

The Haimesian System on Child-Raising

A Haimesian philosophy integrated with high-confidence empirical consensus

"We are what we do consistently." - Saint Michael

Evidentiary Standard

I have included only those principles for which reputable experts and major evidence reviews converge with substantial confidence, so as not to expose parents or prospective parents to unnecessary risk. I have not restricted this section to discoveries or evidence concerning English-speaking populations. Where reliable international and cross-cultural evidence was available, it was deliberately included so that conclusions concerning people whose native languages are not English would not be excluded merely because of language.

This distinction matters. Parenting science does not provide absolute answers to every particular question. Children differ in age, temperament, ability, culture, circumstances, and developmental needs. Some parenting questions also cannot ethically be tested experimentally. Where strong evidence establishes a general principle but does not establish one universally correct implementation, this section identifies the principle and leaves its reasonable application to parental judgment.

The World Health Organization's evidence-based parenting guidelines are intended for low-, middle-, and high-income countries throughout the world's regions, while major contemporary reviews have specifically examined whether important parenting effects persist across cultures. The aim here is therefore not to present what happens to be fashionable in one country, but to identify conclusions that have survived substantial empirical examination.

The National Academies of Sciences, Engineering, and Medicine's consensus report *Parenting Matters* provides a useful foundation. After reviewing the evidence, its expert committee identified such practices as warmth and sensitivity, shared reading and communication, routines, health and safety practices, monitoring, physical activity, adequate nutrition, and appropriate rather than harsh discipline as important components of effective parenting. The report also explicitly warns that much parenting research remains correlational and that cultural differences require continued study.

1. The Continuing Question of Parenthood

Child-rearing should not begin with:

"How do I make this child become what I want them to become?"

A better continuing question is:

"If the best parents in the world were raising this child, what might they do differently?"

Saint Michael states:

"We are what we do consistently."

Childhood consists of repeated experiences through which a person learns how to love, choose, work, persist, fail, recover, cooperate, disagree, control impulses, understand feelings, manage responsibility, recognize danger, and eventually govern a life.

Parenthood should therefore not aim at permanent obedience.

Its long-term objective is the gradual transformation of **parental governance into competent self-governance**.

2. Love, Safety, Stability, and Nurturing Come First

Before extraordinary enrichment comes something more basic: the child should have reasonable confidence that home is safe, stable, nurturing, and loving.

This does not mean that the child always receives what they want.

Warmth is not permissiveness.

Structure is not cruelty.

The evidence instead points repeatedly toward a combination of affection, responsiveness, reasonable limits, predictable expectations, and progressively greater autonomy.

WHO's 2023 parenting guidelines recommend evidence-based interventions intended to reduce harsh parenting and maltreatment while strengthening parent-child relationships and reducing emotional and behavioral difficulties. These recommendations draw upon systematic reviews rather than isolated studies.

A useful summary is:

"You are loved. There are real boundaries. I will help you understand them. As your judgment develops, increasingly more of your life will become yours to govern."

3. Respond to the Child, Not Merely to Behavior

Children communicate needs long before they can explain those needs clearly.

Parents should listen, answer questions, notice interests, help children name feelings, and attempt to understand what happened before deciding how to respond.

Responsive caregiving is one of the most consistently supported principles in early-childhood development. UNICEF and WHO's *Care for Child Development* approach teaches parents to observe, interpret, and respond appropriately to children's signals while using play and communication to support cognitive, linguistic, motor, and social-emotional development.

A child should therefore receive far more from a parent than correction.

Notice them. Listen to them. Speak with them. Play with them. Teach them.

4. Expand the Child's Field of Possible Lives

A child cannot dream of becoming an astronaut without first learning that astronauts exist.

That simple observation has enormous implications.

A person cannot meaningfully choose among possibilities they have never encountered.

Parents should therefore expose children, within appropriate limits of safety and resources, to a broad range of human possibilities: literature, science, nature, art, music, sports, trades, technology, cooking, public service, philosophy, history, building, animals, mathematics, volunteering, games, different occupations, and other worthwhile activities.

The child does not need to become interested in all of them.

The purpose is to provide enough possibilities for genuine preference to emerge.

Exposure should be broad; commitment should increasingly belong to the child.

