A Review of Developmentally Appropriate Evidence-Based Effective Parenting and Resources for Parents

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Purpose
Krisma Counseling, a counseling center located in rural southern Minnesota, offers high quality and affordable consumer-centered mental health services to individuals, families, couples, including in-home therapy. In order to provide adequate services and care that abides by the Nation Association of Social Workers Code of Ethics, there needs to be standard ethical practice rooted in evidence based literature. The purpose of this project was to research developmentally appropriate evidence-based effective parenting and create a resource guide for clinicians to use in their work with parents of children ages two to 17.

Methodology
❖ Researched the three developmental stages of children/adolescents: Early childhood (2-6 years), middle childhood (6-11 years) and adolescence (12-17 years).
❖ Researched the physical, cognitive, social and emotional developmental, grounded in developmental theory, for the 3 developmental stages.
❖ Researched effective parenting skills for the three developmental stages.

Literature Review
❖ Identifies the importance of parent child relationships and interactions.
  ❖ “Either a child’s predisposition and/or the parents lack of effective parenting skills may initiate a pattern of aggressive behavior within the family that ultimately leads to delinquency in children” (Sandy & Boardman, 2000).
❖ Highlights the difficulty of parenting.
  ❖ “Parents who engage in high rates of physically punitive and power assertive parenting practices have less well regulated children” (Colman, Hardy, Albert, Raffaelli & Crockett, 2006).
  ❖ “Punishment, both verbal reprimands and corporal punishment, are considered the least effective strategies to eliminate undesirable behaviors (Flaskerud, 2011).
❖ Shares the importance of development in effective parenting.
  ❖ “Emphasizes the importance of distinguishing between these behaviors, while taking in to account the interrelated nature of their development” (Haan, Pintrich & Dekovic, 2010).

Effective Parenting
❖ Anticipate many changes at a rapid pace. Parents also need to be proactive and mindful of changes still to come. Parents should anticipate separation anxiety in children as this peaks around the age of 2 (Robb, 2010, p.16). Parents should begin looking at schools for their children and focusing on reading and writing. Safety in social activities, such as biking, playing and peer associations, is important.

Middle Childhood (Ages 7 – 11)
❖ Social size grows at a slow pace.
  ❖ Girls are less likely to play alone.
  ❖ Changes include:
    • Increased rough and tumble play
    • Improved flexibility, balance, agility and force

Early Childhood (Ages 2 – 5)
❖ Motoric changes begin and puberty begins.
  ❖ Boys mature, girls take longer.
  ❖ Likely to be aware of sexual orientation.
  ❖ Increased nutritional needs due to rapid body growth.
  ❖ Skin becomes softer and acne appears.

Effective Parenting
❖ This stage can be a challenging time making the use of effective skills is critical. Re “Parents who engage in high rates of physically punitive and power assertive parenting practices have less well regulated children” (Colman, Handy, Albert, Raffaelli & Crockett, 2006, p.423). Parents should be sure to include their children in rule making.

Developmental Theories
❖ Early Childhood (2-5 years)
  ❖ Piaget’s Proportional Stages of Development
  ❖ Vygotsky’s Theory of Development
❖ Middle Childhood (6-11 years)
  ❖ Piaget’s Stages of Development
  ❖ Kohlberg’s Theory of Moral Development
❖ Adolescence (12-17 years)
  ❖ Piaget’s Stages of Development
  ❖ Erikson’s Psychosocial Development
  ❖ Adolescent Egocentrism (Saad, 2016)

Adolescence (Ages 12 – 17)
❖ Increased self-conscious and self focused.
  ❖ Rapid and changing increases dramatically.
  ❖ Sex is sensitive to peer criticism.
  ❖ Friends are the focus of everyone’s attention.
  ❖ Increased risk taking behavior and believing they are invincible.

Effective Parenting
❖ Parents over this period of time need to be willing to talk openly about sex, sexual identity, peer pressure, relationships, contraceptives and other societal pressures.
  ❖ Parent must take an active role in parenting instead of just being a parent. “Merely to be a parent is nothing, to parent everything. Children must no longer think of themselves as having parents, rather they are parented” (Smith, 2010, p.360).

Examination of Pertinent Issues
Ethics
❖ According to the National Association of Social Worker’s Code of Ethics, social workers have an ethical responsibility to “work toward the maintenance and promotion of high standards of practice” as well as “keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice” (NASW, 2008).

At-Risk Populations
❖ Through the Krisma in-home program there will be diverse groups of people being served all of which are at high risk explaining their involvement with the in-home program.

Rural Implications
❖ Transportation, conflicts of interest, dual roles and limited referral sources.

References available upon request.