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EMOTIONAL-MINDFUL PARENTING AND YOUTH OUTCOMES: AN
INDEPENDENT CONSTRUCT FROM WARMTH CONTROL IN PARENTING

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ABSTRACT

Previous research on parenting styles and their effects on children has focused mainly on two indicators of warmth and control in parenting proposed by Baumrind. The parenting styles considered in this study aim to explore and expansion of those dimensions of parenting beyond warmth and control. Most research examines the impact of parenting styles in reference to their level of control and how to shape intervention and prevention science to improve parents' methods and levels of control, minimizing the impact warmth could have. Not only is warmth wrongfully deemphasized but research also needs to look more deeply into the level of emotional awareness in parenting. This study proposes that emotional awareness coupled with the parents' mindfulness in their parenting impacts children, having an additive effect on the relationships with warmth and positive control. Thompson's attachment theory proposes a balance of these constructs in early childhood research by examining the effects parents have in children's early attachment security. The examination of parental warmth towards infants by Thompson should not stop there though; research needs to follow this measure of warmth and awareness through adolescence.

The transition in parenting from childhood to adolescence proposes a different set of issues. This paper will focus on the changing needs of warmth and emotion-coaching in childhood to the more complex issue of emotional awareness in adolescence. In this study I will examine the need for fluidity in parenting across childhood and adolescence. In particular, I will investigate correlations between levels of emotional parenting, defined by emotional awareness and mindfulness, and adolescent developmental outcomes of wellbeing, problem behavior and the affective quality of the parent-youth relationship. This analysis will more clearly emphasize the importance of continuity in emotional-mindful parenting.

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Developmental Outcomes and Emotional Learning

Parents' ability to recognize and identify the correct emotions their children experience has been stressed as a critical parenting skill that is related to a variety of developmental outcomes in children (Thompson et al., 2010). Parents' level of emotional understanding aids in their children's development of emotional competence (Saarni, 1999). If parents correctly identify children's emotions, then they may help their children to develop the ability to recognize and distinguish between different emotions. They also communicate that emotions are part of our human experience and they begin to teach the child how to properly categorize these emotion. In addition to correctly identifying the emotion of children, parents need to also be able to communicate appropriately with their children about the emotion. Children generally evade uncomfortable conversations with their parents and conversations about emotions are often uncomfortable for children experiencing the unsettling emotions (Thompson et al., 2010). If parents can use emotion socialization practices, such as helping children to label and verbalize emotions the children will not perceive these emotion conversations with their parents as uncomfortable (Saarni 1991). Emotion socialization is important because emotion-dismissing parents have been found to have children who display higher levels of disruptive behavior (Duncombe, Frankling, Havighurst, & Holland, 2012). These children who displayed higher levels of problem behaviors also had high levels of emotion dysregulation and their parents showed higher levels of negative emotion expressiveness (Duncombe et. al, 2012). Most studies linking parent socialization of emotions and developmental outcomes have been done with children younger than 10

years old. Less is known about how parental emotion awareness and socialization of emotions is associated with positive or negative developmental outcomes in adolescence.

Emotional Awareness and Quality of Relationship

It is important that parents foster an environment in which talking about emotions is not uncomfortable because it helps the dyad develop a stronger relationship. Positive relationship quality within the mother-child dyad may be directly related to the development of adaptive and functional behavior in children because the development of emotional competence, beginning with verbalization of the emotions, is directly related to the children's adaptation (Saarni 1999). Relationship quality and attachment between parents and children can be considered a reflection of the emotional climate between the dyad (Morris, Myers, Silk, Steinberg, & Robinson, 2007). The characteristics of environments in which children either do or do not avoid emotion conversations with their mothers was studied and maternal validation was found to significantly correlate to child-parent emotion conversations (Thompson 2010). Increased validation from the parents lead to decreases in emotion conversation avoidance, and was also associated with higher levels of attachment (Thomson 2010). These findings imply that parent-child dyads with better emotional understanding attunement also show better attachment. Validating children's experience of their emotions, even when these are negative emotions, fosters an environment in which children will feel safe verbalizing their emotions leading to conversations in which parents can aid children in learning to regulate the emotion. Securely attached children are more likely to have validating parents and have feelings of safety when engaging in potentially uncomfortable conversations (Thompson et al. 2010). It is important to note that parents need to have a

certain level of emotional awareness and mindfulness for children in order to create this positive relationship quality and an environment of validation.