The American Academy of Pediatrics' clinical report *The Power of Play*, led by Michael Yogman and colleagues, concluded that developmentally appropriate play promotes social-emotional, cognitive, language, self-regulatory, and executive-function development. The report was reaffirmed by the AAP in January 2025.

The AAP's 2024 literacy policy, led by Perri Klass, likewise recommends shared reading from infancy, citing benefits to relationships, language, literacy, cognition, and social-emotional development.

Give a child a large world to inspect before expecting them to choose a small portion of it as their life's work.

5. Keep Harmless Doors Open

One of the recurring plagues of later life is regret over what was never attempted.

Thomas Gilovich and Victoria Medvec's influential research on regret found that actions often dominate short-term regret, whereas failures to act become especially important in longer-term regret.

This does not prove that children should attempt everything.

It supports a more careful principle:

Do not unnecessarily close worthwhile and reasonably safe possibilities before children have had enough exposure to determine whether those possibilities matter to them.

A parent cannot guarantee that a child will discover a calling.

A parent can help ensure that the search was not needlessly impoverished.

6. Experiences Often Deserve More Attention Than Possessions

Psychologists Leaf Van Boven and Thomas Gilovich famously found that people frequently report greater happiness from experiential purchases than from material purchases.

That finding should not be exaggerated into the claim that experiences are always superior to objects.

Some objects *create* experiences. A bicycle, microscope, book, musical instrument, computer, chess set, art materials, or camping equipment might open years of activity.

The better parenting question is:

"What will this allow my child to experience, learn, create, remember, or become?"

A childhood should contain things worth remembering.

Celebrations need not be expensive. Holidays need not become consumer spectacles. Family traditions need not involve purchased gifts at all.

But a childhood consisting almost entirely of duties and ordinary days loses opportunities to communicate:

"This occasion mattered enough for us to remember it."

7. Tell the Truth Without Needlessly Killing the Dream

Suppose a child announces an improbable ambition.

Parents should eventually explain the realities involved. But truth and discouragement are not identical.

Saying, "Becoming president is extremely difficult, so forget it," may close more than the presidency.

The child's underlying attraction may eventually lead toward law, diplomacy, public administration, political science, advocacy, policy research, campaign work, government service, or another calling.

A better response is:

"Here is what this path requires. Here are the difficulties. If you still care deeply about it, let us discover how far serious effort can take you."

A major cross-cultural meta-analysis by Emma Bradshaw, Jasper Duineveld, James Conigrave, Ben Steward, Kelly Ferber, Mireille Joussemet, Philip Parker, and Richard Ryan examined 238 samples involving 126,423 participants. Parental autonomy support was associated with greater child well-being, whereas psychological control was associated with poorer well-being, and the basic relationships held across cultural settings.

Give the child reality without unnecessarily taking possession of the child's future.

8. Encourage Perseverance Without Owning the Dream

Children should learn that frustration is not proof that something should be abandoned.

Many accomplishments require continuing after the excitement of beginning has disappeared.

Sometimes the loving parental response to "I quit" is:

"Give it a little longer."

But perseverance has an opposite danger.

A parent's dream can gradually become the child's obligation.

No universal rule can determine exactly when encouragement becomes coercion. Parents must make that judgment.

Ask:

"Am I helping this child discover whether persistence will open a door, or am I keeping the door open because I personally cannot tolerate seeing it closed?"

Haimesianism cannot eliminate every difficult parental judgment.

Sometimes recognizing that the decision really is difficult is itself part of responsible parenting.

9. Give Small Choices Before Life Demands Enormous Ones

Autonomy should not suddenly appear on a person's eighteenth birthday.

It should be practiced.

Small choices prepare children for larger choices.

What should I read? Which activity interests me? How should I spend some free time? Should I save this money or spend it? Which elective should I take? Which physical activity do I prefer? How should I organize my room? Which opportunity matters enough to pursue?

Parents initially control almost everything because infants are incapable of governing themselves. As competence grows, authority should progressively transfer.

Freedom should generally grow with demonstrated capacity to use freedom responsibly.

10. Permit Recoverable Mistakes; Prevent Catastrophic Ones

Children need encounters with reality.

A foolish small purchase can teach something about money. Losing a game can teach emotional recovery. Failing at a difficult task can teach more than effortless success. Falling while learning to ride a bicycle can accompany competence. Embarrassment can accompany public performance. Difficulty can accompany learning to swim.

