

EXPLORING THE ASSOCIATIONS OF
MOMENTARY PARENTING GOALS
WITH MICRO AND MACRO LEVELS OF
PARENTING: EMOTIONS, ATTRIBUTIONS,
ACTIONS, AND STYLES

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Abstract: The purpose of this study is to explore how momentary parenting goals vary by episode-related factors: type of child noncompliance, parents' attributions, parental negative affect, the duration of an episode, and parents' discipline practices, and by macro level of parenting styles. A refined mid-range theory of an Extension of Integrative Parenting style Model was developed for present study. This is part of a longitudinal study that 105 mothers with children between 17.2 and 30.8 months old participated. Mothers were interviewed at the university laboratory and interviewed by phone, both with audiotaping. Mothers reported details of four turn-by-turn discipline episodes interacting with their toddlers and then described their momentary parenting goals, attributions and negative affect during each episode. Mothers also completed the Parenting Styles and Dimensions Questionnaire (PSDQ) which was used to measure parenting styles. The present study found that all episode-related factors were associated with whether mothers changed their parenting goals during an episode. Changes in goal were more likely to happen when the child was whining or having a tantrum, during long episodes, when mothers had more negative affect, and when they reported both dispositional and situational attributions. It also was found that parenting styles, child's passive non-compliance, simple refusal, hitting others, and mother's attributions predicted specific momentary parenting goals (long- vs. short-term goals or/and parent- vs. child-centered goals). Specific momentary parenting goals predicted different mothers' discipline practices. The results in this exploratory study provide evidence for establishing a path model to examine the association of momentary parenting goals with multiple factors in future research.

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CHAPTER I

INTRODUCTION

Parenting goals are aims that influence how parents socialize their children when interacting with them (Dix, 1992). In a particular situation, parenting goals play important roles for parents as they select, implement, and change their parenting actions. However, only a few published studies have examined the relationship between situational parenting goals and parenting practices. Kuczynski (1984) observed mother-child pair interactions in a momentary task setting and found that mothers holding long-term goals were more likely to use reasoning than mothers holding short-term goals. Hastings and Grusec (1998) focused specifically on instances of parent-child conflict and found that short-term parent-centered goals were related to power assertion, long-term child-centered goals were related to reasoning, and relationship-centered goals were related to warmth and negotiating discipline tactics. Yet, there is a lack of research regarding how momentary parenting goals are associated with the child's behaviors, parental emotions, and the episode duration.

Whereas a few studies of momentary parenting goals have targeted a particular situation, broader socialization goals have garnered more attention. Broader socialization goals emphasize parents' general social values and expectations for their children. Goals have a prominent role in Darling and Steinberg's (1993) Integrative Parenting Style Model (IPS model). Darling and Steinberg conceptualized the literature on parenting styles in the IPS model and tried to explain why parents with the same parenting style could differently affect children's development. They pointed out that beliefs and values were important factors in parent's broad socialization goals, which influenced both parenting styles and parenting practices.

In the IPS Model, parenting style is viewed as a parent-child relationship climate and parenting socialization goals are considered representative of parental belief systems and cultural values. Darling and Steinberg (1993) also pointed out that parenting practices represent detailed parenting actions, which are more specific than parenting style. Both parenting style and specific parenting practices are influenced by parenting socialization goals. I argue that in the particular moment, parenting practices are more determined by momentary parenting goals instead of broad parenting socialization goals. Momentary parenting goals and parenting practices represent a micro level of parenting, whereas broad parenting socialization goals and parenting style represent a macro level of parenting. The relations between broad parenting socialization goals and parenting styles have been empirically supported by researchers examining parenting among different cultures (e.g., Chao, 2002; Cheah & Rubin, 2004; Graf, Roder, Hein, Muller, & Ganzorig, 2014; Ng, Tamis-LeMonda, Godfrey, Hunter, & Yoshikawa, 2012). However, only one study has examined the relation-between a micro level of momentary parenting

goals and a macro level of parenting styles (viz., Coplan, Hastings, Lagace-Seguin, & Moulton, 2002). No study has investigated whether momentary parenting goals are relatively stable across different situations, or whether the stability of goals varies by parenting style.

The present study attempts to extend the goals component of the IPS model beyond the macro level to the micro level to examine how momentary parenting goals vary across four specific discipline episodes and how momentary goals are associated with several child and parent characteristics. By reviewing the literature on parenting goals, I point out four characteristics of parenting goals and argue that momentary parenting goals should be distinguished from broad parenting socialization goals. The detailed organization of momentary parenting goals and their connection to a macro level of parenting style need to be better understood. Thus, the present study will explore momentary parenting goals during discipline episodes. My research interests are: 1) during discipline episodes, how momentary parenting goals vary according to type of child's noncompliance, mother's attribution about the child, maternal negative affect, and the duration of episode and how, in turn, goals affect maternal discipline strategies at the micro level, and 2) whether momentary parenting goals vary by parenting styles. I am also interested in whether momentary parenting goals remain stable across different episodes for some parenting styles more than others. The latter research questions connect the micro level to the macro level.

CHAPTER II

REVIEW OF LITERATURE

Theoretical Framework

The Parenting Style Model

The way that parents socialize their children varies from individual to individual. Some are strict and power assertive, whereas others are lax and willing to negotiate. Researchers have sought to categorize different types of parenting based on the major dimensions of parenting (e.g., Becker, 1964; Sears, Maccoby, & Levin, 1957). Baumrind's prototypes use the two dimensions of demandingness and responsiveness (Maccoby, & Martin, 1983) to form a parenting style framework model (1967, 1971, 1996). In the two dimension parenting style model, responsiveness and demandingness are considered the two childrearing dimensions that can be used to sort parenting into different styles. Demandingness is defined as, "the claims that parents make on children to become integrated into the family and community by their maturity expectations, supervision, disciplinary efforts, and willingness to confront a disputative child" (Baumrind, 1996, p. 411). Demandingness may be composed of maturity expectations, monitoring, direct confrontations, and negative sanctions when necessary. Responsiveness is defined as, "the extent to which parents intentionally foster individuality and self-assertion by being attuned, supportive and acquiescent to children's needs and demands" (Baumrind, 1996, p. 410). Responsiveness includes components of warmth, reciprocity, clear communication and acceptance, and attachment.

Based on the two dimensions, Baumrind sorted parenting into four basic styles: authoritative, authoritarian, permissive, and disengaged. Authoritative parenting style is characterized by both high responsiveness and demandingness; authoritarian parenting style is characterized by low responsiveness and high demandingness; permissive parenting style is characterized by high responsiveness and low demandingness; and disengaged parenting style is characterized by both low responsiveness and demandingness. Although authoritative parenting style and permissive parenting style are both characterized by high responsiveness, authoritative parents' distinctive characteristic of high responsiveness is unconditional love (i.e., love and support the child in any conditions) and permissive parenting style's is unconditional acceptance (i.e., unlimited acquiescence to a child's demands; Baumrind, 2013). Authoritative parents' unconditional love does not prevent them from being demanding toward their child. However, authoritative demandingness differs from authoritarian demandingness. Authoritarian parents' demandingness is characterized as punitive, coercive, and restrictive, whereas authoritative parents' demandingness is flexible, instructive, and confrontive, along with high maturity demands (Baumrind, Larzelere, & Owens, 2010). Disengaged parenting style has been added to the original three styles, as implied by the two-dimensional structure (Darling & Steinberg, 1993), although it has not been as widely studied in empirical research. Disengaged parents were described as having lax controls for their children's behaviors and neglect their children's physical or emotional needs (Maccoby, & Martin, 1983).

Baumrind's typology incorporates parenting belief systems, emotional responses, and behavioral responses into a parenting style model. More recent perspectives still

appraise Baumrind's (2013) view of parenting styles as the premier typological approach to understanding parenting, but continue to identify its specific mechanisms as one of the unresolved issues about it (e.g., Darling & Steinberg, 1993; Parke & Buriel, 2006).

The Integrative Parenting Style (IPS) Model

Darling and Steinberg's (1993) IPS model suggests that parenting styles are best explained by three components: broad parental socialization goals, parenting practices, and the emotional climate of the parent-child relationship. They view the latter as the distinctive aspect of parenting styles, and advance their IPS Model to clarify the specific mechanisms that account for the consistently positive outcomes of authoritative parenting, compared to outcomes associated with extremely permissive and authoritarian parenting styles. Darling and Steinberg addressed the notion that parenting styles and parenting practices are different concepts. They defined parenting styles as a "constellation of attitudes toward the child that are communicated to the child and create an emotional climate in which the parent's behaviors are expressed" (Darling & Steinberg, 1993, p. 493). On the other hand, parenting practices are specific behaviors with specific content under specific socialization goals (e.g., a parent offering choices for a child to implement a socialization goal of independence; a parent creating family activities to implement a socialization goal of improving the parent-child relationship). Darling and Steinberg proposed that parenting styles and parenting practices are different in two ways (1993). First, parenting practices could vary by situation under the same parenting style according to how their socialization goals apply to that situation. Second, a parenting style, a constellation of numerous parent-child interactions, is more representative of parents' attitudes towards the child rather than parents' behaviors,

although attitudes are expressed in the context of behaviors. In the original IPS model, parenting practices and parenting style were both proposed to be influenced by parenting socialization goals.

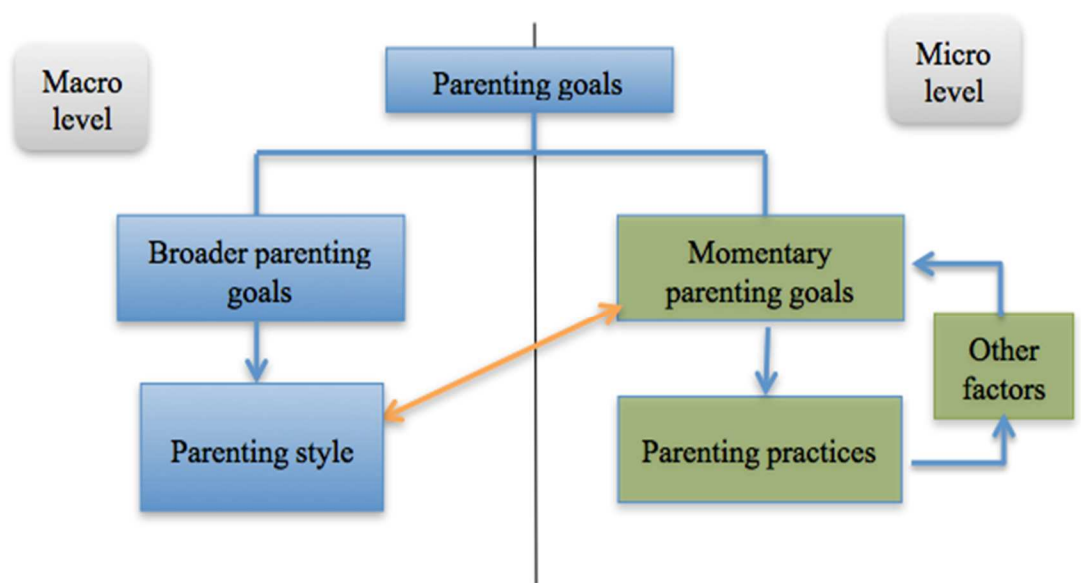
Extension of Integrative Parenting Style Model

I agree that parenting practices are different from parenting styles. However, I argue that parenting practices cannot be separated from parenting styles, but constitute an important part of parenting styles. Parenting styles, as parent-child interaction climates, present a *macro level* of parenting and are composed of a constellation of parenting emotional responses and behavioral responses. On the other hand, parenting practices represent a *micro level* of specific parenting and are composed of specific parenting emotional and behavioral responses, targeting particular situations. Take authoritarian parents as an example. If their general parenting practices are to limit children's behaviors, one of their specific parenting practices may be punishing their child if the child comes home after 9:00 p.m. If their general emotional response to their child is inhibitive, one of their specific emotion responses to their child may be to scold their child when the child crying. Moreover, the ways that parenting style and parenting practices are influenced by parental goals should be distinguished. Parenting socialization goals are more general at a macro level but more specific at a micro level. Thus, I extend the Integrative Parenting Style model into two parts: macro level and micro level (see Figure 1). In the extended IPS model, I divide parenting goals into broad parenting socialization goals and momentary parenting goals. The former affects parenting style at the macro level of the parent-child relationship climate while the latter affects specific parenting practices at the micro level. Other factors, which influence the relation between

momentary parenting goals and parenting practices, will be discussed later in this chapter with the subtitle “Changes of parenting goals.” It is noted that the influence between the macro level of parenting and the micro level of parenting is bi-directional. Namely, the macro level of parenting (broad socialization goals and parenting style) is the combination of everything at the micro level of parenting (momentary parenting goals and parenting practices) and influences the micro level of parenting.

Figure 1

An Extension of the Integrative Parenting Style Model



Parenting Goals

Parenting goals are reflected in parental actions toward their children. Some parenting goals may be explicit, so that parents intentionally do things consistent with their goals. Other goals may be implicit. Parents may not be able to articulate them, but their actions suggest the goals that they actually have for their children. Parents have

implicit goals even if they have not thought about their goals enough to make them explicit. For example, the goal of a parent who reacts whenever they are bothered by their child's behavior may be that their child should never act in a way that is bothersome to them. This kind of parent-centered goal may be a default goal for parents who think little about what might be best for their child, even if they cannot articulate it.

Even so, when asking parents about their goals of parenting, responses may differ across individuals in many ways. Some parents talk about socializing personalities and dispositions including a sense of responsibility, independence, spirituality, confidence, self-discipline, self-strengthening, great virtue, working hard, or respectfulness. Some parents consider their child's future life, bearing in mind goals such as financial health, physical health, and becoming a successful citizen. Some parents want their child to have good relationships with family, peers, or teachers. Others may just want their child to cooperate and obey their parents. Although parenting goals vary among different cultures (Chao, 1994; Chao, 2001; Rudy & Grusec, 2006), different socioeconomic levels (Kohn, 1957), different situational events (Hastings & Grusec, 1998; Kuczynski 1984), and different families, I argue that every parenting goal has four characteristics: 1) specificity, 2) time horizon, 3) focal person, and 4) stability. Specificity represents two levels of parenting goals: macro level (e.g., broad parenting socialization goals) and micro level (e.g., momentary parenting goals). At the macro level, parenting goals are typically related to broader parenting socialization goals such as teaching a child social values, survival skills, appropriate behaviors, or personal qualities to meet social expectations. They are broader and more general than specific parenting goals. Within a particular parenting situation, I argue that goals could be more specific and should be distinguished

from broader goals. The time horizon reflects parents' immediacy of concern (Hastings & Grusec, 1998), which describes whether parental goals are focusing more on future benefits or present needs. The focal person is depicted as the individual in the parent-child interaction whose benefit is central - parent-centered (i.e., more concern about parent's needs), child-centered (i.e., more concern about child's needs and development), or parent-child balanced (i.e., for optimal parent-child relationships). Finally, either broader socialization goals or momentary parenting goals could change. How parenting goals change depends on the parents' social values, life experiences, and the particular situation.

Broad Parenting Socialization Goals vs. Momentary Parenting Goals

Parental socialization goals are parents' aims and desires for their children's physical health, mental health, social adjustment, academic achievement, or economic achievement (Bornstein, 2015). The broader parenting socialization goals include but are not limited to academic achievement, self-development, filial piety (i.e., respecting elders and honoring the family), and collectivism (Chen, Wu, Chen, Wang, & Cen, 2001; Oyserman, Coon, & Kimmelmeier, 2002). At the macro level, parental socialization goals are strongly influenced by social values, parents' beliefs, parents' previous experiences, and expectations for their children (Bornstein, 2015; Chao, 2000; Darling & Steinberg, 1993; Graf et al., 2014; Ng et al., 2012; Oyserman et al., 2002). Parents' goals vary by culture (Ng, Richman & Mandara, 2013; Park, Coello, & Lau, 2014) and socioeconomic status. For example, European American mothers tend to emphasize independence in their socialization goals more than Chinese mothers, who tend to emphasize filial piety and collectivism more in their socialization goals (Chao, 2000; Li,

Costanzo, & Putallaz, 2010; Luo, Tamis-LeMonda, & Song, 2013). Black American parents tend to have more goals of filial piety and academic success than European American parents, whereas they are not significantly different on the socialization goal of independence (Richman & Mandara, 2013).