Attachment security is not a concrete or stable attribute of the parent-child relationship; considering children's needs change throughout their development, the caregiver needs to maintain fluidity in their caregiving to ensure a consistent attachment security (Thompson 2001). If at any point children encounter a traumatic life event or loses a sense of the security their caregiver had once given them, they could form an insecure attachment. Responding to infants' cries and anticipating their basic needs is a caregiver's way of helping children's development during these early stages of development, fostering a secure attachment; however aiding in development and maintaining a secure attachment becomes much more complex as children's development broadens. For example, as children enters the toddler years they need the caregiver to not only provide a safe environment for development but the parent will also need to be a reference point for children to base their development off of. Children's relationship with their caregivers is the first experience they have with discerning others' emotions and perspectives (Thompson 2001). If parents do not show continued warmth, awareness, and understanding for their children's needs as they change they will be unsuccessful in maintaining attachment security and could inhibit their children's development. Children are at an increased risk for psychopathology if they experience emotionally neglectful, inconsistent or abusive relationships with their caregivers early on in development (Thompson, 2001).

Parenting Styles

A theory that parallels Thompson's ideas concerning infancy and early childhood is Baumrind's theory of parenting styles. Baumrind's theory categorizes parenting according to responsiveness and demandingness. Responsiveness, also referred to as warmth, is described by parents' aptitude in giving children support, individuality, and paying attention to children's unique needs (Baumrind 1991). On the opposite end of Baumrind's parenting scale is demandingness, also referred to as control. Control measures the pressures parents place on their children, their disciplinary actions and level of monitoring (Baumrind 1991). These two measures lead to four possible combinations of parenting styles: Permissive, Authoritarian, rejecting-neglecting, and Authoritative (Baumrind 1991). Parents that are high in warmth but low in control are labeled Permissive because they provide their children with support and foster self-regulation but do not discipline or place limits on their children. In contrast, parents that are high in control but low in warmth are labeled Authoritarian. Authoritarian parents place a high amount of limits and expectations on their children, with high levels of supervision as well, however they are not supportive of their children and attune to their children's unique needs. These parents do not explain to their children the reasons for the limits and expectations (Baumrind 1991). Rejecting-neglecting parents are neither controlling nor warm to their children, they instead, as the label implies, neglect and reject their parenting responsibilities (Baumrind 1991). The opposite of neglectful parents is Authoritative parents. Authoritative parents are high on both control and warmth. These parents are clear about their expectations and supportive of their children's wants and needs. Authoritative parents strive to raise children that are "assertive as well as socially

responsible, and self-regulated as well as cooperative” (Baumrind 1991). Baumrind found that children raised in Authoritative homes are more “instrumentally competent” than their counterparts (1991).

Being defined by high warmth and control, Baumrind’s theory of Authoritative parenting parallels the secure attachments laid out by Thompson in early childhood; as mentioned above, if the parenting style remains fluid throughout childhood and adolescence the secure attachment could be maintained. Authoritative parents remain clear in their demandingness at every developmental stage as their high level of warmth keeps them supportive of their children’s changing needs. The consistency of this parenting style fosters later competencies in children due to the supportive environment.

When Thompson’s theory of emotion regulation is applied to Baumrind’s definition of parents high in warmth it posits that these parents will foster their children’s emotional learning because they are aware of their children’s needs and support the learning of self-regulation. However, parents high in warmth cannot be assumed to have a good emotional awareness of themselves or their children. According to Baumrind’s construct parents high in warmth are concerned about promoting their children’s self regulation but this does not explicitly imply that the parents have good emotional awareness. To ensure the fluidity of a secure attachment and the learning of emotion regulation as children’s needs change, the supportive warmth and control of this parenting style needs to be coupled with a mindful awareness of children’s emotions.

Emotion Coaching

Emotion coaching is a concept proposed by Gottman that captures how parents can aid their children in learning about their emotions and how to deal with them. There

are five key parts to emotion coaching: parents are emotionally aware of themselves and their children, negative emotions are an opportunity for intimacy and learning with their children, children's emotions are validated regardless of positive or negative, help the children to verbally label their emotions, and help the children problem solve through their negative emotions (Gottman, Hooven, Katz, 1996). As this theory clearly states the parent needs to be emotionally aware themselves if they are going to be able to emotion-coach their children. Children that have parents who emotion coached them when younger seem to remain prosocial in their emotion regulation later in childhood (Gottman et. al 1996). Gottman and colleagues (1996) note that the emotion-coached children had changed the way they expressed emotion but in a way that was more appropriate for their older age of four to five years old. This supports the necessity of fluidity in parenting mindfulness and awareness. .

