What's Your Parenting Style?

Take this quiz to find out! It is divided into two parts with 15 statements each. Part I is designed to help you identify your beliefs about being a parent. Part II focuses on your current home situation.



The following questionnaire is divided into two parts with fifteen statements each. Part I is designed to help you identify your beliefs about being a parent. Part II focuses on your current home situation. As you read each statement, decide how much you agree with it. Then write the

number from 1 to 5 that corresponds to your level of agreement: 1..strongly disagree; 2..disagree; 3..neutral; 4..agree; 5..strongly agree

Part I: Beliefs

1

2

3

| 1. It is better to give a little ground and protect the peace than to stand firm and provoke a fight | | | | | | | |
|--|---|-----------------|------------------|-----------------------------|---|--|--|
| | 1 | 2 | 3 | 4 | 5 | | |
| | | | | | | | |
| 2. | Children nee | | hat hurts a litt | le so that they | will remember the lesson later. | | |
| | 1 | 2 | 3 | 4 | 5 | | |
| 3. | 3. Children shouldn't always get their way, but usually we ought to learn to listen to what th | | | | | | |
| | have to say. | - | | - | | | |
| | 1 | 2 | 3 | 4 | 5 | | |
| 4 | The parent-r | hild relations | hin is like a w | ar in which if [.] | the parent wins, both sides win: but if | | |
| ч. | 4. The parent-child relationship is like a war in which if the parent wins, both sides win; but if the parent loses, both sides lose. | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | | |
| _ | 10 1 | | | | | | |
| 5. | If parents pro | ovide a good | environment, | children will p | oretty much raise themselves. | | |
| | I | 2 | 5 | 4 | 5 | | |
| 6. | The parent's | role is like th | at of a teache | er who is prep | aring the child for a final exam called life. | | |
| | 1 | 2 | 3 | 4 | 5 | | |
| 7 | Childhood is | so short that | narente chou | ld do everyth | ing to make it a happy time. | | |
| 7. | 1 | 2 | | | 5 | | |
| | | 2 | Ū | - | 0 | | |
| 8. | . "Spare the rod and spoil the child" is still the best policy. | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | | |
| ۵ | Children need to learn what they may ar may not do, but we den't have to use surjedment | | | | | | |
| Children need to learn what they may or may not do, but we don't have to use put to teach. | | | | | | | |
| | | | | | | | |

4

5

| 10. Whether we like 1 2 | e it or not, children have 3 | e the last word 4 | about what they will or won't do. 5 | | | | |
|--|--|----------------------|---|--|--|--|--|
| 11. If you let children have pretty free rein, they will eventually learn from the consequences of their behavior what is appropriate. | | | | | | | |
| 1 2 | 3 | 4 | 5 | | | | |
| 12. Children first ha | ve to learn that the par | ent is boss. | | | | | |
| 1 2 | 3 | 4 | 5 | | | | |
| 13. Too many childr | en today talk back to th | neir parents wh | nen they should just quietly obey them. | | | | |
| 1 2 | 3 | 4 | 5 | | | | |
| 14. If we want childi 1 2 | 14. If we want children to respect us, we must first treat them with respect. 1 2 3 4 5 | | | | | | |
| | | | | | | | |
| 15. You can never c | to too much for your ch 3 | ild if it comes | from genuine love. 5 | | | | |
| | C C | · | • | | | | |
| Part II: Actions | all my child more than | once to get he | er or him out of bed in the morning. | | | | |
| 1 2 | 3 | 4 | 5 | | | | |
| 17 I have to consta | ntly stay on top of my o | child to get thir | nas done | | | | |
| 1 2 | 3 | 4 | 5 | | | | |
| 18 When my child i | misbehaves he or she | usually knows | what the consequences will be. | | | | |
| 1 2 | 3 | 4 | 5 | | | | |
| 19 Loften get angr | y and yell at my child. | | | | | | |
| 1 2 | 3 | 4 | 5 | | | | |
| 20 Loften feel that | my child is taking adva | ntage of my a | and nature | | | | |
| 1 20.1 onen leer mari | 3 | 4 | 5 | | | | |
| 21. We have discussed chores at our home and everybody takes part. | | | | | | | |
| 1 21. We have discus | 3 | e and everybo | 5 | | | | |
| | | | | | | | |
| 22. My child gets a 1 2 | spanking at least once 3 | a month. 4 | 5 | | | | |
| | - | | | | | | |
| 23. My child has no 1 2 | regular chores around 3 | the home, but 4 | t will occasionally pitch in when asked. 5 | | | | |

