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Twelfth Edition

Child Development

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Families Chapter 14 Outline

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- Interactions in the Family Systems
- Cognition and Emotion in Family Processes
- Sociocultural and Historical Changes

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- Parents as Managers of Children's Lives
- Parenting Styles and Discipline
- Parent-Adolescent Relationships

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Families Chapter 14 Outline (continued)

Siblings

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- Birth Order

The Changing Family in a Changing Social World

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- Children in Divorced Families
- Stepfamilies
- Gay Males and Lesbian Parents
- Cultural, Ethnic, and Socioeconomic Variations in Families

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Chapter 14 Preview

This chapter is about the many aspects of children's development in families.

We will explore the best ways to parent children, relationships among siblings, and the changing family in a changing social world.

Along the way, we will examine such topics as child maltreatment, working parents, children in divorced families, stepfamilies, and many others.

Family Processes

Interactions in the Family System

– Bronfenbrenner's ecological theory analyzes the social contexts of development in terms of 5 environmental systems:

- **Microsystem**
 - setting in which the individual lives
- **Mesosystem**
 - links between microsystems
- **Exosystem**
 - influences from another setting
- **Macrosystem**
 - culture in which the individual lives
- **Chronosystem**
 - sociohistorical circumstances

Family Processes (cont.)

Interactions in the Family System (continued)

– Every family is a system, a complex whole made up of interrelated and interacting parts that can involve:

- **Mutual synchrony**
 - Each person's behavior depends on the partner's previous behavior (e.g., mutual gazing).
- **Reciprocal interactions**
 - The actions of the partners can be matched (e.g., one partner imitates the other).
- **Scaffolding**
 - adjusting the level of guidance to fit the child's performance

Family Processes (cont.)

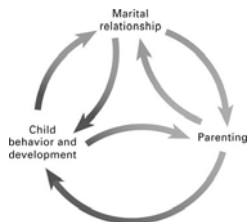
Interactions in the Family System (continued)

Reciprocal socialization:

- socialization that is bidirectional with children socializing parents as parents socialize children
- Dyadic (two-person) and polyadic (more than two people) systems interact and influence each other.
- Promoting marital satisfaction often leads to good parenting.

Family Processes (cont.)

Interaction between Children and Their Parents: Direct and Indirect Effects



Family Processes (cont.)

Cognition and Emotion in Family Process

- The role of cognition in family socialization comes in many forms:
 - parents' cognitions
 - beliefs
 - values about their parental role
 - how parents perceive, organize, and understand the children's behaviors and beliefs
- Children's social competence is linked to their parents' emotional lives.
- Parental support and acceptance of children's emotions is related to children's ability to manage emotions positively.

Family Processes (cont.)

Sociocultural and Historical Changes

- Family changes may be due to great upheavals in a nation such as war, famine, or massive immigration, and subtle transitions in ways of life may stimulate changes in families.
- Many of the family moves in the last 75 years have been away from farms and small towns to urban and suburban settings.
- The media and technology also play a major role in the changing family.

Parenting

- Parenting calls on a number of interpersonal skills and makes intense emotional demands, yet there is little in the way of formal education for this task.
- Most parents learn parenting practices from their own parents.
- Husbands and wives may bring different views of parenting to the marriage.

Parenting (cont.)

Adapting Parenting to Developmental Changes in Children

- Children change as they grow from infancy to early childhood and on through middle and late childhood and adolescence.
- The 5 year-old and the 2 year-old have different needs and abilities.
- A competent parent adapts to the child's developmental changes (Maccoby, 1984).

Parenting (cont.)

Adapting Parenting to Developmental Changes in Children (continued)

The Transition to Parenting

- Whether people become parents through pregnancy, adoption, or stepparenting, they face disequilibrium and must adapt.
- A baby places new restrictions on partners.

Parenting (cont.)

Adapting Parenting to Developmental Changes in Children (continued)

Infancy and Early Childhood

- In the 1st year, parent-child interaction moves from a heavy focus on routine caregiving--feeding, changing diapers, bathing, and soothing--to later include more non-caregiving activities, such as play and visual-vocal exchanges.
- During the child's 2nd and 3rd years, parents often handle disciplinary matters by physical manipulation:
 - carry the child away from a mischievous activity to the place they want the child to go
 - put fragile and dangerous objects out of reach
 - sometimes spank

Parenting (cont.)