Changes from childhood to adolescence in relationships-Need for Emotional Parenting

As children transition into adolescence their needs change. Even children who had parents that emotion coached them when they were young still require parents' continued emotional awareness and socialization, especially as navigating emotions becomes more complex. How parents navigate emotion socialization while their children are adolescents may impact the relationship quality between the parents and children. As youth enter adolescence, actual time spent with their parents changes. Adolescents spend more time with their peers than with their parents (Collins & Laursen, 2009). Just because the relationship is changing and the youth may be less dependent on their parent does not make the relationship less important or impactful (Collins & Laursen, 2009). As youth

spend less time with their parents and lessen their dependence on them, parents need to be especially mindful of youth's continued needs for support and guidance. Parents need to be mindful that the lessening of dependence is a positive development towards autonomy for their youth, but need to continue to support and guide the youth so that it is a smooth transition towards autonomy rather than an abrupt jump to premature autonomy. This balance of developing independence and fostering connectedness between parents and children is vital in the transition to adolescence. Closeness with in the parent-child dyad is now less reliant on frequency of interactions but rather on depth of interactions (Collins & Laursen, 2009). With this increase in reliance on depth of interactions between the parent-youth dyad comes a reliance on parents' emotional awareness and mindfulness of their youth.

How parents relate and respond to the emotions that their adolescent child is experiencing will likely have a strong association with the quality of the relationship. Recently, the concept of mindfulness in parenting has received considerable attention in the literature and a model of mindfulness in parenting was proposed (Duncan, Coatsworth, & Greenberg, 2009), that included emotional awareness of self and other as a central dimension. The model emphasized the need for correctly identifying emotions within themselves as the parent and of their child. Emotional awareness of self was encouraged by having the parents recognize when they were feeling "comfortable" and "uncomfortable" emotions. To connect this emotional awareness of self to emotional awareness of the child, parents were asked to then further reflect on the positive and negative affect they and their child experience and express within their interactions (Duncan et. al, 2009). This emotional awareness is directly related to the parents'

mindfulness because when emotions are strong they generate “automatic cognitive processes and behaviors that are likely to undermine parenting practices” (Duncan et. al, 2009). Therefore, if parents are emotionally aware of themselves and their child and also mindful in their parenting practices they will be able to remain cognizant in their parent-child interactions (Duncan et. al 2009).

This model of mindfulness in parenting was specifically developed with respect to parent-adolescent relationships, with attention to the changing dynamics of the relationships and the capacities of the adolescent. Adolescents may experience heightened intensity of emotional experiences as they enter the stage of adolescence. This heightened intensity may be expressed in their emotional expression requiring parents to respond with emotional awareness and mindfulness. Emotionally aware and mindful responses from parents will illustrate to their youth that the parents are attuned to and accepting of the youth’s emotions; youth will also gain the sense that the parents are willing to help them understand and process these intense emotions. When youth sense that their parents accept their emotions, regardless of being either positive or negative emotions, youth will feel safe to navigate learning how to regulate and act on these emotions through the guidance of their parents. In childhood parents mainly aid children in processing their emotions through learning emotion-specific language but now in adolescence parents can help the child gain more depth in their understanding of emotions through cause and effect processing. As children have now developed a higher ability for cognitive reasoning and abstract thought, these interactions with their parents, when mindful, can be as meaningful in a short amount of time as they were in childhood in a longer period of time. Emotionally aware and mindful parents that guide their

children in navigating these emotions with the use of more abstract reasoning may increase the positive affective quality of their relationship with their children. Rather than building positive affective quality through time spent in shared activities with their children, as they did in childhood, parents may be able to increase their affective quality with their children through shared emotional experiences.

