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## The relationship between long-term effects of child neglect and parenting styles

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Valerie Jean Bedore

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THE RELATIONSHIP BETWEEN LONG-TERM EFFECTS OF CHILD  
NEGLECT AND PARENTING STYLES

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Social Work

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by  
Triny Marilyn Brown  
Valerie Jean Bedore

June 2002

THE RELATIONSHIP BETWEEN LONG-TERM EFFECTS OF CHILD  
NEGLECT AND PARENTING STYLES

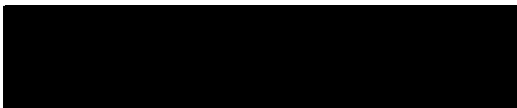
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A Project  
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San Bernardino

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by  
Triny Marilyn Brown  
Valerie Jean Bedore  
June 2002

Approved by:



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Steve Nitch, M.A., Faculty Supervisor  
Social Work

5-28-02

Date



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Dr. Rosemary McCaslin,  
M.S.W. Research Coordinator

## ABSTRACT

The relationship between long-term effects of child neglect and parenting styles were examined in this study. It was predicted that adults who have been neglected, as children, would be more likely to adopt an authoritarian parenting style. Sixty female volunteer participants were surveyed from various support groups, anger management and/or parenting classes, and counseling centers in Riverside and San Bernardino counties. A quantitative research questionnaire consisting of questions related to childhood neglect and current parenting styles was utilized to collect the data. Correlation and t-test analyses were used to determine if there was an association between child neglect and parenting styles. A significant correlation was found between the neglect subscale, supervision needs, and the authoritarian parenting style subscale. These findings imply that there is not a strong relationship between neglect in general and parenting styles.

## ACKNOWLEDGMENTS

We would like to express our sincerest gratitude to our advisor Steve Nitch for his endless hours of advice, support and dedication to this project. Dr. Rosemary McCaslin, "Thank You" for sharing your wealth of knowledge, your strength and life experiences, and most of all for your invaluable assistance throughout the program. To the MSW faculty and staff we appreciate your dedication to the field of Social Work, and thank you for your wisdom and guidance. Timothy Thelander and Chani Beeman, our two-computer guru's, your technical support has been immeasurable throughout this project.

With heartfelt love and affection to our MSW cohort family, we have shared many hours of love, laughter, joy, and tears that have seen us through long days and nights together. Our hearts and spirits will forever be meshed as we spread our wings and take flight toward life's journey.

Sincerely,

Trini Brown

Valerie Bedore

## DEDICATION

Dear Lord,

You have seen me safely through another journey and given me the strength to persevere and I pray I will do justice to the gifts and blessings you have bestowed upon me. Thank you Lord for my many precious gifts, for my husband, Jerry, my children, Rick, Michael, and Catherine, for my grandchildren, Richard, Julian, and Joseph, and those yet to come, and for my mother, Margaret. Thank you Lord for my family and friends, who are a part of the circle of "LOVE" you have surrounded me with. Lord, as I begin my journey and go down the path you have laid before me, I pray:

God grant me the Serenity to accept the things I cannot change, the Courage to change the things I can, and the Wisdom to know the difference. Amen

To my husband, my best friend, my confidant Jerry, Words cannot express the love, gratitude, and appreciation I feel in my heart. You have been there by my side to see me through another chapter of my life. You touch my life in every way, you have faith in me and always give me words of encouragement, you are always there with open arms, you bring strength to my soul and joy to my spirit, and you are always in my heart. Thank you for believing in

me and always giving me your unconditional love and 100% of your support. Twenty-one years ago God blessed me when you said, "I do." I could not have done it without you.

"Our" song says it best:

Through the years  
Through all the good and bad  
I knew how much we had  
I've always been so glad  
To be with you  
Through the years  
Through the years  
When everything went wrong  
Together we were strong  
I know that I belonged  
Right here with you  
Through the years

When I started the MSW program two years ago I was questioning myself about the program and becoming a Social Worker. I sat on the bed and said, "Lord if you want me to do this and I'll have the strength to see this through please give me a sign." Jerry, you walked through the door and looked me straight in the eyes and said, "Honey, did you just call me?" Jerry, You truly represent the meaning of "LOVE." Con Todo Mi Amor Por Todo Mi Vida, Trini

To my children Rick, Michael, and Catherine,  
Through the laughter, joy and sorrows we share, it is truly a gift and blessing to be your mother. It has genuinely been a life long loving experience watching you grow and passing the torch of parenthood to you. No matter what you do you will touch the future, so leave a good imprint on it for your children and those who follow. Remember they may not follow in your footsteps and they may create a path of their own choosing, so be unconditional with your love and support them with your understanding and strength. Watching your children's dreams become a reality is a wonderful gift as a parent. It brings joy to my heart and tears to my eyes as I have had the pleasure of watching each of you make your dreams a reality, Rick with racing Speedway, Michael becoming a Peace Officer, and Catherine becoming a Teacher. I am "very proud" of all of you!! Believe in the Lord and in yourself as I believe in you. Con Todo Mi Amor, Mom

To my mother, Margaret Sanchez Estrada,  
You have shown me what the strength of one person can accomplish. I cherish and respect the valuable lessons you laid in my foundation: Have Faith and Trust in the Lord, Pray for Wisdom, Guidance, and Discernment, Believe in yourself and you can accomplish anything "Pride of



Accomplishment" (POA). You are truly my inspiration and  
"Hero"

With all my love from your one feather little Indian,

Bubbles

To my Valeria,

Wherever our paths may lead know you are always in my  
heart and I'm with you wherever you go. No longer attached  
at the hip but forever touched as kindred souls. You have  
touched my soul, spirit, and heart with immeasurable love.

Always remember "You've Got A Friend!"

When you're down and troubled

And you need some love and care

Just close your eyes and think of me

You just call out my name

And you know, wherever I am

I'll come a-runnin'

To see you again

Ain't it good to know

That you've got a friend

Right till the end, for you

Ain't it good to know

You've got a friend!

Forever Unicorns and Fairies Spiritually Yours With Love,

Trini

Valerie Bedore

I know there is a God out there, and that He, without a doubt got me through this amazing experience of higher education, I praise Him.

My husband Chris, thank you for the love and support given to me throughout this project and the seven years of college. My love, I could have never done this without your intense devotion to me. You have put up with my stress, my crying and my anger. You always told me that I was smart and good enough when I did not think it of myself. Thank you, I love you more than life.

Trini, my friend and partner, this has been an intense and complicated accomplishment that you and I have achieved together. I will always admire your strong will and unconditional love for all people. You are truly an inspiration to me with your love and friendship that I know is for a lifetime. I count myself fortunate to call you friend. I love you. Thank you.

To my mother Sarah, thank you so much for your constant love and support. You have been a fabulous role model with your kindness and calming nature that helped me so many times. Thank you. David my Son, thank you for the lessons you taught me with how to parent, and thus be the best social worker I can be. I love you Son.

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## CHAPTER ONE

### INTRODUCTION

*It is extremely difficult for human beings to get away from the idea that to care about a person in trouble is not to condone what he has done...*

Anonymous

The intent of this study was to explore the relationship between child neglect survivors and their styles of parenting. Since child neglect negatively affects several areas of an individual's life, this study sought to determine whether neglect has a strong influence on the parenting styles of those maltreated as children.