Adapting Parenting to Developmental Changes in Children (continued)

Infancy and Early Childhood (continued)

- As the child grows older, parents increasingly turn to reasoning, moral exhortation, and giving or withholding special privileges.
- As children move toward the elementary school years, parents show them less physical affection.
- Parent-child interactions during early childhood focus on such matters as modesty, bedtime regularities, control of temper, fighting with siblings and peers, eating behavior and manners, autonomy in dressing, and attention-seeking.

Parenting (cont.)

Adapting Parenting to Developmental Changes in Children (continued)

Middle and Late Childhood

- As children move into the middle and late childhood years, parents spend less time with them.
- Parents especially play an important role in supporting and stimulating children's academic achievement in middle and late childhood.
- The value parents place on education can mean the difference in whether children do well in school.
- Parents not only influence children's in-school achievement, but they also make decision about children's out-of-school activities.

Parenting (cont.)

Adapting Parenting to Developmental Changes in Children (continued)

Middle and Late Childhood (continued)

- Elementary school children tend to receive less physical discipline than they did as preschoolers.
- During middle and late childhood, some control is transferred from parent to child. The process is gradual, and it produces *co-regulation* rather than control by either the child or the parent alone.
- Parents continue to exercise general supervision and control, while children are allowed to engage in moment-to-moment self-regulation.
- The major shift to autonomy does not occur until about the age of 12 or later.

Parenting (cont.)

Parents as Managers of Children's Lives

- Parents can play important roles as managers of children's opportunities, as monitors of their lives, and as social initiators and arrangers.
- A key aspect of the managerial role of parenting is effective monitoring, which is especially important as children move into the adolescent years.
- Monitoring includes supervising an adolescent's choice of social settings, activities, and friends.
- Among the most important family management practices are maintaining a structured and organized family environment, such as establishing routines for homework, chores, bedtime, and so on, and effectively monitoring the child's behavior.

Parenting (cont.)

Parenting Styles and Discipline

- Good parenting takes time and effort
- It's not just the quantity of time parents spend with children that is important for children's development; the quality of the parenting is clearly important.

Parenting (cont.)

Parenting Styles and Discipline (continued)

Baumrind's Parenting Styles

- Diana Baumrind (1971) believes parents should:
 - be neither punitive nor aloof.
 - develop rules for their children
 - be affectionate with children
- 4 types of parenting styles:
 - authoritarian parenting
 - authoritative parenting
 - neglectful parenting
 - indulgent parenting

Parenting (cont.)

Parenting Styles and Discipline (continued)

Baumrind's Parenting Styles (continued)

- **Authoritarian parenting**
 - restrictive, punitive style in which parents force the child to follow the parents' directions and to respect their work and effort
 - firm limits and controls placed on the child
 - little verbal exchange is allowed
 - associated with children's socially incompetent behavior and aggressive behavior

Parenting (cont.)

Parenting Styles and Discipline (continued)

Baumrind's Parenting Styles (continued)

• **Authoritative parenting**

- encourages children to be independent, but still places limits and controls on their actions
- extensive verbal give and take is allowed
- parents are warm and nurturant toward the child
- associated with children's socially competent behavior

Parenting (cont.)

Parenting Styles and Discipline (continued)

Baumrind's Parenting Styles (continued)

• **Neglectful parenting**

- parent is uninvolved in the child's life
- associated with children's social incompetence, especially a lack of self-control

Parenting (cont.)

Parenting Styles and Discipline (continued)

Baumrind's Parenting Styles (continued)

• **Indulgent parenting**

- parents are highly involved with their children, but place few demands or controls on them
- associated with children's social incompetence, especially a lack of self-control

Parenting (cont.)

Classification of Parenting Styles



Parenting (cont.)

Parenting Styles and Discipline (continued)

Parenting Styles in Context

- Authoritative parenting
 - linked with children's competence across a wide range of ethnic groups, social strata, cultures, and family structures
- Elements of the authoritarian style may take on different meanings and have different effects depending on context:
 - Asian-American parents exert considerable control; however, the control is seen as a type of training.
 - Latino children reared with an emphasis on respect and obedience develop a self and identity that is embedded in the family.

