Child Maltreatment
Policy Resource Center

Issues in Brief
August 2024

Positive Parenting As Defined in the Parenting Practices Literature: Issues and Recommendations

Amy J. L. Baker, PhD
George Holden, PhD
Mel Schneiderman, PhD
Judith S. Rycus, PhD, MSW

Introduction

Parenting is a complicated and challenging endeavor, even in the best of circumstances, and it can be far more difficult when parents lack knowledge about effective parenting strategies or are dealing with stressful personal or family situations. Unfortunately, some well-intentioned parents engage in parenting practices that are known through extensive research to be highly problematic for their children's development and well-being. Among these are corporal punishment (CP) and psychological maltreatment (PM).

Corporal punishment is defined as the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correcting or controlling a child's behavior (Straus, 2001; 2010). Although rates of corporal punishment appear to be declining (Finkelhor et al., 2019), it is still a commonly used disciplinary strategy in the United States, with 37% of parents relying on it to discipline children of all ages and 49% of parents using it to discipline younger children. In one survey, about one in four parents reported that they *popped* or *swatted* their child a few times a week (Zero to Three & Bezos Family Foundation, 2016). In another survey, two-thirds of the respondents agreed that children sometimes needed to be spanked (Child Trends, 2014).

Despite its popularity, there are many drawbacks to corporal punishment as a disciplinary practice, including its lack of effectiveness in deterring problematic behaviors. At times, CP can also result in physical abuse, and it is associated with an increase in children's mental health and behavioral problems (Gershoff, 2010; Gershoff & Grogan-Kaylor, 2016; Sege, 2018).

Parenting behaviors known as *psychological maltreatment* (PM) are equally concerning. When PM is severe or persists over time, it can cause profound developmental harm to children. Hart et al. (2017) have created a taxonomy of psychological maltreatment parenting behaviors that has been

endorsed by the American Professional Society on the Abuse of Children (APSAC). Research in the field of PM has provided well-documented evidence of a causal relationship between severe and persistent PM and a wide range of negative developmental outcomes that can undermine children's physical health, mental health, cognitive development, and social-emotional functioning (e.g., Abajobir et al., 2017; Brassard, 2019; Norman et al., 2012; Spinazzola et al., 2014). Some of these behaviors are harmful, even when implemented at lower levels of frequency or intensity (Yeung et al., 2023). PM has also been recognized as an adverse childhood experience by Felitti et al. (1998) in their Adverse Childhood Experiences (ACEs) study. Researchers have found that PM behaviors such as yelling, shaming, ignoring, and threatening to abandon a child are often used parenting practices, despite potential harms to children (Cuartas et al., 2019; Finkelhor et al., 2014; Regaldo et al., 2004; Vissing et al., 1991).

In light of the evidence that corporal punishment and psychological maltreatment are widely used despite their harmful consequences, it is essential that parents know about and adopt more effective parenting strategies that will not inflict harm and that will promote the healthy development of their children. The primary goal of our positive parenting project is to provide parents and the professionals who serve them with information about empirically supported parenting practices that can achieve these goals. The National Initiative to End Corporal Punishment (NIECP) and the Psychological Maltreatment Alliance (PMA) have undertaken a joint, multi-step project to create a resource directory of parenting resources that offer practical and developmentally sound alternative parenting strategies in an effort to steer parents away from using either CP or PM.

The positive parenting approach was selected as a framework to help identify such parenting resources. The foundations for this approach can be traced to the seminal works of Alfred Adler (1963), Rudolf Dreikurs (1964), and Jane Nelsen (1981), whose unique contributions together provide the conceptual foundation for what evolved into the positive parenting approach (Holden et al., 2016). Positive parenting principles exemplify a nonviolent, respectful approach to parenting that promotes healthy child development and provides both developmental and

disciplinary alternatives to CP and PM. Unfortunately, the term positive parenting has been so widely adopted to describe such a wide variety of parenting interventions that its foundational elements are no longer either clear or consistent among researchers and practitioners. In order to develop a directory of resources that embodies the positive parenting approach, we first needed to identify and codify the essential elements of the approach.

The first phase of this project, completed in 2023, involved examining the published academic literature on the topic of positive parenting (Baker et al., 2023). We completed a computer search and identified more than 500 peer-reviewed articles that used the term positive parenting in the article title or abstract, or both. We analyzed each article to address three questions: (1) Did the authors reference the work of the three seminal positive parenting pioneers (Alfred Adler, Rudolph Dreikurs, and Jane Nelsen)? (2) How was the term positive parenting conceptually defined? and, (3) How was the construct of positive parenting measured?