This Present Study

This study will examine the associations of emotional parenting, parental warmth and positive parental control, two of the most common dimensions of parenting, and youth developmental outcomes of: parent-youth quality of relationship, youth behavior problems, and youth well being. The study is guided by two broad aims. The first aim is to examine whether emotional/mindful parenting is a distinct and significant construct independent from Parenting warmth and positive parenting control. The second aim is to investigate emotional parenting's independent and additive association with youth outcomes after accounting for the association with parental warmth and control. So we ask, is emotional parenting associated with youth's well being and problem behaviors and youth-parent relationship quality above and beyond parental warmth and positive parental control? We hypothesized that:

- a. Emotionally aware/mindful parenting will be distinct from parental warmth and positive parental control, but will be positively associated with both.
- b. Emotionally Aware/mindful parenting will account for significant variance in youth well-being, youth-parent relationship quality and youth behavior problems after accounting for parental warmth and positive parental control.

Method

The data used in this study was from a collection of data from a larger randomized clinical trial: the Strengthening Pennsylvania's Families trial. This larger study conducted was evaluating the Strengthening Families Program: For Parents and Youth 10-14 (SFP; Molgaard, Spoth, & Redmond, 2000) and an addition of a mindfulness component to the original Strengthening Families Program (MSFP; Coatsworth, Duncan, Greenberg, & Nix, 2010; Duncan, Coatsworth, & Greenberg, 2009). The larger clinical trial contained five cohorts of families randomly assigned to SFP, MSFP or a home study condition. This present study evaluated only the baseline (pre-test) data collected before intervention sessions were delivered.

The sample of youth in 6th and 7th grade and their parents were recruited in two rural and two urban areas in PA. Cohort one was a sample of one rural area in a college town in PA. Cohort two was drawn from this same rural college town plus a second rural area in PA. Continuing on from cohort three to five the sample included these two rural school districts plus two urban school districts in PA. Schools were the main avenue of recruitment in these four different communities in PA; letters were sent home to students' parents, and numerous information sessions were held for both the students and the parents during homeroom, back-to-school nights, and on parent-teacher conference days. Families that agreed to participate were randomly assigned to one of three conditions: Control, SFP 10-14, or MSFP. Data collection occurred at three separate time points: Pretest (before the start of program sessions), posttest (within one month of the last session of the program), and follow-up (one year after the last session of the program).

As mentioned above, this current study only evaluated the baseline (pretest) data collected from each cohort.

Participants

Participants were youth from sixth and seventh grade and their parents. For the purposes of this study the data only refers to the youth and their mothers, though the larger randomized clinical trial collected data concerning fathers. A total of 358 families participated in the trial. Of the 317 youth that reported gender 47% were male (n=149). The race distribution of the youth was as follows: 14% black, 5% Asian, 71% white, and 10% more than one of those. Seven percent of the youth participants indicated that they were Hispanic/Latino. Of the mothers in the sample 16% had graduate training, 28% had their college degree, 30% had partially completed college or specialized training, and 20% indicated their highest level of education was a high school degree or GED. Forty-three percent of the mothers were employed full-time, 28% were employed part-time, 8% were unemployed, and 19% of the mothers were full-time homemakers.

Measures

Data was collected through surveys completed by both the youth and the parent. There were two types of surveys administered; there was a survey sent home in the mail and also a different computer-based survey administered during an in-home visit by the research staff. These were administered at all three time points. Except where indicated, we used the same measures that have been used to evaluate the efficacy of SFP in other trials (Spoth, Redmond, Shin, & Azevedo, 2004).

Parenting Variables

Parental Warmth was measured with a 10-item scale, seven mother-report items and three youth-report items, that captured a parent's ability to show their child support and love. Example items relating to support are: "I show support when my child talks about what he or she want to do when they grow up", from mother-report, and, from youth-report, "Your mother lets you know she appreciates you, your ideas, or the things you do". Example items about parental love include "I show physical affection (such as hugs, arm around the shoulder) to my child on a daily basis", from mother-report and "Your mother acts loving and affectionate toward you," from youth-report. All of the 10 items concerning Parental Warmth were on a 5-point likert scale of 0-4, ranging from "never true" to "always true". The internal consistency reliability for this measure was $\alpha = .80$.