#### Problem Statement

Child neglect and its long-term effects are a serious problem in society today. The effects of child neglect on individuals in the early developmental stages of their lives appear to have a long lasting effect. The results of this abuse have been reflected psychologically, socially, mentally, behaviorally, and academically (Golden, 2000). The Child Abuse Prevention and Treatment Act of 1996, defines child neglect as meaning, at a minimum, "any recent act or failure to act on the part of the parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or failure

to act which presents an imminent risk of serious harm" (Golden, 2000). Neglect has many meanings but generally involves parental omission in physical needs, emotional needs, supervision needs and cognitive needs. Providing these needs for their children is the parent's responsibility. If these needs were not provided for, the parents are guilty of neglect (Tower, 1996).

Statistics acknowledged that in 1996 over 3 million cases of suspected abuse and neglect were reported (Donnelly, 1997). In addition, the National Child Abuse and Neglect Data System reported that over 2.8 million cases of child maltreatment were investigated in 1998. Approximately 903,000 cases either showed some evidence or were substantiated indicating maltreatment (Golden, 2000). Data also indicated that eighty percent of the perpetrators were parents, and ten percent were relatives. Regrettably, more than fifty percent suffered from neglect. Deplorably, children under three years of age were the largest single age group of maltreated victims and children under the age of four accounted for more than seventy-five percent of all fatalities (Golden, 2000).

Studies have also shown that the results of child neglect have a direct effect on an adult's life (Moeller & Bachmann, 1993; Tower, 1996). The individual



(intrapersonal) is affected in their daily life through their own behavior, which had become aggressive, withdrawn, and depressed (Berger, 1986). Their behavior affects their performance, emotional development, cognitive thinking, and personal care skills such as slow language development, poor motor control, and general mistrust of others. Interpersonal difficulties involve difficulty relating to family, peers, problems with relationships, school and job problems, as well as, understanding female and male roles (Berger, 1986; Tower, 1996).

Psychologically, the individual has greater levels of depression, low self-esteem, psychiatric conditions, and becomes extremely stressed under normal situations. In addition, the individual has difficulty with relationships in regards to peers and other adults, as well as, difficulty trusting others. Angry and sad over unmet childhood needs, parents find it impossible to consistently identify and meet the needs of their own children. One word that would identify the behavior of neglecting parents toward their children would be "indifference" (Tower, 1996). All these problems make it difficult for the person to be a kind, caring and effective parent. The effects of child neglect on young

adults can lead to emotional problems, juvenile delinquency, mental retardation, and social maladjustments (Feldman, 1982).

According to Erickson's Life-Span Developmental Theory, the developmental stage of early adulthood is identified as his sixth stage, *Intimacy verses Isolation*, and it lasts from approximately ages 18-35. Erickson states that an individual is able to establish mutually satisfying relationships (marriage and friendships) during this time, and is able to start a family. Isolation can result when the person fails to develop intimacy during this stage. They may avoid relationships, feelings of closeness, and their world begins to shrink.

Similarly, the effects of neglect can be a contributing factor for perpetuating the cycle of maltreatment. The cycle is that the neglected child became a neglectful parent (Golden, 2000). The negative side of this cycle is that the neglected individual has the potential of becoming neglectful. The positive side is that not every neglected person becomes neglectful. Reports of childhood trauma and dissociative tendencies have been found to be linked with neglect tendencies and family dysfunction. It is also reported that even low levels of neglect, experienced as a child, can be related

to hostility and aggression as an adult (Elam & Kleist 1999). Parents, maltreated as children are less likely to use reasoning, are less open to new experiences, and are more prone to resort to anger and conflict with their own children (Trickett & McBride, 1995).

Understanding the problems of child neglect, as it relates to parental styles, provided insights to prevent the cycle from continuing. Child neglect has reached staggering proportions and some experts believe that it is increasing at a rapid rate (Berry, 1998; Golden, 2000). Research indicated that child neglect has recently been considered a serious family problem (Gelles, 1997). It is also important to understand this problem since programs and techniques did not thoroughly address these issues.

#### Policy Context

There are numerous policies that have addressed the problem of child abuse. The Child Abuse Prevention and Treatment Act (CAPTA) of 1974 required mandated reporting and investigation of child abuse cases. This in turn prompted Child Protective Services (CPS) to create a more structured and systematic modality of assessing a child, as well as advocating for prevention, searching for the causes of child neglect, and looking for ways to identify

maltreatment in the early developmental stages (Golden, 2000; Nasuti, 1998).

The Adoptions Assistance and Child Welfare Act of 1980 required states to make "reasonable efforts" for children to remain safely in their home before looking for alternative care. This landmark legislation helped to create the "family preservation" or "family reunification" movement (Cimmarusti, 1992). The irony of these two laws, according to Jimenez (1990), is that they are in conflict with each other. CAPTA required mandated reporting and placed the "moral" support of the federal government and professional intervention together. This was done in order to assist families in need. On the other hand, the Adoptions Assistance Act was implemented to protect the unity of families. These policies seemed to undermine the purpose for which they were presumably implemented, which was for the protection of the children.

As child abuse changed so did policies. There are two new policies that have recently gone into effect. The first was the Child Abuse Prevention and Enforcement Act (CAPE), which went into effect February 1, 2000. According to DeLay (2000), who helped introduce CAPE, it allows local and state officials to use Byrne Law enforcement grants for child abuse prevention work. It also allows

states to use Identification Technology Act grants to provide criminal history records to child protection agencies. The second new policy was the Strengthening Abuse and Neglect Courts Act (PL 106-341). This law went into effect on October 17, 2000. This is a new federal law that aims to strengthen child abuse and neglect courts. It provided \$10 million for grants to improve data collection systems in order to track children in abuse and neglect courts. It also provided \$10 million to assist in eliminating backlogs of children who were waiting to be adopted (Children's Bureau Express, 2000).

Notably, there are numerous governmental agencies and social services that needed to understand the impact of this problem in order to productively assist with the needs of the client. Governmental agencies and policies that have a direct effect regarding abuse cases have changed considerably over the past few years. The focus has changed from concentrating on abuse per se, to a more comprehensive approach. This approach includes parenting practices, diagnostic instruments to prevent early abuse, and involving the public and private sectors (Donnelly, 1997). Federal agencies such as Administration on Children and Families (ACF) and federal legislation such as the Adoption and Safe Families Act of 1997 represent federal

responses to child maltreatment. These programs respond to children's needs, in order to improve the lives of children at risk and their families (Golden, 2000).

However, ACF is also responsible for promoting the well being of families, children, individuals, and communities by bringing a wide variety of services and encompassing programs to deal with the issues of child neglect (Golden, 2000). As more research becomes available, new legislation can help address child neglect issues not only for children but for young adults as well.

#### Practice Context

The responsibility of a social worker has been guided by the National Association of Social Workers (NASW) code of ethics. According to the NASW (DeLo, 2000), the following principles should be considered: values of service, dignity and worth of the person, and importance of human relationships. The ethical principles include the primary goal of helping those in need and addressing social issues, having respect for the dignity and worth of the person, and recognizing the importance of human relationships and well-being of the individual, family and society (DeLo, 2000). The social worker's responsibility has also been to network in order to provide resources for the client such as individual

counseling, therapy, support groups, and mental health services.

Strengthening and improving support for prevention is of the utmost importance. There are many concerns about how child maltreatment affects a child's development and the possibility of suffering negative wide-ranging and lasting consequences. There are numerous areas of concern: problems with school performance, risk of delinquency, difficulties with social relationships, post-traumatic stress disorder, and depression. In the campaign against child maltreatment, resources include private citizens, communities, corporations, and government. Child Protective Services (CPS) offered a multitude of resources such as parenting, substance abuse, and anger management classes, as well as family support and homemaker services. CPS social workers also network with school districts and communities to provide additional services. This not only creates awareness of our nationwide problem, it also creates unity, camaraderie, and it benefits all those who are involved. It can also be utilized to promote more research studies on this growing national problem.