Parenting (cont.)

Parenting Styles and Discipline (continued)

Punishment

- For centuries, corporal (physical) punishment, such as spanking, has been considered a necessary and even desirable method of disciplining children.
- A cross-cultural comparison found that individuals in the U.S. and Canada were among those with the most favorable attitudes toward corporal punishment and were the most likely to remember it being used by their parents.
- Despite the widespread use of corporal punishment, there have been surprisingly few research studies on physical punishment, and those that have been conducted are correlational.

Parenting (cont.)

Parenting Styles and Discipline (continued)

Punishment (continued)

- A history of harsh physical discipline was linked to adolescent depression and externalized problems, such as juvenile delinquency
- A research review concluded that corporal punishment by parents is associated with higher levels of immediate compliance and aggression by the children.

Parenting (cont.)

Parenting Styles and Discipline (continued)

Punishment (continued)

- Some reasons for avoiding spanking or similar punishments:
 - When adults punish a child by yelling, screaming, or spanking, they are presenting children with out-of-control models for handling stressful situations.
 - Children may imitate this aggressive, out-of-control behavior.
 - Punishment can instill fear, rage, or avoidance.
 - Punishment tells children what not to do rather than what to do.
 - Punishment can be abusive.

Parenting (cont.)

Parenting Styles and Discipline (continued)

Co-parenting:

- support that parents provide one another in jointly raising a child
- Poor coordination between parents, undermining of the other parent, lack of cooperation and warmth, and disconnection by one parent are conditions that place children at risk for problems.
- Parents who do not spend enough time with their children or who have problems in child rearing can benefit from counseling and therapy.

Parenting (cont.)

Parenting Styles and Discipline (continued)

Child Maltreatment

- In 2002, approximately 896,000 children were found to be victims of child abuse, and 85% were abused by parents.
- The public and many professionals use the term “*child abuse*” to refer to both abuse and neglect
- Developmentalists use “*child maltreatment*” to eliminate the emotional impact of the term and acknowledge that it includes diverse conditions.

Parenting (cont.)

Parenting Styles and Discipline (continued)

Child Maltreatment (continued)

- Types of Child Maltreatment
 - physical abuse
 - child neglect
 - sexual abuse
 - emotional abuse

Parenting (cont.)

Parenting Styles and Discipline (continued)

Child Maltreatment (continued)

- Types of Child Maltreatment (continued)
 - **Physical abuse:**
 - characterized by the infliction of physical injury as result of punching, beating, kicking, biting, burning, shaking, or otherwise harming a child
 - parent or other person may not have intended to hurt the child
 - injury may have resulted from excessive physical punishment

Parenting (cont.)

Parenting Styles and Discipline (continued)

Child Maltreatment (continued)

• Types of Child Maltreatment (continued)

– Child Neglect:

- characterized by failure to provide for the child's basic needs (Sedlak & others, 2006)
- can be physical (abandonment), educational (allowing chronic truancy), or emotional (marked inattention to the child's needs)

Parenting (cont.)

Parenting Styles and Discipline (continued)

Child Maltreatment (continued)

• Types of Child Maltreatment (continued)

– Sexual Abuse:

- includes fondling a child's genitals, intercourse, incest, rape, sodomy, exhibitionism, and commercial exploitation through prostitution or the production of pornographic materials (Edinburgh & others, 2006)

Parenting (cont.)

Parenting Styles and Discipline (continued)

Child Maltreatment (continued)

• Types of Child Maltreatment (continued)

– Emotional Abuse:

- includes acts or omissions by parents or other caregivers that have caused, or could cause, serious behavioral, cognitive, or emotional problems (Gelles & Cavanaugh, 2005)

Parenting (cont.)

Parenting Styles and Discipline (continued)

Child Maltreatment (continued)

- The Context of Abuse
 - No single factor causes child maltreatment.
 - A combination of factors, including the culture, family, and development, likely contribute to child maltreatment.
 - The extensive violence that takes place in American culture is reflected in the occurrence of violence in the family.
 - The family itself is obviously a key part of the context of abuse.