While broad parenting socialization goals are relatively stable in the same culture, particular parenting practices and parenting goals vary from situation to situation when parents are responding to children's behaviors (Dix, 1992; Hastings & Grusec, 1998). In most public situations (with unrelated individuals present), parents have more parent-centered momentary goals, which are related to the requirement of a child's listening and cooperating with the parents, whereas in private situations (without unrelated individuals' present), parents hold more child-centered momentary parenting goals, which are associated with teaching the child appropriate behaviors or social values (Hastings & Grusec, 1998). Furthermore, momentary parenting goals arise from situational stimuli (e.g., a child refusing to put on a coat, a child yelling in public, wanting candies before dinner; Kuczynski 1984) and could change during the process of parent-child interaction.

Long-term vs. Short-term Goals

Long-term goals and short-term goals are relative concepts. If long-term refers to a child's future life (e.g., being an adult), short-term can be relatively shorter such as targeting the next few weeks, the next few days, or just the next couple of hours. For broad socialization goals, in a life span perspective, long-term parenting goals are more associated with future benefits such as career-relevant skills, social values, social skills, appropriate behaviors or personal qualities, and short-term parenting goals are more related to short-term needs such as understanding the child's feelings or wanting the child

to cooperate with parents. Momentary long-term goals and momentary short-term goals could be quite different than broad socialization long-term goals and short-term goals. In a particular discipline situation, a parent's short-term goals reflect the parent's focus on the child's immediate obedience in that situation, whereas a parent's long-term goals reflect the parent's expectation for enduring moral internalization (Kuczynski, 1984). In a specific parenting interaction, especially when a child is non-compliant, parents may have a short-term goal to stop a child's misbehavior immediately or understand the child's specific feelings in that particular moment; simultaneously, a parent may have long-term goals for the child to behave well next time, including the next hour or day or to learn social skills for the future.

Parent-centered vs. Child-centered Goals

From another perspective, Dix (1992) suggested that parenting goals could be sorted into three types: parent-centered goals, child-centered socialization goals, and child-centered empathic goals. Parent-centered goals emphasize parents' authority and a child's obedience or immediate compliance to their parents. Parents show more power and emphasize their role as "boss." Child-centered goals incorporate parents' understanding of a child's feelings, promoting a child's happiness, or teaching a child an important social value or lesson that benefits the child's future life (Hastings & Grusec, 1998). Teaching a child social values and lessons are considered to be specific child-centered socialization goals, whereas focusing on the child's emotional needs and feelings are defined as child-centered empathic goals. According to Hastings and Grusec's (1998) categorizations, both parent-centered goals and child-centered goals could be divided into short-term and long-term goals. Short-term parent-centered goals

reflect parents' desire to control misbehavior in order to meet with parents' wishes whereas long-term parent-centered goals reflect parents' desire for children to demonstrate obedience and respect. Parents have short-term child-centered goals focusing on understanding a child's situational feeling or happiness, whereas parents have long-term child-centered goals that aim to teach a child social values to benefit his/her future life.

Changes in Parenting Goals

Although broad parenting socialization goals are relatively stable, that does not mean they will never change. Parenting goals are a part of a parent's belief system, which comes from personal experiences and cultural values (Goodnow, 1988). Experience comes with age and with living in a particular cultural environment or through changes in social roles. As time passes and parents age, their social values may change and this can impact their broad parenting socialization goals. Moreover, changes in social roles lead to changes in parenting goals. For example, the transition of a parent from a single mother to a married mother brings change to the family structure, which requires family members' adaptation to a new family environment. In this case, the mother's parenting goals need to be adjusted, and new goals may need to be added, such as to foster the relationship between stepparent and stepchild. Third, available time or resources would be important for momentary parenting goals. For instance, a working mother wants her child to put his or her shoes on and go outside or go to school. During the weekend, the mother may have more long-term and child-centered goals to let the child put the shoes on by him/herself slowly since she does not need to work and has available time. During working days, however, because the child needs to go to school and the mother needs to

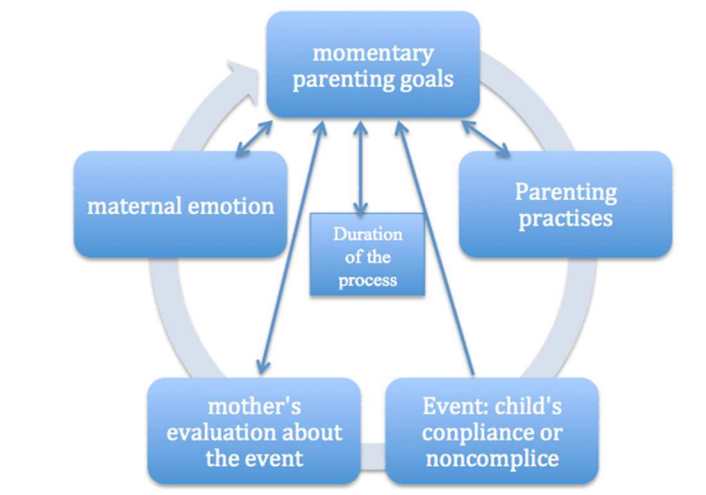
go to work on time, the mother may have more short-term and parent-centered goals at that moment, wanting the child to put the shoes on as soon as possible. Fourth, parenting education is an important element that could lead to the change of parenting goals, as new parenting knowledge becomes an added resource that affects the parenting belief system (Goodnow, 1988). Finally, as mentioned before, cultural influences in a parental belief system play an important role in how parenting goals change. In a newly immigrated family, for example, parenting goals need to adapt and fit the new social environment.

In a particular situation, momentary parenting goals appear to result from instantaneous environmental stimuli. Momentary parenting goals lead to actions, which in turn justify momentary parenting goals (Goodnow, 1988). The process of parents using momentary parenting goals during parent-child interaction was well conceptualized in Dix's (1992) goal-regulation model. Dix depicted parenting goals as a four-step process by which 1) parents make an attempt to achieve their particular goals; 2) subsequently, they select plans or a sequence of behavior for goal achievement; 3) when parents' behaviors triggers their child's responses, they evaluate the event in terms of the child's goals, the child's feelings, the situational characteristics, their own behaviors and their own feelings for understanding the situation to achieve their goals; and 4) their evaluation produces negative emotions when their goals are hindered or produces positive emotions when their goals are achieved. After the fourth step of the goals, momentary parenting goals might not end. If the child continues to respond to parents with noncompliance, the type of child's noncompliance, parents' evaluation and parents' emotions contribute to parents' determination of whether to change their initial goals or not. Whether parents changes their momentary parenting goals or not may in turn lead to new parenting

practices, new child responses (compliance or noncompliance), new evaluations of the event by the parents, and new maternal emotions. The interaction between a parent and a child could continue in multiple cycles, and the duration of the episode could also affect momentary parenting goals. Thus, I develop a momentary parenting goal-orientation process model to display how the process of how momentary parenting goals are associated with other aspects of the parent-child relationship in a specific situation (see Figure 2).

Figure 2

A Momentary Parenting Goal-Orientated Process Model



Episode-Specific Measures

In the momentary parenting goal-orientation process model, the parent’s momentary thinking, feeling, and action, and the child’s response are associated with changes in momentary parenting goals. In the current study, I investigate momentary parenting goals in episode-specific discipline practices and examine parents’ momentary

thinking, feeling, and action, and the child's response. Specific variables include attributions about the child, negative emotions, discipline practices, and the child's type of noncompliance.

Child's Compliance and Noncompliance

Children's responses to parental requests are either compliant or noncompliant. Compliance reflects the child's ability to self-regulate and socialize in a way that meets with parents' expectations (Kaler & Kopp, 1990). In contrast, noncompliance represents a child's response of resistance to a parent's limit-settings or requests. Extreme responses of noncompliance are often associated with behavioral problems (Patterson, DeBaryshe, & Ramsey, 1989); however, noncompliance is not unilaterally predictive of negative outcomes, and it is obvious that even well-behaved children display a substantial amount of noncompliance (Kuczynski & Kochanska, 1990). Kuczynski and Kochanska (1990) pointed out that a child's noncompliance could serve a positive function for child's socialization. For example, toddlers start to know their own self-power, use that self-power, and test parents' limits by being noncompliant (Dix, Stewart, Gershoff, & Day, 2007). Through noncompliance, toddlers can develop a sense of personal autonomy and learn to express their autonomy in a way that is socially acceptable (Kuczynski & Kochanska, 1990; Kuczynski, Kochanska, Radke-Yarrow, & Girnius-Brown, 1987). Namely, toddlers may learn how to express their newfound independence in a way that takes others' needs and interests into account.

When interacting with a parent, a child expresses his/her power by noncompliance and tests their power through observing their parents' response. During a discipline episode, a child's initial noncompliance could instantaneously influence a parent's initial

momentary parenting goals. How it affects momentary parenting goals depending on the type of noncompliance, which can be categorized from unskilled to skilled in the following order (Kuczynski et al., 1987): 1) opposing parents (defiance, tantrum, and hitting), 2) ignoring parents (passive noncompliance and simple refusal), and 3) oriented toward parents (negotiate and whine). I assume that a child's persistent noncompliance could also affect the parent's momentary parenting goals. Ritchie (1999) found that mothers become more power assertive even in response to mild types of noncompliance when the latter keeps persisting over multiple turns. Whether parents change their parenting goals or not is also influenced by the type of child's persistent noncompliance. In sum, the hypothesis is that different types of child's noncompliance differentially affect changes in momentary parenting goals.

Parents' Attributions about Child Behavior

Parents' attributions attempt to account for their child's characteristics or behaviors (Dix, 1993; Miller, 1995). Two types of attributions are described in the literature: internal attribution and external attribution. When using an internal attribution, parents would interpret their child's behavior and in particular, misbehavior, as being primarily due to the child's disposition. When using an external attribution, they would interpret the child's misbehavior as being primarily due to the situation (e.g., being too tired) or any other outside influence. Parents' attributions about their child's behavior come from their judgments about the child, which have accumulated from their previous interactions. As personal judgments, parents' attributions about their child could have a positive or negative bias (Goodnow, Knight, & Cashmore, 1986). Their attributions will affect their parenting goals and decision-making in some sort of way, according to my

hypothesis. Hastings and Grusec (1998) found that parents' attributions about the child as dispositionally caused partially mediated the relation between concerns for long-term parent-centered goals and short-term child-centered goals and the use of power assertion.

Parental Negative Emotion Response during Episode

A parent's interpretation about the child provokes the parent's feelings during the disciplinary situation. Those interpretations and feelings trigger momentary parenting goals for disciplining the child. When interacting with a child, a parent's negative emotional response comes more from the parent's interpretation about their child's misbehavior as an internal disposition (Dix, 1993). The negative emotional response increases the possibility of triggering short-term parent-centered goals which require a child to obey the parent's requests immediately. Hastings and Grusec (1998) found that mothers reported being more upset when they have parent-centered goals than they have relationship-centered goals. Parental negative emotions could also increase the possibility of a change of momentary parenting goal from long-term and child-centered goals to short-term and parent-centered goals. Parental negative emotional responses, in turn, have been linked to harsh parenting discipline and more power assertions when parents respond to misbehaviors (Grusec et al., 1989, Mills & Rubin 1990).

Parental Discipline Practices

Although parenting goals vary from culture to culture, from individual to individual, and from situation to situation, parenting goals mainly affect a child's development through parenting practices (Darling & Steinberg, 1993). Discipline, as an important type of parenting practices, is one way that parents teach children to behave appropriately when the child is noncompliant or behaves in the way that does not meet

the parent's expectation (Holden, 2010). During a discipline episode, discipline practices could be categorized to several types: reasoning, offering alternatives, affection or praise, modeling, giving in, verbal power assertion, ignoring, physical power assertion, threaten, time out, privilege removal, and spanking (Ritchie, 1999).

Parents tend to use different discipline practices to meet different momentary parenting goals. Kuczynski (1984) observed mothers and their 4-year-old child interacting in a laboratory task to examine the different effects of long-term parenting goals and short-term parenting goals on parenting practices. Parents were randomly assigned to two parenting goal situations: long-term goals situation and short-term goals situation. During both conditions, parents and child had four minutes of free play, then five minutes of a sorting task interaction, and then seven minutes child play during the mother's absence. Mothers in the long-term goal condition were informed at the beginning that their child's compliance will be assessed both during their presence and their absence. Mothers in the short-term condition were only informed that their child's compliance would be assessed during their absence at the time that they were being separated from their child. In both conditions, mother's discipline practices were also observed. The study found that mothers holding long-term goals were more likely to use reasoning than mothers holding short-term goals.

Hastings and Grusec (1998) investigated the relationship between parenting goals and parenting practices through conducting three studies: a laboratory-based vignettes study (Study 1), a real-world-based phone call interview study (Study 2), and a hypothetical based study (Study 3). In Study 1 and Study 3, parents and adults without children were assigned to watch vignettes that depict potentially difficult interactions

between a parent and a 6-year-old child. After watching each vignette, parents reported their goals for handling those situations and possible actions to handle them if they were facing similar situations. In Study 2, parents with a 5- to 7-year-old child were interviewed by a phone call and asked to describe a most difficult recent interaction between parent and child. Parents fully described their own behaviors and the child's behavior during the interaction. The three studies agree remarkably well that parent-centered goals were related to power-assertive discipline behavior; relationship-centered goals were related to greater parental responsiveness; and child-centered goals were related to reasoning discipline behavior.

Parenting Style and Parenting Goals

In the current Extension of the Integrative Parenting Style Model, the relationship between broader parenting socialization goals and parenting style is described at the macro level. Research has supported the idea that different parental socialization goals are differentially related to parenting styles depending on culture. Chao (2000) found that for both immigrant Chinese and European groups, self-development socialization goals and collectivist socialization goals are positively related to authoritative parenting. Collectivist socialization goals are also positively related to an authoritarian parenting style. Compared to European mothers, Chinese mothers have significantly higher filial piety socialization goals, which are negatively related to authoritative parenting style and positively related to authoritarian parenting style. Rao et al. (2003) found that in both Chinese and Indian cultures, the goal of socioemotional development predicted an authoritative parenting style, while goals of filial piety predicted authoritarian parenting. Richman and Mandara (2013) compared Black and White Americans and similarly found

that the goals of filial piety and success predicted greater strictness and less autonomy-granting, while the goal of independence predicted greater autonomy granting and less strictness.

However, there are a few studies demonstrating a link between a macro level of parenting style and a micro level of parenting goal (e.g., Coplan, Hastings, Lagace-Seguin, & Moulton, 2002). Coplan and colleagues (2002) examined how parenting style affected parenting goals in particular childrearing situations. Mothers and their 30- to 70-month-old preschoolers participated the study. Mothers watched Child Behavior Vignettes (Hastings & Grusec, 1998) and reported their two parenting goals (parent-centered goals and parent-child relationship goals), their attribution about the child's behaviors, and their emotional responses. The Parenting Styles Dimension Questionnaire (PSDQ, Robinson, Mandleco, Frost, & Hart, 1995) was used to measure parenting styles. They found that when responding to children's misbehavior and aggression, compared to authoritarian mothers, authoritative mothers were more likely to have parent-child relationship goals. There was no significant relations between parenting style and parent-centered goals.

In sum, to my knowledge, no study has investigated the relations of momentary parenting goals and multiple other discipline episode-specific factors *during discipline episodes*. Also no study has examined the relationship between parenting style and momentary parenting goals *during discipline episodes*.

