Parent Education Core Curriculum Framework

2011

A Comprehensive Guide to Planning Curriculum for Parent Education Programs

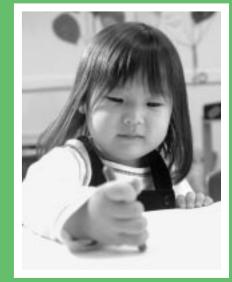*In the domains of...*

PARENT DEVELOPMENT

PARENT-CHILD RELATIONSHIPS

EARLY CHILDHOOD DEVELOPMENT

FAMILY DEVELOPMENT

CULTURE & COMMUNITY

PARENT EDUCATION CORE CURRICULUM FRAMEWORK

ABSTRACT

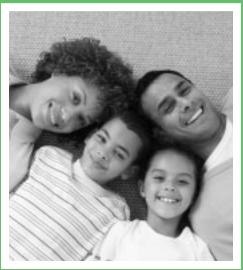The *Parent Education Core Curriculum Framework: A Comprehensive Guide to Planning Curriculum for Parent Education Programs in the Domains of Parent Development, Parent-Child Relationships, Early Childhood Development, Family Development, Culture and Community* defines and places parameters around the core content – what we teach – in parent education. It is not intended to be a prescribed curriculum. It is based on the assumption that parent educators should have autonomy and exercise creativity in assessing the specific and unique needs and expectations of each parent and parent group with whom they work and in designing curriculum and selecting resources to best meet their needs and expectations. The framework provides a foundation and process for doing this work.

The specific goals of the *Parent Education Core Curriculum Framework* are to provide a resource that:

1. Frames or defines the body of knowledge in the field of parent education.
2. Is applicable across the field of parent education with any type of parent education program, population, setting, and delivery mode.
3. Is a planning tool for development and delivery of parent education curriculum and lesson plans.
4. Identifies the intended content and objectives of parent education, originally designed for Early Childhood Family Education (ECFE) and Even Start in Minnesota.
5. Provides guidance for parent goal setting in parent education.
6. Guides assessment of parent education outcomes and programs.
7. Promotes accountability in parent education programs and with individual parent educators.
8. Informs practice in parent education.

The impetus for developing the *Parent Education Core Curriculum Framework* and the process for using it that are described in this document were strongly influenced by the growing emphasis on accountability in education promoted by public policymakers, other funders, and the general public. It adds standardization to the field and leads to a new level of clarity and professionalism in what should be taught in parent education. It is intended that the content of what is taught in parent education fits within this framework.

This document is intended to enhance both the content and the process of delivering parent education. In order to have the highly skilled professionals needed to do this important work, resources such as this and the educational preparation that supports their use by these professionals are essential.

BACKGROUND AND ACKNOWLEDGEMENTS

PARENT EDUCATION CORE CURRICULUM FRAMEWORK

The Framework is designed specifically for parent education for parents of young children, but it can be adapted for parent education for parents of children of other ages. Indicators for school-age children or adolescents can be used with the process described in this document for implementing the Framework (see references on page 45).

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The support and contributions of these individuals and the many others who reviewed and provided feedback on this document are gratefully acknowledged.

TABLE OF CONTENTS

A large and growing body of research supports the importance of the parent-child relationship and its impact on the healthy growth and development of the child (Bornstein, 2002a). In addition, evidence is growing that parent education can impact parents' interactions with their children in ways that lead to better child outcomes (Brooks-Gunn & Markman, 2005; Karoly, Kilburn, & Cannon, 2005; Knitzer & Lefkowitz, 2006; Powell, 2005; Thomas, 1996).

Given evidence that participation in parent education can enhance parents' interactions with their children, which, in turn, supports the child's development in specific areas, a critical look needs to be given to the nature and quality of the way parent education is delivered including the content that is addressed in parent education delivery. If we are to expand the delivery of parent education to reach more parents in our communities, we need to be certain that we are doing so in the most effective ways possible based upon current research.

The impetus for developing the *Parent Education Core Curriculum Framework* and the process for using it was strongly influenced by this growing emphasis on accountability in education promoted by public policymakers, other funders, and the general public. The parent education curriculum resources presented in this document add standardization to the field and lead to a new level of clarity and professionalism in what should be taught in parent education. It is intended that the content of what is taught in parent education fits within this framework.

Nature of Parent Education

Just what is parent education? The following are ways that parent education has been defined by various experts in the field.

- Programs, support services, and resources offered to parents and caregivers that are designed to support them or increase their capacity and confidence in raising healthy children (Carter, 1996).

- Parent interventions are all attempting to effect some change in the parent's understanding or in the quality of transactions between parent and child, with the ultimate goal of optimizing the child's developmental course (Cowan, Powell, & Cowan, 1998).

- Parent education...is directed at educational efforts that attempt to enhance or facilitate parent behaviors that will influence positive developmental outcomes in their children (Smith, Perou, & Lesesne, 2002).

The goals of parent education as described by the National Parenting Education Network (2011) are to strengthen families by providing relevant, effective education and support and to encourage an optimal environment for the healthy growth and development of parents* and children.

(*For NPEN, the term "parents" includes key persons who play the central parenting role in a child's life.)

Minnesota's public school Early Childhood Family Education (ECFE) programs, which offer parent education along with early childhood education and parent-child interaction, have as their mission "to strengthen families through the education and support of all parents* in providing the best possible environment for the healthy growth and development of their children." (Kurz-Riemer, 2001)

(*For ECFE, the word "parents" includes all individuals who function in a primary parenting role.)

The resources in this document are intended to enhance both the content and the process of delivering parent education. In order to have the highly skilled professionals needed to do this important work, resources such as this and the educational preparation that supports their use by these professionals are essential.

Purpose and Goals of the Parent Education Core Curriculum Framework

The *Parent Education Core Curriculum Framework* is not intended to be a prescribed curriculum. It provides a framework that defines and places parameters around the core content—what we teach—in parent education. Parent educators should continue to have autonomy and exercise creativity in assessing the specific and unique needs and expectations of each parent and parent group with whom they work and in designing curriculum and selecting resources to best meet their needs and expectations. The framework provides a foundation and process for doing this work.

One of the visions of the committee that developed the *Parent Education Core Curriculum Framework* was that they focus the role of the professional parent educator on that of being an educator, not just a group facilitator. Group facilitation skills are one of an array of teaching methods for delivering parent education content. This may be a shift for some parent educators who view their role as one of mainly facilitating a self-directed group learning process.

The specific goals of the *Parent Education Core Curriculum Framework* are to provide a resource that:

1. Frames or defines the body of knowledge in the field of parent education.
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3. Is a planning tool for development and delivery of parent education curriculum and lesson plans.
4. Identifies the intended content and objectives of parent education, originally designed for ECFE and Even Start in Minnesota.
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Organization and Structure of the Parent Education Core Curriculum Framework

This document contains the following information important to the understanding and use of the framework and indicators:

- ■ Parent Education Core Curriculum Framework (Table and Chart forms on pages 6-9)
- ■ Parent Education Core Curriculum Framework and Indicators (on pages 10-20)
- ■ Procedures for Using the Parent Education Core Curriculum Framework and Indicators (on pages 21-37)
- ■ Forms for using the Framework and Indicators (on pages 23-24, 27-31, 32-37)

The **Parent Education Core Curriculum Framework** contains **four levels** of information:

1. **Domains:**
   - ■ Parent Development
   - ■ Parent-Child Relationships
   - ■ Early Childhood Development
   - ■ Family Development
   - ■ Culture and Community
2. **Components:** Areas of content within each domain
3. **Categories:** Units of more specific learning content within each component
4. **Indicators:** Long-term learning goals in each category for parents participating in parent education. Each indicator has the stem "Parents support their children's development when they..." followed by a specific indicator.