Our findings showed that with only a few exceptions, none of the three seminal developers of the positive parenting concept were referenced in the academic parenting literature. Two-thirds of these studies offered no definition of the term, and the operationalization and measurement of positive parenting was inconsistent and haphazard. We concluded that although positive parenting is a widely used term in the empirical literature, its conceptualization and measurement are both poorly defined and inconsistent. The Child Maltreatment Policy Resource Center (CMPRC) produced an *Issues in Brief* (Baker et al., 2023) summarizing our findings.

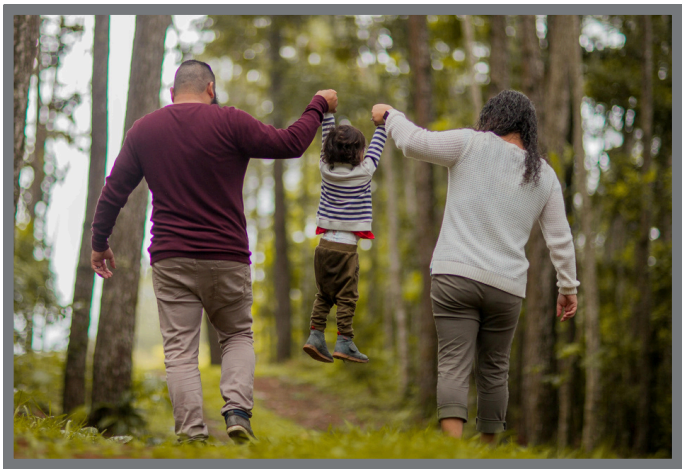
This document summarizes the results from the second phase of our examination of positive parenting. The central focus of this work was to assess how positive parenting has been conceptualized, defined, and operationalized in the non-academic parenting practices literature. The specific research questions addressed in this portion of the project were: (1) What percentage of parenting resources that self-identify as reflecting positive parenting reference the seminal work of the pioneers of the approach—Alfred Adler (1963), Rudolf Dreikurs (1964), and Jane Nelsen (1981)? (2) How many of these studies provide a conceptual definition of positive parenting, and, if so, what is it? and (3) Does the parenting resource present a list of essential elements of the positive parenting philosophy and, if so, what are they?

Method

Identification of the Non-Academic Parenting Practices Literature

We first identified resources in the parenting practices literature that met the following criteria: (1) the term positive parenting appeared in the title or subtitle; (2) the resource was written in the English language; and (3) the parenting resource was not intended for use with a specialized or clinical population of children.

We began with the books from the three seminal leaders in the field. We then conducted a search on Amazon for books with the term positive parenting in either the book title or subtitle, and we subsequently



completed an extensive 70-library search for books with the term positive parenting in the title or subtitle and evaluated them, using the same criteria. We then reviewed a bibliography of parenting references that had been prepared by one of the authors, who is a parenting skills professional. We also conducted an Internet search for the phrase positive parenting using Google, Bing, and Duck Duck Go search engines. The first five pages of results were perused for websites with the term positive parenting in the title or the descriptive search results. We did not include books, advertisements, videos, or duplicates, such as a website based on a book that was already included in the sample.

From these search strategies we obtained and reviewed a total of 46 resources (29 books and 17 websites). Resources using the title positive discipline were not included in the results (with the exception of Jane Nelsen's book) because the positive parenting philosophy incorporates more than just discipline. The 46 resources chosen for final review can be found in the reference section of this article, denoted by an asterisk.

Data Extraction

The lead author read each of the 46 resources, and a research assistant read 7 of them, both extracting data about the following 11 study variables:

- Did the resource include a reference section or bibliography? (0 = No, 1 = Yes)

- If yes, how many citations were included? (open-ended)
- If yes, were Adler, Dreikurs, or Nelsen included? (0 = No, 1 = Yes)
- If yes, which ones? (open-ended)
- Did the authors provide a conceptual definition of the term positive parenting in the resource? (0 = No, 1 = Yes)
- If yes, what was the conceptual definition the authors provided? (open-ended)
- Was there a list of essential elements of positive parenting? (0 = No, 1 = Yes)
- If yes, what elements were identified? (open-ended)
- Whom, if anyone, did the authors credit as the source of inspiration for their ideas about positive parenting (0 = no one named, 1 = Adler, Dreikurs, Nelsen, 2 = other psychologists/parenting experts, 3 = a religious figure, 4 = self)

We calculated inter-rater reliability based on double coding of the seven resources read by both the lead author and the assistant, which resulted in Kappa of .95. The first author coded all the subsequent resources.