Those consequences belong to a different moral category from addiction, poisoning, severe injury, dangerous criminal behavior, or other potentially permanent harm.

For that reason, practices such as forcing a teenager caught smoking to smoke an entire pack in order to create disgust should be rejected. The desired lesson does not justify deliberately creating an unnecessary medical hazard.

Allow recoverable consequences where experience can teach judgment; intervene where there is a serious risk of irreversible, catastrophic, or disproportionately harmful consequences.

11. Discipline Is for Teaching, Protection, Accountability, and Character

Punishment can have several legitimate functions: deterrence, teaching, restitution, protection, accountability, and character development.

It should not function as revenge.

Saint Michael states:

"It is the cumulative end result that need be the focus when determining punishments or rewards in parenting."

This is among the central principles of the Haimesian approach.

Before imposing a punishment, ask not merely, "How much does this deserve?" Ask:

- What is this intervention likely to produce afterward?
- Did the child understand the rule?
- Will the consequence teach anything?
- Will it encourage honesty?
- Will it increase responsibility?
- Will it create an unrelated injury?
- Will it strengthen or unnecessarily destroy trust?
- Will it actually reduce future misconduct?

The immediate pain of a punishment is not an adequate measure of its success.

12. Consequences Should Be Predictable and Proportionate

An earlier Haimesian proposal considered imposing or threatening a severe punishment and subsequently showing mercy.

The empirical evidence gives reason to narrow that principle.

There is value in children knowing that consequences are real. There is also value in mercy and restoration. But deliberately manufacturing excessive severity in order to create fear is not supported as superior parenting.

The evidence instead favors understandable, predictable, proportionate consequences combined with warmth and restoration.

WHO's international guidelines specifically aim to reduce harsh parenting while preserving effective parental behavior management. The American Academy of Pediatrics likewise recommends positive disciplinary strategies rather than corporal or humiliating punishment.

Mercy remains important, but its healthier form is:

"The consequence was real. The consequence is now finished. You remain loved."

13. Do Not Hit, Humiliate, Threaten, or Shame as Discipline

The evidence against corporal punishment is sufficiently strong that it should not be presented as an unresolved parenting preference.

The American Academy of Pediatrics advises parents and caregivers not to spank, hit, slap, threaten, insult, humiliate, or shame children as disciplinary methods. Its policy concludes that aversive methods have poor long-term effectiveness and carry risks of harm.

Consequently, the traditional expression "spare the rod, spoil the child" should not be interpreted as empirical justification for striking children.

A child requires discipline. Discipline does not require violence.

14. Credibility Works Better Than Arbitrary Terror

Michael's earlier reference to a centrally observed prison belongs historically to Jeremy Bentham's *Panopticon*, not Thomas Hobbes's *Leviathan*.

The Panopticon relied partly upon uncertainty about whether an observer was watching.

That should not become a model of childhood surveillance.

The useful insight is much narrower:

Rules influence behavior when children believe those rules actually mean something.

A parent who continually threatens consequences and never follows through teaches the child that the threat is merely noise.

A parent who unpredictably explodes teaches fear rather than justice.

The better middle course is **consistency, predictability, and reasonable follow-through.**

15. Intent Matters Alongside Outcome

A dollar amount cannot determine moral seriousness.

Suppose a child accidentally trips and destroys an expensive television.

Another child repeatedly throws a ball indoors after being warned not to and eventually breaks an inexpensive vase.

The television cost more. That does not necessarily make the first child more blameworthy.

Parents should distinguish between **accident, negligence, recklessness, deliberate disobedience, and intentional harm.**

"What happened?" is only one question.

Also ask:

"What did the child know, foresee, intend, and choose?"

Justice requires more information than the price tag.

16. Confession Should Matter

A child who commits an offense and voluntarily admits it has done something morally different from a child who commits the same offense and deliberately conceals it.

The original wrong remains.

But confession displays honesty and willingness to confront reality.

The criminal-law analogy is imperfect but instructive: cooperation, confession, prior behavior, and repeated offending can legitimately affect consequences.

Scripture likewise repeatedly links confession to restoration. James 5:16 connects confession, prayer, and healing. Proverbs 28:13 contrasts concealing wrongdoing with confessing and abandoning it. Numbers 5:6-7 joins confession with restitution. First John 1:9 connects confession with forgiveness and cleansing.