> *Example:*
> **Parent Development (Domain)**
> **Role of Parent (Component)**
> Parents support their children's development when they:
> ### *Transition to Role* (Category)
> 1. Accept and successfully transition to their role as first-time parents. **(Indicator)**
> 2. Accept and adapt to their role as adoptive parents, single parents, stepparents, or grandparents or others raising their children. **(Indicator)**

This framework is designed specifically for parent education for parents of young children, but it can be adapted to parent education for parents of children of other ages. Indicators for school-age children or adolescents can be used with the process described in this document for implementing the framework (see references on page 45).

Criteria similar to those used for inclusion of specific indicators in the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* were used in the selection of indicators for the *Parent Education Core Curriculum Framework*. The criteria are:

1. **Research-based** - Indicators are consistent with the latest research in parent development, parent-child relationships, early childhood development, family development, and culture and community.

2. **Clearly written** - Indicators are clear and coherent as to what parents should know and be able to do in the five domains.

3. **Measurable** - Indicators reflect observable behaviors, concepts, and skills.

4. **Comprehensive** - Indicators cover all domains addressed in parent education and provide sufficient breadth and depth in each area of development.

5. **Manageable** - There are a reasonable number of indicators in each domain to comprehend.

6. **Applicable** - Indicators are broadly applicable to parents from diverse linguistic, economic, and cultural backgrounds and to parents with variations in developmental needs and abilities in different parent education settings.

Link to Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (for children ages three to five) and Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3

The Child Development Domain in the Parent Education Core Curriculum Framework is based on the *Early Childhood Indicators of Progress (ECIP): Minnesota's Early Learning Standards* (for children ages three to five) [http://www.education.state.mn.us/mde-prod/groups/EarlyLearning/documents/Publication/009530.pdf) and reflects the fact that child development understanding is at the very core of parent education. This ECIP document provides a framework for understanding and communicating a common set of developmentally appropriate expectations for children in the preschool period of ages three to five, presented within a context of shared responsibility and accountability for helping children meet these expectations. The Parent Education Core Curriculum Framework Early Child Development domain has the same seven domains that are in the Early Childhood Indicators of Progress: Social and Emotional Development, Approaches to Learning, Language and Literacy Development, Creativity and the Arts, Cognitive Development, and Physical and Motor Development. The seven ECIP domains also include domain components along with indicators in each component of each domain. The ECIP are intended to be used by early childhood educators and caregivers in the same way the Parent Education Core Curriculum Framework is intended to be used by parent educators.

The Parent Education Core Curriculum Framework is also consistent with the *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3* [http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG). This document, like its companion, *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards,* stresses the importance of collective efforts among families, early childhood care and education practitioners, communities, and policymakers in supporting the learning and development of young children. *The Early Learning Guidelines for Birth to 3* is divided into four domains that reflect the full range of child development for infants and toddlers: Social and Emotional Development, Language Development and Communication, Cognitive Development, and Physical and Motor Development. The domains are further divided into components that designate important areas of infant and toddler development within each domain. Indicators of progress for infants and toddlers in gaining competencies, knowledge, skills, and behaviors are then specified within each component.

Potential Uses

The *Parent Education Core Curriculum Framework* is to be used as a resource for parent educators, early childhood teachers and caregivers, parents and other family members, community members, and policymakers in ways that are supportive of parents and their children. The following are suggested uses of the framework and indicators.

1. **Planning Curriculum and Daily Lesson Plans – Selection of Content, Teaching Methods, and Resources**

2. **Integrating Parent Education with Children's Education**

3. **Providing Direction for Assessing Parent Outcomes**

4. **Informing Program Standards and Evaluation**

5. **Identifying and Planning for Staff Development Needs**

6. **Communicating with Parents, Sponsoring Institutions/Agencies, Policymakers, and the Public about Parent Education and Parent Education Outcomes**

7. **Providing Direction for Assessing Parent and Community Needs**

8. **Providing Direction for Assessing the Impact of Public Policy**

1 Planning Curriculum and Daily Lesson Plans – Selection of Content, Teaching Methods, and Resources

The "Procedures for Using the Parent Education Core Curriculum Framework and Indicators" suggest beginning the process with Phase I reflection and preliminary assessment of parent needs and expectations before using the framework and indicators for initial curriculum planning. Once this reflection and assessment is completed, initial curriculum planning begins. This process includes determination of content and identification of teaching methods and resources that best match the needs and expectations of the parents. The process goes on to provide detailed guidelines for creating integrated lesson plans for use in specific parent education classes and individual learning experiences for parents.

2 Integrating Parent Education with Children's Education

Phase II in the "Procedures for Using the Parent Education Core Curriculum Framework and Indicators" addresses initial curriculum planning based on the Phase I - Reflection and Preliminary Assessment of Parent Needs and Expectations. This initial curriculum planning process includes identification of links between the parent education content and child development content as well as ideas for parent-child interaction questions, activities, and observations. The Integrated Lesson Plan in Phase III asks the parent educator to plan for both parent-child interaction questions and activities and child development links. Both of these phases of the curriculum planning process are ideally done through team planning between the parent educator and children's teacher. The procedures for using the *Parent Education Core Curriculum Framework* can be adapted for use in parent-only parent education offerings. In these situations parent educators can suggest observations and other activities to do at home.

3 Providing Direction for Assessing Parent Outcomes

The indicators provide a specific list of the actions that parents are encouraged to learn to take after participating in the curriculum lessons planned. As the stem to each indicator states: "Parents support their children's development when they... ." Using assessment procedures and items related to the specific indicators of focus in integrated lesson plans can yield direct information about parent's achievement of the indicators, i.e., the intended parent outcomes of the learning session and learning activities over time. Parent goal setting and self-reporting and teacher observations are common means for gathering information on achievement of the indicators, which in turn tell us something about what parents have learned as a result of participation.

4 **Informing Program Standards and Evaluation**

Success in making progress toward achievement of the actions implied in the indicators is enhanced by the quality of the parents' experience in a program. Program standards provide criteria for important program features that need to be in place in order to provide quality opportunities for parent learning. They include areas of programming such as community outreach and linkages, program operations, staff development, etc. The indicators provide a rich set of information for creating and judging program quality standards necessary for achievement of the indicators.

The framework and indicators are also useful for determining the effectiveness of a lesson or series of learning experiences for parents. Evaluative information can be gathered from participants verbally and in writing for use in evaluating what learning activities worked well, which ones did not go so well, and what might follow in the next and future lessons.

5 **Identifying and Planning for Staff Development Needs**

The framework and indicators tell parent educators what they need to know and be able to teach to effectively impact parenting and parent-child and family relationships. Parent educators can use the framework and indicators to identify areas where they need further information and study. Institutions of higher education can use the framework and indicators to help ensure that students enrolled in parent education and related classes and programs of study are receiving the preparation they need to be competent, successful parent educators.