Results

Reference to the Pioneers of the Positive Parenting Approach

The first research question sought to determine how often the three pioneers of the positive parenting approach were cited in the parenting resources. Of the 46 resources, only 21 (45.7%) included a bibliography or reference list. Of those 21 resources, an average of 65 references were included (range = 8 to 452). We examined the text and reference sections of 43 of the 46 resources, (excluding those by Adler, Dreikurs, and Nelsen) to see if they cited any of the three pioneers as inspiration for their work. Only seven (16.3%) of these 43 resources referenced any of the three forerunners. After examining what resources the authors did credit for their ideas about positive parenting, we found a surprising range.

Table 1: Whom the Authors Credited as Main Source of Inspiration for Their Thinking (n=43)

Referenced Resource	N	%
Self or no one	27	62.8
Adler, Dreikurs, Nelsen	06	14.0
Religious figure or religion	03	07.0
Martin Seligman	02	04.7
Non-violent communication	01	02.3
Attachment theory	01	02.3
Behavior modification	01	02.3
Other psychologist	01	02.3
Unnamed other books	01	02.3

As can be seen in Table 1, the vast majority of authors (n=27, 62.8%) did not provide any credit or source for their ideas, or they explicitly named themselves. Two authors cited Martin Seligman, the originator of positive psychology (as opposed to positive parenting). A religious figure or religion was cited three times; attachment theory, non-violent communication, and behavior modification were each mentioned once. One author referenced another psychologist, and one cited "various books."

Conceptual Definition

Twenty-six (56.5%) of the 46 resources provided no definition at all of positive parenting, in spite of using the term as a foundational part of their work. In the resources that did provide a definition, these were typically broad and vague. For example, one author said, "Simply, that children deserve to be treated with respect and dignity, the same as any other person" (Aldrich, 2023, p. 5). Another defined it as, "A way to see children and our relationship to them" (Ling & Eanes, 2013, p. 8). A third said, "Positive parents use simple guidance, offered in a loving manner, which helps to keep [children] on the right track" (Smith, 2023, p. 14). A few resources provided more elaborate definitions. The Zero to Three organization's website says,

> Positive parenting is all about making child-rearing choices that reflect your beliefs and values as a parent, your child's age and stage of development, and his or her temperament. It means taking an approach that is sensitive to children's individual needs and addressing the typical challenges that arise in early childhood with empathy and respect." (Zero to Three, 2024).

The How to Raise Good Kids: The Essential Positive Parenting Book articulates the concept as follows:

> The positive parenting principle assumes that all kids are born good. They have an innate desire to do good and be good. It's a parenting style characterized by mutual respect and positive reinforcements to instill discipline and morals. It focuses more on teaching appropriate future behavior than on correcting past misbehavior. (Fabulous Family Books, 2022, pp. 2–3)

Clearly, there is no uniform definition or consensus on the meaning of positive parenting in this body of literature, even though the term itself has been widely adopted in the parenting practices literature.

Identification of Essential Elements

We reviewed each resource to determine whether it explicitly designated essential principles or elements of the positive parenting approach and, if so, what they were. Thirteen (28.3%) of the resources did not specify any explicit philosophical underpinnings or elements. Thirty-three of the resources (71.7%) did list essential elements, which we have presented below. Most of the resources cited between one and seven elements, with the average being 4.5 (SD = 4.9).

Two of the resources each listed about 30 different fundamental elements. The most commonly included element, identified in 19 (41.3%) of the resources, was warmth, also referred to as positive regard, affection, sensitivity, and empathy. Thirteen (28.3%) of the resources included promoting the child's self-esteem, expressed as being encouraging and providing positive regard for a child's achievements. Eleven resources (23.9%) included using effective discipline, and nine (19.6%) identified the importance of setting boundaries. Nine (19.6%) resources cited being respectful to the child; eight (17.4%) cited being a role model and paying attention to the child; and seven resources (15.2%) cited understanding children's misbehavior.

Table 2: Number of Resources in Which Each Essential Element Is Mentioned (n=46)

Number of Categories in Definition	N	%
Warmth, positive regard, affection, sensitivity, empathy	19	41.3
Promote self-esteem/encourage/be positive	13	28.3
Use effective discipline and reinforcement	11	23.9
Set boundaries and limits	09	19.6
Be respectful	09	19.6
Be a role model	08	17.4
Pay attention, spend time and play with child	08	17.4
Understand child's misbehavior	07	15.2
Offer rewards	06	13.0
Understand child's development	05	10.9
Be consistent	05	10.9
Stay calm/ be self-regulated	05	10.9
Engage in open/good communication	05	10.9
Take care of yourself	05	10.9
Mentor, guide, lead	04	08.7
Promote learning, education, curiosity	04	08.7
Be proactive, preventative	04	08.7
Respond appropriately	04	08.7
Monitor/manage environment	04	08.7
Promote emotional growth	04	08.7
Teach responsibility	03	06.5
Create social awareness/responsibility/sociability	03	06.5
Be honest, trustworthy, have integrity	02	04.3
Be empowering	02	04.3
Be mindful, self-aware	02	04.3
Be non-violent	02	04.3
Provide both structure and kindness, styles of parenting	02	04.3
Engage in problem-solving	02	04.3
Hold family meetings/be democratic	02	04.3
Invite cooperation	02	04.3
Teach self-regulation	02	04.3

