Olson 2010 in Rutherford 2013)

- **Relationships** - either distant and cold or engulfing, may be abusive
- **Communication** - inadequate, unclear, ambiguous, double-binding
- **Power** - rigid hierarchy, cross-generation alliances
- **Roles** - either inflexibly or poorly defined rules - rigidly enforced or very inconsistent
- **Conflict** - frequent destructive clashes without resolution
- **World view** - idiosyncratic and distorted
- **Autonomy** - either strongly inhibited or irrelevant.

Applying Olson model – defined by unbalanced extremities :
Rigid, Chaotic, Disengaged, Enmeshed.



Parenting

Olson's 5 Parenting Styles

Five Parenting Styles - Overall Style

- **Balanced Style.....** Healthy level of parenting Closeness and Flexibility
- **Permissive Style....** Very Connected and Very Flexible parenting
- **Overbearing Style..** Very Connected and Inflexible parenting
- **Strict Style.....** Disconnected and Inflexible parenting
- **Uninvolved Style....** Disconnected and Very Flexible parenting



2.The Uninvolved Parenting Style

- Very low in closeness between parents and child(ren)
- Very high in flexibility.
- **Characterized by:**
- Low emotional connection
- Low responsiveness from parent to child
- High independence of child from parent (parents are disconnected from child's life) Highly negotiable rules that are loosely enforced
- Few demands made on the child.

4.The Strict Parenting Style

- Very low in closeness between parents and child(ren)
- Very low in flexibility.
- **characterized by**
- Strictly enforced rules
- Highly restricted child freedom
- Firm discipline
- Low responsiveness to child,
- Low emotional connection between parent and child.



1.The Balanced Parenting Style

- Optimal style
- Balance of separateness versus togetherness on cohesion
- A balance of stability versus change on flexibility.
- Parenting is moderate to high on both closeness and flexibility.
- **Characterized by:**
- Warm and nurturing parents who are supportive emotionally, responsive to their child(ren)'s needs
- Encouraging toward independence (with monitoring)
- Consistent and fair in discipline
- Expect age-appropriate behaviour.

3.The Permissive Parenting Style

- Very high in closeness between parents and child(ren)
- Very high in flexibility.
- **Characterized by**
- Parents who are overly protective of their child(ren)
- Very responsive to their child(ren)'s every need
- More of a friend to their child(ren)
- Lenient in discipline
- Unlikely to place demands on their child(ren).

5.The Overbearing parenting style

- Very high in closeness between parents and child(ren)
- Very low in flexibility.
- **Characterized by**
- Overly protective parents who cater to the child's every need
- Act more like a friend to the child
- At the same time strictly enforcing a proliferation of rules with firm discipline.

AND LET'S NOT FORGET...



Stephen Greenspan (2006) – three broad discipline models aligned with his three discipline factors

According to Greenspan: the “three discipline models offers caregivers a set of different but overlapping principles for achieving competence in [the] three discipline factors”

Model Title:	Affective model	Behavioural model	Cognitive model
Origin:	Rogarian or neo-Freudian	Skinnerian	Adlerian
Exemplar:	Haim Ginott	Gerald Patterson	Rudolf Dreikurs
Warmth Factor:	“comment on acts rather than the person”	“do more praising than punishing”	“allow democratic forms of participation”
Tolerance Factor:	“allow democratic forms of participation”	“do more ignoring than punishing”	“encourage lifestyle autonomy”
Control Factor:	“let a child know when his/her behaviour is unacceptable”	“be contingent in punishing only behaviors that you want to see less of”	“arrange to have a child experience the natural or logical consequences of misbehavior”

AND LET'S NOT FORGET...