6 **Communicating with Parents, Sponsoring Institutions/Agencies, Policymakers, and the Public about Parent Education and Parent Education Outcomes**

The framework and indicators enhance understanding of what is expected of parents to support their children's development and their interaction with them, what is important in family life to support children's development, and what factors in the culture and community need to be understood and addressed as to their influence on children and families. The framework and indicators also make clear expected outcomes of quality parent education efforts.

7 **Providing Direction for Assessing Parent and Community Needs**

The framework and indicators can serve as a guide for identifying the sources of support and need within a community that encourage or detract from healthy parenting and family life. Based on such assessments, community members and groups can strengthen resources available to families and build stronger connections among the various programs and services that impact child and family life.

8 **Providing Direction for Assessing the Impact of Public Policy**

Policymakers can use the framework and indicators as a reference for assessing the impact of policy decisions on the lives of children and their families. The information provided can help policymakers get a better picture of the support and resources needed for enhancing children's learning and development and family life.

PARENT EDUCATION CORE CURRICULUM FRAMEWORK

Two ways of displaying the *Parent Education Core Curriculum Framework* follow. They include the domains, components, and categories in the framework.

- ■ TABLE FORM: Parent Education Core Curriculum Framework
- ■ CHART FORM: Parent Education Core Curriculum Framework

These two layouts of the framework are followed by the framework and the indicators within each domain, component, and category.

Table Form: Parent Education Core Curriculum Framework

PARENT DEVELOPMENT	PARENT-CHILD RELATIONSHIPS	EARLY CHILDHOOD DEVELOPMENT	FAMILY DEVELOPMENT	CULTURE & COMMUNITY
Role of Parent 1. Transition to Role 2. Multiple Parental Roles 3. Parenting Philosophy **Changing Parent Role** 1. Stages of Parenting 2. Family-of-Origin 3. Balancing Parent-Child Needs	**Importance of Parent-Child Relationships** 1. Nature & Quality 2. Intentionality **Attachment/Autonomy** 1. Trust 2. Brain Development **Relationship Skills** 1. Observation Skills 2. Sensitivity & Responsiveness 3. Reciprocity 4. Pace 5. Temperament **Nurturing** 1. Physical Care 2. Affirmation & Affection 3. Empathy & Respect **Guidance** 1. Modeling 2. Monitoring & Management 3. Structure	**General Child Development** 1. Process of Development 2. Developmental Expectations **Social & Emotional Development** 1. Emotional Development 2. Self-Awareness & Self-Regulation 3. Social Competence & Relationships **Approaches To Learning** 1. Curiosity 2. Risk-Taking 3. Imagination & Invention 4. Persistence 5. Reflection & Interpretation **Language & Literacy Development** 1. Listening & Understanding 2. Speaking 3. Emergent Reading 4. Emergent Writing **Creativity & The Arts** 1. Creating 2. Responding 3. Evaluating **Cognitive Development** 1. Mathematical & Logical Thinking 2. Scientific Thinking & Problem Solving 3. Social Systems Understanding **Physical & Motor Development** 1. Gross Motor Development 2. Fine Motor Development 3. Physical Health & Well-Being	**Family Traditions & Values** 1. Daily Family Time 2. Rituals & Celebrations 3. Family Responsibilities 4. Values **Family Relationships & Dynamics** 1. Relationships 2. Communication 3. Resource Management 4. Work & Family	**Family Support & Community Involvement** 1. Support Networks 2. Community Involvement & Social Change **Societal & Global Forces** 1. Media 2. Violence & Safety 3. Wellness 4. Environment **School & Community** 1. Parent Involvement 2. School Success **Diversity - Ethnic, Economic, Ability, Other** 1. Community Populations 2. Cultural Identity, Acceptance, & Advocacy **Community Resources** 1. Resource Identification, Assessment, & Use 2. Quality Early Care & Education

Chart Form: Parent Education Core Curriculum Framework

PARENT DEVELOPMENT	**Role of Parent** 1. Transition to Role 2. Multiple Parental Roles 3. Parenting Philosophy **Changing Parent Role** 1. Stages of Parenting 2. Family-of-Origin 3. Balancing Parent-Child Needs
PARENT-CHILD RELATIONSHIPS	**Importance of Parent-Child Relationships** 1. Nature & Quality 2. Intentionality **Attachment/Autonomy** 1. Trust 2. Brain Development **Relationship Skills** 1. Observation Skills 2. Sensitivity & Responsiveness 3. Reciprocity 4. Pace 5. Temperament **Nurturing** 1. Physical Care 2. Affirmation & Affection 3. Empathy & Respect **Guidance** 1. Modeling 2. Monitoring & Management 3. Structure

EARLY CHILDHOOD DEVELOPMENT

General Child Development
1. Process of Development
2. Developmental Expectations

Social & Emotional Development
1. Emotional Development
2. Self-Awareness & Self-Regulation
3. Social Competence & Relationships

Approaches To Learning
1. Curiosity
2. Risk-Taking
3. Imagination & Invention
4. Persistence
5. Reflection & Interpretation

Language & Literacy Development
1. Listening & Understanding
2. Speaking
3. Emergent Reading
4. Emergent Writing

Creativity & the Arts
1. Creating
2. Responding
3. Evaluating

Cognitive Development
1. Mathematical & Logical Thinking
2. Scientific Thinking & Problem Solving
3. Social Systems Understanding

Physical & Motor Development
1. Gross Motor Development
2. Fine Motor Development
3. Physical Health & Well-Being

FAMILY DEVELOPMENT	**Family Traditions & Values** 1. Daily Family Time 2. Rituals & Celebrations 3. Family Responsibilities 4. Values **Family Relationships & Dynamics** 1. Relationships 2. Communication 3. Resource Management 4. Work & Family
CULTURE & COMMUNITY	**Family Support & Community Involvement** 1. Support Networks 2. Community Involvement & Social Change **Societal & Global Forces** 1. Media 2. Violence & Safety 3. Wellness 4. Environment **School & Community** 1. Parent Involvement 2. School Success **Diversity – Ethnic, Economic, Ability, Other** 1. Community Populations 2. Cultural Identity, Acceptance, & Advocacy **Community Resources** 1. Resource Identification, Assessment, & Use 2. Quality Early Care & Education

PARENT DEVELOPMENT

Role of Parent

Parents support their children's development when they:

Transition to Role

1. Accept and successfully transition to their role as first-time parents.
2. Accept and adapt to their role as adoptive parents, single parents, stepparents, or grandparents or others raising their children.

Multiple Parental Roles

1. Understand and carry out their multiple roles in their children's lives, including caregiver, nurturer, guide, educator, and stimulator of inventiveness and creativity.
2. Find enjoyment in their parent role.

Parenting Philosophy

1. Understand the impact of their parenting style on their children's behavior.
2. Intentionally determine or identify their parenting philosophy and long-term parenting goals to guide their child-rearing decisions.
3. Identify short-term parenting goals consistent with their parenting philosophy and long-term parenting goals.
4. Practice their parenting philosophy, based on long- and short-term parenting goals.

Changing Parent Role

Parents support their children's development when they:

Stages of Parenting

1. Recognize that they develop as persons and parents as they interact with their children over time.
2. Adjust their parenting beliefs and actions over time, according to their children's growth and development and their own changing development.
3. Adjust positively to the addition of siblings and other family members.