Positive Parental Control was a composite score of 19 items from parent (10 items) and youth (9 items) report assessing parental monitoring and parental consistency in discipline. Parental monitoring items were consistent across reporter, differing only in phrasing, and asked about the parent's level of knowledge about their child's daily whereabouts and activities. For example, a question about monitoring states "In the course of a day, how often do you (does your mother) know where this child is (you are)?" Consistency in discipline items were also similar across reporter and asked about how consistent the parent is in their disciplining of the child. An example question of consistency in discipline is "Once a discipline has been decided, how often can he or she (you) get out of it?" Mothers and youth responded to all items on 5-point likert scale of 0-4, ranging from "Never" to "Always". Consistency in discipline items were reverse-

coded for the purpose of this measure. The reliability alpha for Positive Parental Control was $\alpha = .67$.

Emotional-Mindful Parenting was measured using items drawn from two scales; the Parent's Emotional Awareness scale (Coatsworth, 2010) and the Interpersonal Mindfulness in Parenting Scale (Duncan et. al, 2009). The Emotional Awareness scale is based in part on Gottman's work on emotion coaching and emotion dismissing parenting and assess mothers' and youth's report of the extent to which mothers are tuned into the youth's emotions, can tell what the youth is feeling, and is approachable and nurturing of, rather than dismissing of, the youth's experiences of emotion. An example item about the parent's emotional awareness is "When my child is sad or angry, I try to help him/her understand why". Internal consistency reliability for this scale was adequate for mother report ($\alpha = .61$) and excellent for youth report ($\alpha = .90$). Items from the Interpersonal Mindfulness in Parenting Scale were selected to reflect mother's awareness of youth's emotions, her non-judgmental acceptance of those emotions and her compassion toward her youth. Nine mother-report items and seven youth report items were selected. An example item concerning the parent's mindfulness is "Even when it makes me feel uncomfortable, I allow my child to express his/her feelings." The response scale for these items was a 5-point likert scale of 0-4, ranging from "Never true" to "Always true". The internal consistency reliabilities were strong from mother report ($\alpha = .79$) and youth report ($\alpha = .87$).

Developmental Outcome Variables

Parent-Youth Relationship Quality was assessed with two parent and three youth-report scales. Youth reported on their *satisfaction with the parental relationship* in a

single-item, “How happy are you with the way things are between you and your mother?” Responses options ranged from 0= very unhappy to 3 very happy. *Total Affective Quality* of the parent-youth relationship was reported on by both mother and youth. Each question was led by the prompt “During the past month, when you and this child have spent time talking or doing things together, how often did you do the following?” and mothers and youth responded on a 7-point likert scale, ranging from 0 = “never” to 6 = “always”. Four items assessed positive affective displays “...let this child (you) know you (she) really care about him/her (you)?” and five items reflected negative affective interactions “Got angry at this child (you)?” Internal consistency reliability for these scales was good ($\alpha = .79$ for youth report and $\alpha = .80$ for mother report). *Parent involvement with youth activities* was assessed from both parent and youth report. Six items reflected the amount of time mother spent during the past month doing various activities together (e.g., “helping with homework”, “doing a fun activity that you both enjoy”). Mothers and youth responded on a four-point likert scale ranging from 0 = never to 3 = often. Internal consistency reliability for these scales was acceptable ($\alpha = .73$ for youth report and $\alpha = .64$ for mother report). Intercorrelations among these scales were all statistically significant and ranged from $r = .20$ to $r = .65$. Analyses showed that the 36 items from these scales could be combined parsimoniously into a single composite ($\alpha = .87$), so a single composite scale was computed to use in the final analyses.

Youth Behavior Problems were assessed using the externalizing subscales of the Youth Self Report and the Child Behavior Checklist (Achenbach, 1991) and the Problem Behavior Frequency Scale (Farrell, Kung, White, & Valois, 2000) a scale on which youth report their aggressive and delinquent behavior during the past month. Externalizing

scores showed good internal consistency for mother ($\alpha = .89$) and youth ($\alpha = .92$). The Problem Behavior Frequency Scale assesses such things as “picked on someone”, or “purposely damaged or destroyed property” using a five-point likert scale ranging from 0 = never to 4 = more than 5 times. Intercorrelations among these scales were significant, but modest, ranging from $r = .17$ to $r = .47$, but analyses indicated that these items could hold together as a single scale with excellent internal consistency reliability ($\alpha = .93$), so they were combined into a single composite scale for use in the final analyses.

