

2022

## Parenting Practices and the Intergenerational Effect Concerning Oppositional Defiant Disorder in Children

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# Walden University

College of Psychology and Community Services

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David Little

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Walden University  
2022

Abstract

Parenting Practices and the Intergenerational Effect Concerning Oppositional Defiant

Disorder in Children

by

David Little

MS, Walden University, 2018

MA, Roosevelt University, 2008

MA, Saint Xavier University, 2002

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Clinical Psychology

Walden University

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## Abstract

Children whose oppositional defiance behavior (ODD) is not amended during their formative years could contribute to their possible growth into a juvenile delinquent. Parents must be mindful of the impact of their childrearing practices, as most parents emulate family traditions considered adequate by their parents and grandparents. The reoccurrence of generational parenting practice is professionally referenced as the "intergenerational effect." This correlational study attempted to establish relationships between ODD, parenting practices, and the intergenerational effect. Using Bowen's family system theory, this study emphasized how the family structure could differentially shape adolescent emotional function and social development. Archival data results from the Conflict Tactics Scales: Parent–Child Version were used to correlate parenting practices and the development of ODD. Findings from this study identified parenting practices that could help prepare children to become productive adults. The study's results could facilitate positive social change by identifying and implementing parenting practices most beneficial for their children's development into valuable, contributing citizens.

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## Dedication

I dedicate this dissertation to my incomparable wife, Denise P. Little. You have been more than my spouse, helpmeet, enthusiast, supporter, prayer warrior, and comrade; you have been a steadfast partner in my doctoral endeavor. Dee, thank you for always being there, encouraging, and supporting me when I was ready to give up. Without you, it would have been a greater struggle, but as Christians, we know "I can do all things through Christ who strengthens me" (Philippians 4:13, NKJV). I appreciate your love and partnership regarding our marriage, life, and business. I look forward to utilizing our degrees as we strategize in the near future.

I also dedicate this dissertation to my parents, the late Jimmie Lee and Katie Mae Little. I know the two of you would be proud of my accomplishments and my family. You taught me to love everyone and to be mindful that some people would have to be "fed with a long-handled spoon." Being conscious of your wisdom, I will approach every client with this mindset and be committed to their improvement.

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## Chapter 1: Introduction to the Study

The way parents build their relationships with their children is the most influential factor affecting family interaction patterns (Rostami & Saadati, 2018). Therefore, parents must be mindful of their childrearing practices. Unfortunately, some parents often imitate parenting practices demonstrated when they were a child, referred to as the "intergenerational transmission/effect." This means the transmission of parents' abilities, behaviors, temperament, attitudes, social status, and developmental outcomes to their children (Xuan, 2021).

During a child's developmental years, what they learn is equally important as how they learn and exhibit the learned behavior. In addition, the responsibility of learning and the upbringing of a child is viewed as fundamental due to parental routine and peer association (McFarland et al., 2016). In this study, I investigated the relationship between parenting practices, intergenerational effects, and children's development of oppositional defiant disorder (ODD). The current study's results have implications for positive social change by informing parents on how to modify parenting practices. This chapter provides a brief background on the existing literature and the study's problem statement, purpose, and research questions. In addition, it includes an introduction to the study's theoretical framework, the nature of the study, definitions of key terms, and a discussion of the study's assumptions, delimitations, limitations, and significance. There will be more details about the current literature in Chapter 2.

## **Background**

There is a relationship between certain parenting practices and behavior problems in children. For example, children who endure corporal punishment are more likely to experience mood disorders, anxiety disorders, aggression, and substance abuse issues (Gershoff & Grogan-Kaylor, 2016). Further, parents exposed to corporal punishment are at an increased risk of using it with their children (Fleckman et al., 2018). First-generation problem behavior, as experienced by second-generation adolescents in the family of origin, plays an essential role in the second generation's problems in emerging adulthood (Neppl et al., 2020). In addition, problem behaviors lead to the second generation's emotional distress and harsh parenting in adulthood, which is related to third-generation aggression in early elementary school. Harmful parenting practices can also influence disruptive behaviors in children, such as ODD (Cruz-Alaniz et al., 2018). But harsh parenting practices and child physical abuse can be prevented through parenting skills education and promotion of positive parenting strategies (Altafim & Linhares, 2016). The increased level of constructive parenting practices predicts a decrease in the ranks of a persistent pattern of behavior that reflects a

## **Problem Statement**

When parents implement divergent parenting practices, the differential effect of children's emerging behavior problems is exhibited (Wittig & Rodriguez, 2019). Inconsistent discipline and corporal punishment can contribute to a child's proactive and reactive aggression in conjunction with the development of ODD symptoms (Pederson &

Fite, 2014). Symptoms of ODD have an adverse effect on the child with the diagnosis and others in the child's environment, affecting their ability to learn and interact effectively with others (Pederson, 2014). Comparative risk factors for ODD have been related to parental psychopathology, marital discord, disorganized families, and parenting style as characterized by their practices (Trepatt et al., 2014).

There is also evidence that problem behaviors such as harsh parenting, substance use, and emotional distress are transmitted across generations (Jeon & Neppl, 2019). As experienced in the family of origin, stressors are associated with emotional distress, disrupted family relationships in adulthood, and poor developmental outcomes for the next-generation child (Conger & Conger, 2002). A family history of distress influences mental functioning throughout adulthood (Jones et al., 2016). It could be beneficial to deliver interventions during the elementary school years as aggressive behavior in childhood is both a consequence of first- and second-generation behavior (Averdijk et al., 2016). This behavior is confirmed to be a marker of the child's future use of aggression (Eisner, 2016). This dissertation helped fill a gap in the research by recognizing the effects of intergenerational transmission, differentiated parenting practices, and the frequency of progression from ODD to conduct disorder in children.

### **Purpose of the Study**

This quantitative study addressed the relationship between parenting practices, intergenerational effects, and the development of ODD in children. Inconsistent parenting and disciplinary practices are associated with child behavior problems. Research shows that parents who engage in harsh parenting practices are more likely to deliver

punishment inconsistently initially and then escalate to physically abusive forms of discipline (Lunkenheimer et al., 2016). Parents must be conscious of the importance of their childrearing practices and their potential connection with their child's behavior problems (Hamovitch et al., 2019). The study results will facilitate positive social change by encouraging the stop of intergenerational parenting practices and supporting intervention and parenting programs that would aid in developing conscientious young men and women. In addition, the study results will help fill the gaps in the literature and inform mental health professionals who work with families.

### **Research Questions**

Research Question 1: What is the relationship between authoritative parenting practices and the development of ODD in children?

*H<sub>11</sub>*: There is a correlation between authoritative parenting practices and the development of ODD in children as measured by the Conflict Tactics Scales: Parent–Child Version (CTSPC).

*H<sub>01</sub>*: There is not a correlation between parenting practices and the development of ODD as measured by the CTSPC.

Research Question 2: What is the relationship between authoritarian parenting practices and the development of ODD in children as measured by the CTSPC?

*H<sub>12</sub>*: There is a correlation between authoritarian parenting practices and the development of ODD in children as measured by the CTSPC.

*H<sub>02</sub>*: There is not a correlation between authoritarian parenting practices and the development of ODD as measured by the CTSPC.

Research Question 3: What is the relationship between indulgent parenting practices and the development of ODD in children as measured by the CTPSC?

*H<sub>13</sub>*: There is a correlation between indulgent parenting practices and the development of ODD in children as measured by the CTSPC.

*H<sub>03</sub>*: There is not a correlation between indulgent parenting practices and the development of ODD in children as measured by the CTSPC.

Research Question 4: What is the relationship between neglectful parenting practices and the development of ODD in children?

*H<sub>14</sub>*: There is a correlation between neglectful parenting practices and the development of ODD in children as measured by the CTSPC.

*H<sub>04</sub>*: There is not a correlation between neglectful parenting practices and the development of ODD in children as measured by the CTSPC.