Family-of-Origin

1. Reflect on how their family-of-origin experiences affect them as parents, identifying and making changes in their parenting as needed.

Balancing Parent-Child Needs

1. Maintain overall personal physical and mental health and manage stress in their lives.
2. Balance personal needs and interests with those of their children and other family members.
3. Balance parent-child relationship needs within the context of relationships with other family members including child-rearing partners.

PARENT DEVELOPMENT

PARENT-CHILD RELATIONSHIPS

Importance of Parent - Child Relationships

Parents support their children's development when they:

Nature & Quality

1. Understand their effectiveness as parents is greatly influenced by the nature and quality of the parent-child relationship.
2. Recognize the influence of the parent-child relationship in development of children's self-regulation.
3. Recognize the parent-child relationship exists within the context of other human and environmental influences.

Intentionality

1. Make choices that intentionally preserve and/or strengthen the parent-child relationship.
2. Balance meeting their children's needs with providing a structure for their children to function successfully in the family and other contexts.

Attachment/Autonomy

Parents support their children's development when they:

Trust

1. Understand how sensitive, responsive caregiving helps to develop a secure base of trust, allowing children to explore the larger world and other relationships.
2. Respond to their children in sensitive, supportive and caring ways.

Brain Development

1. Understand that early interactions and experiences have a decisive impact on the architecture of the brain and on the nature and extent of adult capacities.
2. Engage in early parent-child interactions that support the development of the architecture of their children's brains.

Relationship Skills

Parents support their children's development when they:

Observation Skills

1. Understand and respond to their children's interests and signals by observing and listening to their children.

Sensitivity & Responsiveness

1. Understand and empathize with their children's perspectives on given situations and use that understanding to sensitively respond.
2. Respond appropriately to their children's behavior.
3. Reflect on how their words and actions influence their children's perceptions and behaviors.
4. Allow their children to initiate or continue appropriate activities of their own choosing without interfering.

Reciprocity

1. Interact with their children in a mutually engaging way, characterized by balanced turn-taking in play and conversation.

Pace

1. Adjust the pace of their interactions with their children for optimal learning and stimulation.

Temperament

1. Understand, appreciate, and work with their children's temperaments, whether similar to or different from their own.

Nurturing

Parents support their children's development when they:

Physical Care

1. Provide for the nutrition, shelter, clothing, health, and safety needs of their children.

Affirmation & Affection

1. Notice and affirm efforts as well as accomplishments.
2. Express affection and warmth to their children through touch, voice, and non-verbal endearments.
3. Acknowledge and attend to the full range of their children's feelings.

Empathy & Respect

1. Model and teach empathy and kindness.
2. Foster their children's self-respect and respect for others.

Guidance

Parents support their children's development when they:

Modeling

1. Model appropriate behavior.

Monitoring & Management

1. Monitor their children's activities and respectfully guide their interactions with peers and adults.
2. Manage daily family activities and routines to balance child and parent needs.

Structure

1. Establish and maintain reasonable guidelines, expectations, and rules.
2. Understand and utilize limit-setting situations as teaching opportunities.
3. Teach problem-solving skills.
4. Provide their children with developmentally appropriate opportunities to learn responsibility.

PARENT-CHILD RELATIONSHIPS

EARLY CHILDHOOD DEVELOPMENT

General Child Development

Parents support their children's development when they:

Process of Development

1. Understand that child development is a systemic process that:
   a. is described and organized by domains that are interrelated,
   b. progresses in stages,
   c. is universal,
   d. is individual,
   e. occurs in predictable patterns,
   f. includes a range of skills and competencies within each domain, and
   g. is influenced by genetic and environmental factors.
2. Understand that children learn, grow, and develop by playing.

Developmental Expectations

1. Have reasonable expectations for their children's abilities and behavior based upon knowledge of early childhood development.

Social & Emotional Development

Parents support their children's social and emotional development when they:

Emotional Development

1. Respond to their children's emotional and physical needs in warm, caring, and engaged ways.
2. Help their children identify, express, and understand their emotions and those of others.
3. Involve their children in thinking of solutions and anticipating consequences related to their behaviors and emotions.

Self-Awareness & Self-Regulation

1. Allow their children to experiment with their growing competence and independence.
2. Demonstrate respect for individual children and adults.
3. Support their children's developing understanding of their self, gender, and cultural identity.
4. Teach their children to regulate their emotions and attention, both physiologically and behaviorally.

Social Competence & Relationships

1. Help their children practice respectful reciprocal interaction in communication with others.
2. Help their children understand and appreciate similarities and differences among people.
3. Help their children develop empathy through understanding the feelings, ideas, and actions of others.
4. Encourage their children to help others.
5. Foster their children's friendships with other children and adults.

EARLY CHILDHOOD DEVELOPMENT

Approaches to Learning

Parents support their children's approaches to learning when they:

Curiosity

1. Identify and support their children's interest and excitement in discovery and exploration.
2. Model curiosity and information seeking.

Risk-Taking

1. Allow their children to experiment with new and challenging materials and activities.
2. Respond positively to their children's mistakes or errors, encouraging them to learn from their mistakes or errors.

Imagination & Invention

1. Encourage their children to try new approaches to solving problems.
2. Encourage their children's demonstration of flexibility, imagination, and inventiveness.

Persistence

1. Understand the importance of uninterrupted play time.
2. Encourage their children's attention and persistence at tasks.
3. Respond to their children's requests when help is needed without being intrusive.

Reflection & Interpretation

1. Encourage their children to share their thoughts, ideas, and experiences about the world around them.
2. Encourage their children to think about what they learn from events and experiences and apply what they learn in new situations.

Language & Literacy Development

Parents support the development of their children's language and literacy skills when they:

Listening & Understanding

1. Encourage their children to notice and distinguish sounds in their environment.
2. Notice and respond to what their children say and do.
3. Use rhymes and rhythms with their children to increase their interest in language, sounds, and words.
4. Talk and sing with their children using language appropriate to their level of understanding.
5. Provide their children with clear instructions that help them move from simple to complex directions.

Speaking

1. Allow time for their children to communicate verbally and non-verbally.
2. Respond to their children's attempts to communicate verbally and nonverbally.
3. Engage in conversation with their children in home language.

4. Use language in everyday activities with their children and talk about their actions, thoughts, and ideas.
5. Encourage their children to learn turn taking and dialogue in conversation.
6. Foster vocabulary development in their children.

Emergent Reading

1. Read to their children for information and pleasure.
2. Make book reading time special, enjoyable, and age-appropriate.
3. Help their children develop an awareness of print and its meaning.
4. Help their children learn how books and other print work.
5. Foster their children's comprehension of stories and books.
6. When age appropriate, assist their children in learning to recognize and name letters of the alphabet.

Emergent Writing

1. Teach their children that writing is a way to communicate.
2. Support their children's interest in early writing.

Creativity & the Arts

Parents support development of their children's creativity and appreciation of the arts when they:

Creating

1. Provide opportunities for their children to explore and experiment with a variety of art materials and experiences.
2. Encourage their children's interest in music, creative movement, and dance.

Responding

1. Encourage and model awareness and appreciation of the arts and creative expression.
2. Encourage participation in a variety of creative and artistic activities.