Parenting (cont.)

Parenting Styles and Discipline (continued)

Child Maltreatment (continued)

- The Context of Abuse (continued)
 - Some, but not a majority, of parents are locked into an intergenerational transmission of abuse.
 - About 1/3 of parents who were abused themselves when they were young abuse their own children.
 - The interactions of all family members need to be considered, regardless of who performs the violent acts against the child.

Parenting (cont.)

Parenting Styles and Discipline (continued)

Child Maltreatment (continued)

- Developmental Consequences of Abuse
 - poor emotion regulation
 - attachment problems
 - problems in peer relations
 - difficulty in adapting to school
 - other psychological problems

Parenting (cont.)

Parenting Styles and Discipline (continued)

Child Maltreatment (continued)

- **Developmental Consequences of Abuse** (continued)
 - Being physically abused has been linked with children’s anxiety, personality problems, depression, suicide attempts, conduct disorder, and delinquency.
 - Later, during the adult years, maltreated children often have difficulty in establishing and maintaining healthy intimate relationships.
 - As adults, maltreated children also show increased violence toward other adults, dating partners, and marital partners, as well as increased substance abuse, anxiety, and depression.

Parenting (cont.)

Parent-Adolescent Relationships

Autonomy and Attachment

- The adolescent’s push for autonomy and responsibility puzzles and angers many parents.
- Parents see their teenager slipping from their grasp.
- Few parents can imagine and predict just how strong an adolescent’s desires will be to spend time with peers or how much adolescents will want to show that it is they — not their parents — who are responsible for their successes and failures.

Parenting (cont.)

Parent-Adolescent Relationships (continued)

Autonomy and Attachment (continued)

- At the onset of adolescence, the average individual does not have the knowledge to make mature decisions in all areas of life.
- Gradually, adolescents acquire the ability to make mature decisions on their own.
- Gender differences characterize autonomy-granting in adolescence, with boys being given more independence than girls are.
- Cultural differences also characterize adolescent autonomy.

Parenting (cont.)

Parent-Adolescent Relationships (continued)

Autonomy and Attachment (continued)

- Even while adolescents seek autonomy, parent-child attachment remains important.
- Researchers have found that securely attached adolescents are less likely than those who were insecurely attached to engage in problem behaviors, such as juvenile delinquency and drug abuse.

Parenting (cont.)

Parent-Adolescent Conflict

- Although attachment to parents may remain strong during adolescence, the connectedness is not always smooth.
- Much of the conflict involves the everyday events of family life, such as keeping a bedroom clean, dressing neatly, getting home by a certain time, and large cell-phone bills.
- The increased conflict in early adolescence may be due to a number of factors:
 - biological changes of puberty
 - cognitive changes involving increased idealism and logical reasoning
 - social changes focused on independence and identity
 - maturational changes in parents
 - expectations that are violated by parents and adolescents

Parenting (cont.)

Parent-Adolescent Conflict (continued)

- Adolescents compare their parents with an ideal standard and then criticize their flaws.
- Many parents see their adolescent changing from a compliant child to someone who is noncompliant, oppositional, and resistant to parental standards.
- Conflict with parents often escalates during early adolescence, remains somewhat stable during the high school years, and then lessens as the adolescent reaches 17-20 years of age.
- The everyday conflicts that characterize parent-adolescent relationships may serve a positive function.

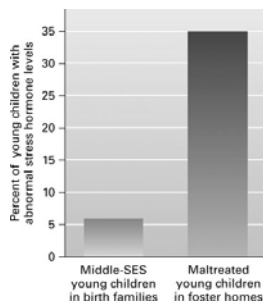
Parenting (cont.)

Parent-Adolescent Conflict (continued)

- The minor disputes and negotiations facilitate the adolescent's transition from being dependent on parents to becoming an autonomous individual.
- One way for parents to cope with the adolescent's push for independence and identity is to recognize that adolescence is a 10-15 year transitional period in the journey to adulthood, rather than an overnight accomplishment.

Parenting (cont.)

Old and New Models of Parent-Adolescent Relationships



Parenting (cont.)

