

# Mama Duck Authoritative Parenting Research

## Supporting research for the Mama Duck Authoritative Parenting Approach

### Disciplining

Findings	Quoted	Source
<p>Authoritative Parenting is documented as most effective. <b>This approach is a balance between establishing firm limits and high degrees of warmth.</b></p> <p>Discipline approaches that promote children making their own good decisions vs. escaping punishment are associated with the most resilient (successful in adverse situations)</p>	<p><b>“The parenting style most frequently and solidly associated with healthy, well-adjusted children in the existing literature is authoritative parenting,</b> which has become the benchmark for comparing and assessing different styles. Authoritative parenting combines high levels of warmth with moderate levels of control.” (Lezin, N. Roller, L., Bean, S. and Taylor J. (ETR); 2004, p.7)</p>	<p>Lezin, N. Roller, L., Bean, S. and Taylor J. (ETR); 2004</p>

### Training

<p>While a child has a tantrum or a parent is maintaining a limit, the best thing to do to promote learning and maintain a close connection is to listen to the child cry.</p> <p>Crying has cognitive benefits; by alleviating stress the brain is freed up to function more effectively on reasoning and is more alert for learning.</p> <p><b>Crying has physical benefits associated with alleviating stress and decreasing chances of stress related disease</b> (high blood pressure, tumors, and others).</p> <p>By listening to their child/ren the parent communicates that they care about their child and that the child’s feelings are important.</p>	<p>“Letting your child have his emotion and letting him know that you understand it’s hard not to get what he wants is the kindest and most helpful thing you can do for your child at that moment.” (Siegel, 2001; p. 190)</p> <p>“Another long-term benefit of allowing babies to heal from early trauma through crying is that this helps them be more attentive and alert for learning...” (Solter, 1989; p. 54)</p> <p>“Allowing your baby to cry freely (in your arms) will help him form a habit of crying when he needs to, instead of suppressing his emotions. This will continue to adulthood. This will help him stay healthier, because pent up stress is a contributing factor to many illnesses...” (Solter, 1989; P. 55)</p>	<p>Brazelton, T. Berry M.D. and Greenspan, Stanley, M.D.; 2000 Siegel, Daniel J. M.D. and Mary Hartzell M. Ed.; 2004 Siegel, Daniel M.D.; 2001 Solter, Aletha J., Ph.D; 2001 Solter, Aletha J., Ph.D.; 1989</p>
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### Connecting

<p>Parent child connectedness is critical throughout child and caregivers life, not just years 0 –5.</p> <p>The parent child connection is not unilateral but requires a give and take between child and parent.</p> <p>The parent child connection can be re-established even if suffered a breaks or disruptions in a child and caregivers’ past.</p> <p><b>Applied Research recognizes that parents often are consumed by demands other than providing attention to their children. Experts suggest parents devote at least four, 20-minute periods of undivided attention to their children a day.</b></p>	<p>“Longitudinal studies have found that securely attached children appear to have a number of positive outcomes in their development.” (Cassidy &amp; Shaver, 1999) <b>“These include enhanced emotional flexibility, social functioning and cognitive abilities”</b> (Siegel, 2001; p. 77)</p> <p>“Children need such joining experiences because they provide the emotional nourishment that developing minds require. <b>Relationships that are “connecting” and allow for collaboration appear to offer children a wealth of interpersonal closeness that supports the development of many domains, including social, emotional, and cognitive functioning.</b>” (Siegel, 2001; pg. 78)</p> <p>“Parents or caregivers who tend to get preoccupied and structured with their tasks may need to set aside more and more special times for the facilitated or direct nurturing interactions. <b>At minimum, there should be four 20-minute or longer opportunities for direct interaction simply because these kinds of interactions help babies learn to have an emotional dialogue and eventually an intellectual dialogue with their caregivers over longer stretches of time.</b>” (Brazelton, T. Berry M.D. and Greenspan, Stanley, M.D, 2000; p. 41)</p>	<p>Brazelton, T. Berry M.D. and Greenspan, Stanley, M.D.; 2000 Goldstein, Sam and Brooks, Robert; 2002 Lezin, N., Roller, L, Bean, S. and Taylor J. ETR Associates; 2004 Siegel, Daniel J. M.D. and Mary Hartzell M. Ed.; 2004 Siegel, Daniel M.D.; 2001</p> <p>Lezin, N., Roller, L, Bean, S. and Taylor J. ETR Associates; 2004 Siegel, Daniel J. M.D. and Mary Hartzell M. Ed; 2004</p> <p>Brazelton, T. Berry M.D. and Greenspan, Stanley, M.D.; 2000</p>
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