

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: **51-03-51**

REVISED: August/1995

TITLE: **PARENT EDUCATION/THE PARENT COOPERATIVE**

DEPARTMENT: Parenting and Family Life Education

CREDITS: 10

HOURS: 120

APPORTIONMENT NO.: 07.071.205

COURSE DESCRIPTION:

This competency-based course provides students (parents) the opportunity to study the preschool child (2 1/2 to 5) through participation, observation and discussion. It emphasizes recognition of the prime role of the parent as teacher of the child and offers specific techniques to fulfill those roles. The growth, development and needs of preschoolers are covered. Parents and their children participate.

PREREQUISITES:

None

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
adultinstruction.org

ACKNOWLEDGMENTS

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CBE
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COMPETENCY-BASED COMPONENTS
for the Parent Education/The Parent Cooperative Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. INTRODUCTION</p> <p>Understand the philosophy and the purpose of the class.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Develop short-term class goals. 2. Identify student expectations of this class. 3. Discuss group interaction and responsibilities. 4. Develop a checklist or verbal method for recording observation of own children, other children and group activities. 5. Formulate a plan for class organization, such as committee chairman, committee assignments and time allocations.
<p>B. PARENTAL ROLES</p> <p>Understand the roles and varied styles of parenting.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 6. Describe many types of parenting. 7. Discuss current parenting myths. 8. Discuss parents' common concerns and needs. 9. List ideas about roles of mothers, fathers, grandparents and other care givers. 10. Describe each parent/family as unique with respect to varying ideas, lifestyles and cultures. 11. Explain three basic parenting styles: permissive, authoritarian and democratic. 12. Identify own parenting style.
<p>C. HOW CHILDREN LEARN</p> <p>Understand the principles of how children learn.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 13. Identify parents as the primary teacher of their children. 14. Explain that children learn through play, imitation, repeated practice and using all their senses. 15. Explain that positive self-esteem in a child is an important ingredient for learning success. 16. Explain that children may vary in readiness for learning. 17. Demonstrate effective use of praise. 18. Explain the importance of positive reinforcement. 19. Explain the importance of environmental stimulation. 20. Provide activities that foster problem solving and success. 21. List basic physical and emotional needs of young children.

<p>D. PATTERNS OF CHILD DEVELOPMENT</p> <p>Understand that children go through developmental changes.</p> <p>(6 hours)</p>	<p>22. Describe normal patterns of growth of children.</p> <p>23. Discuss how individual differences are influenced by heredity, environment and physical abilities.</p> <p>24. List growth expectancies and concerns.</p> <p>25. Discuss the difference between chronological age and developmental age.</p> <p>26. Identify developmental differences and strengths that children manifest in different cultures.</p>
<p>E. CHILD OBSERVATION SKILLS</p> <p>Understand how to observe, record, and analyze specific behaviors in children.</p> <p>(4 hours)</p>	<p>27. Utilize a checklist for recording observations of own child, and other children, alone and in group activity.</p> <p>28. Utilize a tape recorder for recording observations of child/ren.</p> <p>29. Participate in group observation discussions.</p> <p>30. Demonstrate knowledge of teacher observations.</p> <p>31. Analyze results, and implications, of observations.</p> <p>32. Formulate a plan for utilizing observation data and skills in the ongoing parent/child process.</p>
<p>F. COMMUNICATION</p> <p>Understand that effective communication skills will foster positive parent/child relationships.</p> <p>(6 hours)</p>	<p>33. Describe effective communication with young children as good eye contact, active listening, openness, honesty and respect.</p> <p>34. Identify communication skills that can help parents deal with discipline problems, children's fears and anger.</p> <p>35. Discuss why open communication is needed about drug abuse, child molestation and many other family problems and concerns.</p>
<p>G. LANGUAGE AND SPEECH</p> <p>Understand how to develop language and speech skills.</p> <p>(8 hours)</p>	<p>36. Discuss the importance of simple rhymes, songs, stories, and games to foster language development.</p> <p>37. Describe appropriate ways of listening and responding to a child's questions and statements.</p> <p>38. Explain the value of allowing the child to retell a favorite story or recent experience, and make up original stories.</p> <p>39. Develop simple games or activities to encourage children to use complete sentences.</p>
<p>H. MOTOR SKILLS</p> <p>Understand the importance of the development of fine and gross motor skills.</p> <p>(4 hours)</p>	<p>40. Discuss the importance of fine/gross motor development for writing, drawing and reading readiness.</p> <p>41. Identify appropriate toys that will enhance fine motor skills such as strengthening fingers.</p> <p>42. Provide opportunities for the child to use scissors, pencils, crayons, clay, paints, etc.</p> <p>43. Discuss the importance of a child's ability to run, jump, hop, catch and bounce balls, etc.</p> <p>44. Provide play activities that will enhance gross motor development.</p>