Voluntary confession should ordinarily count in the child's favor without necessarily erasing every consequence.

Deliberate concealment or lying may create an additional problem because trust itself has been damaged.

17. Punishment Should Not Spill Into Unrelated Harm

The cumulative-end-result principle is especially important here.

Suppose a child is punished by being sent to bed without dinner.

Now the punishment may interfere with sleep.

Poor sleep may affect attention, mood, memory, and school performance the following day.

The punishment has escaped its intended target.

Similarly, canceling a birthday, religious celebration, school trip, family gathering, or rare developmental experience may punish more than the misconduct warranted.

Sometimes exactly the same disciplinary purpose could be achieved afterward without destroying an experience that can never be recreated.

Where a narrower consequence can teach the same lesson, do not destroy an unrelated good.

Food, sleep, medical care, safety, basic affection, and education should not be casually converted into disciplinary weapons.

18. Preserve Love While Correcting Behavior

There is a meaningful difference between:

"What you did disappointed me."

and:

"You are a disappointment."

The first evaluates conduct. The second can become an identity.

The familiar principle "hate the sin, not the sinner" captures the distinction, as does the biblical command to retain concern even for those who wrong us.

Children should learn something equally important:

A person can do something seriously wrong without becoming a person who is beyond love.

A child who learns this from a parent may later be better equipped to acknowledge personal wrongdoing without collapsing into self-hatred.

19. Feelings Are Real; Feelings Are Not Commands

Children should be permitted to experience anger, sadness, fear, jealousy, humiliation, disappointment, frustration, excitement, and grief.

The goal is not emotional suppression.

The goal is emotional regulation.

"Your anger is real. Your anger does not make hitting acceptable."

"Your sadness is real. You do not have to pretend otherwise."

"Your fear is real. We can decide whether the danger is also real."

"Your disappointment is real. It does not mean that your life has ended."

This prepares the person not merely to feel but to decide what should be done with a feeling.

20. Give Children Practice With Money Before Adult Money Arrives

Adults must constantly make financial choices.

Expecting someone to manage those decisions competently after giving them no financial experience during childhood is unnecessarily difficult.

Chores, allowances, savings goals, supervised purchases, charitable giving, price comparisons, and small mistakes can become miniature versions of adult financial decisions.

No strong consensus establishes that every household must use the same allowance system or that every ordinary chore should be paid.

The broader principle is more secure:

Financial competence should be practiced before the consequences of financial incompetence become enormous.

Children should gradually learn that money represents labor, limited resources, opportunity cost, delayed gratification, generosity, planning, risk, and freedom.

If a child works for months to save toward something, parents should also think carefully before confiscating those savings as punishment for an unrelated offense. The immediate punishment may unintentionally teach that effort and saving are pointless because ownership is arbitrary.

Consider the cumulative end result.

21. Feed for Health Without Teaching Fear of Food

Parents are responsible not only for children's immediate pleasure but for the habits being normalized.

Food should remain pleasurable.

Celebration should remain possible.

Children should not be taught that eating makes them morally good or bad.

Nor should appearance become the sole measure of health.

But short-term taste should not be permitted to design the entire diet.

The broad international consensus favors varied, nutrient-dense foods and limiting dietary patterns dominated by excess sugar and heavily processed foods. Parents should also remember that children learn from the environment repeatedly placed before them.

The appropriate goal is:

Make nourishing food ordinary, pleasurable food possible, and long-term health part of the decision rather than an afterthought.

There is not adequate evidence for stating that eating an apple has been scientifically proven to be just as stimulating as drinking coffee. A commitment to truth requires abandoning a memorable example when the evidence does not support it.

22. Physical Activity Is Broader Than Sports

A child who dislikes organized sports still requires physical activity.

Parents should therefore expose children to different forms of movement rather than treating football, basketball, or another competitive sport as the only choices.

Walking, swimming, cycling, dancing, hiking, martial arts, climbing, running, skating, active games, recreational sports, and other activities can all contribute.

Again the same Haimesian pattern emerges:

Broaden the field before demanding the choice.

The child may dislike one activity and love another.

The goal is not to manufacture an athlete.

It is to help normalize a physically active life.

23. Protect Sleep

Sleep is not wasted time that can continually be sacrificed to homework, entertainment, punishment, or screens.