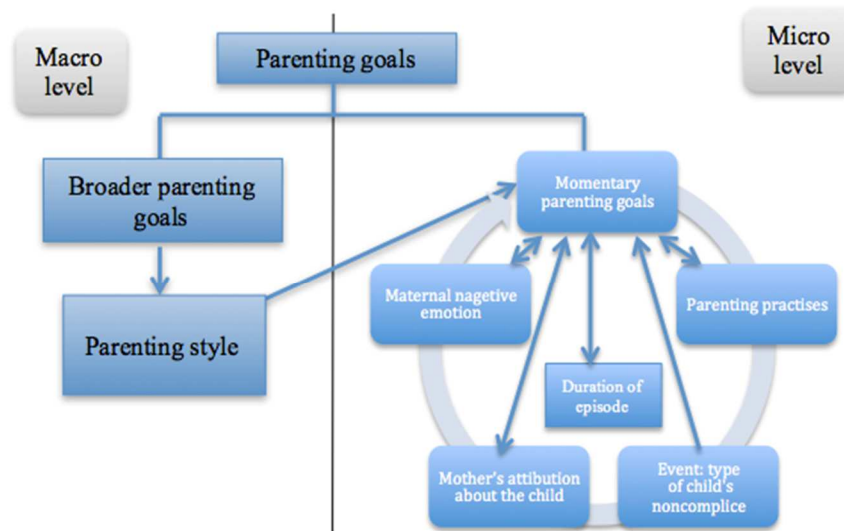
Current Study

The current study examines the relations of momentary parenting goals with mother's attributions, emotions, actions, styles, and child's noncompliance at the macro

level and micro level, as depicted in an Amplified Extension of Integrated Parenting Style Model (see Figure 3). I propose two research questions and several hypotheses.

Figure 3

An Amplified Extension of Integrated Parenting Style Model



1) In disciplinary episodes, how do momentary parenting goals vary according to the type of child's noncompliance, the mother's attributions about the child, maternal negative emotional affect, and the duration of episode and how, in turn, do they affect maternal discipline strategies at the micro level? Research hypotheses and proposed analyses are as follows:

- A. Momentary parenting goals will vary by the type of child's noncompliance. When a child opposes the mother (defiance, tantrum, and hitting) or ignores the mother (passive noncompliance and simple refusal), the mother may have more short-term goals and parent-centered goals and will be less likely to change their parenting goals, whereas when a child orients toward the mother

(negotiate and whine), the mother may have more long-term goals and child-centered goals and may be more likely to change their parenting goals.

Contingency table analysis will be used to test these hypotheses.

- B. Momentary parenting goals will vary by mothers' attributions about their child. Mothers' interpretations about their child's misbehaviors as dispositional will be related to short-term goals and parent-centered goals and they will be less likely to change their parenting goals, whereas mothers' interpretations about their child's misbehaviors as situationally caused will be related to long-term goals and child-centered goals and they will be more likely to change their parenting goals. Contingency table analysis will be used to test these hypotheses.
- C. Momentary parenting goals will vary by maternal negative emotions. Mothers who have short-term goals or parent-centered goals will be more upset at the beginning of the episode and will also get more upset during the episode, compared to mothers who have long-term goals or child-centered goals. Mothers who are more upset at the beginning and get more upset during the episode will be more likely to change their parenting goals. Contingency table analysis will be used to test the relations between momentary parenting goals and whether mothers get more upset during the episode. ANOVA will be used to test whether mothers' negative emotion is different when they have different momentary parenting goals.
- D. Momentary parenting goals will be associated with the duration of the episode. Mothers who have more short-term goals or parent-centered goals and are

more likely to change their parenting goals will have more turns in an episode, compared to mothers who have long-term or child-centered goals and are less likely to change their parenting goals during the episode. Also, the more turns in an episode, the less the probability of goal changes. ANOVA will be used to test this hypothesis using parenting goals as factors and the number of turns as the dependent variable.

- E. Momentary parenting goals will affect discipline practices. Mothers who have long-term goals or child-centered goals and are less likely to change their parenting goals will be more likely to use power assertive discipline practices, whereas mothers who have short-term goals or parent-centered goals and are more likely to change their parenting goals will be more likely to use reason-oriented discipline practices. Contingency table analysis will be used to test these hypotheses.
- F. Momentary parenting goals will change for a variety of reasons during the process of an episode. A qualitative analysis will be used to summarize how and why mothers say that they changed their parenting goals during an episode.

2) How do momentary parenting goals vary by parenting styles? Are momentary parenting goals more stable across different episodes for some parenting styles than others? These research questions connect the micro level to the macro level. Research hypotheses and proposed analyses are:

- G. Different parenting styles will predict different momentary parenting goals. It is expected that permissive parents hold more short-term and child-centered

goals; authoritative parents hold more long-term and child-centered goals; and disengaged and authoritarian parents hold more short-term and parent-centered goals. Contingency table analysis will be used to test this hypothesis.

- H. Parenting style will predict changes of momentary parenting goals within one episode. Authoritative parents and permissive parents' momentary parenting goals are more likely to change within one episode, while disengaged and authoritarian parents' are less likely to change. Contingency table analysis will be used to test this hypothesis.
- I. For some parenting styles, momentary parenting goals are more stable across four types of episodes. Authoritative and permissive parents are more likely to change their parenting goals from situation to situation, compared to authoritarian and disengaged parenting styles. Contingency table analysis will be used to test this hypothesis by seeing whether the number of differing goals across the four episodes differs by parenting style. ANOVA will be used to test whether there is a parent style difference among the number of episodes in which mothers said they had changed their goals during the episode.

CHAPTER III

METHODOLOGY

Participants

Participants in this study were 105 mother and toddler pairs, recruited through university contacts, local newspaper ads, and local organizations such as childcare centers, Head Start, churches, and businesses. Most participants were Caucasian (80%), followed by Native American (7.6%), African-American (4.8%), Hispanic (3.8%), Asian (1.9%), and Middle Eastern (1.9%). The average age of mothers at the beginning of the study was 30.4 years ($SD = 4.8$). Among those participants, 79% of mothers were married, 2.9% separated, 2.9% cohabitating, and 13.3% single. Most of the mothers were well educated with only 1.9% reporting less than a high-school education, 4.8% completing high school only, 33.4% completing some further education, 30.5% holding a bachelor's degree, and 29.5% completing additional post-graduate education. The median family income was between \$2,500 and \$3,000 per month. The toddlers included 40 girls and 65 boys, with an average age of 23.8 month (17.2 - 30.8 months, $SD = 3.9$) in the first wave. Three of the toddlers were dropped from the study due to serious medical conditions or developmental disabilities.

Procedures

This study is part of a three-wave longitudinal study, and this thesis only uses data collected in wave 1. At wave 1, qualified mothers and toddlers had a first interview in the university observation center with the exception of seven in-home interviews. Mothers completed the Parenting Styles and Dimensions Questionnaire (PSDQ, Robinson, 1995), a demographic questionnaire, and one other scale prior to the first interview. That interview had two parts wherein mothers: 1) described two discipline episodes during the past 24 hours (a most difficult discipline episode and a potentially problematic episode that was handled well), and 2) interacted with their toddlers during a five-minute playtime and a five-minute clean-up task. A second interview was performed by telephone 24 hours later. The phone interviewer collected information about two more examples of the same two kinds of discipline episodes, which happened during the 24 hours before the phone interview. During the phone interview, mothers also reported detailed descriptions about one episode that happened during the observation, usually during the clean-up task. Thus, each mother reported extensive details about five discipline episodes, using an adaptation of Ritchie's (1999) protocol. At the beginning of both interviews, mothers completed a modified version of the Child Conflict Index (CCI: Frankel, 1990, Weiner) to identify parent-child interaction problems during the past 24 hours. Among those interaction problems, mothers identified the most difficult discipline episode of the day and a potentially problematic episode, one that "could have been problematic, but you kept it from becoming more problematic." Each episode was described in detail. First, mothers were asked what started the problem. Second, mothers described their responses (i.e., discipline practices) and their child's response (i.e.,

compliance or type of noncompliance) turn by turn. Third, mothers recalled and described their perceptions of their momentary parenting goals, their negative emotions, their attribution about the child's behavior, and their evaluation of the episode. In the current study, I will only analyze four discipline episodes because mothers were not asked about their momentary parenting goals following the episode that occurred during the interview session.

Measures

Parenting Style

A short version of the Parenting Styles and Dimensions Questionnaire (PSDQ, Robinson, 1995) was used to collect mothers' reports about their parenting style. The short version of PSDQ includes 32 items, which were used originally to measure three types of parenting style: authoritative (15 items, grouped into three subscales of 5 items each (warmth/support, reasoning/induction, and democratic), authoritarian (12 items, grouped into three subscales of 4 items each (physical coercion subscale, verbal hostility subscales, and non-reasoning/punitive subscale), and permissive (5 items, grouped into only one subscale called indulgent). Participants responded to each item on five-point scales: Never, Once in a while, About Half of the Time, Very Often, and Always.

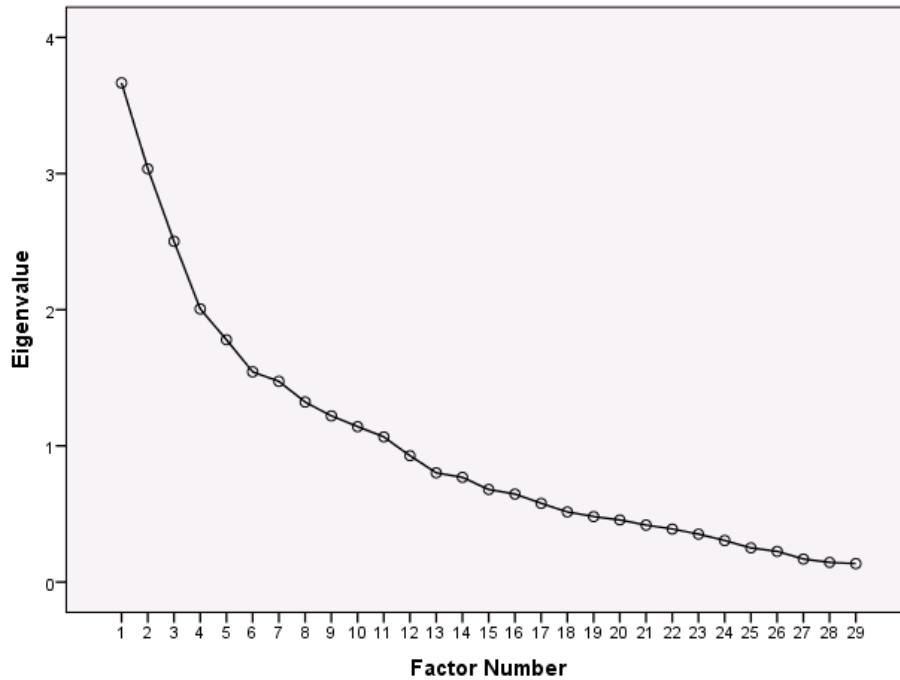
Some researchers have reported low validity and reliability of the permissive scale (e.g., Olivari et al., 2013; Williams et al., 2009) and note a lack of a measure for the disengaged style of parenting (Kimble, 2014). Kimble used exploratory factor analysis (EFA) to analyze the PSDQ and to define a new subscale for the disengaged parenting style and a more valid subscale for the permissive parenting style. She reported that the reliabilities (Cronbach's α) for the subscale in her data were 0.84 for authoritative, 0.78

for authoritarian, 0.77 for disengaged, and 0.63 for permissive. Kimble's four-factor solution had a better subscale for the permissive parenting style (viz., it included some responsiveness items) and created a subscale for the disengaged parenting style.

In this paper, I did an exploratory factor analysis to attempt to replicate Kimble's (2014) results. Three authoritative items that are not conceptually relevant for the toddlers and had substantial missing data in the sample were excluded. I ran confirmatory factor analysis (CFA) in the Statistical Analysis System program (SAS 9.3), the Analysis of Moment Structures program (AMOS) and the MPlus program and ran the Exploratory Factor Analysis (EFA) in the SPSS program. In the first step, I assigned each item to the four parenting styles according to Kimble's (2014) results and ran CFA to check whether her factors fit our data. However, the CFA models failed to converge using the Maximum Likelihood Method in the SAS program (9.3), the AMOS program, and the M-Plus program, likely because the sample size was not large enough and the necessary covariance matrix was not positive definite. In the second step, I ran EFA in SPSS to examine whether I could get better factors for four types of parenting style. The scree plot (see Figure 4) shows that three factors or four factors are possible solutions. The three-factor solution (see Table 1) was grouped into three parenting styles: eleven items for authoritative parenting style, nine items for permissive parenting style, and eleven items for authoritarian parenting style. The four-factor solution (see Table 2) was grouped into four parenting styles: nine items for authoritative parenting style, nine items for permissive parenting style, eight items for authoritarian parenting style, and six items for disengaged parenting style.

Figure 4

Scree Plot



In the third step, comparisons were conducted among the three-factor solution, the four-factor solution, Kimble's solution, and the PSDQ subscales. First, compared with the standard PSDQ factor assignments, the permissive subscale from the three-factor solution indicated higher face validity, including warmth/support, democratic, and an item endorsing spoiling the child (see Table 3). Also the authoritative subscale from the three-factor solution focused on being instructive and democratic, including positive reasoning/induction and democratic items, with negatively loaded indulgent and non-reasoning/punitive items. Second, compared with the three-factor solution, the four-factor

solution has similar authoritative and permissive subscales but has some differences in the authoritarian subscale and has a subscale for the disengaged parenting style (see Table 4). The non-reasoning punishment and the indulgent items loaded on the disengaged subscale. Third, comparing our four-factor solution to Kimble's solution (see Table 5), the authoritarian (eight items) and the disengaged subscale (six items) were defined in a similar way and the authoritative and authoritarian subscales were somewhat different. The new subscale for the disengaged parenting style (six items, including two indulgent items, three non-reasoning/punitive Items, and one verbal hostile item) was also similar to Kimble's hypothesis for the disengaged subscale; she assumed that five items would load on the disengaged subscale, including two indulgent items and three non-reasoning/punitive items. Although the new subscales for authoritative and authoritarian are somewhat different with Kimble's subscale, the new subscales had good face validity. The authoritative subscale concentrates on factors, including guiding, democratic, not indulgent (spoiling or giving in), and not no-reasoning punishment, and the authoritarian subscale focuses on warmth/support, democratic and spoiling the child. Thus, I decided that the four-factor solution would be used to measure the four types of parenting styles.

In the fourth step, detailed analyses about items selection were made. In the four-factor solution, if the highest loading of an item was $< |0.20|$, it was checked whether this item was loading with the same scale of the original PSDQ subscale or Kimble's PSDQ subscale. If the answer was yes, I kept the item in the subscale. The result is that two items needed to be checked. The item "I grab my child when the child misbehaves" loaded with an absolute magnitude 0.16 on authoritarian parenting style, and the item "I

find it difficult to discipline my child” loaded with an absolute magnitude 0.17 on permissive parenting style. Since they loaded on the same parenting style as the original PSDQ subscales, according to the rationale, I kept these two items in analyses. Second, if the highest two absolute magnitudes of an item are greater than $|0.35|$, unless it has a reasonable interpretation, the item will be kept only in one subscale which is the same with Kimble’s subscale. If it also loads on two of Kimble’s subscales, the item will be kept only on one subscale, the one closest to the original PSDQ subscale. The result showed that three items were separately loaded into two factors. The item “I spoil my child” positively loaded on permissive parenting style and negative loaded on authoritative parenting style. The item “I explain to my child how we feel about the child’s good and bad behavior” loaded positively on both authoritative parenting style and permissive parenting style. Similar to Kimble’s loadings, the item “I yell or shout when my child misbehaves” loaded positively on both authoritarian and disengaged parenting style. For the first item, since “spoil a child” is an important characteristic of permissive parenting style and “not spoil a child” is an important characteristic of authoritative parenting style, it was kept in both authoritative and permissive parenting style for calculations. According to the rationale of consistency with Kimble’s subscales, the item “I explain to my child how we feel about the child’s good and bad behavior” was only kept in the authoritative parenting style subscale. Also, the item about yelling at children was kept only in the authoritarian parenting style. In this study, Cronbach’s alpha levels for the subscales were: authoritative ($\alpha = 0.67$), authoritarian ($\alpha = 0.70$), permissive ($\alpha = 0.62$), and disengaged ($\alpha = 0.60$).