<p>I. PHYSICAL WELL BEING</p> <p>Understand the importance of physical fitness for normal development.</p> <p>(4 hours)</p>	<p>45. Verify that the child has normal vision and hearing or provide appropriate correctives.</p> <p>46. Discuss the importance of proper nutrition for the physical and emotional well being of the child.</p> <p>47. Determine the location of community resources for dental/ medical needs of the family.</p> <p>48. Identify normal childhood diseases and other concerns.</p>
<p>J. SOCIAL DEVELOPMENT</p> <p>Understand how to help children develop social skills.</p> <p>(8 hours)</p>	<p>49. Discuss how family attitudes and examples influence the child's behavior and development of interpersonal skills.</p> <p>50. Explain the importance of ethnic and cultural tolerance, as well as appreciation and respect for the customs, beliefs and foods of other people.</p> <p>51. Demonstrate desired manners and courtesies for the child.</p> <p>52. Discuss the importance of providing opportunities for the child to share and take turns.</p> <p>53. Analyze methods to help the child problem solve when there is a conflict.</p> <p>54. Identify negative behaviors that young children may demonstrate and some appropriate parental responses to these behaviors.</p>
<p>K. EMOTIONAL DEVELOPMENT</p> <p>Understand the emotional needs and development of preschool children.</p> <p>(8 hours)</p>	<p>55. List the basic needs of the young child, i.e., love, security, acceptance, adventure, etc.</p> <p>56. Describe positive parental responses to the needs of the child that may enhance good health.</p> <p>57. Discuss how typical emotions of the young child effect their behavior.</p> <p>58. Discuss why self-esteem in a child is an ingredient for success and emotional well being.</p> <p>59. Identify mild stress habits that can be ignored, such as, thumb sucking, nail biting, etc.</p> <p>60. Identify symptoms that may require professional intervention, such as, severe destructiveness, chronic depression, etc.</p> <p>61. Determine locations of affordable mental health clinics for children or parents.</p>
<p>L. INTELLECTUAL DEVELOPMENT</p> <p>Understand how to assist a child's intellectual development.</p>	<p>62. Explain the difference between developmental and chronological age.</p> <p>63. Define the principles of how children learn.</p> <p>64. Discuss the young child's understanding of the world around him/her.</p> <p>65. Develop activities that can assist learning skills, e.g., reading, writing, etc.</p> <p>66. Discuss special needs of some children, such as: the slow learner, the gifted child.</p> <p>67. Discuss the process of learning through play for the preschool child and its importance to intellectual development.</p>