Evaluating

1. Encourage their children to discuss and appreciate their own creative expression.
2. Encourage discussion and evaluation of the creative expression their children see or hear.

Cognitive Development

Parents support development of their children's cognitive development when they:

Mathematical & Logical Thinking

1. Encourage their children to use everyday materials and experiences to explore math concepts.
2. Use everyday words to indicate space, location, shape, size of objects, time, and other math concepts.

EARLY CHILDHOOD DEVELOPMENT

Scientific Thinking & Problem Solving

1. Provide time and opportunities for their children to explore nature.
2. Provide materials and experiences where their children's actions result in a response.
3. Encourage their children to ask questions and find answers through active exploration of materials, objects, and experiences.
4. Provide opportunities for their children to learn through observation and imitation.
5. Recognize their children's attempts and successes in problem solving.

Social Systems Understanding

1. Encourage their children to notice, describe, and appreciate their own characteristics and those of others in the family.
2. Encourage their children to understand family roles, jobs, rules, and relationships.
3. Provide opportunities for their children to learn about jobs or work people do in the community.
4. Teach their children to share responsibility in taking care of their environment.

Physical & Motor Development

Parents support their children's physical and motor development when they:

Gross Motor Development

1. Support their children's needs to move and be active.
2. Encourage their children to learn and practice new gross motor skills.

Fine Motor Development

1. Provide opportunities for manipulation of small objects or tools in normal daily activities.
2. Provide opportunities and materials for writing and drawing.

Physical Health & Well Being

1. Provide adequate nutrition for their children.
2. Understand and provide for sufficient and consistent sleep, relaxation, and eating routines.
3. Ensure adequate exercise and physical activity both indoors and outdoors.
4. Provide appropriate health care for their children.
6. Provide safe home and play environments for their children.
7. Encourage their children to show independence in self-help skills.

EARLY CHILDHOOD DEVELOPMENT

FAMILY DEVELOPMENT

Family Traditions & Values

Parents support their children's development when they:

Daily Family Time

1. Value and create daily family together time.

Rituals & Celebrations

1. Establish and maintain rituals within their family.
2. Engage their children in life events, e.g., birthdays, weddings, funerals.
3. Provide opportunities for their children to feel connected to family history and cultural heritage.

Family Responsibilities

1. Expect their children to participate in family chores as age appropriate.

Values

1. Convey and model values underlying respectful interactions and relationships.

Family Relationships & Dynamics

Parents support their children's development when they:

Relationships

1. Cooperate with their child-rearing partners to make decisions in the best interests of the children and family.
2. Adjust to changes within family membership and/or structure in a healthy manner.
3. Recognize and nurture each family member as an individual with unique needs and strengths.
4. Value and spend time with extended family members and friends.
5. Foster positive sibling relationships.

Communication

1. Demonstrate respectful speaking and listening skills within family relationships.
2. Protect their children from exposure to family violence.

Resource Management

1. Manage family resources to support the needs of all family members, e.g., time, finances, support networks, housing, home environment.

Work & Family

1. Balance family and work demands to best meet the needs of family members.

FAMILY DEVELOPMENT

CULTURE & COMMUNITY

Family Support & Community Involvement

Parents support their children's development when they:

Support Networks

1. Build and maintain relationships with other family, neighborhood, and community groups.
2. Offer support to other parents and families.
3. Ask for parenting support and help when needed.

Community Involvement & Social Change

1. Understand the community, societal, and global dimensions of parenting.
2. Participate in discussions about social and community issues.
3. Support practices that enhance the well being of all children and families in the community.

Societal & Global Forces

Parents support their children's development when they:

Media (TV, radio, video, computer, Internet, print, other)

1. Understand the impact of early media exposure on the brain's neural network development.
2. Understand the influence of media content on their children in education, health and nutrition, self-concept, relationships, values, etc.
3. Understand age-appropriate content and screen or review with their children the media content they see.
4. Limit and monitor their children's exposure to media and screen time.
5. Engage in media, technology, and games with their children as ways that enhance learning and promote positive parent-child relationships.
6. Support improvement in media programming.

Violence & Safety

1. Protect their children from exposure to violence in the home, community, and media.
2. Teach their children age-appropriate personal safety skills.
3. Work toward safe home and community environments for the well being of all children.

Wellness

1. Teach and model lifelong healthy lifestyle choices.
2. Promote access to comprehensive physical (including medical, dental, and eye care) and mental health services for the well being of all children.

CULTURE AND COMMUNITY

Environment

1. Provide safe and stable housing for their children.
2. Understand the impact of home hazards such as lead paint, asbestos, second-hand smoke, drugs, and guns in the environment of their children.
3. Understand the impact of environmental influences such as clean water, chemical-free foods, clean air, and green spaces on their children and families.
4. Recognize the importance of the outdoors and nature to their children and families.
5. Provide their children and families with outdoor and nature experiences.
6. Support and work to create healthier environments for the well being of all children and families.

School & Community

Parents support their children's development when they:

Parent Involvement

1. Understand the importance of and promote regular attendance and participation in education.
2. Are involved in their children's learning and education in the home, school, and community.
3. Advocate appropriately for their children within school and community settings.
4. Support educational change for the well being of all children, e.g., small class sizes; access to extracurricular programs; elimination of racial, class, and gender bias.

School Success

1. Help their children transition smoothly from early childhood programs and services to kindergarten and the K-12 school system.
2. Understand and promote habits that lead to their children's school success.
3. Teach children the skills necessary to be responsible citizens in their school and community.
4. Convey high expectations for their children's learning and school achievement.

CULTURE AND COMMUNITY

Diversity – Ethnic, Economic, Ability, Other

Parents support their children's development when they:

Community Populations

1. Understand the strengths, commonalities, and differences of various community populations.
2. Work to ensure inclusion of diverse families and children in community activities and resources.
3. Provide their children with meaningful connections with people of other cultures in their community.

Cultural Identity, Acceptance, & Advocacy

1. Help their children understand and take pride in their own cultural dentity and that of others in the community and world.
2. Teach their children appreciation and acceptance of all people and cultures.
3. Advocate on behalf of all children.

Community Resources

Parents support their children's development when they:

Resource Identification, Assessment, & Use

1. Identify, assess, and use community resources to meet the needs of their children, themselves, and the family.
2. Support the improvement and development of community resources to benefit all children and their families.

Quality Early Care & Education

1. Understand indicators of quality in informal and formal care and education settings.
2. Evaluate and select high quality care and early education programs for their children.
3. Promote accessible, well funded, and high quality care and early education programs for all children.

PROCEDURES FOR USING THE PARENT EDUCATION CORE CURRICULUM FRAMEWORK AND INDICATORS

The **Procedures for Using the Parent Education Core Curriculum Framework and Indicators** is to be used in curriculum planning and development of lesson plans. In the process, **Phases I and II** focus on planning the curriculum for a series of parent education class sessions or home visits using the **Integrated Curriculum Planning Grid. Phase III** focuses on implementing the class curriculum plan through lesson planning using the **Integrated Lesson Plan** and evaluating it once it is implemented. Throughout the teaching of a class, a parent educator continues to follow the steps of the planning procedures to adjust curriculum and lesson plans to meet parent learning needs.