The final step is to assign each mother to a categorized parenting style. Mean scores were computed for each mother's parenting style when a mother had valid scores on at least 75% of items. And then each mother's mean scores of parenting styles were standardized for comparison. For two mothers who did not complete at least 75% items, one mother had a missing authoritative score and the other mother had a missing disengaged score, their mean scores and *z*-scores were also calculated to check whether the missing parenting style *z*-score was higher than the other non-missing parenting style *z*-scores. If higher than the other *z*-scores, these cases would have been excluded from the study. Since these two mothers' missing parenting style's *z*-score were their lowest ones among their parenting style's *z*-scores, these two mothers data were included into the next analyses. Second, when a mother's highest *z*-score was at least 0.125 greater than the mother's second highest *z*-score, the mother was assigned to the parenting style with the highest *z*-score. The result was that 88 (86%) mothers were assigned to four different parenting styles: 21 mother to authoritative parenting style, 28 mothers to authoritarian parenting style, 18 mothers to permissive parenting style, and 21 mothers to disengaged parenting style. Also 14 mothers were assigned to the undifferentiated group since the difference of the two highest *z*-score was less than 0.125. The undifferentiated group was excluded from the next analyses.

Episode-Specific Measures

An adaptation and expansion of Ritchie's (1999) protocol was used to collect mothers' detailed description about each discipline episode (see Appendix B). Mothers reported each episode in great detail. Her description was transcribed and coded for the type of child's noncompliance and the mother's discipline practices on each turn. After

each detailed description, mothers answered questions about their momentary parenting goals, their attributions about the child's behavior, and their negative emotions during that episode.

Momentary parenting goals. After completing a detailed description of four episodes, mothers answered three questions about momentary parenting goals: long- vs. short-term parenting goals, parent- vs. child-centered goal, and reported changes in momentary parenting goals. For the long- vs. short-term parenting goals, mothers were required to respond to the question “were you interested mostly in getting (the child’s name) to behave right then, or in helping him/her to behave better in the future?” They responded to a three-point scale: Short Term, Both, and Long Term. For the parent- vs. child-centered goals, mothers responded to the question “were you interested mostly in teaching him/her how to behave or in getting him/her to cooperate for your sake (e.g., to get some peace and quiet or to show that you are the boss).” They responded to a three-point scale: Parent, Both, and Child. Mothers were asked whether their goals changed or not (Yes or No) during the episode. If the mother’s response was “yes,” two open-ended questions further asked, 1) “How did your goals change during the episode?” and 2) “Why did you change your goals during the episode?” In this study, since each parenting goal has only one item, stability analyses were computed among the four episodes. Cronbach’s alpha levels for momentary parenting goals were long- vs. short-term goals ($\alpha = 0.21$), parent- vs. child-centered goals ($\alpha = 0.50$), and whether goals changed ($\alpha = 0.15$). Cronbach’s alpha levels are low, indicating that momentary parenting goals vary by episodes and cannot be adequately summarized by a single goal for all episodes.

Type of child noncompliance. Maternal descriptions of children’s behaviors

during the five discipline episodes were transcribed and coded employing an expanded version of Ritchie's (1999) codes by four coders. The coders agreed on specific phrases to code for child noncompliance 81.4% of the time. The reliability (Kappa) for the type of child noncompliance was 0.85 when they coded the same phrase. Seven types of noncompliance were distinguished: negotiation, whining, simple refusal, passive noncompliance, defiance, hitting, and tantrums. Definitions were adapted from Ritchie (1999). Negotiation means the child tries to bargain with, offer an alternative, give an explanation, or reason with the mother. Whining means a child resists compliance by whining, fussing, or pouting. Simple refusal means a child verbally refuses to follow the mother's requirement or denies his/her misbehaviors. Passive noncompliance means a child ignores the mother's requirement and continues the current behavior. Defiance means a child opposes the mother's request with non-aggressive behaviors such as running away, dancing around to annoy the mother, smiling/giggling, making faces, and avoiding hearing or seeing mother. Hitting means a child responds to the mother's request with hitting, kicking, biting, pinching, or throwing an object at someone. Tantrums means a child negatively refuses his/her mother's request by flailing his/her body about, stomping, screaming, yelling, crying strongly in an uncontrolled manner, or aimlessly throwing an object. Some children had more than one type of noncompliance on some turns.

Discipline practices. Maternal discipline strategies described by mother during the five discipline episodes were transcribed and coded with an expanded version of Ritchie's (1999) codes by four coders. The coders agreed on the phrase to code 81.0% of the time. The reliability (Kappa) for coding the discipline practices was 0.78 when coding

the same phrase. Twelve types of discipline practices were distinguished: verbal power assertion, reasoning, offering alternative, modeling, affection/praise, bribe/reward, giving in, ignorance, physical power assertion, threatens, non-physical punishment (time out and take away privilege), and spanking. The following definitions were adapted from Ritchie (1999) for the coders. Verbal power assertion refers to a mother's simply telling the child to stop or start doing something. Reasoning means that a mother gives an explanation to the child about why not to misbehave, why to behave appropriately, or a natural consequence. Offer alternative means a mother offers a different possibility or a compromise, or bargains with the child. Redirecting, distracting, and diverting the child were also coded as offer alternative at this age. Modeling means mothers show a child how to do something. Affection/praise means a mother praises a child's behavior verbally or shows affection. Bribe/reward means a mother offers a child a bribe or a reward intended to stop the child's misbehavior. Give in means the mother lets the child do whatever he/she is doing instead of stopping the child's misbehavior. Ignore means the mother intentionally avoids engaging with the child. Physical power assertion means a mother moves a child away the situation or removes an object that is part of the problem. Threaten means a mother warns a child that continued misbehavior will result in some type of punishment, such as time out, privilege removal, or spanking. Nonphysical punishment means a mother uses time out or removes a privilege to discipline her child. Spanking means the mother physical punishes the child for misbehavior.

Mother's attribution about the child. Mother's provided their interpretation about the main cause of their child's misbehavior in an episode, selecting from three options: Dispositional, Situational, or Both. In this study, since one item described

mothers' attributions, stability analysis was computed across the four episodes.

Cronbach's alpha level for attribution is 0.26. This indicates that mother's attributions varied by episodes.

Mother's negative emotion. Mothers' responses to three emotion-related questions were used to measure mothers' reports about their negative emotion. The three questions asked 1) how upset mothers were at the beginning of the episode; 2) whether mothers got more upset during the episode (yes or no); and 3) if they got more upset, how upset they got. Mothers rated their level of being upset on a 5-point scale where 1 = not upset and 5 = extremely upset. In this study, since each variable for mother's negative affect has only one item, stability analyses were computed across the four episodes.

Cronbach's alpha levels for mother's negative emotions were: upset at the beginning ($\alpha = 0.30$), whether they got more upset ($\alpha = 0.31$), and maximum upset during the episode ($\alpha = 0.37$). The stability findings indicate that mothers' negative affects vary by episode.

The duration of the episode. The duration of the episode was measured by the number of mother-child interaction turns.

Changes in goals across and within episodes. Three variables about goal changes across and within episodes were computed: whether long- vs. short-term goals remained the same (yes or no), whether parent- vs. child-centered goals remained the same (yes or no), and the number of episodes for which mothers mentioned that their goals changed during the episode.

Analyses

Descriptive Statistics

Descriptive statistics are provided first. I summarize the extent to which momentary parenting goals changed across episodes and whether they were always the same, thereby reflecting broad parenting goals. Specifically, these analyses summarize the percentage of parents whose goals were identical for all four episodes. The most common patterns of changes of goals across episodes are summarized.

Hypothesis tests

Analyses for each hypothesis were described at the end of the introduction chapter. Table 6 describes the detailed tests. Because momentary parenting goals are categorical variables, they are treated as independent variables in ANOVA tests involving continuous variables. In other cases, contingency table analyses are used when the other variable is also categorical.

CHAPTER IV

RESULTS

Descriptive Statistics

Out of four episodes reported by each of the 105 mothers and their toddlers, the results (Table 7) indicated that mothers divided their reported goals nearly equally among the three available options for both types of goals. Mothers reported short-term momentary goals a little more often (38.9%) and long-term goals less often (27.3%), while reporting both goals one third of the time (33.7%). Also, Table 7 indicates that mothers' momentary parenting goals were more child-centered (42.4%) than parent-centered (28.5%) or both (29.0%). Table 7 and Table 8 show that neither type of momentary parenting goals varied by the type of episode.

Mothers changed their parenting goals during 26.4% of the episodes. Whether mothers changed their momentary parenting goals during an episode was significantly related to the type of episode. Mothers were more likely to change their momentary parenting goals when interacting with their children during a most problematic episode than during a potentially problematic episode, whether reported by interview or by phone.

Goal stability across the four episodes. Few mothers reported identical goals for all four episodes (see Table 10 and Figure 7). Table 10 indicates that 93.3% of mothers changed either their long- vs. short-term goals or their parent- vs. child-centered goals at least during one episode. For long- vs. short-term goals, only 12.4% of mothers gave the same answer for all four episodes. For parent- vs. child-centered goals, it was only 16.2%. A little more than a third of the mothers gave the same answer on three of the four episodes. This leaves about half of the mothers who had the same answer for only two of the four episodes for long- vs. short-term goals (47.6%) or parent- vs. child-centered goals (50.5%), which was the minimum repetition possible, because there were only three response options for the four episodes.

Momentary Parenting Goals and Episode-specific Variables

Test of Hypothesis A: Type of Child Noncompliance and Momentary Parenting Goals

In order to test the relation between type of child noncompliance and momentary parenting goals, contingency table analyses were conducted using χ^2 tests, and the results are summarized in Table 11. Note that there were usually multiple noncompliance codes during each episode (e.g., on different turns), but only one score for each type of goal for the entire episode. The contingency table analyses use each noncompliance code as the unit of analysis.

It was hypothesized that when children exhibited defiance, tantrums, hitting, passive noncompliance, or simple refusal, mothers would be more likely to have short-term goals or parent-centered goals and would be less likely to change their parenting

goals than when children negotiated or whined to the mother. This hypothesis was partially supported by the results.

Table 11 indicates that long- vs. short-term goals were significantly related to children's simple refusal and were marginally related to children's passive non-compliance and hitting others. When children showed simple refusal, mothers were more likely to have short-term or long-term goals alone, which were more likely than having both goals together. When children were passively non-compliant, mothers were more likely to have long-term goals than short-term goals. Finally, when children were hitting others, mothers were more likely to report both short- and long-term goals rather than short-term goals alone.

Parent- vs. child-centered goals were significantly related to children's hitting others and marginally related to children's passive non-compliance. When children were hitting others, mothers were more likely to have child-centered than parent-centered goals. When children were passively non-compliant, mothers were more likely to have child-centered goals than both parent- and child-centered goals.

Whether mothers changed their parenting goals during an episode was significantly related to children's passive non-compliance and tantrums and was marginally related to children's whining and compliance. When children showed compliance or passive non-compliance, mothers were less likely to change their goals. On the other hand, when children were whining or having a tantrum, mothers were more likely to change their parenting goals.

Test of Hypothesis B: Mother's Attributions and Momentary Parenting Goals

Contingency table analyses were performed using χ^2 tests to examine the relations between mother's attributions about the child's behavior and momentary parenting goals. This research question asked whether mother's interpretations about the child's behavior as dispositional was related to short-term goals or parent-centered goals, whereas situational attributions were expected to be related to long-term goals or child-centered goals. The results were in the opposite direction. Mothers' attributions about their child's behavior were marginally related to long- vs. short-term goals, parent- vs. child-centered goals, and whether mothers changed their parenting goals during an episode (Table 12). When mothers interpreted their child's behavior as dispositional, they were more likely to have long-term goals than short-term goals. They were also more likely then to have child-centered goals than parent-centered goals or both child- and parent-centered goals. When mothers interpreted children's behavior as situational, they reported more short-term goals than long-term goals and more parent-centered goals than child-centered goals. Finally, when mothers interpreted their children's behavior as both dispositional and situational, they reported both parent- and child-centered goals more than parent-centered goals. Also, mothers were more likely to change their parenting goals during the episode.

Test of Hypothesis C: Maternal Negative Emotions and Momentary Parenting Goals

Three one-way ANOVA tests were used to examine differences in maternal negative affect by the three momentary parenting goal variables. The hypotheses were that mothers' negative emotions would vary by long- vs. short-term goals, parent- vs.

child-centered goals, and whether mothers change their parenting goals during an episode. The results (Table 13) indicate that maternal negative affect was only related to whether mothers changed their parenting goals during an episode. When mothers' affect was more negative at the beginning of the episode, they got more upset during the episode, or their maximum negativity was higher during the episode, they were more likely to change their parenting goals within that episode.

Test of Hypothesis D: Duration of Episode and Momentary Parenting Goals

One-way ANOVA tests were used to examine differences in the duration of episodes by momentary parenting goals. It was hypothesized that long- vs. short term goals, parent- vs. child-centered goals, and whether mothers change their parenting goals during an episode would be associated with the duration of the episode. The results reveal that duration of episode was only related to whether mothers changed their parenting goals (Table 14). The more turns in the mother-toddler interaction, the more that the mother was likely to change her parenting goals.

Test of Hypothesis E: Momentary Parenting Goals and Parenting Practices

A series of contingency table analyses (χ^2 tests) were conducted to test the relations between momentary parenting goals and parenting practices, summarized in Table 15. Note that there were usually multiple parenting practices coded during each episode (e.g., on different turns), but only one score for each type of goal for the entire episode. The contingency table analyses use each parenting practice code as the unit of analysis.

Hypothesis E predicts that when mothers have short-term goals or child-centered goals and do not change their parenting goals within an episode, they will be more likely

to use power assertive than to use reason-oriented discipline practices. The results strongly support this hypothesis except when mothers used spanking and bribe or reward.

Table 15 indicates that long- vs. short-term goals were significantly associated with verbal power assertion, reasoning, giving in, and physical power assertion and marginally associated with offering alternatives. When mothers reported both short- and long-term goals, they were most likely to use verbal power assertion and marginally least likely to offer alternatives, compared to when they reported either short- or long-term goals alone. Short-term goals were associated with more giving in and physical power assertion, whereas long-term goals and both long-term and short-term goals were related to more reasoning.

Parent- vs. child-centered goals were significantly related to verbal power assertion, bribe or reward, giving in, physical power assertion, and spanking and marginally related to reasoning and modeling. When mothers had parent-centered goals with or without child-centered goals, they were most likely to use bribe or reward, give in, ignore, and physical power assertion, compared to episodes for which mothers had child-centered goals only. When mothers reported child-centered goals with or without parent-oriented goals, they were most likely to use verbal power assertion, reasoning (marginally), modeling (marginally), and spanking, compared to episodes with parent-centered goals only.

Whether mothers changed their parenting goals during an episode was related to their use of verbal power assertion, offering alternative (marginally), and modeling (marginally). When mothers changed their parenting goals during an episode, they reported using more offering alternatives and affection or praise and used less verbal

power assertion, compared to episodes in which mothers did not change their parenting goals.

Results for Hypothesis F: How Momentary Parenting Goals Change

Table 8 shows that mothers changed their parenting goals during 26.4% of episodes. In order to better understand how and why mothers changed their initial goals, a qualitative analysis of the interview data was conducted. During the interview, when mothers indicated that their momentary parenting goals had changed during the episode, the mothers were further asked how their goals changed and why they changed their goals. The answers indicated that mothers changed their momentary parenting goals according to the situations, and how they changed their goals could be summarized in five ways: 1) from parent-centered goals, with or without child-centered goals, to child-centered goals, 2) from child-centered, with or without parent-centered goals, to parent-centered goals, 3) from long-term goals to short-term goals, and 4) from short-term goals to long-term goals. Some mothers reported the content of the goals changed.