(8 hours)	68. List activities in and out of the home that can enhance the child's learning.
<p>M. DISCIPLINE</p> <p>Understand discipline techniques that help parents establish behavioral goals for their child.</p> <p>(8 hours)</p>	<p>69. Explain the meaning of "discipline" for parents of young children.</p> <p>70. Discuss possible reasons for a child's negative/positive behaviors.</p> <p>71. Discuss how self-esteem and a child's self concept play a major in the child's behavior.</p> <p>72. Demonstrate effective use of active listening to reflect back the child's feelings or to allow the child to solve his/her own problems.</p> <p>73. Analyze different current discipline 'techniques', e.g., behavior modification, P.E.T., S.T.E.P., etc.</p> <p>74. Identify discipline "problems" common to preschoolers.</p> <p>75. Explain how parenting styles affect approaches to discipline.</p> <p>76. Analyze whether own parenting styles and discipline approaches are consistent and compatible.</p>
<p>N. PLAY, TOYS AND RECREATION</p> <p>Understand toys, play, and recreation as important for a child's growth, development, and sense of well-being.</p> <p>(8 hours)</p>	<p>77. Discuss the role of play in building confidence and self-esteem.</p> <p>78. Identify areas of learning through play, e.g., fine/gross motor development, social development, etc.</p> <p>79. Describe needs of play, e.g., space, time, freedom of expression.</p> <p>80. Discuss how adult values are transmitted, and acted out, in play, e.g., roles of men/women, definition of masculine/feminine, ethnic and cultural tolerance/intolerance.</p> <p>81. Recognize, and select, age-appropriate, safe toys.</p> <p>82. Analyze the nature of toys, e.g., manipulative, fostering social awareness versus aloneness, etc.</p> <p>83. Compare the value of creating (along with child) inexpensive toys versus purchasing new toys.</p> <p>84. Discuss the importance of family recreation to child's emotional well-being.</p> <p>85. Discuss how child learns social behavior in family recreation process.</p> <p>86. List free, or inexpensive, family activities, e.g., games, storytelling, singing, dancing, taking walks, visiting parks and museums, etc.</p> <p>87. List community resources for family outings.</p> <p>88. Explain the value of holidays, traditions and celebrations.</p> <p>89. Explain the value of appreciating customs, traditions, and celebrations of other cultures.</p>

<p>O. HUMAN SEXUALITY</p> <p>Understand basic sexual development of young child.</p> <p>(8 hours)</p>	<p>90. Discuss the importance of family values, attitudes and interactions to child's sexual development.</p> <p>91. Choose correct gender terminology in discussing sexuality with young child.</p> <p>92. Describe impact of societal expectations and values on child's sexual development.</p> <p>93. Describe typical sexual behavior of preschoolers.</p> <p>94. Discuss importance of open, clear communications in dealing with sexual issues with child.</p> <p>95. Answer child's questions with age-appropriate information.</p> <p>96. Describe use of audio-visual aides to assist parents with child's questions, e.g., books, dolls, video tapes, etc.</p>
<p>P. CHILD ABUSE</p> <p>Understand importance of helping child to recognize, and protect self in, potentially abusive situations.</p> <p>(8 hours)</p>	<p>97. Identify various forms of abuse, e.g., physical, mental, emotional.</p> <p>98. Discuss the fact that children are often abused by people close to them rather than strangers.</p> <p>99. Compare appropriate versus inappropriate ways for adults to show love to children.</p> <p>100. Demonstrate examples of loving touch versus abusive acts.</p> <p>101. Demonstrate ways child can call attention to, or escape from, abusive situations (screaming, yelling "You're not my mom/dad," running, not accepting rides, etc.</p> <p>102. Help child to remember name, address, phone, and how to dial 911 emergency number.</p>
<p>Q. STRESS</p> <p>Understand how to identify stressors, and stress-reduction techniques, for parents and children.</p> <p>(6 hours)</p>	<p>103. Discuss the fact that children, as well as parents, have stressful situations.</p> <p>104. Differentiate between stress and distress.</p> <p>105. Describe possible value of stress.</p> <p>106. List common stressful situations for parents/children.</p> <p>107. Identify and practice, stress-reduction techniques, e.g., deep breathing, exercise, relaxation, identifying problems, efficient communications, etc.</p> <p>108. Prepare a plan for dealing with problem stress.</p> <p>109. Teach child to deal with stress.</p> <p>110. Identify special parenting stressors, e.g., single parents, teen parents, intergenerational households, loss of personal freedom, etc.</p>

<p>R. OTHER PARENTAL NEEDS AND CONCERNS</p> <p>Understand various concerns that parents have in raising children.</p> <p>(6 hours)</p>	<p>111. List the satisfactions and strengths in family/parenting role.</p> <p>112. Discuss need for ongoing support systems for parents.</p> <p>113. Discuss need for continual self-exploration and personal development.</p> <p>114. Explain importance of adult self-esteem and self-care.</p> <p>115. Describe the possible effects of the child/family development.</p> <p>116. Identify effective responses to sibling rivalry.</p> <p>117. Identify, and plan for, child with "special needs", e.g., learning disabled, gifted, overly shy, etc.</p> <p>118. Describe the structure of the school system and its relationship to the community.</p> <p>119. Discuss concerns not covered in this curriculum.</p>
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SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

PUBLICATIONS/BOOKS

Armstrong, Thomas, In Their Own Way: Discovering and Encouraging Your Child's Personal Learning Style, Los Angeles, CA Teacher, 1987.