Phase I - Reflection and Preliminary Assessment of Parent Needs and Expectations

Goal: To draft a preliminary curriculum plan for a series of class sessions or home visits that combines parents' learning needs and expectations with program requirements and parent educator expertise

Step 1. Reflection and Examination of Research

A. Planning the content and processes for class sessions *begins with parent educator self-reflection and examination of relevant research and/or research-based curriculum* to determine what is important for parents in this particular group to know. Ask yourself these questions:

- What do I know about this group of parents, in general or specific to the parents, based on my past experiences with them and reflections about them?

- What do recent research and/or research-based curriculum tell me about the needs and expectations of this population/group of parents?

- What content is required by the program in which I work?

- What more do I need to consider to support achievement of the overall goals for this group of parents and the program?

B. After brief reflection upon the preliminary information you gather to answer these questions, *brainstorm a list of topics/content themes* that you think would be of interest to and meet the expectations of this parent population/group of parents.

Use **Content Brainstorming Form** on page 23.

C. Using this brainstormed list and giving further time and thought to answers to the questions in Step 1. A. above, *prepare a draft outline/list of class content consistent with the domains, components, and categories in the Parent Education Core Curriculum Framework.*

Use **Draft Curriculum Outline Form** on page 24.

Step 2. Preliminary Assessment of Parent Needs and Expectations

A. Set aside the *Draft Curriculum Outline Form* and have some *initial contacts and conversations* with parents in the population/group. This can be done in any of the following ways:

- ■ Through formal or informal interviews with parents before class sessions start

- ■ Through home visits before class sessions begin or in the early days/week or two of class sessions

- ■ Through conferences or phone calls before class sessions begin or during the first days/week or two of class

- ■ During the first class session, including informal discussions with parents during parent-child time, if that is part of the program

B. During these activities, *ask parents to consider and respond to any of the following questions:*

- ■ What do you enjoy most about being a parent?

- ■ What do you find most challenging about being a parent?

- ■ What do enjoy about your child?

- ■ What do you find most challenging in interacting with your child?

- ■ What family activities and interactions do you find supportive of your parenting? Which are challenging?

- ■ What community activities and interactions do you find supportive of your parenting? Which are challenging?

- ■ What strategies have you tried or are you using in your parent-child interactions?

- ■ What works? What doesn't?

C. In addition, at the first class session, *ask parents to review and respond to your initial draft of course content* created during Step 1 on the *Draft Curriculum Outline Form*. These initial conversations help parent educators learn about the parents, the children, and their relationships when entering the program.

Another preliminary assessment option to consider at this first session is *parent individual goal setting.* The purpose of this goal setting is to increase parents' self-awareness and responsibility related to their learning needs as a parent within the context of the class content. Based on planned class content, parents set an individual learning goal(s) and assess their progress toward achieving the goal(s) part way through the class and at the end of the class. Goal setting provides invaluable planning input for the parent educator, an added commitment to the learning process by the parent, and a simple assessment tool. Some parents may be unfamiliar with goal setting and will need practice with the process.

D. *Staff Observations:* After the first week of each family's participation, ask other staff members interacting with the parents and children to observe and share with you parent strengths and challenges they observe and recommend topics to be addressed in parent education discussion.

E. Ask yourself: *What additional information is important for me to know* so that I can effectively facilitate learning and parental growth within this setting with this population/group of parents?

Step 3. Summarization of Parent Learning Needs and Expectations

A. Based upon your professional expertise, program requirements, parent needs and expectations, and the other information you gathered in Steps 1 and 2, *summarize the learning needs and expectations of the parents.*

B. *Adapt/edit the course content list on the Draft Curriculum Outline Form* to incorporate the parents' learning needs and expectations. Incorporate topic requests from parents within the logical sequence of learning you have developed. Include topics that are foundational to the content/themes of interest to parents.

Forms for Phase I, Step I Procedures

Reflection and Examination of Research

A. Planning the content and processes for class sessions **begins with parent educator self-reflection and examination of relevant research and/or research-based curriculum** to determine what is important for parents in this particular group to know. Ask yourself these questions:

- ■ What do I know about this group of parents, in general or specific to the parents, based on my past experiences with them and reflections about them?
- ■ What do recent research and/or research-based curriculum tell me about the needs and expectations of this population/group of parents?
- ■ What content is required by the program in which I work?

B. After brief reflection upon the preliminary information you gather to answer these questions, **brainstorm a list of topics/content themes** that you think would be of interest to and meet the expectations of this parent population/group of parents.

CONTENT BRAINSTORMING FORM

List of Topics/Content Themes

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Forms for Phase I, Step I Procedures

C. Use this brainstormed list and give further time and thought to answers to the questions in Step 1. A. on the Content Brainstorming Form on page 23. *Prepare a draft outline/list of class content consistent with the domains, components, and categories in the Parent Education Core Curriculum Framework.*

DRAFT CURRICULUM OUTLINE FORM

Topic	Domain

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Phase II - Using the Parent Education Core Curriculum Framework and Indicators for Initial Curriculum Planning

The following are Phase II directions for use with the *Integrated Curriculum Planning Grid.* For an example, see the *Sample Integrated Planning Grid* beginning on page 28. This sample was developed for parents of toddlers (19 through 23 months). The initial session is non-separating for the parents and toddlers, with the following sessions separating. English is the parents' first language. Parents are high school to college educated. They may be first-time parents and/or may have other children. There is a mix of mothers and fathers.

Goal: To create a curriculum plan on the *Integrated Curriculum Planning Grid* using the *Draft Curriculum Outline Form.* (NOTE: Ideally, this is a team planning process between the parent educator and the children's teacher.)

Before using the Parent Education Core Curriculum Framework for initial curriculum planning, carefully review the Parent Education Core Curriculum Framework and Indicators on pages 10-20. *The Activity for Getting to Know the Indicators* below is one way to do this.

Activity for Getting to Know the Indicators

In order to familiarize yourself with the indicators within a group of people, such as your parent education program colleagues, engage in the following small group learning activity.

1. Break into five small groups. Have tables labeled for the five domains of the framework, one domain per table, and include a reflection form on each table labeled for the particular domain being discussed there that includes the following questions:

    a. Reactions - What do you think?

    b. Reflections - How will this be helpful to you?

    c. Considerations for Use - What supports do you need to implement use of these indicators?

2. Appoint a recorder for each small group.

3. Repeat the following six-minute review process five times so that each small group gets to each of the five tables covering the five domains:

    a. Skim the categories and indicators for the curriculum domain assigned to the table.

    b. If you are not the first to review the categories and indicators at the table, review what has already been written on the reflection form by the other group(s).

    c. Share your reactions/reflections/considerations with your group.

    d. Recorder: Record your groups' responses on the reflection form at the table. When time is up, move to the next table and repeat.

Through this process, participants are exposed to the entire set of indicators and are more likely to understand and use them in their curriculum planning and for any of the other uses indicated previously.

After becoming familiar with the indicators, begin to complete the *Integrated Curriculum Planning Grid* on page 27.

Step 1/Column 1

List **Parent Education Content/Discussion Topic(s).**

List the specific content/topics from your ***Draft Curriculum Outline Form*** in **Column 1** (Parent Education Content/ Discussion Topics) of the ***Integrated Curriculum Planning Grid*** in a logical sequence based on what you know about the domain.