The majority of mothers changed their parent-centered goals, with or without child-centered goals, to child-centered goals alone. Several reasons led to these goals changing. First, a child's negative emotions or behaviors caused a mother to change her goals. For example, one child was really upset during the episode and the mother wanted to change her goals to meet the child's needs. Another example is the child insisted on not complying with the mother's requirement and the mother gave up at the end. Second, the mother's emotions or feelings changed. For example, some mothers felt upset during the parent-child interaction and they did not want to lose control of their emotions, so they switched their initial parent-centered goals to child-centered goals alone. For

instance, some mothers wanted to finish their own work at the beginning of the episode, but then realized they needed to focus on their child's needs. Third, mothers' attribution about the child's behavior as dispositionally caused (e.g., adamant) led them to give up their parent-centered goals in a change to child-centered goals. Fourth, some episodes lasted so long that both the child and the mother were tired, which led the mother to change her initial parent-centered goals to child-centered goals

Some mothers changed their initial child-centered goals because during the episode, they realized that they needed to be consistent and required the child listen to them. Some mothers changed their long-term goals to short-term goals because they thought they needed to make progress and teach the child step by step. One example is a mother who wanted her child to learn to take a nap by herself/himself, but the child just kept playing and did not go to bed. The mother gave up her initial goals by lying down with the child, rather than asking the child to sleep by herself/himself. Several mothers changed their short-term goals to long-term goals because they realized it was a good opportunity to teach the child (e.g., when two children were fighting for toys, the mother's goals changed from stopping the fighting to teaching them how to share) during the episode. Other mothers changed the content of their initial goals due to having no way of making their initial goals work. For instance, a mother's initial goal was to occupy her child by giving him/her toys to play with in the shopping cart. However, the child kept throwing toys out of the shopping cart. So the mother took the toys away and just wanted the child to stop throwing toys. This qualitative analysis offered a detailed picture and provided additional information for better understand goals changed during the episodes.

Momentary Parenting Goals and Parenting Styles

Test of Hypothesis G and H: Parenting Styles and Momentary Parenting Goals

A series of contingency table analyses (χ^2 tests) was conducted to test the relations among parenting styles and momentary parenting goals. It was hypothesized that parenting styles would be related to different momentary parenting goals and that authoritative and permissive parents would be more likely to change parenting goals within an episode than would authoritarian and disengaged parents. The results indicated that parenting styles were significantly related to long-term vs. short-term parenting goals but not to parent- vs. child-centered goals nor to changes in goals (Table 16).

Authoritative mothers had more long-term goals with or without short-term goals, whereas authoritarian mothers had more short-term goals with or without long-term goals. Disengaged mothers reported either long-term or short-term goals alone more often than both long-term and short-term goals together.

Test of Hypothesis I: Parenting Styles and the Stability of Momentary Parenting Goals across Four Episodes

It was predicted that authoritative and permissive parents would be more flexible and more likely to change their momentary parenting goals from one episode to another than would authoritarian and disengaged parents. The results showed that only authoritative parenting style were associated with the stability of long- vs. short-term goals across the four episodes.

A series of contingency table analyses (χ^2 tests) was used to test the relations among parenting styles and the stability of long- vs. short-term goals and of parent- vs. child-centered goals across the four episodes, summarized in Table 17. Authoritative

mothers were marginally more likely to have the same long- vs. short-term goals across all four episodes compared to mothers with other parenting styles. Of the perfectly consistent authoritative parents ($n = xx$), 80% reported both long-term and short-term goals, and 20% reported only long-term goals. No significant relations were found among parenting styles and the stability of parent- vs. child-centered goals across the four episodes.

Finally, a one-way ANOVA was conducted to examine whether parenting styles differed in the numbers of episodes within which a mother changed her goals, summarized in Table 18. There were no differences in changed goals within episodes by parenting styles.

CHAPTER V

DISCUSSION

Summary and Interpretation of Results

Parenting goals have been widely discussed in theoretical research on parenting belief systems and the relation between parenting belief systems and behavioral performance. However, there is a lack of empirical study on how momentary parenting goals influence and are influenced by situational factors during parent-child interactions and by the parent-child relationship climate. The purpose of this study was to examine how momentary parenting goals vary by micro characteristics of parenting and macro level of parenting styles. At the micro level, according to Dix's (1992) goal-regulation mode, momentary parenting goals have a four-step process: parents' attempt to achieve their goals, parents' actions to meet their goals, parents' evaluation of the situation according to their children's reactions, and parents' emotional affect due to their evaluation. According to this model, parents' actions, parents' evaluation, parenting emotional affect, and children's behaviors are the factors that may influence or be influenced by momentary parenting goals. Moreover, parenting style, as a macro level of parent-child relationship climate, may influence the micro level of momentary parenting goals in some way.

In this study I was interested in exploring what are the main factors affecting and being affected by momentary parenting goals, and how. Thus I examined the associations of momentary parenting goals with parenting styles, type of child's noncompliance, mother's attribution about their child's behavior, maternal negative emotions, the duration of the episode, and mothers' discipline practices. The results indicated that: 1) all episode-related factors were associated with whether mothers' goals changed during the episodes; 2) parenting styles, three types of child noncompliance (e.g., passive non-compliance, simple refusal, and hitting), and mothers' attributions about their child's behavior (marginally) were linked with long- vs. short-term goals or/and parent- vs. child-centered goals; and 3) long- vs. short-term goals or/and parent- vs. child-centered goals were associated with mothers' discipline practices.

How Momentary Parenting Goals Changed

The results indicated that all factors at the micro level, including type of child noncompliance, mothers' attributions about their child's behavior, maternal negative emotions, and the duration of the episode influenced whether mothers changed their goals during the episodes. Episodes with changes in goals also had somewhat different discipline practices compared to other episodes.

The data analyses results revealed that mothers attempted to change their parenting goals under several conditions: 1) when the episode was long; 2) when the type of child noncompliance was aversive, such as whining and especially tantrums; 3) when the mothers were more upset and/or got more upset during the episodes; and 4) if mothers made both dispositional and situational attributions rather than one of them alone. On the other hand, when child compliance is more prevalent (probably because it occurs more

quickly) or shows passive noncompliance, mothers were less likely to change their goals. Combining the results, one possible interpretation is that, typically, when children are whining or having a tantrum, the episode will be longer and mothers may have more negative affect. In this case, mothers and their children both get tired, which increases the possibility of a change of mothers' goals. Further, it is more likely in long episodes that the mothers' first response did not accomplish her original goals, which might make it more likely for her to change to another goal that could be achieved then.

The qualitative analysis supports the quantitative results. Consistent with the quantitative results, mothers described the following reasons for changing their parenting goals: when the child was too upset and cried for a long time (this situation was coded as tantrum in the quantitative part of the study), when the episode was long, when mothers felt upset and did not want to lose control, or when the mothers were tired. Mothers also mentioned other situations such as their awareness of focusing more on their child's needs but not their own needs, their failure to reach initial goals (e.g., parent-centered goals or long-term goals), or their realization during the episode that they should use the situation to teach their child lessons for the long term.

How Specific Momentary Parenting Goals Varied

In addition to predictors of changed goals, the results showed that parenting styles, child's passive non-compliance or hitting, and mother's dispositional attribution predicted long-term goals or/and child-centered goals. As hypothesized, authoritative mothers reported more long-term goals with or without short-term goals, while authoritarian mothers reported more short-term goals with or without long-term goals. The findings suggest that authoritative mothers would be more likely to consider a child's

future benefit, whereas authoritarian mothers would be more likely to focus on getting the child to behave at that particular moment. Furthermore, child hitting predicted child-centered goals, and child passive noncompliance predicted long-term goals and child-centered goals. The results suggest that when a child is hitting others, mothers may take it as a serious issue and may not only want to stop the child's misbehavior immediately, but also consider how to teach the child to behave correctly and behave better in the future. A possible interpretation for passive non-compliance as a predictor of long-term and child-centered goals is that passive noncompliance may differ from the other types of noncompliance in not pressing mothers for an immediate resolution. Perhaps mothers then have more time to reflect on their children's reaction and situation and therefore act more purposefully and less reactively. This may contrast with whining and tantrums, which motivate mothers to do something immediately.

Finally, it is surprising that, contrary to the hypotheses, dispositional attributions predicted long-term goals and child-centered goals. This result is also partially inconsistent with previous findings that short-term child-centered goals predicted less dispositional attributions than situational attributions and long-term parent-centered goals predicted more dispositional attributions than situational attributions (Study 2, Hastings & Grusec, 1998). Whereas Hastings and Grusec's study was of older children (5-7 year-olds), the current study involved only toddlers. Perhaps mothers believe that toddlers' dispositions are teachable and changeable so they have more long-term goals and child-centered goals to nurture the toddlers for future benefits. On the other hand, once mothers attribute an older child's behavior as dispositionally caused, mothers may feel it is less possible to change their child's behavior than toddlers. In this case, they may be more

likely to have long-term parent-centered goals and power assertion to force their child to fulfill the mothers' requirement.

The results show that momentary parenting goals predicted mother's discipline practices. As hypothesized, reasoning, offering alternatives (long-term only), and modeling (child-centered only) were predicted by more long-term and/or child-centered goals, whereas giving in, physical power assertion, and ignoring (child-centered only) were predicted by less long-term and/or child-centered goals. The results are consistent with the finding of Kuczynski (1984) that mothers holding long-term goals were more likely to use reasoning than mothers holding short-term goals. They are also consistent with the findings of Hastings and Grusec (1998) that parent-centered goals were related to power-assertive discipline practices and child-centered goals were related to reasoning.

It is interesting that child-centered goals predicted more use of verbal power assertion and spanking but less use of bribe or reward. It seems that mothers use verbal power assertion when holding a child-centered goal and as a motivation to teach their children to cooperate in the future as well as right then. Furthermore, using the same data, Knowles and Larzelere (2014) found that spanking was used by mothers during the end of the episode but not at the beginning of the episode, which was similar to Ritchie's (1999) findings. One explanation for this may be that mothers consider spanking as a backup discipline tool (Larzelere, 2001) to show how serious the mothers were at that moment and that they want the child to remember how to behave appropriately. Finally, bribe or reward was predicted by less child-centered goals and more parent-centered goals. Maybe mothers consider a bribe or reward as a peaceful tactic or incentive to motivate their child to listen to them.

In addition, a disengaged parenting style and child simple refusal predicted either long-term goals or short-term goals alone more than both goals together. The findings are unclear for interpretation and need future study to explore in more detail.

In sum, the study results suggest that goals change depending on the situation and the process of parent-child interactions during the episodes. However, specific long- vs. short-term goals and/or parent- vs. child centered goals seem to depend more on maternal factors, such as parenting styles, mothers' attributions, and mothers' evaluations about the situation and their child's behaviors. Different momentary parenting goals orient the use of different mothers' discipline practices, which support past theoretical work on the relation between parents' cognitions and behaviors well.

Strengths

This study has several strengths. The greatest strength is that it provides a conceptual framework of parenting goals and empirical evidence for studying momentary parenting goals. This is the first study that summarized and investigated four characteristics of parenting goals: 1) specificity, 2) time horizon, 3) focal person, and 4) stability, and investigated the correlates of momentary parenting goals at both macro and micro levels of parenting. Moreover, it is the first empirical study to investigate momentary parenting goals with multiple factors during parent-child interactions across multiple episodes. To my knowledge: 1) no previous study combined so many factors during an episode to investigate momentary parenting goals; 2) no previous study examined the relation between momentary parenting goals and type of child's non-compliance and the relation between momentary parenting goals and the duration of the episode; 3) no previous study investigated the relation between momentary parenting

goals and parenting style across multiple episodes; and 4) no previous study examined momentary parenting goals with permissive and disengaged parenting styles. Finally, the preliminary exploration from this study provides evidence for future research on momentary parenting goals with the related multiple factors in a path-model study.

Limitations and Future Suggestions

Although there are several strengths in this study, it is important to point out the limitations. All data used in this study were maternal self-report data. However, as cognitive factors, parenting goals are not observable. The data of momentary parenting goals therefore relied on mothers' subjective self-report. Thus, how well a mother understands her own parenting goals and understands the interview questions may affect the validity of the variables. In addition, some mothers' reactions to their children's behavior may not be due to conscious momentary parenting goals but due to subconscious motivations. Also, their answers about goals were reported after the episode within a day. Probably mothers were not that explicitly aware of what their goals were, and may have given their best answers when the researchers asked them. Those could also lead to a social desirability bias. Even so, consistent with previous studies, the results showed that mothers' discipline practices could reflect different momentary parenting goals. This strengthened the conclusions from the current study. Another limitation of this study is that some of the results may be due to Type I error, which can be evaluated by future replication attempts. Finally, the momentary parenting goals were separately investigated with each related factor, since this is an exploratory research for the determination of possible patterns which reflect how momentary parenting goals are

related to each factor. Thus, it did not provide a whole picture on how momentary parenting goals orient parent-child interactions.

Future research should continue to explore the relations among momentary parenting goals and related factors and then create a path model to analyze the whole picture of how momentary parenting goals orient parent-child interactions during discipline episodes. Moreover, when assigned each mother to parenting style, 14 mothers were assigned to the undifferentiated group that was excluded from this study. Future study is needed to examine the difference of this group from other parenting styles.

Implications

The findings of this study added knowledge for understanding how parenting styles influenced parents' thinking during parent-child interactions and how momentary parenting goals oriented parent-child interactions. The research results may be valuable for practical implications about parenting during parent-child interactions. Momentary parenting goals, as part of parents' belief system, combine with parents' evaluation of the situation and their child's behavior and further influence parents' selection of parenting practices. Thus, when parents and their child are both getting frustrated and get in a coercion cycle, it is better for parents to reflect on the situation and think about their parenting goals because changing the way parents think may make it possible to change the way they act, thereby breaking the coercion cycle. Also, the consideration of long-term goals during each parenting moment makes it possible for parents to select effective parenting practices to benefit a child's development in the long term.

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Table 1

Three-Factor Loading Solution

PSDQ Item	Factor		
	1	2	3
I yell or shout when my child misbehaves	.627	-.125	-.016
I spank when my child is disobedient	.613	-.067	-.042
I use physical punishment as a way of disciplining my child	.576	.027	-.096
I explode in anger towards my child	.561	.137	-.045
I scold and criticize to make my child improve	.519	.109	-.213
I scold or criticize when my child's behavior doesn't meet my expectations	.483	-.151	-.207
I threaten my child with punishment more often than actually giving it	.463	-.298	.211
I state punishments to my child and do not actually do them	.264	-.233	.207
I slap my child when the child misbehaves	.226	.121	-.028
When my child asks why s/he has to conform, I state: b/c I said so, or I am your parent and I want you to	.214	-.211	.138
I grab my child when s/he is being disobedient	.209	-.017	.080
I emphasize the reasons for rules	-.033	.561	.190
I explain the consequences of the child's behavior	.025	.521	.214
I use threats as punishment with little or no justification	.057	-.461	.047
I give my child reasons why rules should be obeyed	.150	.457	.215
I punish by taking privileges away from my child with little, if any, explanations	-.015	-.439	-.109
I punish by putting my child off somewhere alone with little, if any, explanations	-.051	-.433	.175
I encourage my child to freely express him/herself even when disagreeing with parents	-.116	.422	.159
I give into my child when the child causes a commotion about something	-.021	-.410	.234
I take into account my child's preferences in making plan for the family	-.055	.366	.155
I give comfort and understanding when my child is upset	-.210	.041	.541
I explain to my child how I feel about the child's good and bad behavior	.157	.329	.515
I show respect for my child's opinions by encouraging my child to express them	-.042	.282	.440
I give praise when my child is good	.081	.137	.417
I take my child's desires into account before asking the child to do something	-.177	-.092	.410
I have warm and intimate times together with my child	.138	.060	.398
I spoil my child	.033	-.322	.354
I am responsive to my child's needs	-.071	.175	.306
I find it difficult to discipline my child	-.055	-.034	.213

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Table 2

Four-Factor Loading Solution

PSDQ Item	Factor			
	1	2	3	4
I use physical punishment as a way of disciplining my child	.825	-.190	.070	-.165
I spank when my child is disobedient	.761	-.221	.086	-.008
I scold and criticize to make my child improve	.472	.124	-.222	.138
I explode in anger towards my child	.445	.258	-.129	.312
I scold or criticize when my child's behavior doesn't meet my expectations	.399	-.091	-.237	.255
I slap my child when the child misbehaves	.262	.070	.009	-.043
I grab my child when s/he is being disobedient	.157	.031	.051	.141
I explain the consequences of the child's behavior	-.056	.675	.116	.076
I emphasize the reasons for rules	-.041	.606	.144	-.083
I give my child reasons why rules should be obeyed	.132	.485	.185	-.008
I encourage my child to freely express him/herself even when disagreeing with parents	-.127	.458	.117	-.076
I give into my child when the child causes a commotion about something	-.056	-.393	.246	.149
I punish by taking privileges away from my child with little, if any, explanations	-.127	-.325	-.178	.274
I take into account my child's preferences in making plan for the family	.012	.297	.188	-.199
I give comfort and understanding when my child is upset	-.175	.002	.586	-.078
I show respect for my child's opinions by encouraging my child to express them	.005	.232	.475	-.114
I explain to my child how I feel about the child's good and bad behavior	.109	.389	.472	.104
I spoil my child	.050	-.378	.433	.074
I give praise when my child is good	.065	.148	.416	.053
I have warm and intimate times together with my child	.118	.065	.406	.077
I take my child's desires into account before asking the child to do something	-.207	-.048	.388	.074
I am responsive to my child's needs	-.039	.140	.332	-.084
I find it difficult to discipline my child	-.113	.042	.166	.122
I state punishments to my child and do not actually do them	.033	.016	.060	.576
I yell or shout when my child misbehaves	.429	.095	-.157	.569
I use threats as punishment with little or no justification	-.145	-.261	-.081	.479
I threaten my child with punishment more often than actually giving it	.313	-.165	.145	.438
I punish by putting my child off somewhere alone with little, if any, explanations	-.227	-.245	.065	.416
When my child asks why s/he has to conform, I state: b/c I said so, or I am your parent and I want you to	.057	-.046	.041	.390

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 12 iterations.