## Purpose of the Study

The purpose of the study was to develop an understanding of the relationship between the long-term effects of child neglect and parenting styles. The victims were diverse in terms of age, race, religion, social background, and economic level (Feldman, 1982; Golden, 2000). There was a direct impact on social work, due to the fact that social work encompasses and provides services to a diverse population. One of the problems was that it has been difficult to conduct research on the topic of child neglect.

A study conducted to examine methodological and ethical issues related to child maltreatment proved to be very complex (Socolar, Runyan, & Amaya-Jackson, 1995). Progress was limited because there weren't any uniform research definitions of the problem and there was a lack of participants to be interviewed. There was reluctance on the part of the researchers, to ask children about maltreatment experiences, because they felt that this method of questioning was unethical and illegal (Socolar et al., 1995). Another ethical issue was whether the parent or the state had a right to decide what plan of action was in the best interest of the child. The question was whether the child's right to counsel has precedence



over the social power relationship between the child and the adult (Richett & Hudson, 1979). This was important in conducting research because it relates to the child's interpretation of the meaning of neglect, additional trauma to the child and parental rights.

Research for this study was quantitative. The subjects encompassed a wide range of demographic diversity in terms of age, marital status, ethnicity, culture, socio-economics and education. A self-administered and self-reporting questionnaire was utilized to gather the data. The questionnaire consisted of questions related to demographics, past child neglect, and current parenting styles.

The rationale for using a survey to address these issues was that it provided a diverse sample. The information furnished provided data that shed light on the research question of interest.

#### Significance of the Project for Social Work

The results may impact social work by enlightening other researchers to conduct further studies more specific in nature. Eventually, this may help to restructure services, programs, policies, and laws. This would also assist Child Protective Service (CPS) social workers and

other professionals in understanding the nature of the client's problem, providing a more effective quality of service. Therefore, CPS social workers would provide a more in-depth assessment of the client in order to deliver more appropriate services related to the adult's past issues of child neglect.

The nature and extent of child neglect may be a predictor of parenting styles that are adopted by neglect survivors. It was predicted that adults who have been neglected, as children, will be more likely to adopt an authoritarian parenting style (Baumrind, 1967).

CHAPTER TWO  
LITERATURE REVIEW

Introduction

Within the literature review, there are three separate subsections discussed. Human Behavior in the Social Environment Theories Guiding Conceptualization outlined Erik Erikson's psychosocial stages of development pertaining to child neglect and parenting. Subsection two consists of various research studies on the topic of child neglect. Several selections of literature are utilized encompassing parenting styles within section three.

Human Behavior in the Social  
Environment Theories Guiding  
Conceptualization

The developmental impact of child neglect can be long-term and devastating. The effects of child neglect can be anticipated following Erikson's stages of Trust versus Mistrust (birth-1 year), Autonomy versus Shame and Doubt (1-3 years), Initiative versus Guilt (3-6 years), and Industry versus Inferiority (7-11 years). These stages begin with the child learning to trust or mistrust and extend to learning competency (Berger, 1986; Tower, 1996). During the later developmental stages, the neglected child usually fends for him/herself, at least to meet their

basic needs. During the Trust versus Mistrust stage (birth to 1 year), the atmosphere, attitudes, expectations, and physical surroundings affect the mother's motivation to interact with the child. A child whose needs were not met did not feel the caregiver could provide the comforts he/she needed. During the Autonomy versus Shame stage (1-3 years), children from neglectful homes develop the ability to "read" the environment as good or bad. The child takes cues from the neglectful parent, and models them. Therefore, the child believes that the parent's behaviors are appropriate (Cooper & Lesser, 2002).

During the Initiative versus Guilt stage (3-6 years), if the child was neglected, he/she may not have had the interest or sufficient energy for activities. At the Industry versus Inferiority stage (7-11 years), the neglected child assumed the role of the parent. For example, he/she helped care for their siblings, and felt alienated against society (Berger, 1986; Tower, 1996).

Erikson's sixth stage, Intimacy versus Isolation (18-35 years), states an individual should be able to establish relationships, and start a family. If the person fails to develop intimacy during this stage, the result can be isolation. Isolation in turn causes them to avoid

marriage and friendships and lack feelings of closeness to others. In sum, their social world begins to diminish.

In addition, child neglect can have ramifications within the stage of Generativity versus Stagnation (35-55 years). In this stage an individual should develop a sense of caring for others and, should be productive in their work. Their children can enrich their lives, and personal satisfaction can come from work. Developmental failure at this stage results in exclusivity and a limited environment (Berger, 1986).

Tower (1996) discussed how neglect causes an individual to be impaired at multiple developmental levels. Some of these unlearned abilities within childhood are low self-esteem, feelings of being unloved and unworthy, rejection, being excessively dependent on others and being incapable of autonomous behavior. These attributes transition into adulthood as well, along with the continued inability to trust themselves and others, not taking responsibility for their own actions, as well as problems establishing intimate relationships.

Another factor within the context of neglect is the intergenerational transmission of maltreatment (Baumrind, 1994). It was hypothesized that an important predictor of maltreatment by a parent, was the maltreatment of that

parent as a child. The negative experiences in childhood greatly influenced the individual's adult life. It was predicted that a child who was neglected at an early age would be resistant to new positive experiences, as they grew older. However, if the neglected individual was able to establish a meaningful relationship with a significant other during adolescence or young adulthood, their perceptions regarding their relationships can be positively changed (Baumrind, 1994).

#### Child Neglect

The environment has a significant affect on the abused individual. Ernst (2000) stated that possible causes of neglect, for all age levels, correlate to the following factors: economic, societal, and problems of interventions. Economic causes of neglect seem to indicate that neighborhoods lacking economic resources have high levels of maltreatment.

According to Golden (2000) and Higgins & McCabe (2000), neglectful parents were usually neglected as children themselves. Effects of child neglect on young adults can lead to: emotional problems, juvenile delinquency, mental retardation, poor educational

performance, and social maladjustments (Feldman, 1982; Golden, 2000).

The problem of child neglect knows no specific socioeconomic boundaries, but there is some credence to the statement that parents who neglected their children live in run down neighborhoods, experience extreme levels of poverty and are more apt to abuse their children (Tower, 1996).

A study conducted in 1985 by Valentine, Freeman, Acuff, & Andreas indicated that there are a number of factors tied to and affecting child neglect. These factors cause multiple problems mainly due to an individual's economic difficulties, problems within their family, community and neighborhood (Valentine et al., 1985).

Another interesting study concerning child neglect mapped and analyzed the rates and distribution of child neglect in a suburban United States neighborhood (Saunders, Nelson, & Landsman, 1993). The authors used technology, census data, and administrative data to help predict target neighborhoods where a child may be at risk for maltreatment. Basically, the research found that poor neighborhoods, with low economic resources and social support, had the highest rates of maltreatment (Saunders et al., 1993).

From a social perspective, lack of social support systems is also another reason for high rates of maltreatment. Neighbors are often strangers and neighborhoods are too often dangerous environments (Donnelly, 1997).

Another factor connected to child maltreatment is the psychological distress of the family. Psychologically, maltreated children as adults report having greater levels of depression, low self-esteem, psychiatric conditions, and under normal situations become extremely stressed. Relationally, the individual has difficulty with relationships in regards to peers and other adults, as well as, difficulty trusting others (Saunders et al., 1993; Styron & Janoff-Bulman, 1997).