Mean=4.6, SD=4.9

Six resources (13.0%) cited offering rewards, and five resources (10.9%) cited understanding child development, being consistent, staying calm, engaging in good/open communication, and self-care. Seventeen other elements were each identified in fewer than 10% of the resources, including inviting cooperation, being proactive, and teaching self-regulation. Thirty-eight other elements were each cited by only one resource, including recommendations about general lifestyle (e.g., having routines, family meals, encouraging fitness, having fun) and childrearing orientations (e.g., being flexible, fostering independence, setting realistic goals, and trusting children).

Discussion

The term positive parenting is commonly endorsed and promoted in both the academic and direct practice literature. However, it is not clearly conceptualized, defined, or measured in either body of literature. All are prerequisites for conducting research that can provide a strong empirical base to confirm the effectiveness of a particular parenting approach. This is essential if professionals are to ethically guide families toward using certain parenting programs and childrearing practices.

Our review produced several striking findings. With only a few exceptions, the 43 resources (excluding the work of the three pioneers of the approach) that used the term positive parenting in the title failed to reference any of the three seminal authors in the field, suggesting that the term positive parenting is used idiosyncratically by authors of these 43 publications, rather than specifically relating to the childrearing philosophy developed by its original proponents. Although some of the parenting practice resources appeared to be consistent with some of the elements identified by the original authors, this was not uniformly the case. In fact, some of the recommended parenting approaches could be considered antithetical to positive parenting, such as a reliance on a structured behavior modification orientation to shape and respond to children's behavior/misbehavior (Peters, 1989). Most of the resources we reviewed simply presented their ideas about good parenting and focused on general parenting traits.

The second finding is that fewer than half of the resources we reviewed included a conceptual definition of the term positive parenting, even though the term was

referenced in the title or subtitle of the resource. Those resources that did conceptually define the term offered a wide range of definitions, reaffirming that there is no uniform understanding of the term and what it represents.

More than a quarter (28.3%) of the 46 resources failed to articulate the essential, foundational elements and key principles of their positive parenting approach. When resources did explain the essential elements of their approach, there was no consistency among them, even though authors often used the same or similar terminology. At least two of the resources cited as many as thirty different elements, greatly diluting the philosophy into a list of discrete elements that did not always reflect consistent underlying principles. The two most commonly cited elements were being warm and promoting a child's self-esteem. The other most commonly identified elements, cited by about one-fifth of the resources, were the use of effective discipline, setting boundaries, and being respectful of the child.

Most of the core elements of the original positive parenting philosophy, such as mutual problem solving, using mistakes as opportunities to learn, and family meetings—were not even included in the list of essential elements by most resources.

Surprisingly few resources (only 15.2%) mentioned the importance of understanding why children misbehave, even though the originators focused extensively on the importance of parents understanding how their children's behaviors were attempts to express their needs, feelings, or motivations. Moreover, few resources cited the importance of parents understanding their own emotional responses to their children's perceived or real misbehaviors. This is significant, since a primary goal of our work is to reduce parents' use of parenting strategies that are driven by parents' feelings and responses to children's misbehavior, rather than focusing on the child's developmental and emotional needs.

As we also found in the academic literature, the term positive parenting is primarily used simply as a substitute for something akin to good, sensitive, caring, and involved parenting. In most of these resources, the word *positive* could be replaced with any of these synonyms without changing the intended meaning. However, the concept of positive parenting, as intended by the creators of this childrearing approach, refers to a very specific set of parenting practices with clear objectives in promoting healthy child development.

Implications for Research and Practice

Psychological maltreatment and corporal punishment are two widely used forms of parenting, in spite of being damaging to children's development and impeding children's capacity to thrive. Helping parents who engage in PM and CP learn and use more effective and nurturing parenting practices is a way to constructively intervene to ensure children's safety and to promote their well-being. The theory of positive parenting as it was originally conceptualized is based on fundamental principles of healthy child development. The constructive parenting strategies promoted through the positive parenting philosophy can help parents modify their child-rearing practices with the kind of support and guidance they may need.