### **Theoretical Framework**

The theoretical framework for this study is Bowen's family systems theory (FST), which emphasizes systemic theory. The systemic theory is a frequently used form of psychotherapy to treat mental disorders in children and adolescents (Riedinger et al., 2017). Furthermore, including other relevant persons defines the systemic theory in the treatment process to change interpersonal communication and interactions, hence lowering personal suffering (von Sydow et al., 2007). In addition, the family structure remains a crucial dimension of heterogeneity in adolescent life. Family systems theory suggests family structure could differentially shape adolescent emotional functioning and social development due to differences in family-level contexts (Wikle & Hoagland,



2019). Parents are their child's first educators, so the parenting practices demonstrated within the home can impact a child's constructive development or the evolution of ODD symptoms. Family structure influences children's well-being through various mechanisms like parental resources, the mental health of parents, and the quality of the relationship between parents (Gul et al., 2017).

### **Nature of the Study**

The nature of this study is quantitative. This correlational study established relationships between the dependent variable of ODD and the independent variables of parenting styles (i.e., authoritative, authoritarian, indulgent, and neglectful) to ascertain an association. I examined the archival data from the Project on Human Development in Chicago Neighborhoods (PHDCN): Conflict Tactics for Parent and Child, Wave 1, and the results of the CTSPC to identify similar tendencies regarding the participants' parenting practices. This quantitative study will help determine productive ways to disrupt intergenerational parenting routines and identify which parenting practices are strongly associated with developing ODD and disruptive behaviors in children.

### **Definitions**

The following key terms are used throughout this dissertation.

*Intergenerational transmission/effect*: Refers to the transmission of parents' abilities, behaviors, temperament, attitudes, social status, and developmental outcomes to their children (Xuan, 2021).

*Oppositional defiant disorder (ODD)*: Characterized by angry/irritable mood and argumentative/defiant behavior, it is associated with significant adverse outcomes in childhood and beyond (Miller-Slough et al., 2016).

*Parenting practice*: Refers to context-specific behaviors or actions of parents for childrearing purposes that influence children's attitudes, behaviors, or beliefs (Vaughn et al., 2016).

### **Assumptions**

A few assumptions for this study could not prove to be true. The first assumption is that all adult participants who complete the CTSPC have children diagnosed with ODD. Another assumption is that the participants have experienced the various parenting practices as a child they presently utilize as parents. The last assumption is that the adult participants acknowledged they had demonstrated parenting practices like their parents.

### **Scope and Delimitations**

The scope of this study focused on selected children, adolescents, young adults, and their parents to examine the changing circumstances of their lives and the personal characteristics that might lead them toward or away from a variety of antisocial behaviors. Insights from this study assisted parents in understanding how their adverse childrearing practices influence their child's development. In addition, the parenting practices of the adult participants and their ignorance of utilizing intergenerational parenting practices were reviewed. This topic was meant to bring attention to parents and how their parenting practices impact their child's life and future. In addition, the results of

this study led to parents acknowledging the importance of early interventions and the efficacy of parent training.

### **Limitations**

A potential barrier in using secondary data is the data access may include a partner-site agreement and possible fees for data access. Another obstacle could be the parents' reluctance to answer surveys about their parenting practices. Additionally, the literature indicates a scarcity of paternal input to substantiate gender differences regarding the effects of parenting practices. Biases that could influence this study assume that mothers are the primary caregivers within the household and would demonstrate lenient disciplinary procedures instead of fathers instituting harsh parenting practices. One way to mitigate this bias is to utilize research that will illustrate the parenting practices of both parents.

### **Significance**

This study focused on the correlation between parenting practices, ODD development, and intergenerational transmission/effects. The parenting practices of children who are raised in adverse home contexts are most likely to suffer from unfavorable developmental outcomes (Yeung & Chan, 2016). The reverse is true for children to have better psychosocial and behavioral accomplishments if brought up in a favorable family socialization environment. Parental support, nurturance, structure, involvement, and flexibility are associated with positive child outcomes, whereas parental coercion and aversive behavior predict child adjustment problems (Flouri et al., 2015). This study filled the gaps regarding the importance of altering intergenerational

repetitions to lessen destructive behaviors and the development of ODD in children. In addition, parents could learn different ways to intervene in the development of ODD in children to aid in producing future contributors to society.

### **Summary**

Parenting practices and styles are the mechanisms utilized with children and play a significant role in a child's development. Parents must be aware of the parenting practices used within the home to minimize behaviors that may damage the developing child. Children also interpret parenting behaviors so that similar practices may have different meanings depending on children's status and cultural context (Smetana, 2017). When parents demonstrate childrearing practices applied to their raising, they exhibit intergenerational transmission. Research indicates the early family environment is essential for understating ODD development (Li et al., 2017). The next chapter provides an in-depth literature review of what is currently available regarding parenting practices, the consequence of intergenerational transmission, parenting interventions, and relevant theoretical frameworks.

## Chapter 2: Literature Review

The parenting practices and childrearing styles demonstrated within the home will positively or negatively affect children during their developmental years. Parenting styles have been associated with children's behavioral problems, especially ODD (Granero & Ezpeleta, 2015). ODD is a leading cause of referral to children's mental health services (Loeber et al., 2000). Parents must remain aware of the efficacy of their parenting practices and not simply replicate practices administered by their parents, which is defined as intergenerational transmission/effects that influence parenting attitudes and behaviors from one generation to the next. The study aimed to investigate the relationship between parenting practices, intergenerational effects, and the development of ODD in children.

Most studies investigating relationships between parenting practices and children's development refer to mothers' responses more than fathers of troublesome children (Rostami & Saadati, 2018). One way to remedy this is to compare the parenting styles of parents and parents of ordinary children. Future studies are required to increase the knowledge of the underlying process of ODD during preschool age, including new constructs (and their reciprocal relationships) and multi-informant measures (Granero, 2015). Reports from teachers, pediatricians, and parents should be considered when making a hypothesis about children. Research on parenting has been limited by its reliance on questionnaires and surveys but should be supplemented by observations of family interactions in the lab and at home (Smetana, 2017). There is also a necessity for

longer-scale and longitudinal studies of intergenerational transfer of discipline methods (Lukkek, 2015).

This chapter includes the literature search strategy, theoretical framework, literature review, and summary and conclusions. The literature search strategy section identifies databases and search engines, key search terms, and the types of literature and sources searched. The theoretical framework was used to investigate the relationship between parenting practices, intergenerational effects, and ODD variables. The literature review section assesses the current literature that supported the study. Lastly, the summary and conclusions section summarized significant literature themes and described previous researchers' gaps.

### **Literature Review Strategy**

The search terms used in this research were *oppositional defiant disorder*, *disruptive behaviors*, *conduct disorder*, *aggression*, *intergenerational effect/transmission*, and *parenting practices and styles* (authoritative, authoritarian, indulgent, and neglectful). EBSCO eBooks, ERIC, ProQuest Central, PsycARTICLES, PsycINFO, SAGE Journals, and Thoreau Multi-Database Search were the databases from which searches were conducted among the various online databases from Walden University. I concentrated on 2015 and beyond regarding my research utilizing peer-reviewed journals.

### **Theoretical Framework**

Bowen's FST, which emphasizes systemic theory, is the theoretical framework for this research. Bowen gathered from his own problematic family experiences to develop his systemic view of families (Helm, 2019). He believed family members are emotionally

interdependent and functional in reciprocal relationships with one another. Research has shown family structure influences child well-being through various mechanisms like parental resources, the mental health of parents, and the quality of the relationship between parents (Gul et al., 2017). Transitions in families that result in notable reductions in effective parenting practices and economic well-being will negatively affect youth regardless of family structure (Murry & Lippold, 2018).

### **Bowen's Family Systems Theory**

Bowen's FST (Bowen, 1978) posits that the substance of self, essentially equivalent to "identity," refers to an individual's ability to balance the forces of togetherness and individuality within one's family. FST proposes feelings are often assumed or shared between family members due to unconscious reactivity, which has become a response pattern within the system (Kolbert et al., 2013). But interventions like family systems therapy have effectively improved parenting and relationships by treating a mother's substance use, improving parenting behaviors, and improving child behavioral outcomes. Furthermore, by addressing negative parent-child interaction processes, family systems therapy with this population can prevent future problem behaviors among children and improve mothers' substance use outcomes and parenting even one year after treatment ends (Zhang et al., 2017).