Table 3

EFA of PSDQ: Three-factor Solution Compared with PSDQ

	PSDQ Scale	PSDQ Subscale
AUTHORITATIVE		
I explain the consequences of the child's behavior.	Authoritative	Reasoning/induction
*I explain to my child how we feel about the child's good and bad behavior.	Authoritative	Reasoning/induction
I give my child reasons why rules should be obeyed.	Authoritative	Reasoning/induction
I emphasize the reasons for rules.	Authoritative	Reasoning/induction
I encourage my child to freely express him/herself even when disagreeing with parents.	Authoritative	Democratic
I take into account my child's preferences in making plans for the family.	Authoritative	Democratic
- I give into my child when the child causes a commotion about something.	Permissive	Indulgent
- I punish by taking privileges away from my child with little if any explanations.	Authoritarian	Non-Reasoning/ Punitive
-*I spoil my child.	Permissive	Indulgent
-I punish by putting my child off somewhere alone with little if any explanation.	Authoritarian	Non-Reasoning/Punitive
-I use threats as punishment with little or no justification.	Authoritarian	Non-Reasoning/Punitive
PERMISSIVE		
I spoil my child.	Permissive	Indulgent
I find it difficult to discipline my child.	Permissive	Indulgent
I give comfort and understanding when my child is upset.	Authoritative	Warmth & Support
I am responsive to my child's feelings and needs.	Authoritative	Warmth & Support
I have warm and intimate times together with my child.	Authoritative	Warmth & Support
I give praise when my child is good.	Authoritative	Warmth & Support
I explain to my child how we feel about the child's good and bad behavior.	Authoritative	Reasoning/induction
I take my child's desires into account before asking the child to do something.	Authoritative	Democratic
I show respect for my child's opinions by encouraging my child to express them.	Authoritative	Democratic
AUTHORITARIAN		
I scold or criticize when my child's behavior doesn't meet my expectations.	Authoritarian	Verbal Hostility
I explode in anger towards my child.	Authoritarian	Verbal Hostility
I grab my child when being disobedient.	Authoritarian	Physical Coercion
I scold and criticize to make my child improve.	Authoritarian	Verbal Hostility
I use physical punishment as a way of disciplining my child.	Authoritarian	Physical Coercion
I slap my child when the child misbehaves.	Authoritarian	Physical Coercion
I spank when my child is disobedient.	Authoritarian	Physical Coercion
I yell or shout when my child misbehaves.	Authoritarian	Verbal Hostility
I threaten my child with punishment more often than actually giving it.	Permissive	Indulgent
I state punishments to my child and do not actually do them.	Permissive	Indulgent
When my child asks why he/she has to conform, I state, "Because I said so," or "I am the parent and I want you to."	Authoritarian	Non-Reasoning/Punitive

Note. Items with negative factor loadings are denoted with (-); Items not main loading in the factor are denoted with (*).

Table 4

EFA of PSDQ: Three-factor Solution Compared with Four-factor Solution

Three factor solution	Four Factor solution	PSDQ Subscale
AUTHORITATIVE	AUTHORITATIVE	
I explain the consequences of the child's behavior.	I explain the consequences of the child's behavior.	Reasoning/induction
*I explain to my child how we feel about the child's good and bad behavior.	*I explain to my child how we feel about the child's good and bad behavior.	Reasoning/induction
I give my child reasons why rules should be obeyed.	I give my child reasons why rules should be obeyed.	Reasoning/induction
I emphasize the reasons for rules.	I emphasize the reasons for rules.	Reasoning/induction
I encourage my child to freely express him/herself even when disagreeing with parents.	I encourage my child to freely express him/herself even when disagreeing with parents.	Democratic
I take into account my child's preferences in making plans for the family.	I take into account my child's preferences in making plans for the family.	Democratic
- I give into my child when the child causes a commotion about something.	-I give into my child when the child causes a commotion about something.	Indulgent
- I punish by taking privileges away from my child with little if any explanations.	-I punish by taking privileges away from my child with little if any explanations.	Non-Reasoning/ Punitive
-*I spoil my child	-* I spoil my child.	Indulgent
-I punish by putting my child off somewhere alone with little if any explanation.		Non-Reasoning/Punitive
-I use threats as punishment with little or no justification.		Non-Reasoning/Punitive
PERMISSIVE	PERMISSIVE	
I spoil my child.	I spoil my child.	Indulgent
I find it difficult to discipline my child.	I find it difficult to discipline my child.	Indulgent
I give comfort and understanding when my child is upset.	I give comfort and understanding when my child is upset.	Warmth & Support
I am responsive to my child's feelings and needs.	I am responsive to my child's feelings and needs.	Warmth & Support
I have warm and intimate times together with my child.	I have warm and intimate times together with my child.	Warmth & Support
I give praise when my child is good.	I give praise when my child is good.	Warmth & Support
I explain to my child how we feel about the child's good and bad behavior.	I explain to my child how we feel about the child's good and bad behavior.	Reasoning/induction
I take my child's desires into account before asking the child to do something.	I take my child's desires into account before asking the child to do something.	Democratic
I show respect for my child's opinions by encouraging my child to express them.	I show respect for my child's opinions by encouraging my child to express them.	Democratic
AUTHORITARIAN	AUTHORITARIAN	
I scold or criticize when my child's behavior doesn't meet my expectations.	I scold or criticize when my child's behavior doesn't meet my expectations.	Verbal Hostility
I explode in anger towards my child.	I explode in anger towards my child.	Verbal Hostility
I grab my child when being disobedient.	I grab my child when being disobedient.	Physical Coercion
I scold and criticize to make my child improve.	I scold and criticize to make my child improve.	Verbal Hostility
I use physical punishment as a way of disciplining my child.	I use physical punishment as a way of disciplining my child.	Physical Coercion

Three factor solution	Four Factor solution	PSDQ Subscale
I slap my child when the child misbehaves.	I slap my child when the child misbehaves.	Physical Coercion
I spank when my child is disobedient.	I spank when my child is disobedient.	Physical Coercion
I yell or shout when my child misbehaves.	*I yell or shout when my child misbehaves.	Verbal Hostility
I threaten my child with punishment more often than actually giving it.		Indulgent
I state punishments to my child and do not actually do them.		Indulgent
When my child asks why he/she has to conform, I state, "Because I said so," or "I am the parent and I want you to."		Non-Reasoning/Punitive
	DISENGAGED	
	I state punishments to my child and do not actually do them.	Indulgent
	I threaten my child with punishment more often than actually giving it.	Indulgent
	I use threats as punishment with little or no justification.	Non-Reasoning/Punitive
	When my child asks why he/she has to conform, I state, "Because I said so," or "I am the parent and I want you to."	Non-Reasoning/Punitive
	I punish by putting my child off somewhere alone with little if any explanation.	Non-Reasoning/Punitive
	I yell or shout when my child misbehaves.	Verbal Hostility

Note. Items with negative factor loadings are denoted with (-); Items not main loading in the factor are denoted with (*).

Table 5

EFA of PSDQ: Four-factor Solution Compared with Kimble's Solution

Four-factor solution	Kimble's Four-factor solution	PSDQ Subscale
AUTHORITATIVE	AUTHORITATIVE	
I explain the consequences of the child's behavior.	I explain the consequences of the child's behavior.	Reasoning/induction
*I explain to my child how we feel about the child's good and bad behavior.	*I explain to my child how we feel about the child's good and bad behavior.	Reasoning/induction
I give my child reasons why rules should be obeyed.	I give my child reasons why rules should be obeyed.	Reasoning/induction
I emphasize the reasons for rules.	I emphasize the reasons for rules.	Reasoning/induction
I encourage my child to freely express him/herself even when disagreeing with parents.	I encourage my child to freely express him/herself even when disagreeing with parents.	Democratic
I take into account my child's preferences in making plans for the family.		Democratic
-I give into my child when the child causes a commotion about something.		Indulgent
-I punish by taking privileges away from my child with little if any explanations.		Non-Reasoning/ Punitive
-* I spoil my child.		Indulgent
	I give praise when my child is good.	Warmth & Support
	I show respect for my child's opinions by encouraging my child to express them.	Democratic
	I give comfort and understanding when my child is upset.	Warmth & Support
	I am responsive to my child's feelings and needs.	Warmth & Support
	I have warm and intimate times together with my child.	Warmth & Support
	I take my child's desires into account before asking the child to do something.	Democratic
PERMISSIVE	PERMISSIVE	
I spoil my child.	I spoil my child.	Indulgent
I show respect for my child's opinions by encouraging my child to express them.	I show respect for my child's opinions by encouraging my child to express them.	Democratic
I find it difficult to discipline my child.		Indulgent
I give comfort and understanding when my child is upset.		Warmth & Support
I am responsive to my child's feelings and needs.		Warmth & Support
I have warm and intimate times together with my child.		Warmth & Support
I give praise when my child is good.		Warmth & Support
I explain to my child how we feel about the child's good and bad behavior.		Reasoning/induction
I take my child's desires into account before asking the child to do something.		Democratic
	I take into account my child's preferences in making plans for the family.	Democratic
	*I encourage my child to freely express him/herself even when disagreeing with parents.	Democratic
	-*I use physical punishment as a way of disciplining my child.	Physical Coercion

Four-factor solution	Kimble's Four-factor solution	PSDQ Subscale
	-*I spank when my child is disobedient. -When my child asks why he/she has to conform, I state, "Because I said so," or "I am the parent and I want you to."	Physical Coercion Non-Reasoning/ Punitive
AUTHORITARIAN I scold or criticize when my child's behavior doesn't meet my expectations. I explode in anger towards my child. I grab my child when being disobedient. I scold and criticize to make my child improve. I use physical punishment as a way of disciplining my child. I slap my child when the child misbehaves. I spank when my child is disobedient. *I yell or shout when my child misbehaves.	AUTHORITARIAN I scold or criticize when my child's behavior doesn't meet my expectations. I explode in anger towards my child. I grab my child when being disobedient. I scold and criticize to make my child improve. I use physical punishment as a way of disciplining my child. I slap my child when the child misbehaves. I spank when my child is disobedient. *I yell or shout when my child misbehaves.	Verbal Hostility Verbal Hostility Physical Coercion Verbal Hostility Physical Coercion Physical Coercion Physical Coercion Physical Coercion Verbal Hostility
DISENGAGED I state punishments to my child and do not actually do them. I threaten my child with punishment more often than actually giving it. I use threats as punishment with little or no justification. When my child asks why he/she has to conform, I state, "Because I said so," or "I am the parent and I want you to." I punish by putting my child off somewhere alone with little if any explanation. I yell or shout when my child misbehaves.	DISENGAGED I state punishments to my child and do not actually do them. I threaten my child with punishment more often than actually giving it. I use threats as punishment with little or no justification. *When my child asks why he/she has to conform, I state, "Because I said so," or "I am the parent and I want you to." I punish by putting my child off somewhere alone with little if any explanation. I yell or shout when my child misbehaves.	Indulgent Indulgent Non-Reasoning/ Punitive Non-Reasoning/ Punitive Non-Reasoning/ Punitive Verbal Hostility

Note. Items with negative factor loadings are denoted with (-); Items not main loading in the factor are denoted with (*).

Table 6

Summary of Analyses

Hypothesis	Analysis method
Question 1: Micro level associations of momentary parenting goals	
A. Type of child's noncompliance (categorical) with:	
1. Long- vs. short-term goals	1. Contingency table (seven 2×3 tables)
2. Parent- vs. child-centered goals	2. Contingency table (seven 2×3 tables)
3. Goals changed or not	3. Contingency table (seven 2×2 tables)
B. Mother's attributions (categorical) with:	
1. Long- vs. short-term goals	1. Contingency table (3×3)
2. Parent- vs. child-centered goals	2. Contingency table (3×3)
3. Goals changed or not	3. Contingency table (3×2)
C. Mother's negative emotions	
1. Initial upset (d.v., continuous) with:	
i. Long- vs. short-term goals	i. ANOVA
ii. Parent- vs. child-centered goals	ii. ANOVA
iii. Goals changed or not	iii. ANOVA
2. Whether she got more upset (categorical) with	
iv. Long- vs. short-term goals	iv. Contingency table (2×3)
v. Parent- vs. child-centered goals	v. Contingency table (2×3)
vi. Goals changed or not	vi. Contingency table (2×2)
3. Maximum upset (d.v., continuous) with	
vii. Long- vs. short-term goals	vii. ANOVA
viii. Parent- vs. child-centered goals	viii. ANOVA
ix. Goals changed or not	ix. ANOVA
D. Duration of episode (d.v., continuous) with:	
1. Long- vs. short-term goals	1. ANOVA
2. Parenting- vs. child-centered goals	2. ANOVA
3. Goals change or not	3. ANOVA
E. Discipline practices (categorical) with:	
1. Long- vs. short-term goals	1. Contingency tables (twelve 2×3 tables)
2. Parenting- vs. child-centered goals	2. Contingency table (twelve 2×3 tables)
3. Goals change or not	3. Contingency table (twelve 2×2 tables)

Hypothesis	Analysis method
Question 2: associations between macro level of parenting style and micro level of momentary parenting goals	
G. Parenting styles (categorical) with:	
1. Long- vs. short-term goals	1. Contingency table (4×3)
2. Parenting- vs. child-centered goals	2. Contingency table (4×3)
H. Parenting styles (categorical) with:	
1. Goals changed or not	1. Contingency table (4×2)
I. Parenting styles (categorical) with:	
1. Percent of parents who retain the same long- vs. short-term goals across four episodes	1. Contingency table (4×2)
2. Percent of parents who retain the same parent- vs. child-centered goals across four episodes	2. Contingency table (4×2)
3. The number of episodes in which parents change their goals during the episode (d.v., continuous)	3. ANOVA

Note: all parenting goals are categorical variables.