This study has reinforced our awareness of a significant problem in existing parenting philosophies and programmatic resources that use the positive parenting moniker. Several things must occur to resolve these issues. First, to test the empirical validity of any parenting approach, the proponents of a strategy must clarify their definitions and articulate the specific meaning of commonly used terms. If they are referencing a specific parenting philosophy with empirical support, they need to operationalize and clearly define the elements of their approach.

Professionals working with parents should be skeptical of any parenting resource that claims to represent the positive parenting philosophy and they should understand that despite the common terminology, these resources are likely neither consistent nor equivalent. If a resource references Adler, Dreikurs, and Nelsen in either the text or the bibliography, there is a good likelihood that the resource will reflect these theorists' original concepts underlying positive parenting. That does not mean that all resources that fail to reference these authors are necessarily ineffective or inconsistent with positive parenting concepts, but we cannot assume the common use of language reflects any fidelity to the concepts themselves.

Resources that reflect the orientation of the pioneers should provide proper credit to these sources so as to more clearly identify the origins of their thinking. Many parenting resources do not provide proper citations or credit for the parenting approach that they are offering to parents.

We remain committed to our longer-term objective, which is to develop a directory of positive parenting resources to help reduce parents' reliance on ineffective and potentially harmful parenting strategies such as corporal punishment and psychological maltreatment.

First, we intend to identify and promote a consensus definition of positive parenting. We had hoped to find consensus in the existing literature, but based on our review, the term positive parenting is rarely defined and existing definitions are very inconsistent. A consensus definition is an essential first step to evaluating and comparing the efficacy of different parenting approaches using the positive parenting name.

Second, we need to identify a finite and clearly articulated set of elements that embodies the positive parenting orientation and distinguish it from a large collection of disparate good childrearing practices. Once these foundational elements are codified and determined to have empirical support from the child development literature, we can evaluate parenting interventions, model programs, and other parenting resources to determine the degree to which they incorporate these fundamental elements. These findings would be used to create a resource directory of parenting programs and practices that model the positive parenting philosophy. This directory would delineate whether parenting programs incorporate the key elements of the approach, irrespective of whether the program descriptions include the positive parenting moniker. We believe many excellent parenting resources exist that include one or more of the essential elements of positive parenting, whether or not they use the terminology.

If we want to help parents avoid sub-optimal and harmful parenting practices such as corporal punishment and psychological maltreatment, we need to provide resources and programs that reflect a theoretically sound and empirically supported set of principles and parenting practices. The families we work with deserve nothing less.

Photographers

Our gratitude to the following photographers and photo websites; photos are credited in the order of their appearance. Vanessa Loring, Alex Green, Caleb Oguendo, Pavel Danilyuk, Ivan Samkov, Josh Willink, Rdne, Ketut Subiyanto and Beth Hamiti (Pexels)

About the Authors

Amy J. L. Baker, PhD

Amy J. L. Baker, PhD, is Director of Research at the New York Foundling's Vincent J. Fontana Center for Child Protection. She is the author or co-author of ten books (including *Bonded to the Abuser* and *Child Welfare Research Methods*) and over 120 academic publications. Her areas of focus include psychological maltreatment, mental health needs of children in foster care, and parent-child relationships. She conducts training on child maltreatment and positive parenting for legal and mental health professionals around the country. Dr. Baker has a PhD in Developmental Psychology from Columbia University.

George Holden, PhD

George W. Holden, PhD, is Professor Emeritus in the Psychology Department at Southern Methodist University in Dallas, Texas. Holden is an expert in parenting, having published close to 100 articles or chapters on the topic. He is the author or editor of five books, including *Parenting: A Dynamic Perspective*, currently in its 3rd edition. A fellow of the American Psychological Society (APS), he is President and a founding board member of the U.S. Alliance to End the Hitting of Children (www.endhitting.org). In addition, he is the past-president of the board of Family Compass, an organization devoted to preventing child maltreatment in the Dallas community.

Mel Schneiderman, PhD

Mel Schneiderman, PhD, co-founded and served as Senior Vice President of New York Foundling's Vincent J. Fontana Center for Child Protection. He also served as Senior Vice President of Mental Health Services at the New York Foundling. He is currently chair of the executive committee of the National Initiative to End Corporal Punishment and the New York State Initiative to Prevent Child Sexual Abuse and serves on the executive committee of the Psychological Maltreatment Alliance. He has served on several Boards of Directors including the American Professional Society on the Abuse of the Children (APSAC) and Prevent Child Abuse New York.

Judith S. Rycus, PhD, MSW

Judith Rycus is co-founder and Program Director of the Institute for Human Services and the Child Maltreatment Policy Resource Center in Columbus, Ohio. She has spent five decades in the child welfare profession as an organizational development specialist, program developer and evaluator, trainer, training manager, consultant, and mentor, and has worked with government and non-government agencies and professionals throughout the United States, Canada and internationally. She is a widely published author, having written books, journal articles, training curricula, and policy white papers on multiple topics and dilemmas in child protection and child maltreatment policy and practice.