### **Systemic Theory**

The systemic theory includes other relevant persons into the treatment process to change interpersonal communication and interactions and lower personal suffering (von Sydow et al., 2007). The primary theoretical proposition of this study is that parenting

practices and the intergenerational effect contribute to the development of ODD within children. As their child's first educator, children observe and learn from the parenting practices demonstrated within the home, which will impact the child's constructive development or the evolution of ODD symptoms. Often, parenting practices presented within homes are unknowingly duplicated by how parents were raised.

Bowen (2019) states that family members are interdependent in reciprocal relationships. The family projection process describes the primary manner by which parental undifferentiation is projected onto one or more children, resulting in impaired functioning (Kerr, 2003). Undifferentiation is the inability to separate intellectual and emotional functioning (Bowen, 1978). The multigenerational transmission process continues the family projection process across generations (Bowen, 1978) and is easiest to observe when it is moderately intense (Papero, 1990).

### **Literature Review Related to Key Variables and/or Concepts**

#### **Parenting Practices/Styles**

The terms *parenting practices* and *parenting styles* are comparable and have been used interchangeably, which is how they are used in this study. The parenting practices demonstrated during childrearing years are beneficial to children since parents are the people who spend the most time with their children and have the most influence on their development (Kim et al., 2018). In addition, parents' approaches to childrearing have implications regarding the degree of autonomy and responsible social behavior exhibited by children (Baumrind, 1991).



Parenting style is a collection of parents' attitudes and behaviors toward children and an emotional atmosphere in which the parents' behaviors are expressed (Darling & Steinberg, 1993). Parenting has been classified into four types based on responsiveness and demandingness: authoritative, authoritarian, indulgent, and neglectful (Baumrind, 1991b; Maccoby & Martin, 1983). The authoritative parenting style is characterized as high in responsiveness and demandingness. Authoritative parents provide support, warmth, clearly defined rules, and consistent discipline (Baumrind, 1991b). The authoritarian parenting style is low in responsiveness but high in demandingness. Authoritarian parents are inclined to use negative control or harsh punishment in a subjective way to gain compliance, but they seldom provide an explanation or allow verbal give-and-take. The indulgent parenting style is low in demandingness but high in responsiveness. Indulgent parents are responsive to their children and satisfy children's needs, but they fail to set proper disciplinary, exhibit behavioral constraints, or make demands for responsible behaviors. Finally, a neglectful parenting style is low in responsiveness and demandingness. Neglectful parents are parent-centered and seldom engaged in childrearing practices. They neither provide warmth nor set rules for their children.

Parenting styles have strongly associated with children's behavioral problems, especially with ODD (Granero et al., 2015). For instance, girls' expressing behavior can be related to overactive parenting (Granero et al., 2015). Less good parenting practices also lead to later higher practical problems, lower autonomy, more severe anxiety problems, and more punitive parenting, leading to more oppositional severe problems

(Ezpeleta et al., 2019). Meta-analyses have also revealed significant and consistent associations between corporal punishment and aggressive and antisocial behaviors in children, weaker internalization of moral values, more frequent mental health problems, and poorer parent-child relationship quality (Gershoff & Grogan-Kaylor, 2016). Corporal punishment may eventually lead to conduct disorders in children (Piche et al., 2016). Externalizing problems in children have also been associated with controlling parents (Pinquart, 2017).

Systematic reviews of available evidence on the influence of parental styles and dimensions on the development of adolescents' externalizing behaviors were synthesized by Ruiz-Hernández et al. (2019). Externalizing behaviors have been defined as a series of maladaptive behaviors related to aggressiveness, delinquency, and hyperactivity in childhood and adolescence (Ang, Huan, Li, & Chan (2016). In addition, the authors reviewed an analysis of possible differences in paternal and maternal parenting practices and the role of gender in adolescents. The goal of the studies was to determine the influence of parental styles on the development of externalizing behaviors. The study population consists of adolescents aged between 10 and 19 years, and the studies must have been primary studies and used a quantitative methodology. The process concluded with selecting 17 articles, of which 13 are cross-sectional, and 4 are longitudinal studies, with a total sample size of 27,792 adolescents. The researchers discovered psychological, coercive, or restrictive control is associated with the subsequent development of externalizing behaviors and suggest the need for further research on the parenting styles of mothers and fathers to obtain a complete view of family dynamics.

A parenting practice is among the most investigated mechanisms to explain the indirect influence of parental emotionality on offspring behavioral outcomes (Orri et al., 2019). The objective of their study was to examine the associations between mothers' and fathers' affective profiles and offspring externalizing and internalizing behaviors and if harsh parental practice and harsh parental practices mediate these associations. The authors analyzed the associations between the affective profiles of parents and their offspring's behavior. The relationships between 1) parents' affective profiles and harsh parenting, 2) harsh parenting and children's behavior, 3) mothers' affective profiles and children's behavior, and 4) fathers' affective profiles and children's behaviors were examined. The authors realized mothers' and fathers' affective profiles contribute differently to children's externalizing and internalizing behaviors, with different associations for boys and girls. The researchers recommended a more sophisticated modeling approach with transactional effects that may provide helpful information for understanding complex associations. Parent et al. (2017) advised most studies focused on mothers' affectivity and parenting, and little is known about fathers' role.

Parent's affective dimensions and parenting practice were measured when children were four years of age and children's behaviors at eight years of age. The authors analyzed the associations between (1) parents' affective profiles and harsh parenting, (2) harsh parenting and children's behavior, (3) mothers' affective profiles and children's behavior, and (4) fathers' affective profiles and children's behavior. The findings suggest mothers' and fathers' profiles were qualitatively similar; however, they contribute differently to their offspring's behavioral development. In addition, direct associations

were found for mothers' profiles in predicting boys' internalizing and girls' externalizing behaviors, suggesting that other mechanisms are involved. The authors recommend replicating the study by utilizing a larger and more representative sample.

Fathers' and mothers' spanking contributed to the development of childhood aggression in the first five years of life (Lee, Altschul, and Gershoff, 2015). The authors utilized a cross-lagged path model to examine fathers', mothers', and parents' within-time and longitudinal associations between spanking and child aggression when the child was 1, 3, and 5 years of age. This study used data from fathers and mothers who participated in the Fragile Families and Child Wellbeing Study (FFCWS) core interviews and the add-on In-Home Longitudinal Study of Pre-School Aged Children. Core FFCWS interviews were conducted with mothers and fathers of 4,898 index children at baseline, near the time of the target child's birth. Results indicated that mothers spanked more than fathers. When examining fathers only, fathers' spanking was not associated with subsequent child aggression. When reviewing both parents concurrently, only the mother's spanking was predictive of subsequent child aggression. Spanking by either parent did not improve children's behavior over time, adding to the existing literature linking spanking with detrimental rather than beneficial child outcomes. The authors suggest future studies that use both mother and father reports of child aggression or nonparent reporters (such as teachers or observers) will be needed to confirm their findings were robust to shared rater variance.

### **Intergenerational Transmission/Effect**

Evidence shows that problem behavior such as harsh parenting, substance use, and emotional distress are transmitted across generations (Jeon and Neppl, 2019). In research conducted by Neppl, Diggs, and Cleveland (2020), researchers evaluated the influence of first-generation (G1) problem behavior on the continuity of second-generation (G2) substance use, second-generation emotional distress, and harsh parenting in adulthood, and the third generation (G3) aggressive behavior within the same model. Utilizing data from a two-decade longitudinal study, the researchers measured behaviors from adolescence to adulthood by controlling for the original family structure. The results showed direct intergenerational transmission of G1 to G2 emotional distress, alcohol problems, and harsh parenting. The findings are consistent with the premise stressors experienced in the family of origin influence emotional health and parenting in adulthood, affecting the next-generation child's wellbeing (Neppl et al., 2016). The author's results also support the value of delivering interventions during the elementary school years, as aggressive behavior in childhood is both a consequence of G1 and G2 behavior.