Adams, Caren and Jennifer Fay, No More Secrets: Protecting Your Child From Sexual Assault, CA, Impact Publishers, Inc., 1981.

Astrachan, Anthony, How Men Feel, Anchor Press/Doubleday, 1986.

Bates, Louise and Frances, L., Your Two Year Old. New York: Delacote, 1976; Your Three Year Old, 1976; Your Four Year Old, 1976; Your Five Year Old, New York: Delta B., 1979.

Berg, Barbara J., The Crisis of the Working Mother: Resolving the Conflict Between Family and Work, Summit Books, 1986.

Bloomfield, Harold, M.D., Achilles Syndrome: Transforming Your Weaknesses into Strengths. Random House, 1985.

Bloomfield, Making Peace With Your Parents, Random House, New York, 1983.

Boston Children's Hospital, Parent's Guide to Nutrition, Reading, MA: Addison-Wesley, 1987.

Brazelton, T. Berry, M.D., Working and Caring, Addison-Wesley Publishing Company, 1985.

Brown, Sam Ed., Bubbles, Rainbows and Worms: Science Experiments for Pre-School Children, Mt. Rainier, MD: Gryphon House, 1981.

Faber, Adele and Elaine Mazlish, How to Talk so Kids Will Listen and Listen so Kids Will Talk, New York, NY: Avon, 1982.

Faber, Adele and Elaine Mazlish, Sibling Without Rivalry, New York, NY: Norton, 1987.

Farrell, Kathy and Mary Sweeney, What Can We Do Today, Mommy? Stanford, CA: Growing Together Press, 1980.

Fontenelle, Don H., Understanding and Managing Overactive Children, Englewood, Cliffs, NY: Prentice-Hall, 1983.

Galinsky, Ellen, The Six Stages of Parenthood, Reading, MA: Addison-Wesley, 1987.

Kunjufu, Jawanza, Developing Positive Self-Images & Discipline in Black Children, Chicago, IL, African-American Images, 1984.

Kuzma, Kay, Prime-Time Parenting, New York, Rawson Wade, 1980.

- Prather, Hugh, Notes on How to Live in the World & Still be Happy. Doubleday, Doubleday, 1986.
- Reuben, Steven, A Guide to Interfaith Marriage, But How Will You Raise the Children, Pocket Books, New York, 1987. Caplan, Theresa, and Frank Caplan, The Early Childhood Years - Two to Six Years Old, Putnam Publishing Group, 1983.
- Dyer, Wayne W., Ph.D., What Do You Really Want For Your Children? N.Y., Wm. Morrow & Company, 1985.
- Einion, Dorothy, Play With a Purpose, New York, NY: Pantheon, 1985.
- Elkind, David, The Hurried Child, Reading, MA: Addison-Wesley, 1981.
- Elkind, David, Miseducation, Preschoolers at Risk, Alfre A. Knopf, New York, 1987.
- Frances, L. M. D., Louise Bates A., Ph.D., and Sidney M. Baker, M.D., Child Behavior New York: Harper & Row, 1981
- Leman, Kevin, Dr., The Birth Order Book, Fleming H. Revell Company, 1985. Making Children Mind Without Losing Yours. Fleming H. Revel Company, 1984.
- Miller, Karen, Things to do With Toddlers and Twos, Telshare Publishing Company, CA, 1984.
- Pogrebin, Letty Cottine, Growing Up Free -- Raising Your Child in the Eighties, New York, NY: McGraw-Hill, 1980.
- Rosemond, John K., Parent Power, Pocket Books, New York, 1981.
- Rosenberg, Maxine and George Ancona, Making a New Home in America, New York, NY: Lothrop, Lee and Shepard, 1986.
- Saracho & Spodek, Eds, Understanding the Multi-Cultural Experience in Early Child Education, NAEYC, 1983.
- Saunders, Jacquelyn and Pamela Espeland, Bringing Out the Best, A Resource Guide for Parents of Young Gifted Children, Minneapolis, MN: Free Spirit Publishing, 1986.
- Schaefer, Charles E., Ph.D., How to Talk to Children About Really Important Things, N.Y., Harper & Row, 1984.
- Sheffield, Margaret, Where Do Babies Come From? New York, NY: Alfre A. Knopf, 1987.
- Slingluff, Emily Hunter, A Primer For Positive Parenting, Washington, D.C., Acropolis Books Ltd., 1987. (very quick, easy reading).
- Thompson, Charlotte E., M.D., Raising a Handicapped Child, New York, NY: William Morrow, 1986.
- Trelease, Jim, The Read-Aloud Handbook, New York, NY: Penguin, 1982, Revised 1985.