Corresponding Author

Amy J. L. Baker, PhD
Email: Amy.Baker@nyfoundling.org

References

Note: An asterisk by the author's name indicates the resource was one of the 46 resources reviewed for this study.

Abajobir, A. A., Kisely, S., Scott, J. G., Williams, G., Clavarino, A., Strathearn, L., & Najman, J. M. (2017). Childhood maltreatment and young adulthood hallucinations, delusional experiences, and psychosis: A longitudinal study. *Schizophrenia Bulletin*, 43(5), 1045–1055. https://doi.org/10.1093/schbul/sbw175

*Adler, A. (1963). *The problem child*. Capricorn Books.

*Aldrich, A. (2023). *Positive parenting for toddlers: Effective discipline strategies to calm the chaos, create deeper connections and raise confident, responsible, and respectful humans without losing your cool*. Independently published.

*American Society for the Positive Care of Children (American SPCC). (n.d.). *What is positive parenting? Tools, goals, effective techniques for parenting*. https://americanspcc.org/positive-parenting

Baker, A. J. L., Roygardner, D., Holden, G., Schneiderman, M., & Rycus, J. (2023, November). *Positive parenting as defined in the academic literature: Issues and recommendations*. *Issues in Brief*. Child Maltreatment Policy Resource Center, Institute for Human Services. https://cmprc.org/all-issues-in-brief

*BELONG Partners. (n.d.). *Parenting with courage and connection: Introduction to positive parenting.* https://belongpartners.org/parenting

Brassard, M. R. (2019). Is psychological maltreatment as harmful as other forms of child abuse and neglect? A research review. *APSAC Advisor*, 31(3), 18–27. https://apsaclibrary.org/publications_all.php?dir=2019%20Number%203#

*Butcher, Y. (2023). *Positive parenting for raising kids: Transform everyday habits into quality time for better connection, improved academics, and resilient kids.* Independently published.

*Centers for Disease Control (CDC). (n.d.). *Positive parenting tips*. https://www.cdc.gov/child-development/positive-parenting-tips/index.html

Child Trends (2014). *Attitudes towards spanking*. https://www.childtrends.org

*Connell, K. J. (2023). *Practical, positive parenting: Teaching respect using positive but effective discipline*. Independently published.

Cuartas, J., McCoy, D., Rey-Guerra, C., Britto, P. R., Beatriz, E., & Salhi, C. (2019). Early childhood exposure to non-violent discipline and physical and psychological aggression in low- and middle-income countries: National, regional, and global prevalence estimates. *Child Abuse & Neglect*, 92, 93–105. https://doi.org/10.1016/j.chiabu.2019.03.021

*Dewar, G. (2018/last updated 2022, January 25). *Positive parenting tips: Getting better results with humor, empathy, and diplomacy*. Parenting Science. https://parentingscience.com/ positive-parenting

*DiLieme, V. (2023). *Positive parenting: Breaking the cycle of fear, guilt, and shame*. Independently published.

*Dreikurs, R. (1964). *Children: The challenge*. Hawthorn Books.

*Eanes, R. (2016). *Positive parenting: A proactive guide*. TarcherPerigee.

*Eden, A. (2007). *Positive parenting: Raising healthy children from birth to three years*. Hatherleigh Press.

Fabulous Family Books. (2022). *How to raise good children: The essential positive parenting book: Make your child love and respect you more with 9 simple, positive steps.*

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventative Medicine*, 14(4), 245–258. https://doi.org/10.1016/s0749-3797(98)00017-8

Finkelhor, D., Vanderminden, J., Turner, H., Hamby, S., & Shattuck, A. (2014). Child maltreatment rates assessed in a national household survey of caregivers and youth. *Child Abuse & Neglect*, 38(9), 1421–1435. https://doi.org/10.1016/j.chiabu.2014.05.005

Finkelhor, D., Turner, H., Wormuth, B. K., Vanderminden, J., & Hamby, S. (2019). Corporal punishment: Current rates from a national survey. *Journal of Child and Family Studies*. https://doi.org/10.1007/s10826-019-01426-4

Gershoff, E. T. (2010). More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children. *Law and Contemporary Problems*, 73(31), 31–56. https://scholarship.law.duke.edu/lcp/vol73/iss2/3

Gershoff, E. T., & Grogan-Kaylor, A. (2016). Spanking and child outcomes: Old controversies and new meta-analyses. *Journal of Family Psychology*, 30, 453–469. https://doi.org/10.1037/fam0000191

*Gray. J. (2000). *Children are from heaven: Positive parenting skills for raising cooperative, confident, and compassionate children*. Harper Perennial.