Youth Wellbeing was assessed using two youth-report scales: *Youth Total Self-esteem* (Rosenberg 1965), and *Youth Life Satisfaction* (adapted from Huebner, 1991). Self-esteem was measured by 16 items that captured the youth’s global sense of self-worth and mastery (e.g., “I feel that I have a number of good qualities”). The response scale for youth total self-esteem was a 5-point likert scale of 0-4, ranging from “strongly disagree” to “strongly agree” and internal consistency reliability was good ($\alpha = .85$). *Youth Life Satisfaction* was a 7-item scale that measured the youth’s report of personal satisfaction with their current life situation. An example of an item in this scale is “My life is going well.” The response scale for the Youth Life Satisfaction was a 5-point likert scale of 0-4, ranging from “strongly disagree” to “strongly agree”. Internal consistency reliability for this scale was good ($\alpha = .86$). These two scales were strongly correlated ($r = .50$), so they were combined into a single well-being composite for use in the final analyses.

Results

Aim 1:

Independence and Reliability of Emotional-Mindful Parenting. We identified thirty-two items from mothers' and youth report on the Emotional Awareness and Mindful Parenting scales that met our conceptual definition of the Emotional-mindful parenting construct. To address the reliability of this construct we examined the inter-item correlations among the thirty-two items and conducted a reliabilities analysis to determine how well the items could hold together as a single scale representation of Emotional-mindful parenting.

Inter-item correlations among all variables ranged from negligible ($r = .02$) to strong ($r = .55$). Internal consistency reliability analyses produced an alpha reliability estimate for these items of .78. Analysis of the alpha reliability estimate if items were deleted indicated that overall alpha was not improved if any single item was deleted. These analyses indicated that this set of items could produce a single scale of Emotional-mindful parenting with adequate internal consistency reliability. Given these results, all items were retained and a single composite scale was computed for final analyses.

The association between Emotional-mindful parenting, warmth, and positive control in parenting was examined to determine if Emotional-mindful parenting was a distinct construct from the other two parenting constructs. Table 1 shows the Pearson Correlations between all variables in the study and shows that all variables are moderately to strongly correlated. Emotional-mindful parenting was moderately correlated with positive parental control ($r = .54$, $p < .001$) and parental warmth ($r = .49$, $p < .001$). Emotional-mindful parenting scores account for 24% of the variance in parental

warmth and 29% with positive parental control; this provides evidence of the construct being distinct from the constructs of parental warmth and positive parental control despite overlap.

Correlations among Study Variables

Table 1

	ParControl	ParWarmth	EmotMindful	ProbBehavior	RelQuality
Pos ParControl					
ParWarmth	.35**				
EmotMindful	.54**	.49**			
ProbBehavior	-.41**	-.28**	-.48**		
RelQuality	.49**	.55**	.69**	-.46**	
Wellbeing	.36**	.28**	.48**	-.35**	.53**

**p<.001

Aim 2:

Aim 2 tested whether Emotional-mindful parenting accounted for additional and unique variance in relationship quality, wellbeing and problem behaviors after accounting for the associations of parental warmth and positive parental control. Hierarchical linear regressions were used to analyze the relationships between three parenting constructs (Emotion-mindful, warmth, and positive control) and the youth outcomes. The youth's sex was included in each of the regressions as a control variable. The first step of the models included youth's sex, positive parental control, and parental warmth. Emotional-mindful parenting was the only variable added in the second step. This second step of the models provided data on the additive effect of Emotional-mindful parenting. Correlations between all variables are presented in Table 1.

Table 2 shows the relationships between the dependent variable of relationship quality and the independent variables of sex, positive parental control, parental warmth and Emotional-mindful parenting. Model 1, without Emotional-mindful parenting, produced a significant prediction and accounted for 46% of the variance in Relationship Quality. Both Positive parental control and Parental warmth were significant predictors in this equation. When Emotional-mindful parenting was added to the equation in Model 2, it produced a statistically significant increase in the amount of variance in Relationship Quality accounted for by the equation. When Emotional-mindful parenting was taken into account in Model 2, positive parental control and parental warmth remained significant predictors.

