

# Adult-Adolescent Parenting Inventory - 2

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## AAPI-2 Parenting Profile

Name: TEST T TESTY ID or SS# 1234 Date: 08/16/2007  
 City: Valley City State/Province: ND Country: US  
 Sex: Female Norm table used: ADULT

Notes: Program "Devils Lake 4 to 12 Fall 2007"  
Form A completed 08/16/2007

| Parenting Construct | Raw Score |    | Sten Score |    | LOW SCORE DESCRIPTION  | RISK SCORES |   |   |             |   |   |   |          |   |    | HIGH SCORE DESCRIPTION  |
|---------------------|-----------|----|------------|----|--|-------------|---|---|-------------|---|---|---|----------|---|----|---|
|                     | I         | II | I          | II |  | HIGH RISK   |   |   | MEDIUM RISK |   |   |   | LOW RISK |   |    |   |
| A                   | 27        | 21 | 7          | 5  | <i>INAPPROPRIATE EXPECTATIONS</i><br>Expectations exceed developmental capabilities of children. Lacks understanding of normal child growth and development. Self-concept as a parent is weak and easily threatened. Tends to be demanding and controlling.  | 1           | 2 | 3 | 4           | 5 | 6 | 7 | 8        | 9 | 10 | <i>APPROPRIATE EXPECTATIONS</i><br>Understands growth and development. Children are allowed to exhibit normal developmental behaviors. Self-concept as a caregiver and provider is positive. Tends to be supportive of children.  |
| B                   | 30        | 44 | 1          | 5  | <i>LOW LEVEL OF EMPATHY</i><br>Fears spoiling children. Children's normal development needs not understood or valued. Children must act right and be good. Lacks nurturing skills. May be unable to handle parenting stresses.   | 1           | 2 | 3 | 4           | 5 | 6 | 7 | 8        | 9 | 10 | <i>HIGH LEVEL OF EMPATHY</i><br>Understands and values children's needs. Children are allowed to display normal developmental behaviors. Nurture children and encourage positive growth. Communicates with children. Recognizes feelings of children.   |
| C                   | 34        | 51 | 4          | 7  | <i>STRONG BELIEF IN VALUE OF CORPORAL PUNISHMENT</i><br>Hitting, spanking, slapping children is appropriate and required. Lacks knowledge of alternatives to corporal punishment. Lacks ability to use alternatives to corporal punishment. Strong disciplinarian, rigid. Tends to be controlling, authoritarian.                            | 1           | 2 | 3 | 4           | 5 | 6 | 7 | 8        | 9 | 10 | <i>VALUES ALTERNATIVES TO CORPORAL PUNISHMENT</i><br>Understands alternatives to physical force. Utilizes alternatives to corporal punishment. Tends to be democratic in rule making. Rules for family, not just for children. Tends to have respect for children and their needs. Values mutual parent-child relationship. |
| D                   | 21        | 29 | 3          | 7  | <i>REVERSES FAMILY ROLES</i><br>Tends to use children to meet self-needs. Children perceived as objects for adult gratification. Tends to treat children as confidant and peer. Expects children to make life better by providing love, assurance, and comfort. Tends to exhibit low self-esteem, poor self-awareness, and poor social life. | 1           | 2 | 3 | 4           | 5 | 6 | 7 | 8        | 9 | 10 | <i>APPROPRIATE FAMILY ROLES</i><br>Tends to have needs met appropriately. Finds comfort, support, companionship from peers. Children are allowed to express developmental needs. Takes ownership of behavior. Tends to feel worthwhile as a person, good awareness of self.   |
| E                   | 17        | 25 | 3          | 10 | <i>RESTRICTS POWER-INDEPENDENCE</i><br>Tends to view children with power as threatening. Expects strict obedience to demands. Devalues negotiation and compromise as a means of solving problems. Tends to view independent thinking as disrespectful.   | 1           | 2 | 3 | 4           | 5 | 6 | 7 | 8        | 9 | 10 | <i>VALUES POWER-INDEPENDENCE</i><br>Places high-value on children's ability to problem solve. Encourages children to express views but expects cooperation. Empowers children to make good choices.   |

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| ● = Profile I score (Form A, taken 08/16/2007)  | A sten of 1 2 3 4 5 6 7 8 9 10 is obtained                                       |
| ○ = Profile II score (Form B, taken 05/21/2012) | by about 2.3 4.4 9.2 15 19.1 19.1 15 9.2 4.4 2.3 percent of the population.      |
|   | A sten of 1 2 3 4 5 6 7 8 9 10 or less is obtained                               |
|   | by about 2.3 6.7 15.9 30.9 50 69.1 84.1 93.3 97.7 100 percent of the population. |