COMMON PARENTING STYLES ACROSS CULTURES (WROBEL, 2013)

These include the **6 Central Dimensions of Child Training**,

1. Obedience
2. Responsibility
3. Nurturance
4. Achievement
5. Self-Reliance
6. General Independence Training



Which can be grouped into two common threads,

- **Pressure Towards Compliance**
 - a. Obedience
 - b. Responsibility
- **Pressure Towards Assertion**
 - a. Achievement
 - b. Self-Reliance

THERAPIES & FAMILY

APPROACHES &
TECHNIQUES



ATTACHMENT THEORY / THERAPY

“These functions of attachment involve dyadic emotional regulation, but secure base behaviour has additional functions in cognitive development. “Attachment” thus comprises a range of age-related behaviours, emotions, and cognitions.” (Mercer 2011)



ATTACHMENT THEORY

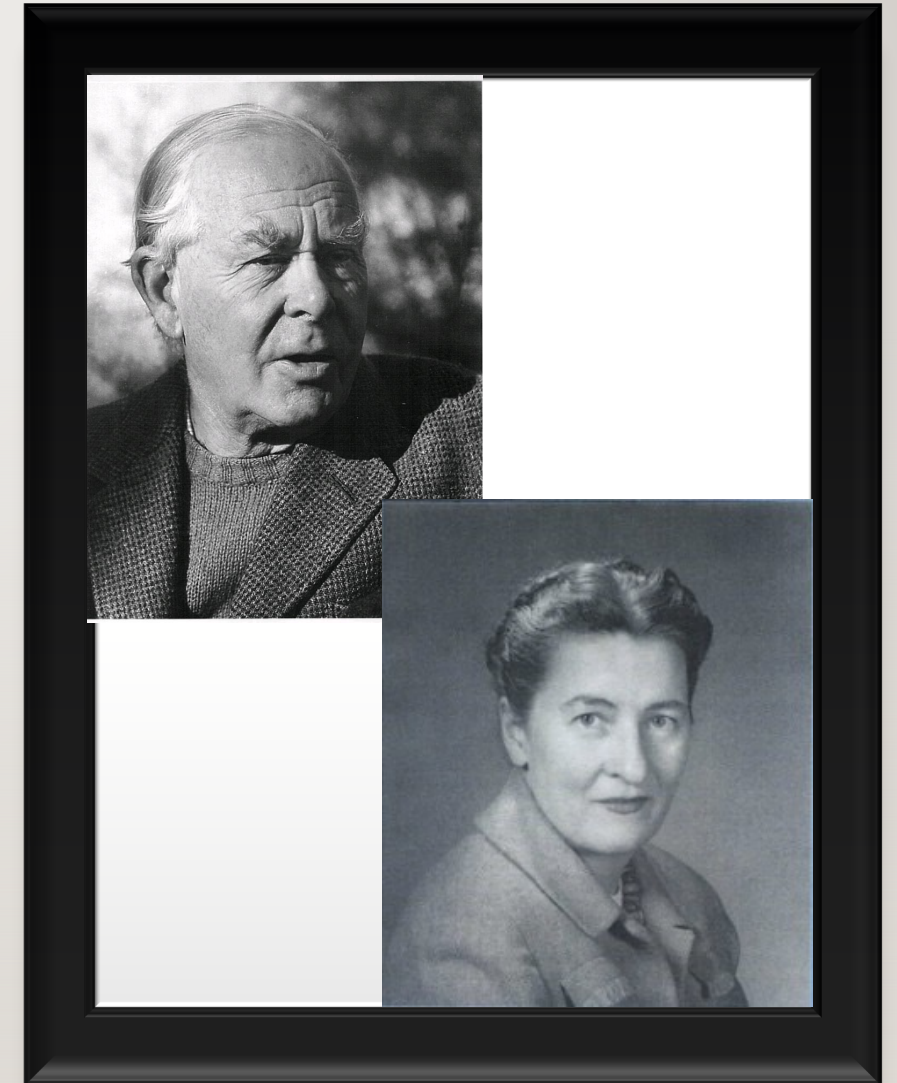
- Bowlby's Experiments
- Ainsworth's (VERY SUBSTANTIAL) Elaboration

Basic tenet of Attachment Theory - the infant or young child needs a consistent relationship with a particular person in order to thrive and develop.

(Kobak & Madsen, 2008).

[video](https://www.youtube.com/watch?v=3LM0nE8ImIE&t=300s)

<https://www.youtube.com/watch?v=3LM0nE8ImIE&t=300s>



FUNCTIONS OF ATTACHMENT

1. **Providing a Sense of Security**
2. **Regulation of Affect and Arousal**
3. **Promoting the Expression of Feelings and Communication**
4. **A Base for Exploration**

Mismatches - Even where attachment is developing it is difficult to maintain this synchronicity (e.g. mixed signals from parent)– in these situations temporarily interfere with the infant's ability to regulate affects.