The consequences of child neglect can be devastating. Physical, psychological, cognitive and behavioral developmental problems are just some of the consequences that may be exhibited. Physical damage may include brain damage. Psychological consequences can also cause lower self-worth and contribute to psychiatric disorders. Cognitive problems may range from severe organic brain disorders to reduced attention/learning disorders. Behavioral problems can result in serious and violent



crimes. Each stage of consequences builds upon the other (Berger, 1986; Berry, 1998; Gelles, 1997; Tower, 1996).

There is also some evidence supporting the statement that neglect experienced in childhood may have a direct effect on problems the person later experiences as an adult (Elam & Kleist, 1999). Behaviorally, there is a correlation between various factors such as self-destructive behavior, crime and abuse, violence, psychological problems, lack of empathy, hostility, anti-social behaviors, passivity, impulsivity, and feelings of helplessness (Styron & Janoff-Bulman, 1997). Maltreated children are more likely to exhibit destructive behaviors during conflict situations as adults, including how they deal with disagreements, disrespect, and emotional situations (Styron & Janoff-Bulman, 1997).

#### Parenting

According to Baumrind (1967) there are four kinds of parenting patterns that affect the outcome of children: Authoritative, Authoritarian, Indulgent, and Neglecting. Authoritative parents combine acceptance and control in a child-centered environment. High expectations by the parents, high intellectual levels, and social skills are coupled with acceptance and warmth. The child's opinions

are heard, and restrictive measures are accompanied by explanations. Research indicates that a child raised in this manner is friendly, independent, and successful socially and intellectually (Baumrind, 1967; Rollins & Thomas, 1979).

Conversely, authoritarian parents assert their power using one-way communication and lack nurturance and warmth toward their child. They are controlling and their child's behavior is set to an absolute standard of expectations and is critically evaluated according to these expectations (Rollins & Thomas, 1979). Children of authoritarian parents tend to grow up lacking motivation, are overly dependent on others, and are prone to aggressive behavior (Baumrind, 1971).

Indulgent parents are child-centered parents who make fewer demands on their children (Baumrind, 1971). These children lack impulse control and are more immature (MacCoby & Martin, 1983). Neglecting parents have been identified as not being concerned with their children's lives, physical needs and emotional needs, and thus are not active in their children's lives. When these parenting styles are considered together, it shows the importance of family dynamics in both the emotional and psychological development of the child (Baumrind, 1971).

A study investigated women's perceptions of the generalized impact of incest on their skills, attitudes, and abilities toward parenting their own children (Armsworth & Stronck, 1999). Forty women with self-reported histories of incest were interviewed in a qualitative study to examine how their abuse histories may have affected their skills and abilities as parents. The results stated that parents feared not being able to protect their children and keep them safe from abuse. They stated fear of loss of control, fear of being overcontrolling and concerns relating to being emotionally unavailable to their children (Armsworth & Stronck, 1999). All participants reported experiencing a number of abuses and stressors. The results indicated that early treatment and prevention programs for such parents would help to prevent future abuse of their children. These programs would also assist them in developing appropriate parenting styles, plans and intervention strategies to enable them to provide a safe and secure environment for their children (Armsworth & Stronck, 1999).

Another developmental factor to consider was the child's need for affiliation. According to Eisenberg (1981), the need for affiliation is an important contributing factor that is established in childhood, and

lasts throughout the entire life span. Other contributing factors include economic privation, social isolation, and social disadvantages dealing with violence in the family. In order to promote child rearing without the use of physical violence, it is important to educate families.

Ethnicities have had different cultural attitudes toward parenting and child rearing. Cultural attitudes define abuse in various ways. What was considered as abuse in one culture may be considered normal in another culture. African-American, Cambodian, Caucasian, Hispanic, Korean, and Vietnamese parents have different patterns of physical contact and methods of parenting. Research calls for redefining currently adjusted norms and parent-child relationships (Gilbert & Ahn, n.d.).

Darling and Steinberg (1993) discussed parent-child interactions across diverse circumstances as related to specific parenting attitudes, practices, and nonverbal expressions. These ideals could lead to a child displaying similar styles as their parents. This is due specifically to the child only being exposed to certain methods of parenting depending on their culture, socio-economic status, and age of the parents, as well as how their parents were raised.

According to Baumrind (1966), three styles of parenting were described as authoritarian, permissive, and authoritative. The effects of these styles are also discussed. Within the authoritarian and permissive styles, the parent may shelter the child from engaging in meaningful contact with others, and assist the child in remaining insensitive to the complex anxiety that nonconformity is associated with. This can cause loss of individuality and self-assertiveness. In order to achieve responsible conformity, the authoritative style of parenting can be utilized allowing the child to remain autonomous while the parent utilizes methods of reason, rationality and issue oriented discussion.

Baumrind (1996) discussed short and long-term effects of the three parenting styles and their effects on the child. Within the authoritative child-rearing style, aversive discipline had been favorably received by the young child, and was quite effective in managing short-term behavior. There has been no documented history of harmful long-term effects. The disciplinary episode was intended to control the child's short-term behavior, and to influence, not determine their long-term behavior. Clear boundaries, firmly implemented during the early years, occurring within the context of a

rational-authoritative relationship minimized the need for discipline by mid-adolescence. During this point in the child's lifespan, the rights and responsibilities of the parents and children became more symmetrical and less complementary. Therefore, parents and children are approaching an egalitarian style of rapport with one another.

#### Summary

In reviewing all the literature, it has been discovered that there is not enough research in the area of child neglect and its effects on the parenting styles of the adult survivors. Therefore, the hope was that this project would have some valuable data that would be of some assistance in social work practice.

## CHAPTER THREE

### METHODS

#### Introduction

Within the Methods section, a description of the specific study design that was utilized will be discussed. The sampling method will also be conveyed in detail, as well as how the data was collected and the instruments that were used. Specific procedures were adhered to, and the details of these will also be addressed. The importance of protection of human subjects will also be discussed. Finally, the specifics of the data analysis will be conveyed.

#### Study Design

This study examined the relationship between child neglect survivors and their styles of parenting. It was predicted that persons who had experienced neglect as children would adopt an authoritarian style of parenting. This possibility could be due to these parents choosing not to continue the cycle of becoming neglectful with their own children; therefore, they might go to the opposite extreme, and adopt an authoritarian style of parenting.

The research design for this study was quantitative. This was in the form of a three-part, self-administered, and self-reporting questionnaire. The questionnaire consisted of questions related to demographics, levels of child neglect, and parenting styles.

Using a survey to address these issues provided the researchers with a large sample. Participants were diverse in age, marital status, ethnicity, culture, socio-economics and education.

This study used a correlational design to determine characteristics of parenting styles among adult survivors of child neglect. The variables included various types of neglect; i.e., parental omission in emotional needs, cognitive needs, supervision needs, and physical needs. Another variable measured was parenting styles, which were measured as authoritative, authoritarian and permissive.

There were several potential problems associated with this design. The participants may have been court mandated to attend anger management classes and/or parenting classes and felt this was unjustified. Self-perceptions could have interfered, and the participant's responses might have been biased. The participants may not have liked a parent, had conflicts with a parent, and perceived the parent as neglectful. The questions may have been



answered based on what the participant felt was socially acceptable. It is important to understand the predictors of parenting styles. However, with correlational designs it would not be accurate to make causal inferences.

Child neglect may be a predictor of parenting styles that are adopted by neglect survivors. It was hypothesized that adults who have been neglected as children would be more likely to become authoritarian parents.

### Sampling

The sample size for this research project consisted of sixty female volunteer participants. Respondents were diverse in age, marital status, ethnicity, socio-economics, and education. The participants were selected by a convenience sampling procedure due to the availability of ongoing support groups, anger management and/or parenting classes, and counseling centers. To gain access to this population, the facilitators of the various groups and centers were contacted.