Parenting behavior is greatly influenced by parents reacting to experiences in their childhood, and abusive parenting practices can be passed on from generation to generation (Assink et al., 2018). Growing evidence that suggests childhood maltreatment experiences also affect parenting practices (Savage et al. (2019) found. In a meta-analysis review conducted by Greene et al. (2020), the researchers examined studies investigating associations of parental childhood victimization with a range of parenting behaviors that

may contribute to the intergenerational effects of abusive parenting, problematic parenting, positive parenting, and positive parental affect. The authors followed the Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols guidelines for their research. They utilized the online databases PsycInfo and PubMed, accepted suggestions from colleagues and experts in the field, and used the search terms of child\*, parent\* and caregiv\* with asterisks to ensure that all versions of the word were included. The authors reviewed all the articles to check for fidelity to the coding criteria, and disagreements were discussed until a consensus was reached. A relevant finding within this review regarding my study is that parents who report experiencing physical abuse or witnessing violence in the home during childhood are at increased risk of engaging in abuse or neglectful parenting. The authors concluded that understanding the breadth of ways that childhood adversity can impact varied aspects of parenting can inform the effort to support adults who were maltreated as children in their efforts to parent the next generation of children.

The intergenerational transmission of maladaptive parenting from grandmothers to children's externalizing problems and compliance via adolescents' maladaptive parenting were examined by Seay et al. (2016). The authors wanted to understand whether grandmothers' psychological control promoted higher levels of punitive discipline by increasing adolescents' potential for abuse within a three-generational household. Data were from a longitudinal study focused on Mexican-origin adolescent mothers. The adolescents were recruited from schools and community centers in a metropolitan area in the southwestern United States. Data were collected through face-to-

face in-home interviews by trained female interviewers. The researchers measured the mother's psychological control, the adolescent potential for child abuse, juvenile punitive discipline, child externalizing problems, and child compliance. The research revealed that having a history of psychological control for teenage mothers may evoke negative responses in their relationship with their children. Consequently, when mothers engage in maladaptive parenting practices, they may promote children's externalizing behaviors by indirectly teaching children which hostile behavior is appropriate, thereby increasing the child's likelihood of endorsing and engaging in these behaviors (Seay et al., 2016).

Schofield, Conger, and Conger (2017) addressed conditions that would break the intergenerational cycle of harsh parenting. According to Schofield et al. (2017), children of harsh parents are less likely to grow up to be harsh themselves if they have self-control. Data for the study were drawn from the Family Transitions Project, an ongoing, longitudinal study of targeted youth and their families. The data measured G1 and G2's harsh parenting, positive communication by G2's partner toward G2 target, relationship quality between G2's partner and the G3 child, G2 beliefs about parental efficacy, G2 problem solving, and self-control. The authors presumed that parenting investment of time and attention shape child development if the parents have a positive relationship with the child and encourage their behaviors. When parents believe nurturing influences child development, they are more likely to exhibit such parenting behaviors themselves, as Schofield & Weaver (2016) proposed.

As child behavior problems are common and aggressive parenting practices are strongly related to them, other outcomes of aggressive parenting practices should be

considered (Fleming and Borrego, 2019). In their research, the author's investigated and evaluated whether discipline experiences indirectly affect discipline intent through discipline acceptability for positive and aggressive discipline strategies. Pre-parent college students were the population utilized for the study as their discipline experiences, attitudes, intentions, and recall accuracy were measured. The researchers found that discipline experiences and intent were indirectly affected by discipline acceptability, particularly in aggressive discipline practices.

Little research has been conducted regarding the benefits or predictors or relationships between fathers and their children partially because father-child relationships are complex, dynamic, and more contextually sensitive than mother-child relationships (Jessee and Adamsons, 2018). Therefore, the authors examined predictors associated with father-child relationship quality and whether relationship quality appears to be transmitted across generations. Using data from the Fragile Families and Child Well-Being (FFCWB) study, the authors examined self-reported variables, including the relationship with paternal grandfathers (PGF), father's involvement, father-child relationship quality, and the father's residential status. In addition, the FFCWB followed a birth cohort of families from the time of the child's birth until the child is nine years old, obtaining information from mothers, fathers, and children at age 9. The results based on data from the fathers and children of the FFCWB revealed a father's relationship with the PGF and more PGF involvement during the father's childhood would lead to higher father-child relationship quality.



## Summary and Conclusions

This study investigated how parenting practices and the intergenerational effect contribute to the development of ODD in children and the importance of acknowledging and correcting recognized damaging behaviors. Children's early emotional environment strongly influences later behavioral development (Orri et al. (2019). Varying discipline, corporal punishment, harsh parenting, and emotional distress were common topics within the literature research utilized by parents, contributing to their children's disruptive behavior. In addition, the inter-generational effect is evident that parental behaviors, adequate and unacceptable, can be transmitted across generations yielding similar results. The present study filled the gap of detrimental parenting practices by acknowledging disciplinary practices from the perspective of mothers, fathers, and grandparents.

By understanding this realization, parents must remain mindful of the childrearing practices utilized within the home to minimize the development of negative behaviors within their children. Overall, this research is significant and provided an original contribution to the literature by showing the importance of correcting disadvantageous parenting practices and acknowledging and terminating the inter-generational effect. Chapter 3 will include a detailed description of the methodology used in the present study. Also, the utilization and effectiveness of the CTSPC regarding the instrument's impact on the development of ODD in children will be revealed. Finally, the research design and rationale will be presented along with the sampling procedures and recruitment, conducting an intervention, operationalizing constructs, threats to validity, and addressing ethical practices.

### Chapter 3: Research Method

Maladaptive parenting from intergenerational practices contributes to child behavior problems and the development of ODD (Seay et al., 2016). When parents understand the intergenerational effects of childrearing practices, they could help minimize their children's disruptive behaviors and ODD development. Prevention and intervention programs regarding corporal punishment, reduction of psychological and harsh control, and analyzing parenting styles and family dynamics can address children's development (Piche et al., 2016; Piquart, 2017; Ruiz-Hernández et al., 2019). This quantitative study addressed the relationship between ODD in children and parenting styles through secondary data retrieved from the Project on Human Development in Chicago Neighborhoods (PHDCN). This chapter includes a description of the sample group, study variables, instrumentation, and the research design used in the study. The chapter also discusses the original procedure of data collection and current data analysis with a review of possible threats to validity.

#### **Research Design and Rationale**

The main research question for this study entailed whether there is a correlation between parenting practices and the development of ODD in children as measured by the Conflict Tactics Scale for Parent and Child (CTSPC). The other questions address specific parenting styles:

Research Question 1: What is the relationship between authoritative parenting practices and the development of ODD in children?

*H*<sub>11</sub>: There is a correlation between authoritative parenting practices and the development of ODD in children as measured by the CTSPC.

*H*<sub>01</sub>: There is not a correlation between parenting practices and the development of ODD as measured by the CTSPC.

Research Question 2: What is the relationship between authoritarian parenting practices and the development of ODD in children as measured by the CTSPC?

*H*<sub>12</sub>: There is a correlation between authoritarian parenting practices and the development of ODD in children as measured by the CTSPC.

*H*<sub>02</sub>: There is not a correlation between authoritarian parenting practices and the development of ODD as measured by the CTSPC.

Research Question 3: What is the relationship between indulgent parenting practices and the development of ODD in children as measured by the CTPSC?

*H*<sub>13</sub>: There is a correlation between indulgent parenting practices and the development of ODD in children as measured by the CTSPC.

*H*<sub>03</sub>: There is not a correlation between indulgent parenting practices and the development of ODD in children as measured by the CTSPC.

Research Question 4: What is the relationship between neglectful parenting practices and the development of ODD in children?

*H*<sub>14</sub>: There is a correlation between neglectful parenting practices and the development of ODD in children as measured by the CTSPC.

*H*<sub>04</sub>: There is not a correlation between neglectful parenting practices and the development of ODD in children as measured by the CTSPC.