Parent-Adolescent Conflict (continued)

- A high degree of conflict characterizes some parent-adolescent relationships.
- 4-5 million American families encounter serious, highly stressful parent-adolescent conflict.
- Prolonged intense conflict is associated with a number of adolescent problems:
 - movement out of the home
 - juvenile delinquency
 - school dropout
 - pregnancy and early marriage
 - membership in religious cults
 - drug abuse

Parenting (cont.)

Parent-Adolescent Conflict (continued)

- Some cultures are marked by less parent-adolescent conflict than others.
- Competent adolescent development is most likely when adolescents have parents who (Small, 1990):
 - show them warmth and mutual respect
 - demonstrate sustained interest in their lives
 - recognize and adapt to their cognitive and socioemotional development
 - communicate expectations for high standards of conduct and achievement
 - display constructive ways of dealing with problems and conflict

Siblings

Sibling Relationships

- Approximately 80% of American children have 1 or more siblings (Dunn, 2007).
- Siblings in the presence of each other when they are 2-4 years of age, on average, have a conflict once every 10 minutes and then the conflicts go down somewhat from 5-7 years of age (Kramer, 2006).
- Conflict is only one of the many dimensions of sibling relations.
- Sibling relations include helping, sharing, teaching, fighting, and playing, and siblings can act as emotional supports, rivals, and communication partners (Pomeroy & others, 2006).

Siblings (cont.)

Sibling Relationships (continued)

- Judy Dunn (2007), a leading expert on sibling relationships, recently described 3 important characteristics of sibling relationships:
 - emotional quality of the relationship
 - familiarity and intimacy of the relationship
 - variation in sibling relationships

Siblings (cont.)

Birth Order

- Whether a child has older or younger siblings has been linked to development of certain personality characteristics.
 - First-born children are:
 - more adult-oriented, helpful, conforming, and self-controlled
 - excel in academic and professional endeavors
 - have more guilt, anxiety, and difficulty in coping with stressful situations, as well as higher admission to child guidance clinics
 - Only children often are achievement-oriented and display a desirable personality, especially in comparison with later-borns and children from large families (Falbo & Poston, 1993; Jiao, Ji, & Jing, 1996).

Siblings (cont.)

Birth Order (continued)

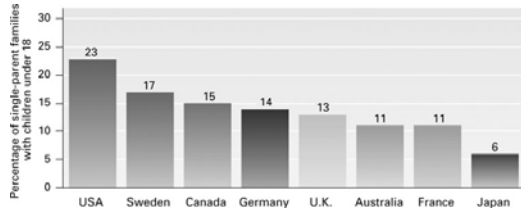
- An increasing number of family researchers believe that when all of the factors that influence behavior are considered, birth order itself shows limited ability to predict behavior.
- Some of the other important factors in children's lives that influence their behavior beyond birth order include:
 - heredity
 - models of competency or incompetency that parents present to children on a daily basis
 - peer influences
 - school influences
 - socioeconomic factors
 - sociohistorical factors
 - cultural variations

The Changing Family in a Changing Social World

- U.S. children are growing up in a greater variety of family contexts than ever before.
- U.S. children are experiencing many sorts of caregiving—not only from stay-at-home mothers but also from stay-at-home fathers, from different types of child-care programs, and from after-school programs.
- The structure of American families also varies.

The Changing Family in a Changing Social World (cont.)

Single-Parent Families in Different Countries



The Changing Family in a Changing Social World (cont.)

Working Parents

- The increased number of mothers in the labor force represents one source of change in U.S. families and U.S. society (Burchinal & Clarke-Stewart, 2007; Heidi, 2006).
- Many mothers spend the greatest part of their day away from their children.
- More than 1 of every 2 mothers with a child under the age of 5 is in the labor force; more than 2 of every 3 with a child from 6-17 years of age is.
- Although maternal employment is part of modern life, it is not certain that children with mothers working outside of the home actually receive less attention than children whose mothers are not employed.

The Changing Family in a Changing Social World (cont.)

Working Parents (continued)

- It may be easier for working parents than for non-working parents to encourage the increasing independence that growing children need.
- Although overall no detrimental effects on children's development are found when both parents work, depending on the circumstances, work can produce positive or negative effects on parenting (Crouter & McHale, 2005; Heidi, 2006).
- Many children of working parents participate in out-of-school care.
- A recent research review found a positive link between participation of 5-18 year-olds in organized activities.