### Data Collection and Instruments

The data was collected in the form of a quantitative research questionnaire completed by adult survivors of child neglect, and the community in general. The questionnaire was in the form of a three-part,

self-administered and self-reporting instrument. This included the demographics of the participant, child neglect scales, and parenting style scales.

Within the demographics portion of the questionnaire the participant responded to questions including age, marital status, ethnicity, socio-economics and education (See Appendix B).

The Multidimensional Neglect Scale (MNS) is a 20-item instrument that was developed by M. Straus (personal communication, November 21, 2001), and is intended to measure levels of neglect of four basic developmental needs: 1) physical needs; 2) emotional needs; 3) supervisory needs; and 4) cognitive needs. An alpha of .93 was reported. Each sub-scale is measured on a 4 point Likert-type scale from 1 (Strongly agree) to 4 (Strongly disagree). Each sub-scale consists of 5 items. These 4 sub-scales reported alpha coefficients ranging from .80 to .89. A typical question for the MNS is, "did not give me enough to eat" (See Appendix C).

The Parenting Practices Questionnaire (PPQ) is a 62-item scale measuring global parenting dimensions, using Baumrind's typology of parenting: authoritative, authoritarian and permissive styles (Robinson, Mandelco, Olsen, & Hart, 1995). Each subscale uses a 5-point

Likert-type scale from 1 (Never) to 5 (Always). The Authoritative subscale consists of 27 questions with an alpha coefficient of .91, the Authoritarian subscale consists of 20 questions with an alpha coefficient of .86, and the Permissive subscale consists of 15 questions with an alpha coefficient of .75. An example question that represents the PPQ is, "I am responsive to our child's feelings or needs" (See Appendix D).

The strengths of the MNS scale are shown in the alpha coefficients as previously indicated. The limitation of the MNS is that there could be a problem with recalling the information from early childhood. It is suggested that most memories may be recalled from middle and late childhood.

The strengths of the PPQ are shown in the high alpha coefficients. Another strength is that this instrument was created to assess global typologies of parenting and to identify specific parenting practices occurring within the context of these typologies.

#### Procedures

The researchers contacted various group facilitators and explained the research study, and then requested their assistance in utilizing their clientele. Upon the

facilitator's approval, the researchers then met with the facilitators and discussed the procedures and information regarding the questionnaires. Due to confidentiality, the facilitators presented the questionnaires at their group sessions. The clients were informed that this was a strictly voluntary and confidential study.

The participants received a consent form to sign using a check mark, which stated that they understood their participation was voluntary and insured their anonymity. This also included an introductory statement describing the purpose of the study. The participants then received the three-part questionnaire and debriefing statement including a list of possible resources for counseling agencies.

The questionnaire took approximately 30 minutes to complete. Once completed, the participants returned the questionnaires to the facilitators. Upon prior agreement between the researchers and the facilitators, the completed questionnaires were placed in a sealed envelope and were picked up by the researchers approximately one week later.

## Protection of Human Subjects

An informed consent form was given to each participant. This included an introductory statement describing the purpose of the study, the names of the students conducting the study, and the amount of time it would take to complete the questionnaire. In order to insure confidentiality and anonymity, no names were used in this study. A check mark was used to indicate that they had read and consented to voluntarily participate, and were 18 years of age (See Appendix A).

Participants were also provided with a debriefing statement that first thanked them for their participation. It also provided an explanation of what the study hopes to find, and stated when the results would be available. The name of a contact person and phone number were also provided for any questions regarding the study, as well as a referral list to counseling agencies (See Appendix E).

The participants for this research project were treated in accordance with the "National Association of Social Work (NASW) Code of Ethics" (Delo, 2000).

## Data Analysis

The procedures used were a quantitative research approach using a correlation design to determine

associations between child neglect and parenting styles. Pearson correlation coefficients were calculated between the four subscales of the MNS; physical needs, emotional needs, supervision needs, and cognitive needs, and the three subscales of the PPQ; authoritative, authoritarian, and permissive. Descriptive statistics utilizing graphs and frequency distributions illustrated the frequency of variables regarding participant demographics. For the purpose of analysis, T-Tests were used based on the results of the correlation analysis. To further evaluate the relationship between neglect and parenting styles, participants were split into two groups: those who scored above and below the sample mean total score on the MNS. These two groups were then compared in t-test analyses to see if significant differences existed between them in their parenting styles according to the PPQ. All of the analyses were carried out using the SPSS for Windows 10.0 program. All statistical analyses used an alpha level of .05 unless otherwise indicated.

#### Summary

An overview of the study design was presented, discussing the purpose of this study and its methodology. The type of sampling, data collection and the instruments

used were described. The specific procedures used in gathering the data were discussed and explained. The importance of the protection of human subjects and how their confidentiality and anonymity will remain intact was addressed. Since this was a quantitative procedure, the concepts, constructs, and variables used were all incorporated into the data analysis.

## CHAPTER FOUR

### RESULTS

#### Introduction

This study examined the relationship between long-term effects of childhood neglect (physical needs, emotional needs, supervision needs and cognitive needs) and parenting styles (authoritative, authoritarian and permissive).

#### Presentation of the Findings

The sample population ( $N = 60$ ) was female participants from various ongoing support groups, anger management and/or parenting classes, and counseling centers in Riverside and San Bernardino counties. Their ages ranged from twenty-three years to fifty-nine, with a mean age of 38.22 ( $SD = 8.79$ ).

The marital status of the participants comprised the following categories: married 24 (40.0%); divorced 16 (26.7%); single/never married 10 (16.7%); separated 6 (10.0%) and widowed 3 (5.0%). One respondent did not reply to this question.

The racial/ethnic composition of this sample was as follows, 48 (80.0%) Caucasian; 7 (11.7%) Latino/Hispanic and 5 (8.3%) Afro-American.



According to Figure 1, the annual income levels varied from under \$10,000 to over \$50,000. The income level between \$20,000 to \$30,000 and \$30,000 to \$40,000 represented the largest categories (21.7% respectively).