This study followed a survey design, utilizing the CTSPC questionnaire to obtain information from participants about parenting practices of choice. Survey research collects data from a sample of individuals through their responses to questions (Check & Schutt, 2012). The CTSPC is a 62-item parent-report scale intended to measure parents' psychological and physical maltreatment and neglect by parents and nonviolent modes of discipline. The CTSPC may be used as a screening tool for child maltreatment or for evaluating children's prevention and treatment of physical and psychological abuse (Parenting Instruments, n.d.). The psychometric properties regarding the CTSPC include internal reliability (Cronbach's alphas): Overall Physical Assault Scale: .55; Psychological Aggression: .60; Nonviolent Discipline: .70; Neglect Scale: .22; Severe Physical assault Subscale: -.02. Test-retest reliability is not available for the CTSPC, but the test-retest reliability coefficients on the original conflict tactics scale/CTS (test internal not specified) ranged from .49 to .80 (Parenting Instruments, n.d.). Construct validity regarding the relationship between subscale and scores and demographic characteristics associated with child maltreatment, such as the parent's age, age of the child, race/ethnicity, and gender of the parent, was consistent with previous findings (Parenting Instruments, n.d.). Using the CTSPC, I reviewed the correlations between parenting practices and the development of ODD in children.

## **Methodology**

### **Participants**

The participants for this study are adult parents who are either male or female, single or married, living in a major city in the Midwestern United States. This city was

selected as the research site because of its extensive racial, ethnic, and social-class diversity. The experiences of family structure and maltreatment across childhood and then collapsed 847 census tracts in the city into 343 neighborhood clusters (N.C.s) based upon seven groupings of racial/ethnic composition and three levels of socioeconomic of geographically neighboring census tracts, and geographic boundaries and knowledge of city's neighborhoods were considered in the definition of the N.C.s (Smith, 2015). Each NC was comprised of approximately 8,000 people.

Research participation was solicited via community center flyers and distributed at after-school programs and various Women, Children, and Infant (WIC) agencies. Parents completed the CTSPC questionnaire for participation. Parents provided information about family structure, characteristics, parent-child relationships, discipline styles, family mental health, and family history of criminal behavior and drug use. The primary data collection method was via the completed CTSPC questionnaire from archival data retrieved from the Project on Human Development in Chicago Neighborhoods (PHDCN). (See appendixes B, C & D regarding access requirements for the data usage.)

### **Sampling Procedures**

A stratified probability sample of 80 neighborhoods was utilized for this project. The 80 N.C.s were sampled from the 21 strata (seven racial/ethnic groups by three socioeconomic levels) to represent the 21 cells as equally as possible to eliminate the confounding between racial/ethnic mix and socioeconomic status. Once the 80 N.C.s

were chosen, block groups were randomly selected within each sample neighborhood. Finally, all sampled block groups collected a complete listing of dwelling units.

### **Data Analysis**

For the data analysis, I calculated descriptive statistics – means (standard deviations) and medians (interquartile range) for quantitative data. I also constructed tables for more complex results and used appropriate graphical methods for a presentation where broader insight could be gained. The dependent and independent variables are continuous; thus, Pearson's product-moment correlation was used to assess the association between the variables. In addition, T-tests for correlation were used to test for a linear relationship between the independent and dependent variables.

In April 2019, the American Statistical Association (ASA) formally and strongly advocated abandoning the following terms, "statistical significance," "significantly different," " $p < 0.05$ ," and "nonsignificant" (Wasserstein, Schirm, and Lazar 2019). Following this statement by the ASA, researchers did not conclude concerning "statistical significance."

### **Threats to Validity**

As this study analyzed secondary data, it was impossible to directly influence internal or external validity. However, threats to this study's validity included internal and external threats and are described in detail below.

#### **Threats to Internal Validity**

This study's internal validity threats included standardization, instrumentation, and the Hawthorne effect.

### ***Standardization***

Instructions were given to each participant; however, each participant may not fully understand the instructions or become confused in the data collection process. An example of this would be if a participant would reverse the score on the Likert scale assessment midway through completion or not complete all the items. To maximize the internal threat of standardization, instructions were made clear, as brief as possible, emphasizing the Likert scale values.

### ***Instrumentation***

The chosen instrument used during the testing process can change the experiment. For example, the CTPSC measured how a parent carries out specific acts of physical and psychological aggression. If adult participants believe they will be judged by being honest in their responses and would alter their answers to make them appear more favorable, an inaccurate score may occur. To minimize this internal instrumentation threat, confidentiality and privacy measures were reiterated.

### ***The Hawthorne Effect***

The Hawthorne effect concerns research participation, the consequent awareness of being studied, and the possible impact on behavior (McCambridge, Witton, & Elbourne, 2014). Surveys were disguised so as not to give the possibility of participant bias. To minimize the internal threat of the Hawthorne effect, participants were reassured that all data as confidential and that the experiment's outcomes in no way correlate with personality traits or behavioral issues.

**Threat to External Validity**

The threat to external validity included the reactive or interaction effect of testing.

***Reactive or Interaction Effect of Testing***

A pre-test may sensitize participants, and their performance on the post-test may be due to the pre-test, not the experimental variable. To minimize the external threat of reactive or interaction effect of testing, instructions were clear and concise, establishing that pre- and post-survey assessments are merely based on subjective interpretations.

There were no right or wrong responses.

**Ethical Procedures**

The ethical procedures of the current study were submitted to Walden's IRB for approval. Privacy and confidentiality of all secondary data were kept on my computer, which was password protected and accessible to only me. Explained informed consents were obtained before participation in the study, upon which this secondary analysis was based. Nondeceptive research practices were exercised, and participants could withdraw participation without penalty. The study adhered to the following ethical guidelines: (a) a clear and concise explanation of informed consent for participation, (b) participants were given an I.D. number instead of proper names to protect identity (data was anonymous in the file sent to me), (c) participants were provided with the names and contact information for professional mental health providers who have agreed to be available for support as needed, in the participants' area of residence.



### **Summary**

This chapter presents an overview of a quantitative study using secondary data. First, the secondary research methodology was discussed to establish the relationship between parenting practices and the development of ODD in children. Next, this chapter described the sample group, study variables, instrumentation, and the research design. How the data was collected and analyzed along with threats to validity, both internal and external, was also included. Finally, the ethical consideration of the procedures of the present study was reviewed. Chapter 4 presented the data, data analysis, and the interpretation of the results of the data analyses. Chapter 4 also discussed the hypotheses testing procedures and included descriptive tables applicable to the discussion.

## Chapter 4: Results

In this quantitative correlational study, I examined the relationship between parenting practices (i.e., authoritative, authoritarian, indulgent, and neglectful), intergenerational effects, and the development of ODD in children. The mediation model used for evaluating whether parenting practices contributed to the development of ODD in children was the Conflict Tactics Scale for Parent and Child (CTSS). The CTSS is a tool designed to measure children's psychological and physical maltreatment and neglect. The archival data from the Project on Human Development in Chicago Neighborhoods (PHDCN): Conflict Tactics for Parent and Child, Wave 1, was used for this study.

### **Data Collection**

The Project on Human Development in Chicago Neighborhoods took approximately three years to collect and recruit. Data collection was done through face-to-face interviews, and an overall response rate was 75%. Interviews were conducted in Spanish, English, and Polish, and interpreters were hired for participants who spoke a language other than English. Utilizing stratified probability sampling, over 6,000 randomly selected children, adolescents, and young adults and their parents participated in this research. All the participants lived in a major city in the Midwestern United States. To eliminate confounding, the neighborhood clusters were sampled via race/ethnicity and socioeconomic status. The age of the participating parents was not a factor; however, the ages of the participants' children ranged from 3 to 18 years.

## Results

Three hundred forty-two children/parents surveyed in the Project on Human Development in Chicago met the requirements for this study. The mean for ODD score was -2.3 ( $SD = 1.31$ ), and the median score was -2.16 ( $IQR = 2.09$ ). The minimum ODD score was -5.1, and the maximum score was 1.0. A summary of the independent variables can be seen in Table 1.