Adequate sleep contributes to attention, learning, memory, emotional regulation, behavior, and physical health.

Accordingly, parents should consider the sleep consequences of their decisions.

A punishment that destroys sleep may create behavioral difficulties the next day.

Homework that routinely requires sacrificing necessary sleep may undermine the very learning it supposedly serves.

Late-night entertainment can likewise consume tomorrow's ability to function.

Tomorrow is affected by what tonight takes away.

24. Teach Children That Someone Trying to Sell Something Is Trying to Influence Them

Businesses often have legitimate products to sell.

That does not mean the seller's interests and the buyer's interests are identical.

Children should gradually learn to ask:

- Who is making this claim?

- What do they want me to do?
- What evidence supports it?
- Compared with what?
- What has been omitted?
- Who paid for the study?
- Is this a genuine advantage or clever wording?

The American Academy of Pediatrics' 2026 policy on children's digital ecosystems, led by Tiffany Munzer and colleagues, specifically addresses commercialization, persuasive digital design, prolonged engagement, misinformation, and the displacement of healthier activities such as movement and sleep.

Children should not merely be told which products their parents prefer.

They should learn how persuasion works.

25. Technology Should Serve Childhood Rather Than Consume It

Modern evidence does not support reducing all digital parenting to the slogan "screens are bad."

Digital technology can enable education, creativity, communication, games, and social connection.

It can also displace sleep, physical activity, reading, face-to-face interaction, and other developmental experiences.

The AAP's 2026 framework therefore emphasizes content, context, developmental stage, design, and what digital activity is replacing rather than judging every use exclusively by minutes of screen time.

Parents should also remember the force of example.

A parent who spends every meal looking at a phone while repeatedly commanding a child to put away a phone teaches two lessons simultaneously.

Children notice what adults consistently do.

26. Teach Methods, Not Merely Conclusions

Life contains enormous amounts of practical knowledge that schools may never formally teach.

Which store offers better value? How does one recognize a scam? How does one compare products? When should something be repaired rather than replaced? How does one cook? How does one schedule an appointment? How does one apply for work? How does one navigate transportation? How does one resolve a disagreement? How does one recognize an unreliable source? How does one admit, "I do not know enough yet"?

Parents possess thousands of conclusions gathered through experience.

But consider the difference:

"This grocery store is better."

versus:

"Compare the unit price, quality, distance, reliability, and what we actually use."

The first transfers an answer.

The second transfers a way of thinking.

The highest form of practical teaching makes the teacher progressively less necessary.

27. Give Children Reasons to Remember Their Childhood

A parent Saint Michael knew allowed Christmas to pass without giving a younger child even a small ordinary toy.

The important Haimesian point is not that every holiday requires purchased gifts.

It is that childhood contains only a finite number of birthdays, holidays, summers, family gatherings, first experiences, and developmental periods.

Some opportunities disappear permanently.

Parents should therefore distinguish between unnecessary consumerism and meaningful celebration.

A meal together, tradition, outing, game, handwritten letter, favorite food, day trip, story, family ritual, or inexpensive gift may become a memory that survives for decades.

A child does not need luxury.

But childhood should contain **reasons for joy, anticipation, belonging, and remembrance.**

28. The Sabbath Within the Haimesian Religious Framework

This principle is theological rather than empirical and should be identified as such.

Within Michael's religious understanding, Friday at sundown through Saturday night should be treated as a day of rest devoted to the LORD.

Michael holds that personal restrictions should not automatically be converted into laws supposedly binding everyone before God.

Suppose Michael personally decided that no monetary purchase should ever occur during the Sabbath. Such a rule might appear reverent while preventing another person from enjoying something consistent with rest, gratitude, fellowship, worship, or legitimate joy before God.

The theological principle is therefore:

Honor what God actually commands while exercising caution before converting personal rigor into divine legislation.

Parents can similarly teach children to distinguish:

"This is our family's practice."

from:

"God has commanded every person to do this."

The Governing Principle

All of these considerations ultimately converge upon one objective.

At birth, almost every decision belongs to the parent.

Gradually, the balance should change.

The parent chooses the food; eventually the child understands nutrition.

The parent manages the money; eventually the child budgets.

The parent identifies dangers; eventually the child recognizes dangers.

The parent opens doors; eventually the child decides which doors deserve entering.

The parent establishes rules; eventually the child understands why rules exist.