Step 2/Column 2

Add **Domain** (e.g. Parent Development), **Component** (e.g. Role of Parent), and **Category** (e.g. Transition to Role) to **Column 2** of the ***Integrated Curriculum Planning Grid*** to coincide with the topics selected for the series of class sessions.

Step 3/Column 3

Add **Indicator(s)** (e.g., Transition to their role as first-time parents) to **Column 3** that best describes the learning needs and expectations of the parents. Indicators are considered to be learning goals for the parents.

This will begin to connect class content/discussion topics to the framework so that parents can see how the content fits with the goals of the program as reflected in the Parent Education Core Curriculum Framework and Indicators and their needs and expectations.

Step 4/Column 4

Add **Ideas for Teaching Methods, References, and Resources** in **Column 4** as you think of them, and use as an ongoing resource as you teach the class sessions.

Step 5/Column 5

Add **Ideas for Parent-Child Interaction Questions/Activities** to **Column 5** of the grid.

Suggestions for Parent-Child Interaction Questions/Activities:

- ***Parent-child interaction observation question(s)*** – write an observation question to post in the children's classroom that relates to the parent education discussion topic of the day. Discuss observations in parent group.
- ***Parent journals*** – give parents time to respond to an observation question(s) in a journal or to a journal prompt you give them.
- ***Children's books*** – read a children's book to the parent group that relates to the discussion topic. The children's teacher could read the same book to the children or to both parents and children during parent-child interaction.
- ***Parent-child arts and music activities*** - tie directly to the parent education discussion topic.

Step 6/Column 6

Add **Ideas for Child Development Link(s).**

Everything parent educators teach about parenting needs to be directly related to supporting the child's healthy development.

- Consider how the content and indicator(s) in Columns 1 and 3 support children's development.
- Choose child development indicators from the sources below. Select the indicators that could be most impacted by the content and indicators identified for parents in Steps 1 and 3 and add them to **Column 6.**
  - Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (http://www.education.state.mn.us/mdeprod/groups/EarlyLearning/documents/Publication/009530.pdf)
  - Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3 (http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG)
  - Indicators for school-age children or adolescents (references on page 45)
- When teaching parents, share this information with them, pointing out how their learning and behavior can enhance their child's development.
- If the parent education class includes a child education component, plan children's activities that link to the parent education focus, especially during parent-child interaction. If a child education component is not included with the class, suggest children's activities that parents and children can do together at home and in other settings that link to the parent education focus.

Step 7/Column 7

Add **Weeks/Sessions.**

- In **Column 7** insert the week/number of weeks that will be spent on each topic listed in Column 1. Carefully consider the number of weeks needed to cover each topic most effectively for supporting parent learning.

Use your completed ***Integrated Curriculum Planning Grid*** as a tool throughout the planning process.

PARENT EDUCATION CORE CURRICULUM FRAMEWORK

Example: *Domain – Parent Development; ** Component – Role of Parent; *** Category – Transition to Role; **** Indicator – Transition to their role as first-time parents

Integrated Curriculum Planning Grid

1. Parent Education Content/ Discussion Topics	2. *Domain(s) **Component(s) *** Category(ies)	3. ****Indicator(s) "Parents support their children's development when they:"	4. Ideas for Teaching Methods, References, & Resources	5. Ideas for Parent-Child Interaction Questions/Activities	6. Ideas for Child Development Link(s) (See Early Childhood Indicators of Progress [ECIP] for 3-5 year olds or 0-3 Early Childhood Guidelines)	7. Weeks/Sessions

SAMPLE INTEGRATED CURRICULUM PLANNING GRID

Class Series: Parents of Toddlers (19 through 23 months). Initial session is non-separating, following sessions are non-separating, following sessions are separating.

PARENT EDUCATION CORE CURRICULUM FRAMEWORK

Example: *Domain – Parent Development; ** Component – Role of Parent; *** Category – Transition to Role; **** Indicator – Transition to their role as first-time parents

Integrated Curriculum Planning Grid

1. Parent Education Content/ Discussion Topics	2. *Domain(s) **Component(s) *** Category(ies)	3. ****Indicator(s) "Parents support their children's development when they."	4. Ideas for Teaching Methods, References, & Resources	5. Ideas for Parent-Child Interaction Questions/Activities	6. Ideas for Child Development Link(s) [See Early Childhood Indicators of Progress (ECIP) for 3-5 year olds or 0-3 Early Childhood Guidelines]	7. Weeks/Sessions
Getting acquainted and building trust as a group and with the environment	* Parent-Child Relationships ** Attachment/ Autonomy *** Trust	Understand how sensitive, responsive caregiving helps to develop a secure base of trust, allowing children to explore the larger world and other relationships.	Non-separating week one One-on-one greeting of both parent and child Visual instructions and cues in both parent room and children's room Name tags for staff, parents, and children Visit parent room with children and parents	How does your child respond to this new environment? Activities: Familiar toys, activities, and songs	Approaches to Learning - Curiosity Social and Emotional Development - Social Competence and Relationships	Week 1 (one session)

PARENT EDUCATION CORE CURRICULUM FRAMEWORK

Example: *Domain – Parent Development; **Component – Role of Parent; ***Category – Transition to Role; ****Indicator – Transition to their role as first-time parents

Integrated Curriculum Planning Grid

1. Parent Education Content/Discussion Topics	2. *Domain(s) **Component(s) ***Category(ies)	3. ****Indicator(s) "Parents support their children's development when they:"	4. Ideas for Teaching Methods, References, & Resources	5. Ideas for Parent-Child Interaction Questions/Activities	6. Ideas for Child Development Link(s) (See Early Childhood Indicators of Progress [ECIP] for 3-5 year olds or 0-3 Early Childhood Guidelines)	7. Weeks/Sessions
Answer Parent-Child Interaction questions and create parent group guidelines	* Parent Development	Identify short-term parenting goals consistent with their parenting philosophy and long-term parenting goals.	Pair parents for introductions	How do you know when your child is feeling comfortable and safe?	Social and Emotional Development	Week 2
Introductions	**Role of Parent		Write concerns on note cards before large group brainstorming	What do you need to feel comfortable and safe in our parent group?	- Emotional Development	(one session)
	***Parenting Philosophy				- Social Competence and Relationships	
Review and revise draft syllabus incorporating parent concerns	* Early Childhood Development	Teach their children to regulate their emotions and attention, both physiologically and behaviorally.	Review and revise syllabus			
Connection of behavior with body and brain	**Social & Emotional Development		Mini-lecture on the connection of behavior and body and brain with a demonstration using a "volcano"	Activities: Repeat same toys and activities		
(Pass out sleep chart for next week's discussion)	***Self-Awareness & Self-Regulation					

PARENT EDUCATION CORE CURRICULUM FRAMEWORK

Example: *Domain – Parent Development; ** Component – Role of Parent; *** Category – Transition to Role; **** Indicator – Transition to their role as first-time parents