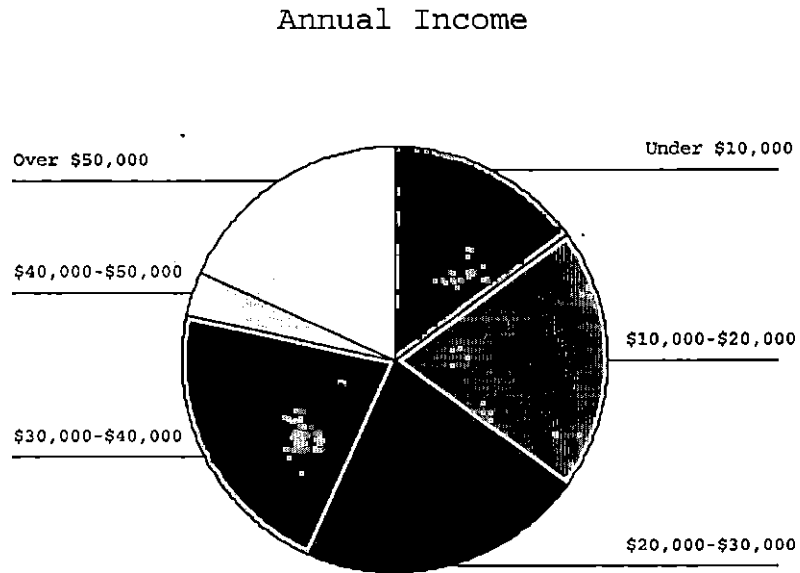
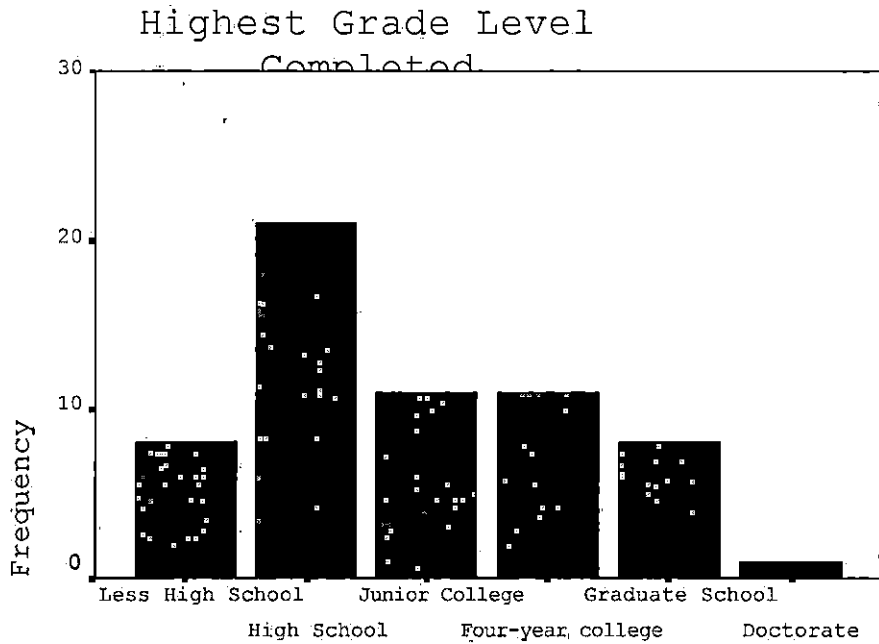


Figure 1. Frequency Distribution of Annual Income

Education was the next demographic variable looked at and is illustrated in Figure 2. Thirty-five percent of the sample graduated from High School. Those with Associate and Bachelor degrees each represented 18.3% of the sample, respectively. Participants with less than a high school education and those with Master degrees each represented

13.3% of the sample, respectively; and one participant reported having a Doctorate degree (1.7%).



Highest grade level completed

Figure 2. Frequency Distribution of Highest Grade Level Completed

The number of children the respondents reported ranged from a minimum of one child to a maximum of seven children ( $\bar{M} = 2.43$ ) and ( $SD = 1.14$ ). The respondents also reported years of experience in childrearing that ranged from three years to forty-one years ( $\bar{M} = 17.18$ ) and ( $SD = 9.41$ ).

To determine if there is a correlation between childhood neglect and parenting styles, the researchers analyzed the data using the Statistical Package for the Social Sciences (SPSS).

It was found in the analysis that one of the subscales for neglect, supervision needs, was significantly correlated with a parenting subscale, authoritarian style,  $r(59) = -.306, p < .05$ . Participants who reported that their parents were neglectful in supervision also reported an authoritarian parenting style with their own children. Lower scores on the neglect scales indicate a greater degree of neglect (See Table 1).

Table 1. Correlation Coefficients Between Neglect Subscale Supervision Needs and Parenting Scales

Variables	Supervision Needs
Authoritative	.061
Authoritarian	-.306*
Permissive	.088

\* $p < .05$

The educational level variable was collapsed into two groups creating the variable education 2. Group 1 consisted of those with a high school education or less, and group 2 consisted of those above a high school

education. A t-test comparing those with less education with those with more education in terms of parenting styles showed a significant difference, with those with less education being more permissive in their parenting styles  $t(39.60) = 2.01, p < .05$  (See Table 2).

Table 2. Mean Values for Educational Groups on Three Parenting Scales

Variables	High-School or Less	Above High-School
Authoritative	4.12	4.17
Authoritarian	2.31	2.10
Permissive	2.31	1.99*

\* $p < .05$

The income level variable was collapsed into two groups creating the variable income 2. Group 1 consisted of those with less than \$30,000 per year, and group 2 consisted of those with \$30,000 and above. A t-test comparing those with less income with those with higher income in terms of parenting styles showed that those with less income tend to be more permissive,  $t(52.5) = 1.96, p = .056$  (See Table 3).

Table 3. Mean Values for Income Groups on Three Parenting Scales

Variables	Income Less Than \$30,000	Income More Than \$30,000
Authoritative	4.05	4.25
Authoritarian	2.31	2.05
Permissive	2.27	1.98*

\*p < .05

#### Summary

The results section presented the statistics of this project. The researchers utilized descriptive frequencies for the demographics. Various variables were also utilized in formulating the correlations and t-tests for the various subscales within the neglect scale and the parenting style scale.

## CHAPTER FIVE

### DISCUSSION

#### Introduction

A discussion of the statistical findings will be addressed within this chapter. The limitations of this study will also be conveyed in detail with regard to recommendations for social work practice, policy, and research. Lastly, a summary of conclusions obtained from the project will be briefly mentioned.

#### Discussion

The purpose of this study was to examine the relationship between the long-term effects of child neglect and parenting styles. Both the neglect scale and parenting style scale that were utilized had several subscales. Murray Straus' neglect subscales included; physical needs, emotional needs, supervisory needs, and cognitive needs. Diana Baumrind's three typologies of parenting; authoritative, authoritarian, and permissive were described in the parenting scale, which consisted of these three subscales.

The premise was that those neglected as children would acquire an authoritarian style of parenting as adults. As the results suggest, this is partially true. A

significant correlation was found between the neglect subscale "supervision needs", and an authoritarian parenting style. Neglect of supervision needs included not setting limits, attending to misbehavior, knowing the child's whereabouts, or knowing the child's friends. Authoritarian parenting consisted of extreme control over the child and excessive supervision.

Consequently, authoritarian parents seem to be more likely to assert their power, and less likely to exhibit nurturance and warmth toward their child. They are controlling and set their child's behavior to an absolute standard of expectations, which is critically evaluated to these expectations (Rollins & Thomas, 1979). Therefore, the respondents who were supervisionally neglected as children appeared to have a greater likelihood of becoming authoritarian parents. These parents may have adopted an authoritarian style of parenting in an attempt to break the neglect cycle, and not become neglectful parents themselves.

Another area explored included differences in education among different parenting styles. The permissive subscale included factors such as lack of follow through, ignoring the child's misbehavior, and parents' problems with their own self-confidence. The outcome of a t-test

revealed that more permissive parents tend to be less educated. It is possible that those with only a high school education or less may not have the proper education pertaining to a child's development and proper parenting techniques. They also may not have had their own past childhood experiences to rely upon.

Similarly, parenting styles and income were also analyzed, with the results indicating that individuals with less income tended to be more permissive in their parenting style. Permissive parenting may exist due to parents working long hours and earning low salaries. The priorities of low-income parents may be on providing shelter, food, and clothing for their family. Therefore, the children may be placed in the position of raising themselves.

The researchers analyzed other possible correlations related to the three other neglect subscales (emotional needs, cognitive needs, and physical needs) in relation to the three parenting styles. None were found to be significant. Other correlation analyses that showed no significance included those between number of children, years of child experience, and the three parenting styles.

In order to further assess the effect of neglect on parenting style, the participants were split into two



groups: those with high and low total neglect scores. A t-test analysis revealed that there was no significant differences between high and low neglect groups on any of the three parenting scales.

Therefore, it appears that there is not a strong relationship between neglect in general and parenting style. This may be related to the lack of precision of the instruments used in this study or to other limitations, as discussed below.