Hierarchical Regression Predicting Relationship Quality
Table 2

	Model 1				Model 2			
	B	SEB	β	R2	B	SEB	β	R2
RelQual				.46				.56
1. Sex	-.09	.06	-.07		-.08	.05	-.06	
2. PosParControl	.59	.09	.30**		.293	.09	.15**	
3.ParWarmth	.56	.05	.50***		.34	.05	.30***	
4. Emot/Mindful					.66	.08	.43***	

* $p < .05$; ** $p < .01$; *** $p < .001$

The dependent variable wellbeing was linearly regressed on the independent variables sex, positive parental control, parental warmth and Emotional-mindfulness in a two-step hierarchical regression as shown in table 3. Model 1 equation, excluding Emotional-mindful parenting produced a significant prediction, accounting for 16% of the variance in wellbeing. Both positive parental control and parental warmth were significant predictors in Model 1. Sex was not a substantial predictor either before the addition of Emotional-mindfulness or after. When Emotional-mindful parenting was added in Model 2, it accounted for an additional 9% of variance in wellbeing, a statistically significant increase. Although positive parental control remained a significant predictor in Model 2, Parental warmth was no longer a significant predictor of wellbeing.

Hierarchical Regression Predicting Wellbeing
Table 3

	Model 1				Model 2			
	B	SEB	β	R2	B	SEB	β	R2
Wellbeing				.16				.25
1. Sex	.03	.09	.01		.03	.09	.02	
2. PosParControl	.77	.15	.30**		.38	.15	.15*	
3.ParWarmth	.26	.08	.17**		.02	.09	.01	
4. Emot/Mindful					.85	.14	.41***	

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 4 shows the results of the two-step hierarchical linear regression of the dependent variable problem behavior on the independent variable of sex, positive parental control, parental warmth, and Emotional-mindfulness. Model 1 accounted for a small, but statistically significant amount of variance in problem behavior, with all three independent variables, sex, Positive parental control, and Parental warmth, showing significant associations with the dependent variable. Adding Emotional-mindful parenting to the equation in Model 2 accounted for a significant amount of additional variance in problem behavior (7%). In Model 2, sex and positive parental control remained significant predictors, but the association between parental warmth and problem behavior was reduced to non-significance.

Hierarchical Regression Predicting Problem Behaviors
Table 4

	Model 1				Model 2			
	B	SEB	β	R2	B	SEB	β	R2
Prob Behavior				.21				.28
1. Sex	.20	.08	.13**		.10	.17	.13**	
2. PosParControl	-.77	.12	-.36***		-.51	.13	-.24***	
3.ParWarmth	-.18	.07	-.15**		-.01	.08	-.01	
4. Emot/Mindful					-.57	.11	-.34**	

*p<.05; **p<.01; ***p<.001

Discussion

This study investigated whether Emotional-mindful parenting is a distinct construct from parental warmth and positive parental control and if emotional-mindful parenting accounts for significant variance in youth well-being, youth-parent relationship quality and youth behavior problems after accounting for parental warmth and positive parental control. Results of this study supported the hypotheses and indicated that emotional mindful parenting is a reliable and distinct aspect of parenting and distinguishable from warmth and control. In addition, Emotional-mindful parenting was a significant and unique predictor of adolescent wellbeing, adolescent-parent relationship quality, and adolescent problem behaviors after accounting for both parenting warmth and positive parental. These findings support the notion that effective parenting includes behaviors that are not captured by Baumrind's theory of warmth and control. Emotional-

mindful parenting was found to be a unique construct comprised of items from the emotional awareness scale and mindfulness scale that widens the scope of parenting attributes and how they are manifested in the parent-child relationship. The importance of this dynamic quality of parenting is especially emphasized in this data when examined during the stage of adolescence.

During adolescence parents and youth spend less time together; this does not mean that the parent-youth relationship is less important than it was in childhood (Collins & Laursen, 2009), rather the depth of interactions is more important than the frequency of interactions. Parents may sense their children ‘pulling away’ from them, seeking independence as they begin to transition towards autonomy during this stage. Another cause for tension in the parent-youth relationship is the probability that the youth will experience heightened levels of emotions as they enter adolescence and this can be uncomfortable for both the adolescent and the parent. The decrease in time spent together in addition to the intensity of emotions that adolescents experience has potential for a decline in relationship quality between the dyad. Parents who are emotionally aware of themselves and their youth as well as mindful in their interactions with the youth have higher relationship quality with them, as shown in this study. Emotional-mindful parents are attuned to their child’s emotions and express understanding of the emotions creating an environment where the youth feel safe to explore these intense emotions with their parents’ guidance. The ability of Emotional-mindful parents to communicate their acceptance of the emotions and willingness to help the youth is not captured by the popularly researched parenting constructs of warmth and control. During adolescence,

Emotional-mindful parenting is as important, if not more important, than warmth and control for the dyad's relationship and the youth's well-being.