**Table 1**

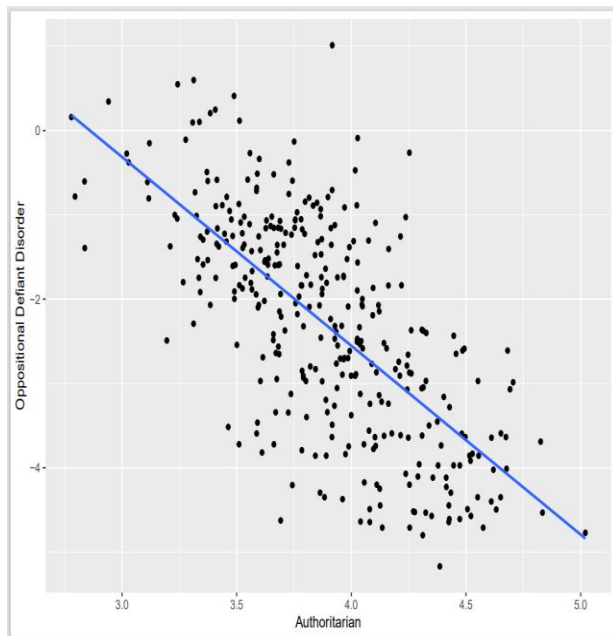
*Descriptive Statistics, Correlation, and P Value for Parenting Practices*

	<u>Variable</u>			
	AUTHORITATIVE	INDULGENT	AUTHORITARIAN	NEGLECTFUL
Mean (SD)	3.3 (0.44)	3.4 (0.46)	3.9 (0.40)	2.5 (0.23)
Median (IQR)	3.3 (0.65)	3.4 (0.46)	3.9 (0.53)	2.5 (0.33)
Minimum	2.0	2.5	2.8	1.9
Maximum	4.5	4.3	5.0	3.2
<i>r</i>	-.67	-.74	-.68	.47
<i>p</i>	<0.001	<.001	<.001	<.001

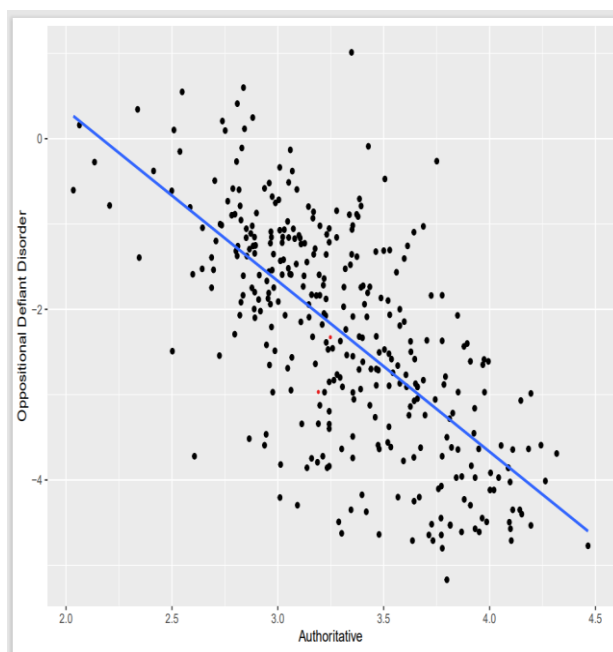
Means and medians were the same for all constructs. The maximum value among the constructs was authoritarian (3.9), and the lowest score was neglectful (2.5). All correlations showed statistical evidence of a linear relationship and substantial correlations ( $\geq |.47|$ ). Authoritarian, authoritative, and indulgent parenting practices were all negatively correlated with ODD (see Figures 1–3.). Neglectful parenting was the only construct positively correlated with ODD (see Figure 4).

**Figure 1**

*Scatterplot for ODD and Authoritarian Scales*

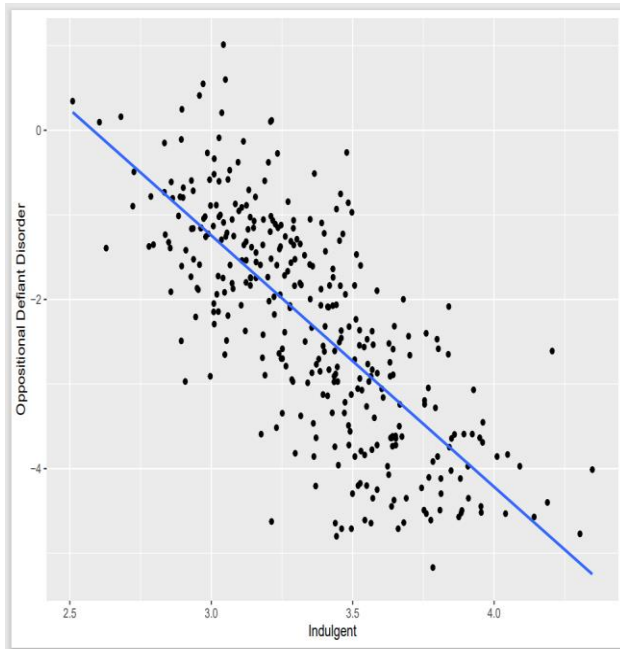
**Figure 2**

*Scatterplot for ODD and Authoritative Scales*

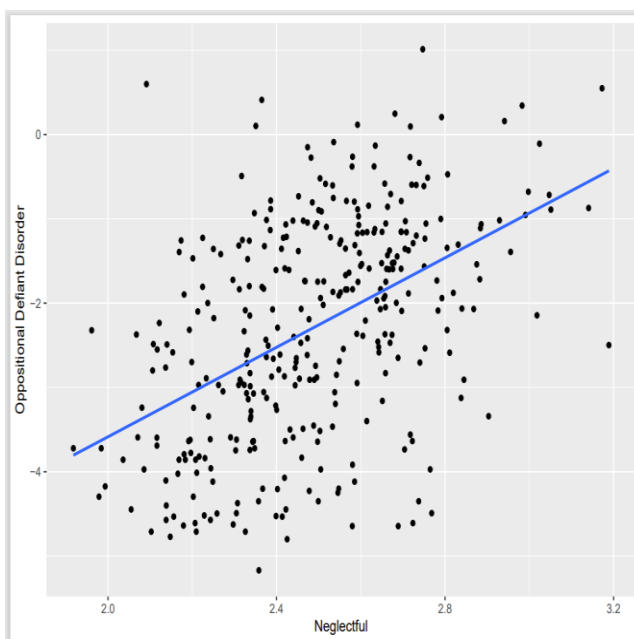


**Figure 3**

*Scatterplot for ODD and Indulgent Scales*

**Figure 4**

*Scatterplot for ODD and Neglectful Scales*



I had to decipher the coding used in the PHDCN archival data to perform the analysis. Next, I equated PHDCN's encrypted codes that were closely related to the variables for my study. Then, within SPSS, I completed a descriptive statistic for the outcome and each independent variable, the correlation between individual parenting practices and ODD. I then tested the correlation between the two by conducting *t*-tests for correlation to try for a linear relationship between the independent and dependent variables. Finally, I identified equivalent variables within PHDCN's data set as defined in the SPSS data set and the research questions with the variables.

For the outcome in SPSS, I used PHDCN's code "DELRATE" (Teenage problems/delinquency), which was analogous to my dependent variable of ODD. The independent variables entered SPSS were the research questions on parenting styles. PHDCN's code "COHESION" (Social Cohesion) was comparable to the authoritative parenting style. The archival data set "CONTROL" (Social Control) corresponded to the authoritarian parenting style. The "NANONYM" (Anonymity) deciphered code was parallel to the indulgent parenting style, and PHDCN's code "EBANOMIE (Anomie) was similar to the neglectful parenting style.

### **Summary**

The purpose was to determine whether there was a relationship between authoritative, authoritarian, indulgent, or neglectful parenting practice and the development of ODD in children as measured by the CTSPC. Findings from this study include a correlation between neglectful parenting and the development of ODD in children. Chapter 4 discussed the data analysis and the study's findings in detail. In

addition, the chapter included tables and figures to demonstrate the study's findings. Chapter 5 presents an overview of the research and an in-depth interpretation of the findings. Chapter 5 also discusses the study's limitations, recommendations for future research, implications for social change, and the study's conclusion.