"Repair" is ... Important in helping to teach the child that life is filled with inevitable moments of misunderstandings and missed connections that can be identified and connection created again“ (Siegel in Davies 2009)

Indicator of secure attachment when these mismatches are overcome with relative ease.



AINSWORTH ON THE SECURE AND INSECURE CHILD:

“The behaviour pattern to which I have referred as "using the mother as a secure base" highlights the fact that there can be a sound development of close attachment at the same time that there is increasing competence and independence. It is the insecure child who clings to his mother and refuses to leave her. The secure child, equally closely attached, moves away and shows his attachment by the fact that he wants to keep track of his mother's whereabouts, wants to return to her from time to time, and in his occasional glances back to her, or in his bringing things to show her, he displays his desire to share with her his delight in exploring the wonders of the world. So in reply to one question from parents I reply that attachment does not normally or necessarily interfere with the development of competence and self-reliance but rather supports this development”

(Ainsworth, 1967, pp. 447-448).



Ainsworth identified three attachment classifications:

- 1. Secure**
 - 2. Insecure-avoidant**
 - 3. Insecure-ambivalent/resistant**
-

Ainsworth found that

- Securely Attached (66%)
- Avoidant-Insecure (22%)
- Resistant-Insecure (12%)

Mary May in a later study (1990) identified a further classification

- 4. Insecure · disorganized/disoriented**



THE ADULT ATTACHMENT INTERVIEW PROTOCOL

GEORGE, KAPLAN AND MAIN

Example- First three questions:

1. Could you start by helping me get oriented to your early family situation, and where you lived and so on? If you could tell me where you were born, whether you moved around much, what your family did at various times for a living?
2. I'd like you to try to describe your relationship with your parents as a young child if you could start from as far back as you can remember?
3. Now I'd like to ask you to choose five adjectives or words that reflect your relationship with your mother starting from as far back as you can remember in early childhood--as early as you can go, but say, age 5 to 12 is fine. I know this may take a bit of time, so go ahead and think for a minute...then I'd like to ask you why you chose them. I'll write each one down as you give them to me.



Collins and Read - Questionnaire to measure adult attachment

Questions:

- (1) I find it relatively easy to get close to others.
- (2) I do not worry about being abandoned.
- (3) I find it difficult to allow myself to depend on others.
- (4) In relationships, I often worry that my partner does not really love me.
- (5) I find that others are reluctant to get as close as I would like.
- (6) I am comfortable depending on others.
- (7) I do not worry about someone getting too close to me.
- (8) I find that people are never there when you need them.
- (9) I am somewhat uncomfortable being close to others.
- (10) In relationships, I often worry that my partner will not want to stay with me.
- (11) I want to merge completely with another person.
- (12) My desire to merge sometimes scares people away.
- (13) I am comfortable having others depend on me.
- (14) I know that people will be there when I need them.
- (15) I am nervous when anyone gets too close.
- (16) I find it difficult to trust others completely.
- (17) Often, partners want me to be closer than I feel comfortable being.
- (18) I am not sure that I can always depend on others to be there when I need them.

ALFRED ADLER INDIVIDUAL PSYCHOLOGY THEORY & ADLERIAN PSYCHOTHERAPY

Assumes:

- Positive view of human nature
- Social influence is significant (much more so than biological)
- People can create a distinctive lifestyle at an early life
- Consciousness is the centre of personality

Goals :

- *Challenge clients' mistaken notions and faulty assumptions so that they can develop the useful side of life*
- *Provide encouragement to help develop socially useful goals*

[Video](#)



TECHNIQUES:

FAMILY CONSTELLATION ANALYSIS

- Birth order
- Family atmosphere
- Parental relationship
- Family values
- Extended family and culture

LIFE SCRIPT QUESTIONNAIRE

- Early recollections



BIRTH ORDER

<https://www.youtube.com/watch?v=kcXTGFrKx5A>

- [Video](#)



FIRST BORN

perfectionist
achiever
leader
bossy
responsible
motivated
conscientious
controlling
cautious
reliable



MIDDLE BORN

adaptable
independent
go-between
people-pleaser
can be rebellious
feels left out
peacemaker
social



