

Observer Rating Scales for Assessing Parents' Responses to Children's Emotional Distress.

Discourage Expression of Negative Affect (Roberts & Strayer, 1987).

1. Parents seem to value emotional expressiveness and encourage it for its cathartic value. Even during a confrontation, parents will give time for or actively encourage the expression of negative feelings, even if remaining firm in their directive. While the parent may be influenced by the child to modify the directive, the parent doesn't find the child's upset aversive and isn't coerced by it.
2. Parents seem to value or do permit emotional expressiveness in general but during a confrontation, the parents' priority is clearly obedience. While the child won't be discouraged from expressing upset, it is treated as if it were an epiphenomenon of little importance. In non-agonistic situations, the emphasis is on correcting the situation, not on the upset *per se*.
3. Parents react to upset by distracting child or denying the hurt. During a confrontation, they can be coerced by the child's upset.
4. The parents value or attempt to teach emotional control. The child may be instructed not to cry, etc. Expressing upset is discouraged by verbal means (excluding threats of physical punishment).
5. Parents attempt to suppress expression of negative emotions by humiliation, physical punishment, or by threats of physical punishment.
0. can't be rated; no information

The following scales are selected from Baumrind 1970a, 1970b, 1972.

Numbering corresponds to Baumrind (1971).

33. Can be coerced by child

1. Parent can generally be coerced by child when child uses nonrational means such as screaming, causing a commotion, persistent whining, pouting, sulking, or withdrawal responses; child seems to manage parent more than parent manages child.
2. Child frequently overcomes parental opposition by such tactics as screaming, causing a commotion, persistent whining, pouting, sulking, or withdrawal responses.
3. Child can sometimes overcome parental opposition by such tactics as screaming, causing a commotion, persistent whining, pouting, sulking, or withdrawal responses.
4. Child can seldom overcome parental opposition by such tactics as screaming, causing a commotion, persistent whining, pouting, sulking, or withdrawal responses.
5. Parent firmly opposes child when he attempts to coerce him/her through nonrational means such as screaming, causing a commotion, persistent whining, pouting, sulking, or withdrawal responses.
0. Child does not use nonrational means of coercion. This may be a result of previous firm enforcement, so that the child no longer resorts to such means, as well as a basic style of the child.

58. Encourages child to endure pain and discomfort

1. Parent encourages child to endure physical pain and not to cause a fuss or commotion (e.g., wailing, pulling away), and/or expects child to consider feelings of those who have to cause pain in administering treatment.
2. Parent expects child to endure necessary discomfort without causing a commotion, but does not object to quiet crying or avoidance of unnecessary pain or discomfort.
3. Parent does not highly value stoical attitudes and merely wants child not to cause too much of a commotion so that parent will not be embarrassed or others discomforted.
4. Parent will permit emotional displays if child is hurt, and may offer sympathy.
5. Parent is very sympathetic when child is hurt, feeling that child should cry loud and long if that will make child feel better; parent will permit child to put off an uncomfortable medical procedure.

80. Does not permit outbursts of temper
1. Parent shows child non-destructive ways to release temper and does not permit child to accomplish his ends by means of temper tantrums.
 2. Parent encourages control of pique and anger in the child and does not permit child to use tantrums to accomplish his ends, but is not as conscientious in teaching child alternative outlets as in 1.
 3. Parent sometimes allows fits of temper and tantrums; parent does little or nothing to teach child non-destructive outlets for temper.
 4. Parent does not encourage control of pique and anger in the child, but allows fits of temper and tantrums and sometimes rewards child by letting him have his way; parent thinks that child of his age should not have to control his temper.
 5. Parent discourages control of pique and anger, thinks that child should release temper and emotions directly and immediately, even when others are discomforted. By permitting child to have his own way by such means, parent in effect rewards outbursts of temper.
0. Child has never thrown tantrums or had fits of temper, e.g., child is very placid, doesn't have a temper, or child is extremely repressed and/or intimidated and doesn't show his anger.

81. Afraid of child's anger

1. Parent is frightened by child's anger and will avoid it by deferring to or diverting child.
2. Parent avoids child's anger because he/she is somewhat afraid of it.
3. Parent sometimes prefers to avoid child's anger, but will hazard it if he/she feels the issue is an important one.
4. Parent will usually confront child, even knowing he will get angry.
5. Parent is not at all afraid of child's anger and will confront child knowing he will get angry; parent may even provoke anger for its cathartic effect upon child, or to bring his resentment out into the open where it can be dealt with.

0. Parent deliberately provokes anger in child for no purpose, except perhaps to upset child or to set up a "double bind" situation in which child is provoked into anger and then punished for having gotten angry.

90. Parent values emotional expressiveness

1. discourage expression verbally
2. unresponsive to crying, etc.
3. permit child to cry for a while, but becomes impatient
4. permit child to cry, unlimited time
5. encourage expression for its cathartic value

0. can't be rated; no information

91. Focus on compliance when child is upset or angry

1. acquiesces to child when child is upset
 - 2.
 3. negotiates, reasons when child is upset
 4. upset is ignored, concern is clearly compliance
 5. compliance is foremost and expression of upset is punished
0. can't be rated; no information

92. Focus on pragmatic action when child is upset

1. ignores child, takes no action
 2. comforts child, but takes no action
 3. listens to child, permits expression, but also takes action
 - 4.
 5. takes action promptly, ignoring upset per se
0. can't be rated; no information

93. Distracts child when upset

1. does not distract child
 - 2.
 3. distracts child occasionally
 - 4.
 5. distracts child frequently when child is upset
0. can't be rated; no information

94. Denies legitimacy of child's distress

1. never uses
- 2.
3. uses only when child is physically hurt, partially to reassure child
("You're not hurt; you're okay.")
- 4.
5. uses in several contexts

0. can't be rated; no information

References

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