## Chapter 5: Discussion, Conclusions, and Recommendations

This research addressed the correlation between authoritative, authoritarian, indulgent, and neglectful parenting practices, intergenerational effects, and the development of ODD in children. Archival data from the PHDCN was used, which was collected using the CTSPC questionnaire to gauge human development aspects and measure how a parent carries out specific acts of physical and psychological aggression (Parenting Instruments, n.d.). This study addressed the gaps regarding the importance of altering harsh parenting practices and intergenerational parenting repetitions to lessen destructive behaviors and the development of ODD in children to facilitate positive social change.

### **Interpretation of the Findings**

Results of the correlational data analyses are presented in Chapter 4. In the following sections, I discuss these results and the impact of intergenerational effects concerning the literature. The discussion is organized by parenting styles: authoritative parenting, authoritarian parenting, indulgent parenting, neglectful parenting, and the intergenerational effects.

#### **Authoritative Parenting**

Authoritative parents maintain control of their household by being strict with firm rules that are thoroughly explained to the children while allowing them to contribute reasonably to essential decisions (Biscontini, 2020). They are supportive and encourage their children to reach their most significant potential without controlling their lives. Authoritative parenting appears to produce positive outcomes regarding their children's



development as the parent maintain close relationships with their children without ceding control of the connection (Purdy, 2020). Researchers have found that teens brought up by authoritative parents are more likely than others to be well adjusted, have pride in their families, exhibit greater creativity, and anticipate personal fulfillment and positive relationship formation (Purdy, 2020). These findings support the correlational data in this study that showed this parenting style is not connected to the development of ODD in children.

### **Authoritarian /Disciplinarian Parenting**

Adolescents with authoritarian parents learn that following parental rules and adhering to strict discipline are valued over independent behavior (Kopko, 2007). As a result, adolescents who are more submissive to their authoritarian parents tend to remain dependent on their parents (Kopko, 2007). Authoritarian parents have instilled values and living standards (Biscontini, 2020). The data analysis result regarding authoritarian parenting and the development of ODD in children coincides supportively with children's behavior under this parenting practice; however, it did not correlate to the development of ODD.

### **Indulgent/Permissive Parenting**

Permissive parents are more concerned with being their child's friend than adopting a traditional parental role (Biscontini, 2020). Research shows that adolescents with permissive parents learn that there are few boundaries and rules and that consequences are not likely to be serious (Purdy, 2020). As a result, teens may have difficulty with self-control and demonstrate egocentric tendencies that can interfere with

the proper development of peer relationships (Purdy, 2020). On the other hand, children with permissive parents tend to get along with others and are confident (Biscontini, 2020). Although this parenting practice may be unconventional to some, the data analysis verified the child's behavior from the indulgent parent did not correlate to the development of ODD.

### **Neglectful/Uninvolved Parenting**

Punitive discipline is the crucial component of coercive parenting behaviors that reinforce child aggression (Jaffee et al., 2004). Prior studies have shown a strong association between physical abuse and the development of children's charges (Jaffee et al., 2004). Children from neglectful parents also have a more extraordinary occurrence of substance abuse and general delinquency (Biscontini, 2020). The outcome of children's behavior from neglectful parents from previous research correlates with the data analysis of my research showing how careless parenting practice connects to the development of ODD in children.

### **Intergenerational Effects**

Frequently, parents demonstrate parenting practices that were applied to them when they were raised. Unknowingly, they exhibited intergenerational parenting practices that were either good or bad. For instance, children whose parents exhibit criminal behavior appear to have an increased risk of displaying criminal behavior themselves (Farrington, 2011). Growing evidence suggests that childhood maltreatment experiences also affect parenting practices (Savage et al., 2019). Children learn behavior

through observing and imitating role models (Bandura, 1977). Knowingly or not, parents are their children's role models, particularly during childhood.

### **Limitations of the Study**

Limitations of this study involving archival data were (a) there may have been biases when the data was recorded, and (b) the data may have been collected for a different purpose. There was the possibility that the initial researchers of the archival data may have been biased toward a specific parenting practice and altered the information for a favorable outcome. In moments of uncertainty regarding questionnaire responses, the primary researchers could have interpreted findings to support desired results.

Another limitation was the data might have been collected for a different purpose. The archival data used for this research was from the CTSPC parenting instrument utilized by the primary researchers. However, this was conducive to the current study. This study used parent self-report measures of parent-child conflict management strategies, including discipline practices and behaviors indicative of physical and psychological abuse (Tonmyr et al., 2011).

### **Recommendations**

Recommendations based on the conclusions of this study include parents being cognitive of the parenting practices being displayed in the home as they have a direct correlation to their child's development. Parents should also utilize various parenting interventions and classes/training to minimize the possibility of rearing an individual who may become a hindrance to society. Parenting interventions can effectively prevent and reduce conduct problems in children (Weisz & Kazdin, 2010).

Parents who practice neglectful parenting in the home are contributing to the development of ODD in their children. Instead of being unattached and displaying a non-caring attitude towards their children, parents must demonstrate supporting, encouraging, and, most importantly, loving characteristics. If they struggle in these areas, they should seek out parenting interventions and possibly parenting classes to learn how to be the nurturing and accommodating parent their child needs. A recommendation for addressing the intergenerational effect is to apply the positive deviance approach, a social and behavioral change approach that responds positively, resilient, and prosocial to a stressful life (Pascale et al., 2010).

### **Implications**

Neglectful/harsh parenting practices and child physical abuse can be prevented through parenting skills education and the promotion of positive parenting strategies (Altafim & Linhares, 2016). Positive parenting provides empowerment and guidance while setting boundaries (Council of Europe Committee of Ministers Responsive for Family Affairs, 2006). In addition, parents must acknowledge the impact of their parenting practices and their repercussions.

### **Conclusion**

Parenting practices in the home impact their children's development, future parenting practices, and overall societal involvement. Parents must be mindful of the effects of their parenting practices and the harm from neglectful childrearing practices. Both positive and abusive parenting practices can be passed on from generation to generation (Assink et al., 2018). There is a direct association between first-generation

hostile parenting experienced during second-generation adolescence and second-generation hostile parenting to their third-generation child into an adult (Conger et al., 2003). There is also a continuity in parental monitoring and harsh discipline practices across generations (Bailey et al., 2009). Additionally, substance use is one type of problem behavior transmitted from the parent to the next-generation child (Yap et al., 2017). Parents' history of criminal or antisocial behavior shows a vital risk factor for children's later offending (Farrington, 2011).

When parents are conscious of their abusive practices and are willing to modify their parenting style, they will be capable of facilitating the development of future positive contributors to society. The study results could reduce positive social change by abandoning intergenerational parenting practices and utilizing intervention and parenting programs that could aid in the development of conscientious young men and women. The current study has implications for positive social change by informing parents how to modify environmentally unfriendly parenting practices.