LAST BORN

social
charming
outgoing
uncomplicated
manipulative
seeks attention
self-centered
fun



THE ONLY CHILD

confident
conscientious
responsible
perfectionist
center of attention
mature for their age
seek approval
sensitive
leader

BOWEN FAMILY SYSTEMS THEORY

Dr. Murray Bowen Georgetown Family Center, 1975

Multigenerational Transmission of Family Problems

An Eight-Factor Theory

Looked at Multigenerational Trends

By Examining Eight Concepts of Family Functioning

Created an Objective Theory for taking Intuitiveness out of Therapy



BOWEN'S 8 INTERLOCKING CONCEPTS

1. Differentiation of self
2. Triangles
3. Nuclear family emotional system
4. Family projection process
5. Emotional cut-off
6. Multigenerational transmission process
7. Sibling position
8. Societal regression

HANDBOOK OF BOWEN FAMILY SYSTEMS THEORY AND RESEARCH METHODS

A Systems Model for Family Research

EDITED BY MIGNONETTE N. KELLER
AND ROBERT J. NOONE



I. DIFFERENTIATION OF SELF

Ability to :

- Separate feelings from thinking
- Distinguish between the intellectual process and the feeling process
- Experience the difference between intimacy and autonomy
- Balance objectivity and subjectivity
- Pull self from fused relationships when



2.TRIANGLES

- Pull relationship with help from a third person
- Reach out and pull in the other person so that emotions can flow into that person
- Create emotional tensions because of the three-way relationship
- Act as a building block in a family's relational system
- Balance unhealthy relationship between 2 individuals
- Maintain involvement and yet separate emotions when using it well



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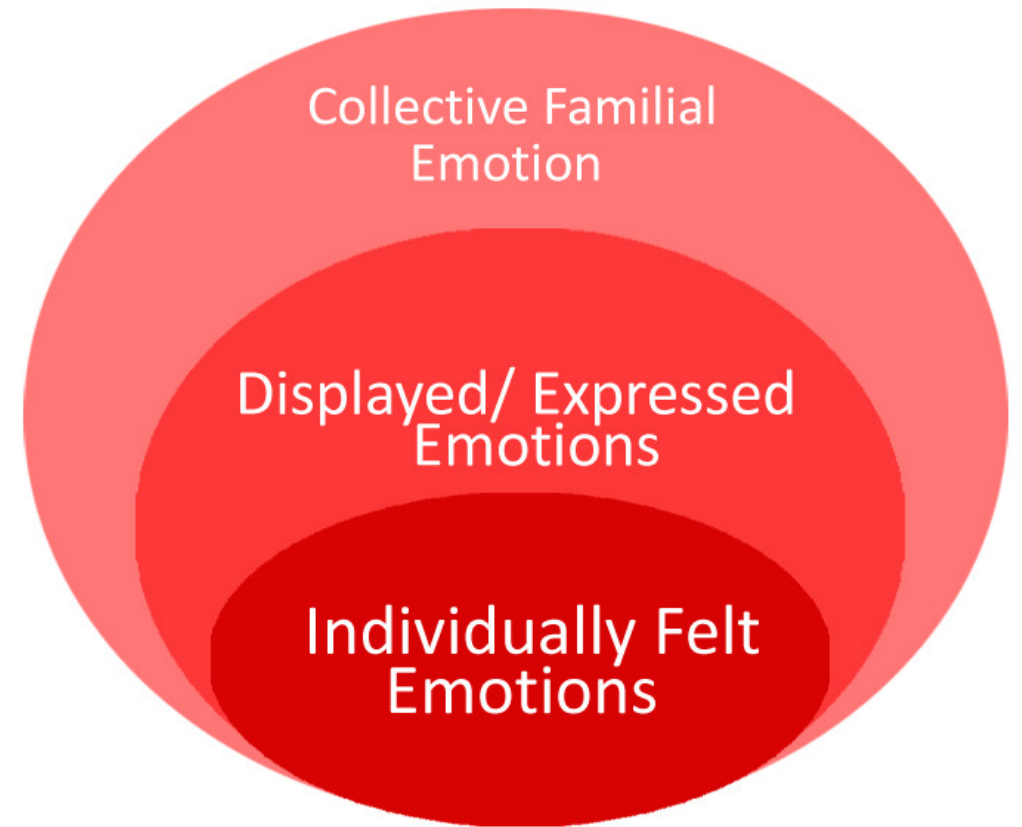