Hart, S. N., Brassard, M. R., Baker, A. J. L., & Chiel, Z. A. (2017). Psychological maltreatment of children. In J. Conte & B. Klika (Eds.), *The APSAC handbook on child maltreatment: Fourth edition* (pp. 145–162). Sage.

Holden, G., Ashraf, R., Brannan, E., & Baker, P. (2016). The emergence of "Positive Parenting" as a revived paradigm: Theory , processes and evidence. In D. Narvaez, J. M. Braungart-Rieker, L. E. Miller-Graff, L.T. Gettler, & P.D. Hastings (Eds.), *Contexts for young child flourishing: Evolution, Family, and Society* (pp. 201-214). Oxford Academic Press.

*Hunter, J. (2023). *The ABCs of positive parenting: A creative approach to raising children*. Independently published.

*Jensen, W. (2023). *Positive parenting using the G.O.L.D. standard*. Independently published.

*Johnson, M. (2012). *Positive parenting with a plan: The game plan for parenting has been written!* Publication Consultants.

*Jones, C. (2021). *High five discipline: Positive parenting for happy, healthy, well-behaved kids*. American Academy of Pediatrics.

*Joslin, K. (1994). *Positive parenting from A to Z*. Ballentine Books.

*Juffer, F., Bakermans-Kranenburg, M. J., & Van IJzendoorn, M. H. (Eds.). (2023). *Promoting positive parenting: An attachment-based intervention*. Routledge.

*Latham, G. (1994). *The power of positive parenting: A wonderful way to raise children*. P & T Ink.

*Legacymakers. (n.d.). *Top ten positive parenting tips*. https://www.wearelegacymakers.com/top-10-parent-tips

*Li, P. (2016/updated 2023, October). *9 essential positive parenting tips: The definitive guide*. Parenting for Brain. https://parentingforbrain.com/what-is-positive-parenting

*Libin, N. (2020). *Discipline your kids with positive parenting: A practical guide to building cooperation and connecting with your child.* Rockridge Press.

*Ling, L., & Eanes, R. (2013). *Positive parenting in action: The how-to guide for putting positive parenting principles into action in early childhood.* CreateSpace Independent Publishing.

Loncjak, H. (2019). *What is positive parenting? 33 examples and benefits.* https://positivepsychology.com/positive-parenting

*Lyon, R., & Braga, S. (2023). *Positive parenting made simple: The revolutionary guide to mindful parenting techniques that nurture happiness, success, and stronger bonds with science-backed steps to raising holistic kids.* Independently published.

*My Positive Parenting. (2018). *Malaysia's pioneer expert education programme for parents.* https://mypositiveparenting.org

*National Childbirth Trust. (n.d.). *What is positive parenting and how is it done?* [Parenting articles and support]. https://www.nct.org.uk/life-parent/parenting-style-and-approaches/what-positive-parenting-and-how-it-done

*National Institutes of Health (NIH), U.S. Department of Health and Human Services. (2017, September). *Positive parenting: Building healthy relationships with your kids*. NIH News in Health. https://newsinhealth.nih.gov/2017/09/positive-parenting

*National Society for the Prevention of Cruelty to Children (NSPCC) Learning. (2016/last updated 2021, January). *Positive parenting*. https://learning.nspcc.org.uk/research-resources/leaflets/positive-parenting

*Nelsen. J. (1981). *Positive discipline*. Positive Discipline Series [online training and resources]. Sunrise Press. https://www.positivediscipline.com

Nelsen, J. (n.d.). *Theories and history of positive discipline*. Positive Discipline Community Resources (California Central Coast). https://www.pdcrcc.org

Norman, R. E., Byambaa, M., De, R., Butchart, A., Scott, J., & Vos, T. (2012). The long-term health consequences of child physical abuse, emotional abuse, and neglect: A systematic review and meta-analysis. *PLOS Medicine*, 9(11), e1001349. https://doi.org/10.1371/journal.pmed.1001349

*Parenting.org from Boys Town. (n.d.). *Every parent has questions.* Parenting Guides. https://www.parenting.org/guides/Pages/default.aspx

*Peters, R. (1989). *Who's in charge? A positive parenting approach to disciplining children*. Lindsay Press.

*Positive Parenting. (n.d.). *Positive parenting*. Retrieved December 2023 from https://www.positiveparenting.com/

*Positive Parenting Solutions. (n.d.). *Overview of positive parenting*. https://www.positiveparentingsolutions.com Retrieved December 2023 from Online Parenting Course for Parents of Toddlers to Teens | Positive Parenting Solutions.