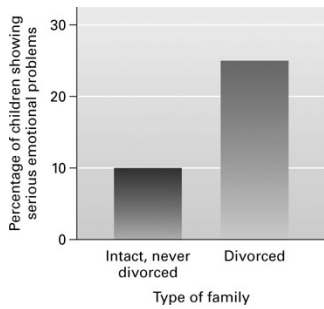
The Changing Family in a Changing Social World (cont.)

Children in Divorced Families

- The U.S. divorce rate increased dramatically in the 1960s and 1970s but has declined since the 1980s.
- It is estimated that 40% of children born to married parents in the United States will experience their parents' divorce (Hetherington & Stanley-Hagan, 2002).

The Changing Family in a Changing Social World (cont.)

Divorce and Children's Emotional Problems



The Changing Family in a Changing Social World (cont.)

Children in Divorced Families (continued)

Some important questions about children in divorced families:

- Are children better adjusted in intact, never-divorced families than in divorced families?
- Should parents stay together for the sake of the children?
- How much do family processes matter in divorced families?
- What factors influence an individual child's vulnerability to suffering negative consequences as a result of living in a divorced family?
- What role does socioeconomic status play in the lives of children in divorced families?

The Changing Family in a Changing Social World (cont.)

Children in Divorced Families (continued)

Communicating with Children about Divorce

- Ellen Galinsky and Judy David (1988) developed a number of guidelines for communicating with children about divorce:
 - Explain the separation.
 - Explain that the separation is not the child's fault.
 - Explain that it may take time to feel better.
 - Keep the door open for further discussion.
 - Provide as much continuity as possible.
 - Provide support for your children and yourself.

The Changing Family in a Changing Social World (cont.)

Stepfamilies

- It takes time for parents to marry, have children, get divorced, and then remarry. Consequently, there are far more elementary and secondary school children than infant or preschool children living in stepfamilies.
- Divorces occur at a 10% higher rate in remarriages than in 1st marriages (Cherlin & Furstenberg, 1994).
- About 1/2 of all children whose parents divorce will have a stepparent within 4 years of the separation.
- Remarried parents must:
 - define and strengthen their marriage
 - renegotiate the biological parent-child relationships
 - establish stepparent-stepchild and stepsibling relationships

The Changing Family in a Changing Social World (cont.)

Stepfamilies (continued)

Three common types of stepfamily structure are:

- (1) Stepfather
 - mother typically had custody of the children and remarried, introducing a stepfather into her children's lives
- (2) Stepmother
 - father usually had custody and remarried, introducing a stepmother into his children's lives
- (3) Blended or complex
 - both parents bring children from previous marriages to live in the newly formed stepfamily

The Changing Family in a Changing Social World (cont.)

Stepfamilies (continued)

- Children often have better relationships with their custodial parents (mothers in stepfather families, fathers in stepmother families) than with stepparents (Sanrock, Sitterle, & Warshak, 1988).
- Children in simple families (stepmother, stepfather) often show better adjustment than their counterparts in complex (blended) families (Anderson & others, 1999; Hetherington & Kelly, 2002).
- Children in stepfamilies show more adjustment problems than children in non-divorced families (Hetherington, 2006).
- Adolescence is an especially difficult time for the formation of a stepfamily (Anderson & others, 1999).

The Changing Family in a Changing Social World (cont.)

Gay Male and Lesbian Parents

- Increasingly, gay male and lesbian couples are creating families that include children (Goldberg & Sayer, 2006).
- Approximately 20% of lesbians and 10% of gay men are parents.
- Like heterosexual couples, gay male and lesbian parents vary greatly.
- Many lesbian mothers and gay fathers are non-custodial parents because they lost custody of their children to heterosexual spouses after a divorce.
- Most children of gay and lesbian parents were born in a heterosexual relationship that ended in a divorce.

The Changing Family in a Changing Social World (cont.)

Gay Male and Lesbian Parents (continued)

Parenthood among lesbians and gay men is controversial.