Table 7

Probabilities of Episode-Specific Short- vs. Long-Term Goals by Episode Type

Episode	Short- vs. Long-Term Goals (N=406 episodes)			df	χ^2
	Now (%)	Both (%)	Future (%)		
Most problematic by interview	34.3	33.3	32.4	6	4.49
Most problematic by phone	44.6	31.7	23.8		
Potentially problematic by interview	42.7	34.0	23.3		
Potentially problematic by phone	34.0	36.1	29.9		
Most problematic	39.3	32.5	28.2	2	0.30
Potentially problematic	38.5	35.0	26.5		
By interview	38.5	33.7	27.9	2	0.07
By phone	39.4	33.8	26.8		
Total	38.9	33.7	27.3		

Table 8

Probabilities of Episode-Specific Parent- vs. Child-Centered Goals by Episode Type

Episode	Parent- vs. Child-Centered Goals (N=403 episodes)			df	χ^2
	Parent (%)	Both (%)	Child (%)		
Most problematic by interview	29.8	34.6	35.6	6	4.12
Most problematic by phone	28.7	23.8	47.5		
Potentially problematic by interview	26.7	29.7	43.6		
Potentially problematic by phone	28.9	27.8	43.3		
Most problematic	29.3	29.3	41.5	2	0.18
Potentially problematic	27.8	28.8	43.3		
By interview	28.3	32.2	39.5	2	2.29
By phone	28.8	25.8	45.5		
Total	28.5	29.0	42.4		

Table 9

Probabilities of Episode-Specific Goals Change or Not by Episode Type

Episode	If Goals Change (N=405 episodes)		df	χ^2
	Yes (%)	No (%)		
Most problematic by interview	37.1	62.9	3	14.52**
Most problematic by phone	29.7	70.3		
Potentially problematic by interview	14.6	85.4		
Potentially problematic by phone	24.0	76.0		
Most problematic	33.5	66.5	1	10.80***
Potentially problematic	19.1	80.9		
By interview	26.0	74.0	1	0.05
By phone	26.9	73.1		
Total	26.4	73.6		

** $p < .01$. *** $p < .001$.

Table 10

Probability That Parents Keep the Same Long- vs. Short-Term Goals, and Parent-Child Goals Across Four Episodes

Long- vs. short-term goals	Parent- vs. child-centered goals			Total
	Four episodes have same goals	Three episodes have same goals	Two episodes have same goals	
Four episodes have same goals	5 (6.7%)	6 (5.7%)	6 (5.7%)	17 (16.2%)
Three episodes have same goals	7 (7.6%)	12 (11.4%)	19 (18.1%)	38 (36.2%)
Two episodes have same goals	1 (1.0%)	21 (20.0%)	28 (26.7%)	50 (47.6%)
Total	13 (12.4%)	39 (37.1%)	53 (50.5%)	105 (100%)

Note: $\chi^2(4, 105) = 11.16, p = 0.025$

Table 11

Probabilities of Types of Child Noncompliance by Momentary Parenting Goals

Type of child	Momentary parenting goals						Overall (%)	χ^2
	Short-vs. Long-Term goals		Parent- vs. Child-centered goals		If goals change			
Non-compliance	%	(SR)	%	(SR)	%	(SR)	(%)	
	Short-vs. Long-Term goals							(2, N=1933)
	Now		Both		Future			
Compliance	25.7		28.1		27.2		27.0	1.09
Passively non-comply	10.1	(-1.9)	12.1	(0.1)	14.4	(1.6)	12.0	5.50 ^a
Simple Refusal	6.8	(1.5)	3.4	(-2.3)	6.2	(0.7)	5.4	8.48*
Negotiate	6.1		5.6		6.9		6.2	0.88
Whine	17.0		15.6		16.7		16.4	0.56
Defiance	22.5		21.8		18.4		21.1	3.48
Tantrum	9.5		8.6		6.6		8.4	3.61
Hit	2.3	(-1.7)	4.7	(1.6)	3.7	(-0.2)	3.6	5.88 ^a
Overall	37.5		34.9		27.6			
	Parent- vs. Child-centered goals							(2, N=1928)
	Parent		Both		Child			
Compliance	26.3		27.5		26.9		26.9	0.23
Passively non-comply	11.6	(-0.2)	9.6	(-1.6)	13.9	(1.6)	12.0	5.93 ^a
Simple Refusal	5.1		5.5		5.6		5.4	0.18
Negotiate	7.3		5.3		5.9		6.1	1.91
Whine	15.7		19.0		15.0		16.4	4.07
Defiance	21.7		21.0		20.9		21.2	0.14
Tantrum	10.2		8.5		7.0		8.4	4.46
Hit	2.1	(-1.8)	3.6	(0.0)	4.6	(1.6)	3.6	6.1*
Overall	29.4		29.2		41.4			
	If goals change							(1, N=1933)
	Yes		No					
Compliance	24.5	(-1.2)	28.1	(0.8)			27.0	2.81 ^a
Passively non-comply	9.3	(-1.9)	13.3	(1.3)			12.0	6.32*
Simple Refusal	6.0		5.1				5.4	0.62
Negotiate	6.2		6.1				6.2	0.00
Whine	18.5	(1.3)	15.4	(-0.9)			16.4	3.06 ^a
Defiance	19.6		21.8				21.1	1.25
Tantrum	12.5	(3.6)	6.4	(-2.5)			8.4	20.75***
Hit	3.3		3.7				3.6	0.17
Overall	32.7		62.3					

Note: *N* = turns within episodes.

SR is the standardized residual.

Bold indicates a higher percentage of use compared to other momentary goals.

^a $p < .10$.

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

Table 12

Probabilities of Mother's Attribution by Momentary Parenting Goals

Mother's attribution	Momentary parenting goals						Overall (%)	$\chi^2(df, N)$
	%	(SR)	%	(SR)	%	(SR)		
	Short-vs. Long-Term goals							
	Now		Both		Future			
Dispositional	24.8	(-1.3)	30.6	(0.0)	39.1	(1.6)	30.7	
Both	10.8	(-0.7)	16.4	(1.2)	10.9	(-0.5)	12.7	
Situational	64.3	(1.3)	53.0	(-0.6)	50.0	(-0.9)	56.6	
Overall	39.2		33.4		27.4		100.0	9.26(4, 401) ^a
	Parent- vs. Child-centered goals							
	Parent		Both		Child			
Dispositional	26.8	(-0.8)	26.7	(-0.8)	36.5	(1.3)	30.9	
Both	8.0	(-1.4)	17.2	(1.3)	12.9	(0.0)	12.8	
Situational	65.2	(1.3)	56.0	(0.0)	50.6	(-1.0)	56.3	
Overall	28.1		29.1		42.7		100.0	9.30(4, 398) ^a
	If goals change							
	Yes			No				
Dispositional	24.8	(-1.1)	32.5	(0.6)			30.5	
Both	18.1	(1.5)	10.8	(-0.9)			12.8	
Situational	57.1	(0.1)	56.6	(0.0)			56.8	
Overall	26.3		73.8				100.0	4.73(2, 400) ^a

SR is the standardized residual.

Bold indicates a higher percentage of use compared to other momentary goals.

^a $p < .10$.

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

Table 13

Mean Initial & Maximum Maternal Negative Affect by Momentary Parenting Goals

Parenting goals	Initial negative affect				Maximum negative affect				% who got more upset			
	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>N</i>	%	<i>df</i>	<i>F</i>
Long-term goals	158	1.54			158	2.02			158	32		
Short-term goals	137	1.45			137	1.81			136	27		
Both L&S goals	111	1.62			111	1.93			111	28		
Overall	406	1.53	2	1.25	406	1.93	2	1.48	405	29	2	0.53
Parent-centered goals	115	1.56			115	2.01			114	31		
Child-centered goals	117	1.51			117	1.91			117	29		
Both P&C goals	171	1.54			171	1.88			171	29		
Overall	403	1.53	2	0.08	403	1.93	2	0.51	402	30	2	0.05
Goals change	107	1.76			107	2.37 _b			107	44 _c		
Goals no change	298	1.45 ^a			298	1.76 _b			297	24 _c		
Overall	405	1.54 ^a	1	11.34***	405	1.92	1	27.28***	404	29	1	15.77***

Note: *N* = episodes.

Means in a 2- or 3-cell column sharing subscripts are significantly different, Ryan Einot-Gabriel-Welsch range test, $p < .05$.

*** $p < 0.001$

Table 14

Mean Number of Turns in Episodes by Momentary Parenting Goals

Parenting goals	Duration of episode			
	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>
Long-term goals	154	6.79		
Short-term goals	133	7.25		
Both L&S goals	110	6.96		
Overall	397	6.99	2	0.24
Parent-centered goals	112	7.36		
Child-centered goals	113	7.07		
Both P&C goals	169	6.77		
Overall	394	7.03	2	0.35
Goals change	104	9.08 _a		
Goals no change	293	6.25 _a		
Overall	397	6.99	1	19.84***

Note: *N* = turns within episodes.

Means in a 2- or 3-cell column sharing subscripts are significantly different, Ryan Einot-Gabriel-Welsch range test, $p < .05$.

*** $p < 0.001$

Table 15

Probabilities of Disciplinary Practices by Momentary Parenting Goals

Discipline practices	Momentary parenting goals						Overall (%)	χ^2
	%	(SR)	%	(SR)	%	(SR)		
Short-vs. Long-Term goals (2, N=1766)								
	Now		Both		Future			
Power assert verbal	14.1	(-1.0)	18.7	(1.9)	13.9	(-1.0)	15.6	6.75*
Reasoning	11.6	(-2.3)	16.6	(0.9)	17.9	(1.6)	15.1	10.25**
Offer alternative	15.5	(0.7)	11.7	(-1.8)	16.5	(1.2)	14.4	5.94 ^b
Modeling	0.8		0.8		1.4		1.0	1.35
Affection/praise	4.9		6.7		7.1		6.2	2.76
Bribe/reward	1.1		1.8		0.6		1.2	3.46
Give in	6.0	(1.9)	3.3	(-1.4)	4.0	(-0.5)	4.5	6.11*
Ignore	12.4		13.8		10.5		12.3	2.80
Power assert physical	24.7	(3.1)	15.3	(-2.3)	17.5	(-1.0)	19.4	19.65***
Threaten	2.3		2.0		2.4		2.2	0.29
Non-physical punish ^a	1.2		2.6		2.8		2.2	4.10
Spanking	1.1		1.8		0.6		1.2	3.46
Overall	36.6		34.8		28.5	T		
Parent- vs. Child-centered goals (2, N=1763)								
	Parent		Both		Child			
Power assert verbal	11.4	(-2.5)	16.0	(0.2)	18.4	(1.9)	15.7	11.44**
Reasoning	11.9	(-1.9)	16.2	(0.6)	16.6	(1.0)	15.1	5.81 ^b
Offer alternative	14.7		12.7		15.3		14.4	1.75
Modeling	0.4	(-1.3)	0.6	(-0.9)	1.6	(1.8)	1.0	5.90 ^b
Affection/praise	6.5		6.0		6.1		6.2	0.10
Bribe/reward	2.7	(3.2)	1.2	(0.0)	0.1	(-2.6)	1.2	17.41***
Give in	7.4	(3.2)	2.9	(-1.7)	3.5	(-1.2)	4.5	14.93***
Ignore	14.1	(1.1)	15.8	(2.2)	8.8	(-2.8)	12.4	15.64***
Power assert physical	24.1	(2.4)	17.0	(-1.2)	17.7	(-1.0)	19.3	10.43**
Threaten	1.6		2.9		2.2		2.2	2.20
Non-physical punish ^a	1.6		2.3		2.4		2.2	1.20
Spanking	0.4	(-1.7)	1.0	(-0.4)	1.9	(1.8)	1.2	6.09*
Overall	29.0		29.1		41.9			
If goals change (1, N=1766)								
	Yes		No					
Power assert verbal	12.1	(-2.2)	17.5	(1.6)			15.6	8.86**
Reasoning	14.0		15.7				15.1	0.82
Offer alternative	16.4	(1.2)	13.4	(-0.9)			14.4	2.76 ^b
Modeling	1.3		0.8				1.0	1.25
Affection/praise	7.6	(1.4)	5.4	(-1.0)			6.2	3.26 ^b
Bribe/reward	1.2		1.2				1.2	0.01
Give in	5.5		4.0				4.5	2.07
Ignore	13.9		11.5				12.3	2.02
Power assert physical	17.7		20.2				19.4	1.66
Threaten	2.0		2.3				2.2	0.22
Non-physical punish ^a	1.8		2.3				2.2	0.49
Spanking	1.5		1.0				1.2	0.70
Overall	34.3		65.7					

Note: N = turns within episodes.

Bold indicates a higher percentage of use compared to other momentary goals.

SR is the standardized residual.

^aNon-physical punishment consisted of Time out (84%) and Privilege removal (16%).

^b $p < .10$.

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

Table 16

Probabilities of Mother's Attribution by Momentary Parenting Goals

Mother's attribution	Momentary parenting goals						Overall (%)	$\chi^2(df, N)$
	%	(SR)	%	(SR)	%	(SR)		
	Short-vs. Long-Term goals							
	Now		Both		Future			
Authoritative	28.9	(-1.4)	41.0	(1.0)	30.1	(0.6)	24.6	
Authoritarian	43.4	(0.8)	39.6	(0.9)	17.0	(-2.0)	31.4	
Permissive	37.9	(-0.1)	28.8	(-0.8)	33.3	(1.0)	19.5	
Disengaged	43.3	(0.7)	25.3	(-1.4)	31.3	(0.8)	24.6	
Overall	38.8		34.3		26.9			13.44 (6, 338)*
	Parent- vs. Child-centered goals							
	Parent		Both		Child			
Authoritative	24.1	(-0.8)	26.5	(0.0)	49.4	(0.6)	24.8	
Authoritarian	31.1	(0.4)	29.1	(0.6)	39.8	(-0.8)	30.7	
Permissive	25.8	(-0.5)	22.7	(-0.6)	51.5	(0.8)	19.7	
Disengaged	33.7	(0.8)	25.3	(-0.2)	41.0	(-0.5)	24.8	
Overall	29.0		26.3		44.8			4.29 (6, 335)
	If goals change							
	Yes			No				
Authoritative	34.1	(1.1)	65.9	(-0.7)			24.3	
Authoritarian	23.6	(-0.8)	76.4	(0.5)			31.5	
Permissive	28.8	(0.1)	71.2	(-0.1)			19.6	
Disengaged	26.5	(-0.2)	73.3	(0.1)			24.6	
Overall	27.9		72.1					2.68 (3, 337)

Note: N = episodes. SR is the standardized residual.

Bold indicates a higher percentage of use compared to other momentary goals.

* $p < .05$.

Table 17

Probabilities of Parenting Style by Same Parenting Goals Cross Four Episodes

Parenting style	Numbers of episodes have same goals				χ^2 (2, N=88)
	Two (%)	Three (%)	Four (%)	Overall (%)	
Long- vs. short-term goals					
Authoritative	22.9	16.7	50.0	23.9	4.64 ^a
Authoritarian	31.3	36.7	20.0	31.8	0.98
Permissive	18.8	20.0	30.0	20.5	0.65
Disengaged	27.1	26.7	0.0	23.9	3.54
Overall	54.5	34.1	11.4		
Parent- vs. child-centered goals					
Authoritative	22.0	18.8	40.0	23.9	2.70
Authoritarian	34.1	31.3	26.7	31.8	0.29
Permissive	17.1	31.3	6.7	20.5	4.33
Disengaged	26.8	18.8	26.7	23.9	0.73
Overall	46.6	36.4	17.0		

^a $p < .10$

Table 18

Mean of Number of Episode Mothers Change Goals by Parenting Styles

Parenting styles	Numbers of episodes have Goals changed	
	N	M
Authoritative	21	1.33
Authoritarian	28	0.89
Permissive	18	1.06
Disengaged	21	1.05
Overall	88	1.07

Note: $F(3, 84) = 0.87, p = 0.46$;

APPENDIX A

Oklahoma State University Institutional Review Board

Date: Wednesday, June 10, 2015
IRB Application No HE1538
Proposal Title: Exploring the associations of momentary parenting goals with micro and macro level of parenting: emotions, attributions, actions, and styles
Reviewed and Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 6/9/2018

Principal Investigator(s):
Hua Lin Robert Larzelere
233 HES
Stillwater, OK 74078 Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

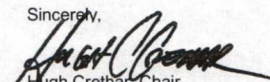
The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Scott Hall (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,



Hugh Crethar, Chair
Institutional Review Board

APPENDIX B

Pilot Study - Detailed Discipline Bout - Revised by RL 6/4/08

Problems For The Day

Next [First], I want to ask about any misbehavior problems you had with *[child's name]* during the past 24 hours.