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3. NUCLEAR FAMILY EMOTIONAL SYSTEM

- People seek partners that likely have the same level of differentiation as theirs
- They repeat the patterns of relationship as established in the FOO
- They will continuously seek ways to reduce tension through relationships
- Intense fusion between partners will cause instability in the nuclear family emotional system :
 - Physical or emotional dysfunction in a spouse
 - Overt, chronic, or unresolved marital conflict
 - Psychological impairment in a child



4. FAMILY PROJECTION PROCESS

- Levels of undifferentiation can be passed from one generation to the next
- Parents transmit their values to the most susceptible child
- Intensity of projection is related to:
 - Degree of immaturity or undifferentiation of the parents
 - Level of stress the family experiences



5. EMOTIONAL CUT-OFF

- A flight of extreme emotional distancing from FOO
- A way to break emotional ties
- An effort to deal with unresolved fusion with one or both parents (or siblings)
- A denial defence to a problem or unresolved conflict
- A way to free self from unfinished business that may effect current relationships



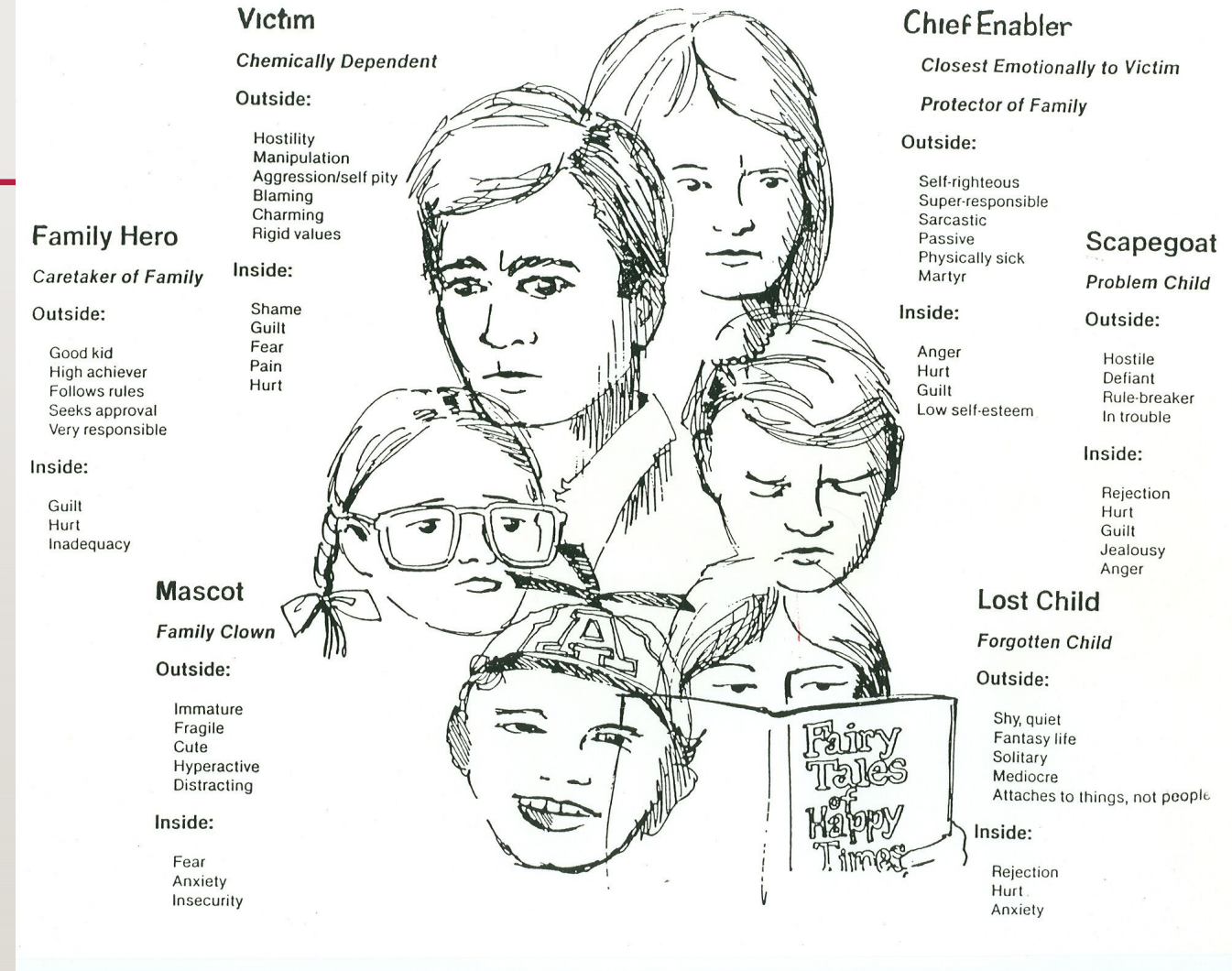
6. MULTIGENERATIONAL TRANSMISSION

- Values, conflicts, and unresolved anxiety may be passed from one generation to the next
- Severe dysfunction may be the result of chronic anxiety transmitted over several generations



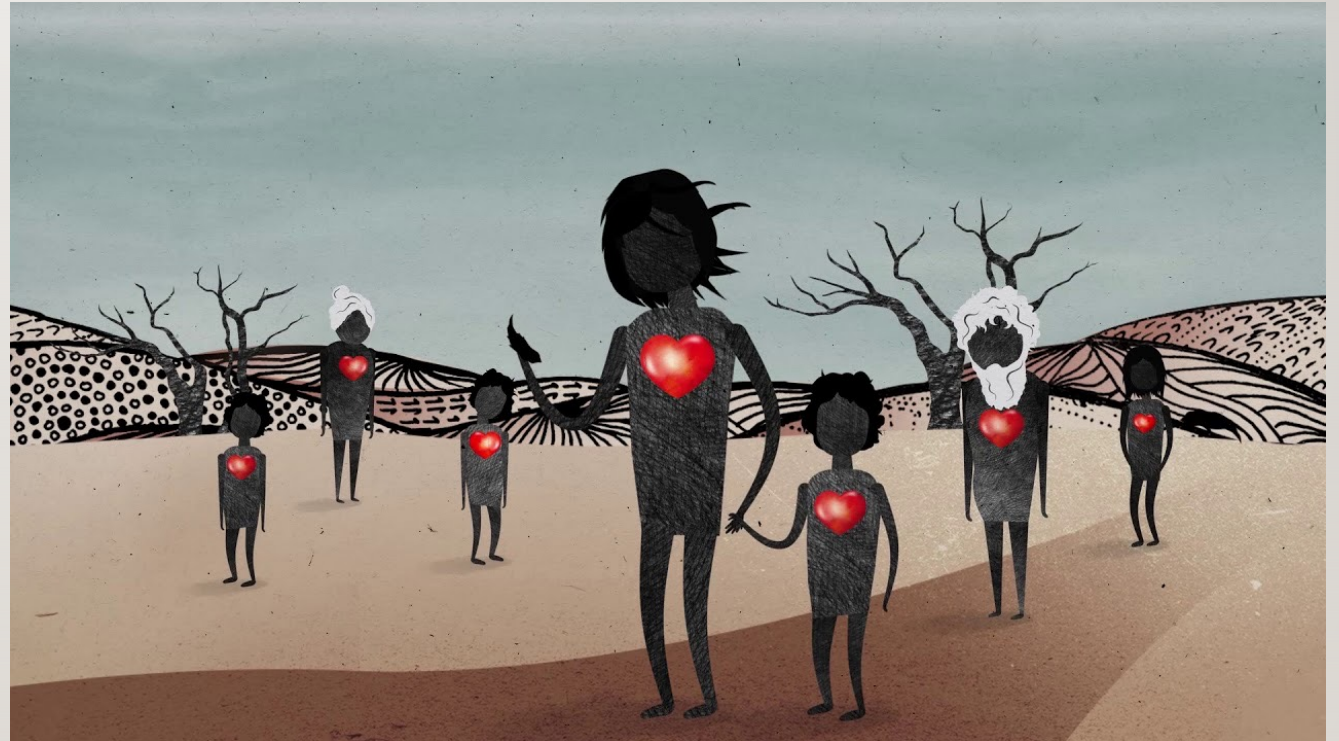
7. SIBLING POSITION

- Birth order and personality has a connection
- Birth order predicts certain roles and functions an individual plays
- Functional position is more important than the actual birth order
- Sibling position may affect the nuclear family emotional system