- Opponents claim that being raised by male or lesbian parents harms the child's development.
- Researchers have found few differences in children growing up with lesbian mothers or gay fathers and children growing up with heterosexual parents (Patterson, 2004; Patterson & Hastings, 2007).
- The overwhelming majority of children growing up in a gay or lesbian family have a heterosexual orientation (Tasker & Golombok, 1997).

The Changing Family in a Changing Social World (cont.)

Cultural, Ethnic, and Socioeconomic Variations in Parenting

Cross-Cultural Studies

- There are important cross-cultural variations in parenting (Kagitcibasi, 2007).
- In some countries, authoritarian parenting is widespread.
 - In the Arab world, many families today are very authoritarian, dominated by the father’s rule, and children are taught strict codes of conduct and family loyalty (Booth, 2002).
 - Chinese mothers of preschool children reported that they used more physical coercion, more encouragement of modesty, more shaming and love withdrawal, less warmth, and less democratic participation than U.S. mothers of preschool children (Wu & others, 2002).

The Changing Family in a Changing Social World (cont.)

Cultural, Ethnic, and Socioeconomic Variations in Parenting (continued)

Cross-Cultural Studies (continued)

- The most common pattern of parenting style is a warm and controlling style, one that was neither permissive nor restrictive (Rohner & Rohner, 1981).
- There are trends toward greater family mobility, migration to urban areas, separation as some family members work in cities or countries far from their homes, smaller families, fewer extended-family households, and increases in maternal employment (Brown & Larson, 2002).

The Changing Family in a Changing Social World (cont.)

Cultural, Ethnic, and Socioeconomic Variations in Parenting (continued)

Ethnicity

- Families within different ethnic groups in the United States differ in their typical size, structure, composition, reliance on kinships networks, and levels of income and education (Harwood & Feng, 2006; Hernandez & others, 2007).
- Large and extended families are more common among minority groups than among the White majority.
- Single-parent families are more common among African Americans and Latinos than among White Americans (Harris & Graham, 2007; McAdoo, 2006).

The Changing Family in a Changing Social World (cont.)

Cultural, Ethnic, and Socioeconomic Variations in Parenting (continued)

Ethnicity (continued)

- Ethnic minority parents also are less educated and more likely to live in low-income circumstances than their White counterparts. Still, many impoverished ethnic minority families manage to find ways to raise competent children (Huston & Ripke, 2006).
- Individual families vary, and how ethnic minority families deal with stress depends on many factors (McLoyd, Aikens, & Burton, 2006).
- Whether the parents are native-born or immigrants, how long the family has been in this country, their socioeconomic status, and their national origin all make a difference (Berry, 2007; Fuligni & Fuligni, 2007).

The Changing Family in a Changing Social World (cont.)

Cultural, Ethnic, and Socioeconomic Variations in Parenting (continued)

Acculturation and Ethnic Minority Parenting:

- refers to cultural changes that occur when one culture comes in contact with another
- The level of family acculturation can affect parenting style by influencing expectations for children's development, parent-child interactions, and the role of the extended family (Ishii-Kuntz, 2004).
- The family's level of acculturation also influences important decisions about child care and early childhood education.
- The opportunities for acculturation that young children experience depend mainly on their parents and extended family.

The Changing Family in a Changing Social World (cont.)

Cultural, Ethnic, and Socioeconomic Variations in Parenting (continued)

Acculturation and Ethnic Minority Parenting (continued)

- The opportunities for acculturation that young children experience depend mainly on their parents and extended family.
 - If they send the children to a child-care center, school, church, or other community setting, the children are likely to learn about the values and behaviors of the dominant culture, and they may be expected to adapt to that culture's norms.

The Changing Family in a Changing Social World (cont.)

Cultural, Ethnic, and Socioeconomic Variations in Parenting (continued)

Socioeconomic Status (continued)

- Parents in different socioeconomic groups also tend to think differently about education (Huston & Ripke, 2006).
 - Middle- and upper-income parents more often think of education as something that should be mutually encouraged by parents and teachers.
 - Low-income parents are more likely to view education as the teacher's job.

E-LEARNING TOOLS

To help you master the material in this chapter, visit the Online Learning Center for Child Development, twelfth edition at:

<http://www.mhhe.com/santrockcd12>