Emotional-mindful parenting captures important parenting qualities beyond the effects of parental warmth and positive parental control when predicting adolescent-parent relationship quality. Relationship quality is measured by perceived affective quality, relationship satisfaction and the level of youth-mother activity; therefore it is reasonable that the mothers' level of affection and support (parental warmth) would be the main predictor. It is important for research to acknowledge the finding that Emotional-mindful parenting has a significant additive effect on the model of relationship quality between the youth and parent, positing the multi-dimensional complexity of parent-adolescent relationships. Adolescents show an increased perception of affective quality in their parents and are more satisfied with their relationships with their parents when their parents show higher levels of emotional awareness and acceptance.

This study also found empirical support for a notable effect of Emotional-mindful parenting on children's wellbeing above and beyond warmth and control as well. This further implies that Emotional-mindful parenting is a unique construct in parenting that has an important influence on a child's self-esteem and life satisfaction. Emotional-mindful parents provide a distinct kind of emotional support for the development of their adolescents' positive perception of self and their position in the world around them. Parents high in warmth may provide their children with affection while failing to show their youth the kind of needed awareness of their emotional experiences, but Emotional-mindful parents provide this. The acceptance that Emotional-mindful parents convey to their youth for their wellbeing and for the entire range of emotions they experience may

contribute to the youth's own acceptance of self. Youth with emotionally mindful parents may have a clearer perspective of their experiences and therefore higher life satisfaction and wellbeing because of the unique guidance provided by these parents in fostering emotion processing in adolescence.

The reduction to non-significance of parental warmth due to the additive effect of Emotional-mindful parenting is an important finding. This suggests that emotional-mindfulness may mediate the relationships between warmth and wellbeing and between warmth and problem behavior. It may be that when their children become adolescents, it is important for parent's expression of warmth to be exemplified primarily as emotional-mindful parenting. Other expressions of warmth such as physical affection may be less important for adolescents. Parents that recognize, are accepting of, and help their youth to understand their experiences of emotions may lead their youth to avoid problem behaviors. This additive effect informs research on how to better understand ways in which parents can specifically influence their adolescents' behaviors. As previous research has consistently found, boys were found to have higher levels of problem behaviors throughout the model but it is important to emphasize the substantial negative correlation between Emotional-mindful parenting and problem behaviors. This implies that Emotional-mindful parenting can act as a protective factor against problem behaviors. The awareness of their own and their children's emotions and the mindfulness that Emotional-mindful parents exhibit to their adolescents may create a certain kind of environment that the balance of warmth and control alone does not. The level of wellbeing in youth is strongly associated with their development of autonomy from their caregivers and a personal sense of 'self'. Parents who are able to connect with their

adolescents' developing sense of self through attention to the adolescents' inner emotional life are possibly fostering a firmer sense of wellbeing. Emotional-mindful parents are able to acknowledge the youth's need for autonomy balanced with a continued connectedness to their parent developed through shared emotional experiences, leading to a deepening of their sense of 'self'. The emotional-mindful aspect of parenting captured in this study is shown to have an important influence beyond the measures that previous research has primarily focused on.

Limitations and Future Directions

As all studies do, this study also had some limitations. This study's sample was not a nationally representative sample. The sample was limited to regions of Pennsylvania. The regions represented were limited to rural and suburban areas; and so caution should be taken before generalizing to other samples. The age range of the adolescents was 6th to 7th grade. This is an important age range for examining these aspects of parenting, but is also narrow in scope. The sample for this study only included mothers because some families were single parent households and in other families fathers refused to participate. Factoring in the complexity of the data collected from the fathers was beyond the scope of this study. The study uses a cross-sectional design and so directionality of associations cannot be determined. Collecting these kinds of data within a longitudinal study would help clarify the direction of associations among variables. If the strength of the impact Emotional-mindful parenting has is found to extend longitudinally for youth outcomes this could lead to improvements in current prevention science research. A possible use of this research could include testing models in

intervention programs aimed at changing aspects of parenting, such as the Strengthening Families Program.

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