#### Limitations

A major limitation of this study related to the small sample size, which may have considerably limited the results. The sample size only represented a small portion of the population, thus not allowing for an adequate norm sample of the general population.

Another limitation concerned the ages of the older respondents. Consideration should be given to the fact that there has been a substantial amount of time since these individuals had a "parent-child" relationship. This was an area of concern due to the respondents having to recall experiences and interactions with their child/children that occurred many years ago.

This leads into another limitation regarding the participants' responses. These responses may have been influenced by the respondents' self-perception, as well as the possibility of being court mandated to attend anger management and/or parenting classes, and counseling. This may have biased the participants' responses in an unknown manner. Consequently, in recognition of the limitations of this study, it is recommended that these issues be considered and examined for future research.

#### Recommendations for Social Work Practice, Policy and Research

Experts believe that child neglect has reached staggering proportions, and is increasing at a rapid rate. It has recently been recognized as a serious family problem. Further understanding the ramifications of child neglect, as it relates to parental styles, will provide a better understanding to help assist in preventing the cycle from continuing. It can be argued that agencies and programs don't thoroughly address these issues. Therefore, it is important for Child Protective Service social workers to understand the effects of child neglect and the implications it has on social work practice and policy.

A recommended policy for this topic is to create a universal definition for the term "neglect." Currently,

various agencies, such as Child Protective Services and law enforcement agencies, define child neglect using different terminologies. Social workers usually have more contact with families per se, and therefore can see possibilities and potential regarding the family's situation. In other words, a social worker's perspective of a family's situation encompasses various shades of gray. In contrast, law enforcement agencies usually deal with individuals and tend to see situations as black and white. Hence, research into a working definition shared by CPS and law enforcement should be considered.

Future research for this topic should include a larger sample size in order to allow a representative sample of the general population. The results of this study may possibly enlighten other researchers to conduct studies more specific in nature in order to restructure services, programs, policies and laws. Future research could possibly help professionals and social service agencies that deal with child neglect in children and adults. This may assist the various agencies in providing relevant services and treatments for their clients. As more research becomes available, new legislation could help address child neglect issues not only for children but for young adults as well.

## Conclusions

The long-term effects of child neglect, and its relationship to parenting styles is a subject that will be an ongoing point of interest. Within this particular research project the results stated that neglect survivors have a higher likelihood of acquiring an authoritarian style of parenting with regards to supervisory neglect. Basically, children who lack supervision by their parents are more likely to grow up to assert unfavorable power over their children, possibly with a lack of nurturance and affection.

Other findings included educational and income levels with regards to parenting styles. Permissive parents tend to have both lower education and income levels. However, these findings imply that there was not a strong relationship between neglect in general and parenting styles.

As already acknowledged, more research is required in this particular area in order to educate agencies that provide services to the public. Due to the expertise and experiences within these agencies, the information would be valuable in providing relevant resources. The consensus of this research team is that this research project is a good starting point, considering that there is minimal

research information of this topic of child neglect and parenting styles.

APPENDIX A  
INFORMED CONSENT

## **CHILD NEGLECT AND PARENTING STYLES INFORMED CONSENT**

The purpose of this study is to examine how childhood neglect may influence parenting styles in adult survivors. This study is being conducted by Triny M. Brown and Valerie J. Bedore under the supervision of Steve Nitch with guidance from Dr. Rosemary McCaslin, coordinator of MSW Research, of California State University, San Bernardino. This study has been approved by the Department of Social Work Sub-Committee of the California State University, San Bernardino Institutional Review Board. The University requires that you give your consent prior to participating in this study.

Participation will involve completing a demographics form, answering questions regarding your childhood experiences, and current parenting attitudes. This will take approximately thirty minutes to complete.

Please read the following points before indicating that you are willing to participate.

1. I understand that my participation in this study is completely voluntary. I understand that my identity will remain anonymous and my responses will be held in the strictest of confidence.
2. I understand that I am free to choose not to participate in this study without penalty, free to discontinue my participation in this study at any time, and may choose not to answer any questions that make me uncomfortable. Of course, we hope you will choose to answer all questions, as they are extremely useful to the results of the study.
3. I understand that all data will be reported in group form only, and that the results will be made available to me at my request upon completion of the study in the Summer Quarter of 2002.

If you have questions or concerns regarding this study, please feel free to contact Dr. McCaslin, (909) 880-5507.

The study has been explained to me and I understand the explanation that has been given and what my participation will involve.

**PLEASE DO NOT PUT YOUR NAME ON THE QUESTIONNAIRE.**

Please place a check mark in the space provided below to acknowledge that you are at least 18 years old and have read and understand the statements above. Also, by marking the space below you have given your consent to voluntarily participate in this study.

**Please check here:** \_\_\_\_\_ **Date:** \_\_\_\_\_

APPENDIX B  
DEMOGRAPHICS



## DEMOGRAPHIC INFORMATION

**PLEASE NOTE THAT YOUR RESPONSES ARE STRICTLY CONFIDENTIAL. PLEASE TRY TO ANSWER AS MANY QUESTIONS AS POSSIBLE TO THE BEST OF YOUR KNOWLEDGE. THANK YOU FOR YOUR PARTICIPATION.**

Please circle the correct response.

1. Your sex      a.) male      b.) female
  
2. Your age at last birthday \_\_\_\_\_
  
3. Your marital status?
  1. Single (never married)
  2. Married
  3. Separated
  4. Divorced
  5. Widowed
  
4. What is your race/ethnicity?
  1. Afro-American
  2. Latino/Hispanic
  3. Caucasian
  4. Asian/Pacific Islander
  5. American Indian
  6. Other \_\_\_\_\_ (please specify)
  
5. Your annual (yearly) income level.
  1. Under \$10,000
  2. \$10,000 to \$20,000
  3. \$20,000 to \$30,000
  4. \$30,000 to \$40,000
  5. \$40,000 to \$50,000
  6. Over \$50,000
  
6. Educational level - highest-grade level completed \_\_\_\_\_
  
7. How many children do you have? \_\_\_\_\_
  
8. What are the ages of your children? \_\_\_\_\_

APPENDIX C  
MULTIDIMENSIONAL NEGLECT SCALE

## MULTIDIMENSIONAL NEGLECT SCALE

**PLEASE NOTE THAT YOUR RESPONSES ARE STRICTLY CONFIDENTIAL. PLEASE TRY TO ANSWER AS MANY QUESTIONS AS POSSIBLE TO THE BEST OF YOUR KNOWLEDGE. THANK YOU FOR YOUR PARTICIPATION.**

For each of the following statements, decide how well it describes your life with your parents. Circle a "1" for "Strongly Agree" if it is a very good description of either or both of your parents or a "4" for "Strongly Disagree" if it does not describe either of them at all. Choose "Agree" or "Disagree" if the descriptions fall somewhere between.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Did things with me just for fun.	1	2	3	4
2. Were not interested in my activities or hobbies.	1	2	3	4
3. Did not help me with homework.	1	2	3	4
4. Wanted to know what I was doing when I was not at home.	1	2	3	4
5. Did not comfort me when I was upset.	1	2	3	4
6. Did not keep me clean.	1	2	3	4
7. Did not help me to do my best.	1	2	3	4
8. Did not make sure I went to school.	1	2	3	4
9. Did not care if I got into trouble in school.	1	2	3	4
10. Did not make sure I saw a doctor when I needed one.	1	2	3	4
11. Were not interested in the kind of friends I had.	1	2	3	4
12. Did not give me enough to eat.	1	2	3	4
13. Helped me when I had trouble understanding something.	1	2	3	4
14. Did not read books to me.	1	2	3	4
15. Did not help me when I had problems.	1	2	3	4
16. Did not praise me.	1	2	3	4
17. Did not care if I did things like shoplifting.	1	2	3	4
18. Did not tell me they loved me.	1	2	3	4
19. Kept the house clean.	1	2	3	4
20. Did not give me enough clothes to keep me warm.	1	2	3	4

APPENDIX D  
PARENTING PRACTICES  
QUESTIONNAIRE

## PARENTING PRACTICES QUESTIONNAIRE

**PLEASE NOTE THAT YOUR RESPONSES ARE STRICTLY CONFIDENTIAL. PLEASE TRY TO ANSWER AS MANY QUESTIONS AS POSSIBLE TO THE BEST OF YOUR KNOWLEDGE. THANK YOU FOR YOUR PARTICIPATION.**

Circle the correct response. How often you exhibit this behavior with your child or children.