Turecki, Stanley and Leslie Tonner, The Difficult Child, New York, NY: Bantam, 1985. (re: temperamentally challenging children.)

Wendkos Olds, Sally, The Working Parents Survival Guide, Bantam Books, New York, 1983.

White, Burton L., Ph.D., A Parent's Guide to the First Three Years, New Jersey, Prentice-Hall, 1980.

Witkin-Lanoil, Georgia, Ph.D., The Female Stress Syndrome, Berkeley Books, 1985.

Zimbardo, Phillip and Shirley Radl, The Shy Child, New York, NY: McGraw-Hill, 1981; paperback: Dolphin Books, 1982.

ARTICLES/NEWSLETTERS

"Plain Talk" about dealing with the angry child. NIMH U.S. Department Health & Human Services, Rockville, Maryland, 20857.

"Stress, Signs of Stress in Young Children," "Tensional Outlets," Eilene J. Raiden, Family Life Resource Consultant, L.A.U.S.D., 3rd Street Annex.

"Trying To Raise Children in the City," Michael Stone, New York Magazine.

(copies of articles are available through Parenting & Family Life Education Office, 3rd Street Annex.)

Directions (Newsletter) Southern California Child Abuse Prevention Training Center. Quarterly publication available through Cal State L.A. University Auxiliary Services, Inc., 5151 State University Drive, L.A., CA, 90032.

L.A. Parent Magazine (Monthly, free publication) Available through main office, 3rd Street Annex or P.O. Box 3204, Burbank, CA 91504.

MULTIMEDIA

For film titles, refer to current Catalog of Films for Secondary and Adult Levels, Los Angeles City Schools. Also available: L.A. County and University libraries for information on other films and videos; Neighborhood/local libraries; Los Angeles Regional Family Planning (Catalogs, films, tapes) (213) 386-5614.

"The Fire Witch" (children)

"Operation Open House" (adult)

"The Seeger Story--Scalding Liquid Burns" (adult) will be shown at school site by a guest speaker from:

The Ruch Burn Foundation
20944 Sherman Way
Canoga Park, CA 91304
(818) 883-7700

RESOURCE PERSONS

Subject area supervisor and teacher/advisers

Community Agencies/Specialists & Speakers Bureaus

TEACHING STRATEGIES AND EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration/participation
- C. Multi-sensory presentations
 - 1. Charts
 - 2. Films
 - 3. Mounted pictures
 - 4. Slides
 - 5. Books/magazines
 - 6. Colleges
- D. Small groups for role-play and values-clarification
- E. Individual consultation
- F. Modeling of adult-child and adult-adult interaction patterns
- G. "Special time" lessons with children*
- H. Community resources
- I. Field trips
- J. Guided observation of the child, utilizing written reports, tape recordings, and/or oral descriptions

*This course includes time spent with both the parents and the children. The teacher's "special time" or "mat time" with the children should include enjoyable, age-appropriate material for pre-academic development, multi-cultural awareness, and psycho-motor, emotional and social growth. This is both for the children's benefit and the parents' edification. In-class activities can be designed from the competency descriptions listed in the course outline. "Art time" should be for the creative process, not for specific results.

EVALUATION

- A. Teacher observation of parents and children
- B. Self-assessment
- C. Group assessment
- D. Written assignments
- E. Homework
- F. Teacher developed tests based on the competencies in this course outline

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or handicap.