8. SOCIETAL REGRESSION

- Society's emotional functioning is similar to the family emotional system in that there are always two opposing forces toward undifferentiation and individuation
- Consider the importance of society's value toward individuation and check its cultural value toward an individual



- Video



The overall goal [of counseling] is to help family members become 'systems experts' who could know [their] family system so well that the family could readjust itself without the help of an expert.

— Murray Bowen —

AZ QUOTES

<https://www.youtube.com/watch?v=-GK7LaT5rxY>

BOWEN'S FAMILY INTERVENTION TECHNIQUES

- Reduction of anxiety and relief from symptoms
- An increase in each participant's level of differentiation in order to improve adaptiveness.
- Meeting with two adults (i.e., parents) is of utmost importance.
- Calm questioning and focusing on one's role in the family problems is critical.
- Counsellor takes on role of "coach."
- She/he asks questions and makes suggestions that the family members discuss and enact with each other.
- Counsellor may ask family members to talk to him/her to minimize interpersonal tensions.
- Genogram is used to gain insight.
- Detriangulation Increase insight

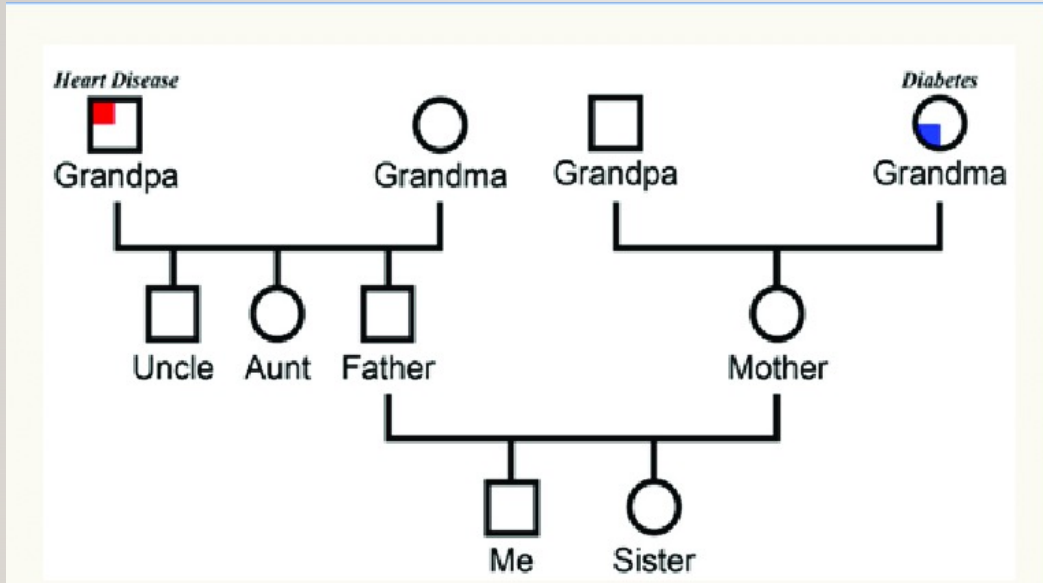
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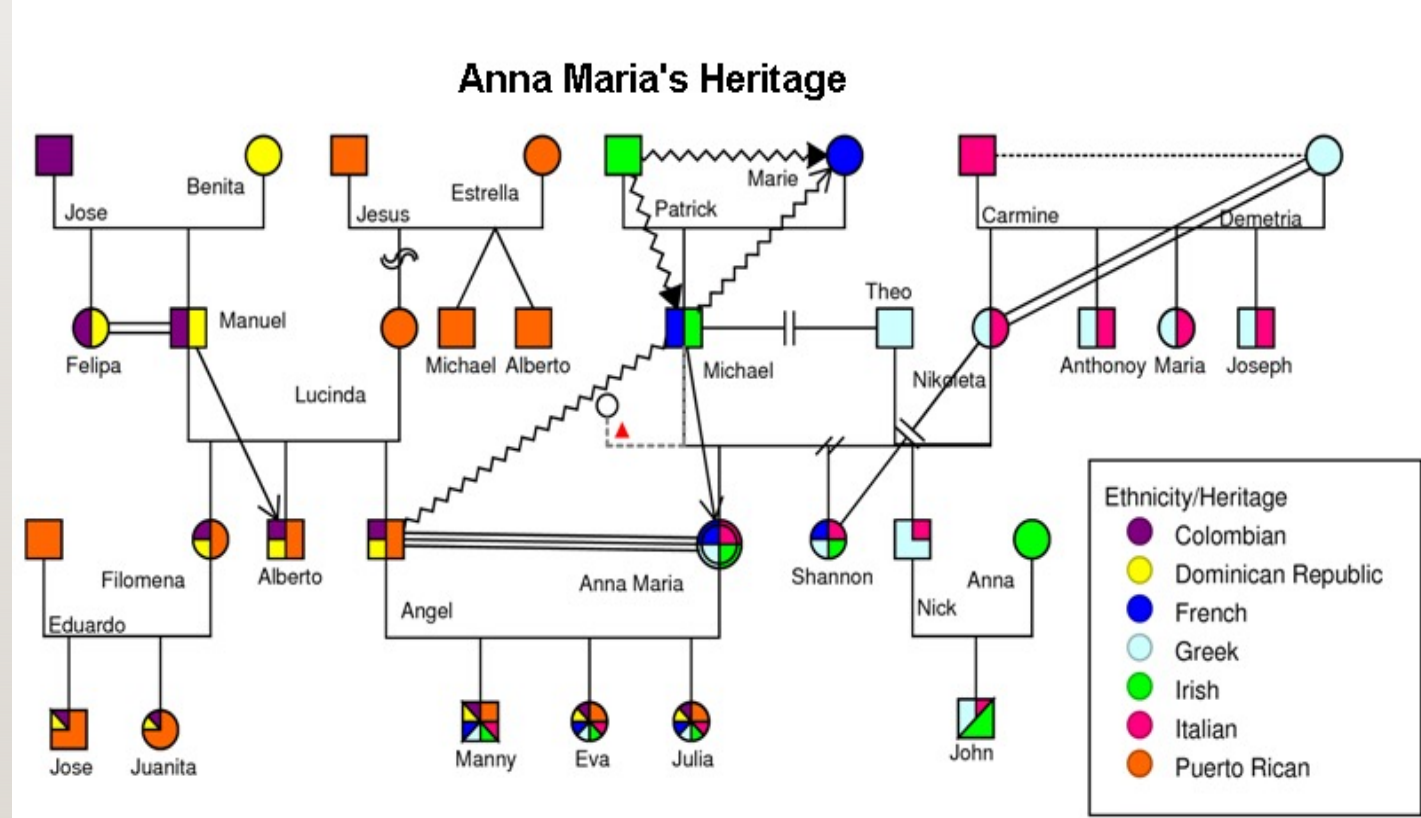
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GENOGRAM & CULTURAL HERITAGE



https://www.researchgate.net/figure/An-example-of-a-genogram_fig1_324061542



http://genogramanalytics.com/examples_genograms.html

RECOGNISING THE THEORIES AND THERAPIES

- Brief Case Study 1 - [video](#) ; Case study 2 - [video](#)

- Reflective Questions:

1. What Family structure is in the case study?
2. What Family values were discussed within the session?
3. What Parenting styles can be observed?
4. What levels of cohesion and flexibility exists between the parents?
5. What attachment styles could be identified?
6. How does Adler's therapy applies within this family?
7. What dimensions of Bowen's family system could be noticed?

CRITICISM OF THEORIES AND THERAPIES

- Individual temperament and personality
- Environmental risk factors
- Empirical testing of the theory
- The qualitative nature of the main research tools



Video

What adolescents (or teenagers) need to thrive | Charisse Nixon | TEDxPSUErie

OBJECTIVES

to review the theories & therapies related to parenting.

to inform evidence based reflective practice with a range of theories and techniques.

to trigger reflection related to theoretical underpinning of personal therapeutic styles.

to stimulate sharing of experiences in relation to practical applications of knowledge.



END

Thank you!

Go raibh maith agait!