	Never	Once in Awhile	About Half of the Time	Very Often	Always
1. I encourage our child to talk about the child's troubles.	1	2	3	4	5
2. I guide our child by punishment more than by reason.	1	2	3	4	5
3. I know the names of our child's friends.	1	2	3	4	5
4. I find it difficult to discipline our child.	1	2	3	4	5
5. I give praise when our child is good.	1	2	3	4	5
6. I spank when our child is disobedient.	1	2	3	4	5
7. I joke and play with our child.	1	2	3	4	5
8. I withhold scolding and/or criticism even when our child acts contrary to our wishes.	1	2	3	4	5
9. I show sympathy when our child is hurt or frustrated.	1	2	3	4	5
10. I punish by taking privileges away from our child with little if any explanation.	1	2	3	4	5
11. I spoil our child.	1	2	3	4	5
12. I give comfort and understanding when our child is upset.	1	2	3	4	5
13. I yell or shout when our child misbehaves.	1	2	3	4	5
14. I am easy going and relaxed with our child.	1	2	3	4	5
15. I allow our child to annoy someone else.	1	2	3	4	5
16. I tell our child our expectations regarding behavior before the child engages in an activity.	1	2	3	4	5
17. I scold and criticize to make our child improve.	1	2	3	4	5

	Never	Once in Awhile	About Half of the Time	Very Often	Always
18. I show patience with our child.	1	2	3	4	5
19. I grab our child when being disobedient.	1	2	3	4	5
20. I state punishments to our child and do not actually do them.	1	2	3	4	5
21. I am responsive to our child's feelings or needs.	1	2	3	4	5
22. I allow our child to give input into family rules.	1	2	3	4	5
23. I argue with our child.	1	2	3	4	5
24. I appear confident about parenting abilities.	1	2	3	4	5
25. I give our child reasons why rules should be obeyed.	1	2	3	4	5
26. I appear to be more concerned with my own feelings than with our child's feelings.	1	2	3	4	5
27. I tell our child that we appreciate what the child tries or accomplishes.	1	2	3	4	5
28. I punish by putting our child off somewhere alone with little if any explanation.	1	2	3	4	5
29. I help our child to understand the impact of behavior by encouraging our child to talk about the consequences of own actions.	1	2	3	4	5
30. I am afraid that disciplining our child for misbehavior will cause the child to not like his/her parents.	1	2	3	4	5
31. I take our child's desires into account before asking the child to do something.	1	2	3	4	5
32. I explode in anger towards our child.	1	2	3	4	5
33. I am aware of problems or concerns about our child in school.	1	2	3	4	5
34. I threaten our child with punishment more often than actually giving it.	1	2	3	4	5
35. I express affection by hugging, kissing, and holding our child.	1	2	3	4	5
36. I ignore our child's misbehavior.	1	2	3	4	5

	Never	Once in Awhile	About Half of the Time	Very Often	Always
37. I use physical punishment as a way of disciplining our child.	1	2	3	4	5
38. I carry out discipline after our child misbehaves.	1	2	3	4	5
39. I apologize to our child when making a mistake in parenting.	1	2	3	4	5
40. I tell our child what to do.	1	2	3	4	5
41. I give in to our child when the child causes a commotion about something.	1	2	3	4	5
42. I talk it over and reason with our child when the child misbehaves.	1	2	3	4	5
43. I slap our child when the child misbehaves.	1	2	3	4	5
44. I disagree with our child.	1	2	3	4	5
45. I allow our child to interrupt others.	1	2	3	4	5
46. I have warm and intimate times together with our child.	1	2	3	4	5
47. When two children are fighting, I discipline the children first and ask questions later.	1	2	3	4	5
48. I encourage our child to freely express himself/herself even when disagreeing with parents.	1	2	3	4	5
49. I bribe our child with rewards to bring about compliance.	1	2	3	4	5
50. I scold or criticize when our child's behavior doesn't meet our expectations.	1	2	3	4	5
51. I show respect for our child's opinions by encouraging our child to express them.	1	2	3	4	5
52. I set strict well-established rules for our child.	1	2	3	4	5
53. I explain to our child how we feel about the child's good and bad behavior.	1	2	3	4	5
54. I use threats as punishment with little or no justification.	1	2	3	4	5
55. I take into account our child's preferences in making plans for the family.	1	2	3	4	5

	Never	Once in Awhile	About Half of the Time	Very Often	Always
56. When our child asks why he/she has to conform, I state: because I said so, or I am your parent and I want you to.	1	2	3	4	5
57. I appear unsure on how to solve our child's misbehavior.	1	2	3	4	5
58. I explain the consequences of the child's behavior.	1	2	3	4	5
59. I demand that our child does/do things.	1	2	3	4	5
60. I channel our child's misbehavior into a more acceptable activity.	1	2	3	4	5
61. I shove our child when the child is disobedient.	1	2	3	4	5
62. I emphasize the reasons for rules.	1	2	3	4	5



APPENDIX E  
DEBRIEFING STATEMENT

## **CHILD NEGLECT AND PARENTING STYLES DEBRIEFING STATEMENT**

We would like to thank you for your participation in this study. The main objective of this study is to examine various types of childhood neglect, and how these experiences may affect parenting styles in adult survivors. This information will allow us to have a more comprehensive understanding of how childhood experiences can affect and influence an adult's life with regards to parenting. If you have any questions or concerns, please contact Dr. Rosemary McCaslin at CSUSB's Social Work Department (909) 880-5507.

If these questions raise feelings that are uncomfortable to you, and you would like to discuss them with a counselor, you can contact San Bernardino County's Department of Mental Health (909) 387-7053 and Riverside County's Department of Mental Health (909) 358-4500. Information about local support groups may also be obtained from the California Self-Help Center, toll free (800) 222-LINK.

The study will be completed at the end of Summer Quarter 2002. You may obtain the group results of this study from the Pfau Library at California State University, San Bernardino.

**You may remove and keep this page.**

Thank you for your participation

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## ASSIGNED RESPONSIBILITIES PAGE

This was a two-person project where authors collaborated throughout. However, for each phase of the project, certain authors took primary responsibility. These responsibilities were assigned in the manner listed below.

1. Data Collection:

Assigned Leader: Triny Marilyn Brown

Assisted By: Valerie Jean Bedore

2. Data Entry and Analysis:

Team Effort: Triny Marilyn Brown &  
Valerie Jean Bedore

3. Writing Report and Presentation of Findings:

a. Introduction and Literature

Team Effort: Triny Marilyn Brown &  
Valerie Jean Bedore

b. Methods

Team Effort: Triny Marilyn Brown &  
Valerie Jean Bedore

c. Results

Team Effort: Triny Marilyn Brown &  
Valerie Jean Bedore

d. Discussion

Team Effort: Triny Marilyn Brown &  
Valerie Jean Bedore