| 24. I usually give my child clear instructions as to how I want something done. | | | | | | | |
|--|--|----------------|---------------|------------------------------|--|--|--|
| 1 | 2 | 3 | 4 | 5 | | | |
| 25. My child is finicky eater, so I have to try various combinations to make sure he or she gets | | | | | | | |
| = | the proper nutrition. | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | |
| | | | | | | | |
| 26. I don't ca | ll my child nar | nes, and I doi | n't expect to | be called names by my child. | | | |
| 1 | 2 | 3 | 4 | 5 | | | |
| | | | | | | | |
| - | 27.I usually give my child choices between two appropriate alternatives rather than telling my | | | | | | |
| child wha | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | |
| | | | | | | | |
| 28.1 have to | - | - | | east once a week. | | | |
| 1 | 2 | 3 | 4 | 5 | | | |
| | | | | <u>_</u> | | | |
| 29.1 wish my | child wouldn' | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | |
| | | | | | | | |
| 30. My child | | - | vithout my h | elp in the morning. | | | |
| 1 | 2 | 3 | 4 | 5 | | | |
| | | | | | | | |
| Scoring your questionnaire: | | | | | | | |
| To determine your style as a parent, first transfer your score for each item to the blanks beside the | | | | | | | |
| following item numbers listed in parentheses. (Put your score for item #2 in the first blank, item #4 in | | | | | | | |
| the second blank, and so on.) Then add your scores in each row across, and put the sum in the last | | | | | | | |
| blank. | | | | | | | |

Autocratic belief score: (2) _____+ (4) _____+ (8) _____+ (12) _____+ (13) _____ = _____ Permissive belief score: (1) _____+ (5) ____+ (7) ____+ (11) ____+ (15) ____ = _____ Active* belief score: (3) ____+ (6) ____+ (9) ____+ (10) ____+ (14) ____ = _____ Autocratic action score: (17) ____+ (19) ____+ (22) ____+ (24) ____+ (28) ____ = _____ Permissive action score: (16) ____+ (20) ____+ (23) ____+ (25) ____+ (29) ____ = _____ Active* action score: (18) ____+ (21) ____+ (26) ____+ (27) ____+ (30) ____ = _____

To get a clearer look at how your scores on the three styles compare, transfer each of the six totals to

the appropriate blank in the table below. To get your combined scores, add your belief score and your action score for each of the three styles. Put these numbers in the blanks in the "Combined" column.

| Belief | Action | Combined |
|------------|--------|----------|
| Autocratic | + | = |
| Permissive | + | = |
| Active* | + | = |

Interpreting your scores:

The highest combined score possible for each style is 50. The higher your score, the more you tend toward the style of parenting. Your highest combined score, therefore, suggests the style of parenting you are currently using. If either of the other combined scores is within fifteen points of your highest score, consider your use of the two styles about equal. The greater the difference among scores, the greater your current preference for the style with the highest score.

Differences of more than fifteen points between belief scores and action scores for any style suggest that you tend to believe one thing, but do another. Do not be alarmed by this. It is common and understandable.

High Autocratic Score - If you're like most people, you'll find yourself more autocratic than you thought you were. But after all, this was the predominant style parents used when you were growing up. If you scored highest on this style, you probably find yourself in frequent battles with your child. Anger and frustration probably characterize the power struggles that you and your child experience. You are probably reading this web page to find some relief, as well as a more successful approach.

High Permissive Score - In an attempt to avoid being autocratic, you may have overcompensated and developed a permissive style. If you are in this group, your relationship with your child may be pretty good as long as you do what your child wants. But you probably find that your child gets very hostile, and perhaps even throws tantrums, when you do say no or make a demand of him or her. Your relationship is characterized by service and pleasing, but only in one direction. You may have already begun to resent this unfairness. If so, you probably scored higher on the autocratic scale than you expected. It is easy to get fed up with a permissive approach and flip back to an autocratic one.

High Active Score - If you scored highest on the active style, your relationship with your child is probably already positive. Though problems certainly occur, an atmosphere of mutual respect, trust, and teamwork enables you to handle them without the hurt or resentment that characterize the other styles. You are probably using many of the methods advocated and taught in Active Parenting courses at this website. Our goal is to support your efforts and help you discover other compatible techniques.

* The Active style is sometimes called the "Authoritative" or "Democratic" style.

© Active Parenting Publishers. All rights reserved. Permission granted to reprint this Parenting Quiz for use in parenting groups. Reprints must include Active Parenting's name and contact information (800-825-0060 and www.ActiveParenting.com).