*Positive Psychology. (n.d.). *What is positive parenting?* In *What is Positive Parenting? 33 Examples and Benefits.* Retrieved December 2023, from https://positivepsychology.com/what-is-positive-parenting/

Regaldo, M., Sareen, H., Inkelas, M., Wissow, L. S., & Halfon, N. (2004). Parents' discipline of young children: Results from the National Survey of Early Childhood Health. *Pediatrics*, 113 (6 Supp), 1952–1958. https://doi.org/10.1542/peds.113.S5.1952

*Presley, G. (2022). *Positive parenting and discipline tools to raise good kids: A mindful, practical, and loving approach to raising emotionally intelligent, kind, compassionate, confident, and responsible kids*. Independently published.

*Raymond, P. (2023). *Positive parenting: How to help your child thrive by five: Research-based growth strategies to support children's brain development*. Independently published.

*Price-Mitchell, M. (2024). *Positive parenting: Powerful ways to raise healthy kids.* https://www.rootsofaction.com/positive-parenting

Sege, R. (2018). AAP policy opposes corporal punishment, draws on recent evidence [Policy statement]. *American Academy of Pediatrics News*. https://aap2.silverchair-cdn.com/aap2/content_public/autogen-pdf/cms/6955/6955.pdf

*Sharry, J. (2008). *Positive parenting: Bringing up responsible, well-behaved, and happy children*. Veritas Publishers.

*Smith, J. (2023). *Stop yelling and love me more, please Mom: Positive parenting is easier than you think.* Independently published.

Spinazzola, J., Hodgdon, H., Liang, L-J., Ford, J. D., Layne, C. M., Pynoos, R., Briggs, E. C., Stolbach, B., & Kisiel, C. (2014). Unseen wounds: The contribution of psychological maltreatment to child and adolescent mental health and risk outcomes. *Psychological Trauma: Theory, Research, Practice, and Policy*, 6(51), 518–528. https://doi.org/10.1037/a0037766

Straus, M. A. (2001). Communicating the no-spanking message to parents. *Journal of Family Communications,* 2(1), 3–5. https://doi.org/10.1207/S15327698JFC0201_2

Straus, M. A. (2010). Prevalence, societal causes, and trends in corporal punishment by parents in world perspective. *Law & Contemporary Problems*, 73, 1–29. https://scholarship.law.duke.edu/lcp/vol73/iss2/2

*Twerski, A. J., & Scwartz, U. (1996). *Positive parenting: Developing your child's potential*. Mesorah Publications.

*University of California, Davis, Children's Hospital. (2024). *The power of positive parenting.* https://health.ucdavis.edu/children/patient-education/positive-parenting

Vissing, Y. M., Straus, M. A., Gelles, R. J., & Harrop, J. W. (1991). Verbal aggression by parents and psychosocial problems of children. *Child Abuse & Neglect*, 15(3), 223–238. https://www.sciencedirect.com/science/article/abs/pii/014521349190067N

*Vurnum, G. (2024). *Positive parenting with love: 92 tips on how to be a good parent and raise happy, confident kids and teens*. Independently published.

*Woolfson, R. (2005). *Why do kids do that? A practical guide to positive parenting*. Hamlyn.

Yeung, J. W. K., Chen, H-F., Lo, H. H. M., Xu, L., & Xu, C. (2023). Minor forms of parental maltreatment and educational achievement of immigrant youths in young adulthood: A longitudinal study. *International Journal of Environmental Research and Public Health*, 20, 873. https://www.mdpi.com/1660-4601/20/1/873

*Zero to Three. (2024). *Nine steps to positive parenting*. https://www.zerotothree.org/resources/positive-parenting

Zero to Three & Bezos Family Foundation. (2016). *Tuning in: Parents of young children speak up about what they think, know, and need.* National Parent Survey Report. Retrieved November 7, 2019. https://www.zerotothree.org/resources/1425-national-parent-survey-report

The Child Maltreatment Policy Resource Center (CMPRC) was founded and is operated by the Institute for Human Services (IHS) in Columbus, Ohio. The Center was created as a think tank to drive proactive change in both public policy and direct practice in the fields of child maltreatment and child protection. We identify and analyze the most pressing problems and dilemmas confronting the field, and we research and apply the best available evidence to help resolve them.

The Center's leaders and staff members have advanced professional degrees in psychology, social work, child development, public administration, law, medicine, and public policy. Together they have many decades of experience in research, policy analysis, policy development, direct practice, academic education, and inservice training in child maltreatment.

The Center's products include policy white papers, practice guidance, issue briefs and training opportunities for policy makers and practitioners in the professions responsible for serving maltreated children and their families.

Visit our web site at www.cmprc.org for more information.