The parent helps settle conflicts; eventually the child negotiates and reconciles.

The parent provides moral language; eventually the child possesses a conscience capable even of respectfully questioning the parent.

The parent initially governs because the child cannot.

Good parenting progressively makes that governance less necessary.

The final objective is not a permanently obedient child.

It is a human being increasingly capable of being **loving, truthful, healthy, curious, disciplined, resilient, merciful, difficult to manipulate, able to understand consequences, able to recover from mistakes, capable of judgment, competent in ordinary life, and sufficiently free to discover a life genuinely their own.**

The successful culmination of parenting is therefore not:

"My child still requires me to decide everything."

It is:

"I gave this person enough love, knowledge, experience, correction, protection, practice, freedom, and security that they can now make worthy decisions when I am no longer there to make those decisions for them."

Principal Evidence Base

This section deliberately favors large reviews, consensus reports, professional guidelines, and internationally applicable evidence over isolated or sensational studies.

National Academies of Sciences, Engineering, and Medicine. *Parenting Matters: Supporting Parents of Children Ages 0-8* (2016). Consensus Study Report prepared by the Committee on Supporting the Parents of Young Children, edited by Vivian L. Gadsden, Morgan Ford, and Heather Breiner.
<https://nap.nationalacademies.org/catalog/21868/parenting-matters-supporting-parents-of-children-ages-0-8>

World Health Organization. *WHO Guidelines on Parenting Interventions to Prevent Maltreatment and Enhance Parent-Child Relationships With Children Aged 0-17 Years* (2023), together with its GRADE evidence profiles and systematic-review foundation. WHO states that the guidance is relevant across low-, middle-, and high-income countries and all world regions.
<https://www.who.int/publications/i/item/9789240065505>

UNICEF and World Health Organization. *Care for Child Development.* International evidence-based responsive-caregiving and early-learning framework.
<https://www.unicef.org/documents/care-child-development>

Emma L. Bradshaw, Jasper J. Duineveld, James H. Conigrave, Ben A. Steward, Kelly A. Ferber, Mireille Joussemet, Philip D. Parker, and Richard M. Ryan. "Disentangling Autonomy-Supportive and Psychologically Controlling Parenting: A Meta-Analysis of Self-Determination Theory's Dual Process Model Across Cultures," *American Psychologist* (2025). The review covered 238 samples and 126,423 participants.
<https://pubmed.ncbi.nlm.nih.gov/39052356/>

Michael Yogman, Andrew Garner, Jeffrey Hutchinson, Kathy Hirsh-Pasek, Roberta Michnick Golinkoff, and colleagues. "The Power of Play: A Pediatric Role in Enhancing Development in Young Children," *Pediatrics* (2018), reaffirmed by the American Academy of Pediatrics in January 2025.
<https://publications.aap.org/pediatrics/article/142/3/e20182058/38649/The-Power-of-Play-A-Pediatric-Role-in-Enhancing>

Perri Klass and colleagues / American Academy of Pediatrics. "Literacy Promotion: An Essential Component of Primary Care Pediatric Practice," *Pediatrics* (2024), with accompanying technical review of the evidence.
<https://publications.aap.org/pediatrics/article/154/6/e2024069090/199467/Literacy-Promotion-An-Essential-Component-of>

Robert D. Sege, Benjamin S. Siegel, and the American Academy of Pediatrics committees on child abuse prevention and psychosocial health. "Effective Discipline to Raise Healthy Children," *Pediatrics* (2018). The policy rejects corporal punishment, threats, insults, humiliation, and shaming and favors constructive disciplinary methods.
<https://publications.aap.org/pediatrics/article/142/6/e20183112/37434/Effective-Discipline-to-Raise-Healthy-Children>

Tiffany Munzer, Joanna Parga-Belinkie, Libby Matile Milkovich, Sheri Madigan, Jenny Radesky, and colleagues / American Academy of Pediatrics. "Digital Ecosystems, Children, and Adolescents," policy statement and technical report (2026), addressing development, commercial design, media displacement, digital well-being, and family media practices.
<https://publications.aap.org/pediatrics/article/157/2/e2025075320/206129/Digital-Ecosystems-Children-and-Adolescents-Policy>

These sources do not eliminate every uncertainty in parenting. They establish the evidentiary floor upon which the preceding recommendations have been constructed.