I'll ask you to rate the difficulty of each misbehavior problem on a 5-point scale **[[if phone]** which we left with you].

[[Hand her or remind her about the Response Options sheet] This shows the 5 options for Misbehavior Difficulty

During the past 24 hours, did *[child's name/he/she]* have any problems with the following activities? **[[Repeat question after difficulty rating and after 4 No's in a row.]**

[[If Yes] On a scale from 1 to 5, how difficult was it to handle that situation. [1 represents no difficulty and 5 stands for extreme difficulty.]

	Interview 1		Interview 2		Interview 3	
	Yes or No?	Difficulty*	Yes or No?	Difficulty*	Yes or No?	Difficulty*
	<i>If Yes →</i>	<i>1=None, 5=Extreme</i>	<i>If Yes →</i>	<i>1=None, 5=Extreme</i>	<i>If Yes →</i>	<i>1=None, 5=Extreme</i>
Waking up?			YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Getting dressed?		1 2 3 4 5	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Eating?		1 2 3 4 5	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Siblings or peers?		1 2 3 4 5	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Being overactive?			YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Wanting to do something?			YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Not wanting to do something?			YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Wanting an object?			YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Interrupting?			YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Not picking up?			YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Making a mess?			YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Getting undressed?		1 2 3 4 5	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Bathing?		1 2 3 4 5	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Going to bed?			YES NO	1 2 3 4 5	YES NO	1 2 3 4 5

[[If 1+ situations with 2+ difficulty scores, skip to B below. If not ask the next 4 questions]]

During the last 24 hours, was your child **[[fill blank with 4 items below]]:**

[[If Yes]] How difficult was it to handle that situation (those situations), using the same 5-point scale **[[repeat scale if needed]]**

Aggressive?	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Defiant?	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Throwing tantrums?	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5
Negotiating too much?	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5	YES NO	1 2 3 4 5

B. Overall, how difficult was *[child's name]* to deal with the past 24 hours, using the same 5-point scale?

<small>1= not difficult at all</small>				1 2 3 4 5		1 2 3 4 5
<small>3=moderately difficult; 5=extremely difficult</small>						

SCRIPT:

Review the Difficulty Rating provided above. Use only ONE of the following scenarios, then go to the next worksheet.

[[IF NO INCIDENTS HAD DIFFICULTY RATING ≥ 2]]

You said that you did not have any difficult interactions with *[child's name]* in the past 24 hours. What is the most recent problem you had to deal with that was difficult? **[[at least somewhat difficult]]**

[[IF ONE INCIDENT RANKED HIGHEST WITH A DIFFICULTY RATING ≥ 2]]

You said that WANTING TO PLAY WITH TV BUTTONS was the most problematic interaction with *[child's name]* in the past 24 hours.

[[IF MULTIPLES INCIDENTS WERE TIED FOR THE HIGHEST RANKING WITH DIFFICULTY RATINGS ≥ 2]]

You said that more than one incident was difficult to deal with recently, including **[[list the ones tied by labels above]]** . Which incident would you say was the most difficult for you to deal with?

Most Difficult Interaction

[If child is paying attention to interview] Next, I want you to describe this episode in detail.

I notice, however, that your child is listening. Is it OK to describe this incident in detail now, or should we do this at another time when he/she isn't listening? **[If OK, go on. If not, use end of this worksheet to identify a resolved episode and see if it is OK to describe that in detail. If that isn't workable, try to identify another multiple-turn episode, perhaps involving a sibling, to use to practice describing incidents with this amount of detail.]**

[If child is distracted or mother approves detailed questioning]

Next, I want you to describe the exact sequence of events in this episode. I'll ask what you did first, then how your child responded, then how you responded, and so forth. OK?

		Interview 1:	Interview 2:
DESCRIBING THE EVENT . . .			
<i>Detailed description of the episode: [Use Modified Ritchie codes]</i>			
What started the problem?			
1-mom	What did you do first?		
1-child	How did <u>[child's name]</u> respond to that?		
2-mom	How did you respond to that?		
2-child	What did <u>[he/she]</u> do next?		
3-mom	What did you do next?		
3-child	What did <u>[he/she]</u> do next?		
4-mom	What did you do next?		
4-child	What did <u>[he/she]</u> do next?		
5-mom	What did you do next?		
5-child	What did <u>[he/she]</u> do next?		
6-mom	What did you do next?		
6-child	What did <u>[he/she]</u> do next?		
7-mom	What did you do next?		
7-child	What did <u>[he/she]</u> do next?		
8-mom	What did you do next?		
8-child	What did <u>[he/she]</u> do next?		
9-mom	What did you do next?		
9-child	What did <u>[he/she]</u> do next?		
10+-mom	What did you do next?		
10+-child	What did <u>[he/she]</u> do next?		
[Post-cooperation actions, if any, if not covered above (after compliance or compromise)]			
Did you do anything in response to <u>[his/her]</u> cooperation immediately afterwards?		Yes	No
[If Yes] What did you do?			

INITIAL THOUGHTS AND FEELINGS			
Next I'll ask about your thoughts and feelings at the beginning of this episode.			
What was your goal at the beginning of the episode?			
Were you interested mostly in getting <u>[Child's Name]</u> to behave right then, or in helping <u>[him/her]</u> to behave better in the future?		Short Term	Long Term Both
Were you interested mostly in teaching <u>[him/her]</u> how to behave or in getting <u>[him/her]</u> to cooperate for your sake (e.g., to get some peace and quiet or to show that you are the boss)?		Child	Parent Both
How upset were you at the beginning of this episode on a 5-point scale, where 1 is not upset and 5 is extremely upset?		1	2 3 4 5
[Response Options B]			
Was <u>[he/she]</u> misbehaving because that is the way <u>[he/she]</u> is, or because of the circumstances?		Dispositional	Situational Both

IMMEDIATELY AFTERWARDS		
[[if not already answered] Did the episode end with <i>[child's name]</i> Obeying you, Getting his/her way, or did you Compromise? [Response Options C]		Obeying Getting Way Compromise
Did you get more upset during the episode <i>[than at the beginning of it]</i> ? [[if No, Go to A below]		Yes No
[[IF YES] Exactly when did you get the most upset?		[SPECIFY UNIQUE BEHAVIOR OR TURN, e.g., 3-C]
How upset were you then, with 1 being not upset and 5 being extremely upset? [Response Options B]		1 2 3 4 5
What made you that upset at that particular time?		
A. How did your goals change during the episode?		
[[if any change in goals] Why did you change your goals during the episode?		

CHANGE IN TACTICS . . . [Priority: 1st = Change to Power Assertion; 2nd = Any Other Change; If No Change, Go to Negotiation section]		
[[IF SOME CHANGE] I notice that you switched from <i>[Prior Tactic]</i> to <i>[Next Tactic]</i> during the incident. [Specify FIRST switch from mild {verbal?} to stronger tactic]		
Why did you change what you were doing at that point?		
Why did you switch to <i>[“next” tactic]</i> instead of to something else?		
Did that help <i>[child's name]</i> to do what you wanted?		Yes No Maybe

USE OF NEGOTIATION [If Child Negotiate or Mother Gave Alternative in DESCRIBING THE EVENT, complete this section.]		
[[if neither of these, Go to next section on LOOKING BACK AT THIS EPISODE.]		
[[if either Ch-Negotiate or Ma-Give Alternatives] [if both, use one that occurred first]		
[[if Ch-Negotiate] I notice that <i>[child's name]</i> tried to compromise during the episode.		
Why did you respond to <i>[his/her]</i> attempt to negotiate in the way you did? [REVIEW HER RESPONSE IF NECESSARY] [Then go to next section on Looking Back . . .]		
[[if Ma-Negotiate] I notice that you suggested an alternative action to <i>[child's name]</i> .		
Why did you offer an alternative?		
How did you want <i>[child's name]</i> to respond?		
[[Then Go to next section on Looking Back . . .]		

LOOKING BACK AT THIS EPISODE . . .		
Now I'll ask you some overall questions about this episode.		
What did you do that was particularly effective?		
Why do you think it was effective?		
Looking back was there anything that did not work very well?		
[IF ANYTHING] Why didn't it work very well?		

SCRIPT:		
Now I would like to ask you about another discipline episode that could have been problematic, but you kept it from becoming more problematic.		
Was there a discipline episode like that in the past 24 hours? [If Yes, go to next worksheet]		Yes No
[If No & if other episodes in Problems for the Day] You mentioned handling some other problems with <u> [child's name] </u> recently. Which episode was handled well even though it lasted more than one turn? [If there is one, circle THIS & go to next worksheet]		

[Initial Interview]

[If No in the initial interview] Could you tell me about a recent discipline episode that could have become problematic, but you did something to keep it from becoming more problematic? [If so, circle THIS & go to next worksheet]
[If still nothing in initial interview, select most relevant recent incident, circle THIS and go to next worksheet.

[Telephone Call]

[If No in a telephone call]- [Work with mother to select another discipline episode from Problems for the Day that best fits a well-handled discipline episode that could have become problematic, even if only one turn.] [If so, circle THIS & go to next worksheet.]
[If still nothing in first phone call, circle THIS, go to Observed Episode and plan to call back again.]
[If still nothing in second phone call, circle THIS and go to end of interview]

Potentially Problematic Episode that was Handled Well

Next, I want you to describe the exact sequence of events in this second episode.
As before, I'll ask what you did first, then how [child's name] responded, then how you responded, and so forth.

		Interview 1:	Interview 2:
DESCRIBING THE EVENT . . .			
<i>Detailed description of the episode: [Use Modified Ritchie codes]</i>			
What started the problem?			
1-mom	What did you do first?		
1-child	How did <u>[child's name]</u> respond to that?		
2-mom	How did you respond to that?		
2-child	What did <u>[he/she]</u> do next?		
3-mom	What did you do next?		
3-child	What did <u>[he/she]</u> do next?		
4-mom	What did you do next?		
4-child	What did <u>[he/she]</u> do next?		
5-mom	What did you do next?		
5-child	What did <u>[he/she]</u> do next?		
6-mom	What did you do next?		
6-child	What did <u>[he/she]</u> do next?		
7-mom	What did you do next?		
7-child	What did <u>[he/she]</u> do next?		
8-mom	What did you do next?		
8-child	What did <u>[he/she]</u> do next?		
9-mom	What did you do next?		
9-child	What did <u>[he/she]</u> do next?		
10+-mom	What did you do next?		
10+-child	What did <u>[he/she]</u> do next?		
[Post-cooperation actions, if any, if not covered above (after compliance or compromise)]			
Did you do anything in response to <u>[his/her]</u> cooperation immediately afterwards?		Yes	No
[If Yes] What did you do?			

INITIAL THOUGHTS AND FEELINGS			
Next I'll ask about your thoughts and feelings at the beginning of this episode.			
What was your goal at the beginning of the episode?			
Were you interested mostly in getting <u>[Child's Name]</u> to behave right then, or in helping <u>[him/her]</u> to behave better in the future?		Short Term	Long Term Both
Were you interested mostly in teaching <u>[him/her]</u> how to behave or in getting <u>[him/her]</u> to cooperate for your sake (e.g., to get some peace and quiet or to show that you are the boss)?		Child	Parent Both
How upset were you at the beginning of this episode on a 5-point scale, where 1 is not upset and 5 is extremely upset?		1	2 3 4 5
[Response Options B]			
Was <u>[he/she]</u> misbehaving because that is the way <u>[he/she]</u> is, or because of the circumstances?		Dispositional	Situational Both

IMMEDIATELY AFTERWARDS		
[If not already answered] Did the episode end with <i>[child's name]</i> Obeying you, Getting <i>[his/her]</i> way, or did you Compromise? [Response Options C]		Obeying Getting Way Compromise
Did you get more upset during the episode <i>[than at the beginning of it]</i> ? [If No, Go to A below]		Yes No
[If YES] Exactly when did you get the most upset?	[SPECIFY UNIQUE BEHAVIOR OR TURN, e.g., 3-C]	[SPECIFY UNIQUE BEHAVIOR OR TURN, e.g., 3-C]
How upset were you then, with 1 being not upset and 5 being extremely upset? [Response Options B]		1 2 3 4 5
What made you that upset at that particular time?		
A. How did your goals change during the episode?		
[If any change in goals] Why did you change your goals during the episode?		

CHANGE IN TACTICS . . . [Priority: 1st = Change to Power Assertion; 2nd = Any Other Change; If No Change, Go To Negotiation section]		
[If SOME CHANGE] I notice that you switched from <i>[Prior Tactic]</i> to <i>[Next Tactic]</i> during the incident. [Specify FIRST switch from mild {verbal?} to stronger tactic]		
Why did you change what you were doing at that point?		
Why did you switch to <i>[next tactic]</i> instead of to something else?		
Did that help <i>[child's name]</i> to do what you wanted?		Yes No Maybe

USE OF NEGOTIATION [If Child Negotiate or Mother Gave Alternative in DESCRIBING THE EVENT, complete this section.]		
[If none of these, Go to next section on LOOKING BACK AT THIS EPISODE.]		
[If either Ch-Negotiate or Ma-Give Alternatives] [If both, use one that occurred first]		
[If Ch-Negotiate] I notice that <i>[child's name]</i> tried to compromise during the episode.		
Why did you respond to <i>[his/her]</i> attempt to negotiate in the way you did? [REVIEW HER RESPONSE IF NECESSARY] [Then go to next section on Looking Back . . .]		
[If Ma-Negotiate] I notice that you suggested an alternative action to <i>[child's name]</i> .		
Why did you offer an alternative?		
How did you want <i>[child's name]</i> to respond?		
[Then Go to next section on Looking Back . . .]		

LOOKING BACK AT THIS EPISODE . . .		
Now I'll ask you some overall questions about this episode.		
What did you do that was particularly effective?		
Why do you think it was effective?		
Looking back was there anything that did not work very well?		
[IF ANYTHING] Why didn't it work very well?		
<p>Before we end today, we have two questionnaires for you to complete. Then we want to see how you and <u>[child's name]</u> work together in three situations -- while waiting for something, while playing together, and while picking up our toys. Is that OK?</p> <p>The next questionnaire asks about some of your past experiences. A few of the questions ask about some sensitive personal information. Remember that you can skip any questions if you are uncomfortable about answering them.</p> <p>Would you prefer to mark your answers on the questionnaire, or do you want me to read the questions to you? [Circle one]: Paper Oral</p>		

SCRIPT [PHONE INTERVIEW with OBSERVED DISCIPLINE EPISODE]: [usual 1st phone call]
<p>When we interviewed you, we notice that there was a discipline episode that occurred . . . [either] while <u>[child's name]</u> was waiting for the treat OR when putting toys away OR [other: _____.</p> <p>This was when <u>[child's name]</u> did _____ and you responded by _____.</p> <p><i>[Describe enough of the situation to ensure that she is thinking of the same incident]</i></p> <p>[Go to next worksheet, "Observed Discipline Episode"]</p>

SCRIPT: [PHONE INTERVIEW]: [usual 2nd phone call]
<p>This is the last time we will be calling you for the Moms and Tots Study.</p> <p>In about one month we will mail you two short questionnaires about <u>[child's name]</u>...</p> <p>Please complete this form and mail it back to us in the postage paid envelope that will also be provided at your earliest convenience.</p> <p>After you complete those questionnaires and return them to us, we will get you the other \$30 for participating in our study. Thank you very</p>

VITA

Hua Lin

Candidate for the Degree of

Master of Science

Thesis: EXPLORING THE ASSOCIATIONS OF MOMENTARY PARENTING GOALS WITH MICRO AND MACRO LEVELS OF PARENTING: EMOTIONS, ATTRIBUTIONS, ACTIONS, AND STYLES

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