

COURSE OUTLINE

Parenting

Course Description

CD 219. Parenting. 3 hours credit. This course will enable the student to establish positive, supportive, and effective relationships with the parents and their children in child care programs as well as the children. The student will explore parenting styles and effective communication techniques and develop an understanding of how these affect relationships with the children and families served in child care programs. The student will also develop an understanding of special situations and issues many families face in today's world and how these can affect a child's ability to learn.

Course Relevance

Understanding effective parenting styles and communication styles will enable students to be more effective parents, more effective teachers of children in early childhood settings, and more effective in relating to parents of young children in their care. The course information is applicable to home and family settings as well as professional settings. Parents are a child's first teacher. Developing sound parenting skills will successfully set the stage for a child's future learning experiences.

Required Materials

Dinkmeyer, D., Sr., McKay G. D., Dinkmeyer, D., Sr. (1997). *The parent's handbook: Systematic training for effective parenting*. Circle Pines, MN: American Guidance Service (AGS).

Faber, A., Mazlish, E. (2002). *How to talk so kids will listen & listen so kids will talk*. NY: Harper Collins.

Learning Outcomes

The intention is for the student to be able to:

1. Explain the impact of different parenting styles.
2. Identify the purpose of children's behavior and misbehavior and suggest effective interventions for misbehavior.
3. Identify the effects of special issues (i.e. blended families, drug abuse, physical/sexual abuse, children with special needs) on parenting.
4. Develop listening and conflict resolution skills in the parent-child/teacher-parent relationships.

Learning PACT skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Communication Skills

1. Creation and delivery of messages

- Through the creation and presentation of a research project on a special issues topic families face the student will develop written and oral communication skills.

Analytical Thinking Skills

1. Critical thinking

- Through parent/child observations the student will identify parenting styles, analyze the cause and intent of children’s behavior and offer ideas for effective remedies and conflict resolution strategies.

Major Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Preparing and presenting a research project on a topic that relates to special issues families may face and ways in which they cope.
2. Completing a parent/child observation by identifying the parenting style demonstrated and the cause and intent of the behavior, and articulating effective remedies or conflict resolution strategies.

Course Content

I. Skills or Competencies – Actions that are essential to achieve the course outcomes: (The following skills and competencies are taken from the Core Competencies for Early Care and Education Professionals in Kansas and Missouri second edition.)

Content Area III: Child Observation and Assessment

Level 2

- C. Follows appropriate procedures of child observation.
- D. Communicates observation in written and oral form.

Content Area IV: Families and Communities

Level 1

- A. Respects the family’s role as primary educator.
- C. Acknowledges the varying structures of children’s families.
- D. Accepts differences in children.
- E. Follows rules of confidentiality.

Level 2

- D. Supports children’s relationships with their families.
- E. Recognizes stress factors affecting families.
- F. Respects and supports cultural differences and diverse family structures.

Content Area VI: Interactions with Children

Providing Individual Guidance

Level 1

- A. Avoids actions that would cause physical and emotional harm.
- B. Provides appropriate supervision.
- C. Interacts in a manner reflecting respect for self and others.
- D. Cares for children based on positive, warm, nurturing relationships.
- E. Uses positive behavior guidance.
- F. Addresses problem behavior or situation, rather than labeling the child.

Level 2

- A. Modifies play no longer appropriate for the learning environment.
- B. Establishes and communicates limits for acceptable behavior.

- C. Responds to children's behavior in ways that encourage self-control.
- D. Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.
- E. Follows a variety of positive direct and indirect guidance methods and avoids negative methods.
- F. Provides an environment that helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.
- G. Builds a trusting relationship with children, providing physical and emotional security.
- H. Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.
- I. Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.

Learning Units

- I. Parent and child relationships
 - A. Understanding yourself and your child.
 - B. Understanding beliefs and feelings.
 - C. Encouraging your child and yourself
- II. Developing the courage to be imperfect
 - A. Listening and talking to your child
 - B. Helping children cooperate
 - C. Using discipline that makes sense
 - D. Choosing your approach

Learning Activities

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through lecture, instructor-led class discussion, guest speakers, group activities, and other activities at the discretion of the instructor.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, quizzes, chapter or unit tests, projects, presentations, class participation, and other methods of evaluation at the discretion of the instructor.