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Appendix: Conflict Tactics Scales: Parent-Child Version Questionnaire

CTSPC Summary Sheet

Client Name: \_\_\_\_\_ Date: \_\_\_\_\_

Child Described: \_\_\_\_\_

Comments: \_\_\_\_\_

Nonviolent Discipline		Comparison Group <sup>a</sup>	
Past Year	All Nonviolent Discipline Items (Items 1, 2, 5, and 17) and Weekly Discipline Item 23, when used appropriately, are considered to represent strengths. When any of these items is endorsed, the respondent should be encouraged to continue appropriate use of the corresponding conflict strategy.	Percent Endorsement	Average Score
Raw Score: _____/100 Number of endorsed items: _____/4 Item numbers endorsed (circle): 1 2 5 17		98%	48
Lifetime, but not in the past year Number of endorsed items: _____/4 Item numbers endorsed (circle): 1 2 5 17		2%	
Psychological Aggression		Comparison Group <sup>a</sup>	
Past Year	All CTSPC items, except for the discipline items mentioned previously, are considered "critical" items. Whenever possible, careful follow-up inquiry should be pursued for endorsed critical items.	Percent Endorsement	Average Score
Raw Score: _____/125 Number of endorsed items: _____/5 Item numbers endorsed (circle): 6 10 12 14 21		80%	21.7
Lifetime, but not in the past year Number of endorsed items: _____/5 Item numbers endorsed (circle): 6 10 12 14 21		4%	
Physical Assault		Comparison Group <sup>a</sup>	
Past Year		Percent Endorsement	Average Score
Raw Score: _____/325 Number of endorsed items: _____/13 Item numbers endorsed (circle): Minor (Corporal Punishment): 4 8 16 18 22 3 (if child is older than 7 years old) Severe (Physical Assault): 7 15 20 Extreme (Physical Maltreatment): 9 11 13 19 3 (if child is younger than 7 years old)		62%	13.4
Lifetime, but not in the past year Number of endorsed items: _____/12 Item numbers endorsed (circle): Minor (Corporal Punishment): 4 8 16 18 22 3 (if child is older than 7 years old) Severe (Physical Assault): 7 15 20 Extreme (Physical Maltreatment): 9 11 13 19 3 (if child is younger than 7 years old)		10%	

REMOVE THIS SHEET BEFORE COMPLETING FORM

<sup>a</sup>Percent values represent averages for the normative sample described in chapter 5 of the CTSPC Handbook (N = 1,000). Percentages are the percentage of this sample that reported any such occurrence. Averages for each scale were computed only for those respondents who endorsed at least one item on the scale. Note that the percent endorsement values listed in Table 16 of the CTSPC Handbook include all individuals who reported any behaviors during the past year, or in their lifetime but not in the past year. The values in the table are thus the sum of the percent endorsement values in the "Past Year" and "Lifetime, but not in the past year" summary sections for each scale.





Children often do things that are wrong, disobey, or make their parents angry. We would like to know what you have done when your child did something wrong or made you upset or angry.

This is a list of things that parents sometimes do and that you may have done in the past year. For each one, please indicate whether you have done it once in the past year, twice in the past year, or 3 to 5 times, 6 to 10 times, 11 to 20 times, or more than 20 times in the past year. If you have not done it in the past year but have done it before that, then circle "7" as your answer. Please focus on only one child when giving your answers.

## CTSPC Family Behaviors

### AutoScore™ Form

M. A. Stool, Ph.D., S. L. Hamby, Ph.D., D. Finkelhor, Ph.D., D. W. Moore, Ph.D., and D. K. Runyan, M.D.

Client ID: \_\_\_\_\_ Date: \_\_\_\_\_ Age: \_\_\_\_\_ Gender:  Male  Female

Education (highest grade completed):  <12  12  13  14  15  16  >16

Race/Ethnicity:  American Indian/Alaska Native  Asian  Black/African American  
 Hispanic/Latino  Native Hawaiian/Pacific Islander  White  Other

Child Described: \_\_\_\_\_ Age: \_\_\_\_\_ Gender:  Male  Female

Please press hard when marking responses.

Indicate how often you did the following in the past year.

	Once	Twice	3-5 times	6-10 times	11-20 times	More than 20 times	Not in the past year but in the 12 months before	None
1. You explained why something was wrong. ....	1	2	3	4	5	6	7	0
2. You put your child in "time out" (or sent the child to his or her room). ....	1	2	3	4	5	6	7	0
3. You shook your child. ....	1	2	3	4	5	6	7	0
4. You hit your child on the bottom with something like a belt, hairbrush, stick, or some other hard object. ....	1	2	3	4	5	6	7	0
5. You gave your child something else to do instead of what he or she was doing wrong. ....	1	2	3	4	5	6	7	0
6. You shouted, yelled, or screamed at your child. ....	1	2	3	4	5	6	7	0
7. You hit your child with a fist or kicked your child hard. ....	1	2	3	4	5	6	7	0
8. You spanked your child on the bottom with your bare hand. ....	1	2	3	4	5	6	7	0
9. You grabbed your child around the neck and choked him or her. ....	1	2	3	4	5	6	7	0
10. You swore or cursed at your child. ....	1	2	3	4	5	6	7	0
11. You beat your child up (hit him or her over and over as hard as you could). ....	1	2	3	4	5	6	7	0
12. You said you would send your child away or kick him or her out of the house. ....	1	2	3	4	5	6	7	0
13. You burned or scalded your child on purpose. ....	1	2	3	4	5	6	7	0
14. You threatened to spank or hit your child but did not actually do it. ....	1	2	3	4	5	6	7	0
15. You hit your child on some other part of the body besides the bottom with something like a belt, hairbrush, stick, or some other hard object. ....	1	2	3	4	5	6	7	0
16. You slapped your child on the hand, arm, or leg. ....	1	2	3	4	5	6	7	0
17. You took away privileges or grounded your child. ....	1	2	3	4	5	6	7	0
18. You pinched your child. ....	1	2	3	4	5	6	7	0
19. You threatened your child with a knife or gun. ....	1	2	3	4	5	6	7	0
20. You threw or knocked your child down. ....	1	2	3	4	5	6	7	0
21. You called your child dumb or lazy or some other name like that. ....	1	2	3	4	5	6	7	0
22. You slapped your child on the face or head or ears. ....	1	2	3	4	5	6	7	0

Continue on back page unless you have been instructed to stop here.

**wps.**  
Test with Confidence

Sometimes it's hard to remember what happened over an entire year, so we'd like you to answer a few of these questions again, just about the past week. For each statement, tell how many times each event happened in the past week.

	Once	Twice	3-5 times	6-10 times	11-20 times	More than 20 times	None
23. You put your child in "time out" (or sent the child to his or her room). .....	1	2	3	4	5	6	0
24. You shouted, yelled, or screamed at your child. ....	1	2	3	4	5	6	0
25. You spanked your child on the bottom with your bare hand. ....	1	2	3	4	5	6	0
26. You slapped your child on the hand, arm, or leg. ....	1	2	3	4	5	6	0

Sometimes things can get in the way of caring for your child the way you would like to, for example, money problems, personal problems, or having a lot to do. Please indicate how many times in the past year this has happened to you in trying to care for your child.

	Once	Twice	3-5 times	6-10 times	11-20 times	More than 20 times	Not in the past year but it happened before	None
27. You had to leave your child home alone, even when you thought some adult should be with him or her. ....	1	2	3	4	5	6	7	0
28. You were so caught up with your own problems that you were not able to show or tell your child that you loved him or her. ....	1	2	3	4	5	6	7	0
29. You were not able to make sure your child got the food he or she needed. ....	1	2	3	4	5	6	7	0
30. You were not able to make sure your child got to a doctor or hospital when he or she needed it. ....	1	2	3	4	5	6	7	0
31. You were so drunk or high that you had a problem taking care of your child. ....	1	2	3	4	5	6	7	0

The next two questions are about your own experiences as a child that may be very sensitive. As you know, sometimes, in spite of efforts to protect them, children get sexually maltreated, molested, or touched in sexual ways that are wrong. To find out more about how often this occurs, we would like to ask you about your own experiences when you were a child. Please indicate how often the following happened to you.

32. **Before the age of 18**, were you personally ever touched in a sexual way by an adult or older child when you did not want to be touched that way, or were you ever forced to touch an adult or older child in a sexual way—including a family member or anyone outside your family?
- Once  
 More than once  
 Never
33. **Before the age of 18**, were you ever forced to have sex by an adult or older child—including anyone who was a member of your family or anyone outside your family?
- Once  
 More than once  
 Never

What about the experience of your own child?

34. As far as you know, **in the past year** has your child been touched in a sexual way by an adult or older child when your child did not want to be touched that way, or has he or she been forced to touch an adult or an older child in a sexual way—including anyone who was a member of your family or anyone outside your family?
- Once  
 More than once  
 Not in the past year, but it happened before  
 Never
35. **In the past year**, has your child been forced to have sex by an adult or an older child—including anyone who was a member of your family or anyone outside your family?
- Once  
 More than once  
 Not in the past year, but it happened before  
 Never