Integrated Curriculum Planning Grid

1. Parent Education Content/ Discussion Topics	2. *Domain(s) **Component(s) *** Category(ies)	3. ****Indicator(s) "Parents support their children's development when they:"	4. Ideas for Teaching Methods, References, & Resources	5. Ideas for Parent-Child Interaction Questions/Activities	6. Ideas for Child Development Link(s) (See Early Childhood Indicators of Progress [ECIP] for 3-5 year olds or 0-3 Early Childhood Guidelines)	7. Weeks/Sessions
Importance of routines:	*Parent-Child Relationships	Provide for the nutrition, shelter, clothing, health, and safety needs of their children.	Review sleep chart	On a scale of 1 to 10, how tired is your child today?	Social and Emotional Development	Week 3
Naps, bedtime, and waking in the night	** Nurturing		Brainstorm strategies for good sleep	(1 is very tired and 10 is well rested)	- Physical Health and Well Being	(one or two sessions)
Sleep is essential for health, learning, performance and good behavior	***Physical Care		Problem solving about individual sleep, family sleep, and community influence on sleep	Activities:		
	*Parent-Child Relationships	Manage daily family activities and routines to balance child and parent needs.		Introduce soothing music, good bedtime books, soothing and calming activities		
Cultural influences	** Guidance		Resource:	(i.e., massage)		
Discuss parent exhaustion	****Monitoring & Management		Kurcinka, M.S. (2006). Sleepless in America. New York: HarperCollins			
	* Culture & Community	Support practices that enhance the well being of all children and families in the community.				
	**Family Support & Community Involvement					
	***Community Involvement & Social Change					

PARENT EDUCATION CORE CURRICULUM FRAMEWORK

Example: *Domain – Parent Development; **Component – Role of Parent; ***Category – Transition to Role; ****Indicator – Transition to their role as first-time parents

Integrated Curriculum Planning Grid

1. Parent Education Content/Discussion Topics	2. *Domain(s) **Component(s) ***Category(ies)	3. ****Indicator(s) "Parents support their children's development when they:"	4. Ideas for Teaching Methods, References, & Resources	5. Ideas for Parent-Child Interaction Questions/Activities	6. Ideas for Child Development Link(s) (See Early Childhood Indicators of Progress [ECIP] for 3-5 year olds or 0-3 Early Childhood Guidelines)	7. Weeks/Sessions
Temperament	* Parent-Child Relationships	Understand, appreciate, and work with their children's temperaments, whether similar to or different from their own.	Interactive activities that lead to individual differences and reactions	How aware is your child of the lights, colors, smells, etc. in the children's room? (Week 4)	Approaches to Learning	Week 4, 5 and 6
Discovering who has come to live with you	** Relationship Skills				- Risk-Taking	(3 sessions)
Matches and mismatches	***Temperament	Understand and respond to their children's interests and signals by observing and listening to their children.	Example: What do you hear, see, sense, and smell in this environment that makes it difficult to focus?	What types of activities does your child enjoy? What activities do you enjoy most? (Week 5)	- Persistence	
Introverts and extroverts	***Observation Skills		Reference: Kurcinka, M.S. (1999). Raising Your Spirited Child Workbook. New York: HarperCollins	Does your child seek space and quiet to recharge or people and activity? (Week 6)	- Reflection and Interpretation	
	***Sensitivity & Responsiveness	Understand and empathize with their children's perspectives on given situations and use that understanding to sensitively respond.		Activities: Glurch, finger paints, large muscle (balls, trampoline), smell sorters and smelly markers, "surprise" activity (like a Jack-in-the-Box)	Physical and Motor Development	
	* Culture & Community				- Gross Motor Development	
	** Diversity-Ethnic, Economic, Ability, Other	Teach their children appreciation and acceptance of all people and cultures.			Social and Emotional Development	
	*** Cultural Identity, Acceptance, & Advocacy				- Emotional Development	
					- Self-Awareness and Self-Regulation	
					- Social Competence and Relationships	

Phase III - Using the Integrated Lesson Planning Process for Planning Instructional Activities and Evaluation

The following are Phase III directions for use with the *Integrated Lesson Plan* (see pages 34-35).

Goal: To create a lesson plan using an *Integrated Lesson Plan* form for each class session based on the initial planning reflected on the *Integrated Curriculum Planning Grid* (see page 27) for this parent group.

The *Annotated Integrated Lesson Plan* (see pages 32-33) form includes descriptions of how each section of the Integrated Lesson Plan is to be used. A blank Integrated Lesson Plan form follows the annotated form. This blank plan is followed by a Sample Integrated Lesson Plan that builds on the Sample Integrated Curriculum Planning Grid.

PARENT EDUCATION CORE CURRICULUM FRAMEWORK

Annotated Integrated Lesson Plan

Teacher's Name _____ Date _____

Class Series _____ Session/Week Number _____

1. Domain(s), Component(s), Category(ies), and Indicator(s):
   a. Domain(s):
   b. Component(s) and Category(ies):
   c. Indicator(s) - Parents support their children's development when they:

Step 1. Insert Domain(s), Component(s), Category(ies), and Indicator(s)

Insert the domain(s), category(ies), and component(s) identified in **Column 2** and the indicator(s) identified in **Column 3** of the *Integrated Curriculum Planning Grid* related to this lesson.

2. Lesson Objectives to Achieve the Indicator(s) (3 maximum):

Step 2. Add Lesson Objective(s) to Achieve the Indicator (3 maximum)

Because the indicator(s) may be a fairly long-term goal and not one to be achieved in one class session, there may be specific lesson objectives that are building blocks of learning toward achieving the indicator. In order to identify the specific lesson objectives to achieve the indicator, consider the following questions:

- ■ What are the immediate learning objectives in this lesson, the building blocks of learning for parents as steps to achieve the indicator?
- ■ What will parents learn or be able to do as a result of this lesson?

   a._____
   b._____
   c._____

3. Materials/References/Resources/Handouts Needed to Support the Lesson:

Step 3. List Teaching Methods, References, Resources, and Handouts Needed to Support the Lesson
(See **Column 4** of the *Integrated Curriculum Planning Grid* for this parent group)

- ■ What materials, references, resources, and handouts are needed for the lesson? (Include complete citation for all)
- ■ What materials need to be prepared in advance?
- ■ What are recommended materials, references, and resources for staff new to the topic?
- ■ What information was used to provide the background information and lesson content?

4. Parent-Child Interaction Questions/Activities (for fostering parent-child interaction on site or at home):

Step 4. Add Parent-Child Interaction Questions/Activities
(See **Column 5** of the *Integrated Curriculum Planning Grid* for this parent group)

- ■ What will you ask parents to observe?
- ■ What questions or activities help the parents see what their children are learning?
- ■ What questions might you post in the early childhood room that tie into your lesson plan objectives and content for parent discussion?
- ■ In what activities will you use the questions?

Annotated Integrated Lesson Plan

5. Child Development Link(s):

Step 5. Add Child Development Link(s) (See **Column 6** of the *Integrated Curriculum Planning Grid* for this parent group)

As resources, use:

- Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (http://www.education.state.mn.us/mdeprod/groups/EarlyLearning/documents/Publication/009530.pdf);
- Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3 (http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG); or
- Indicators for school-age children or adolescents (see references on page 45).

6. Lesson Procedures:

Step 6. Describe Lesson Procedures

Guided Check-In and Review:

Review what parents have learned or experienced since the last session by beginning with a question or quote focusing on the previous class session's topic and the home application. As a parent describes an example of implementation of concepts and skills taught, record the words used and actions taken. Then, with the parent(s), analyze the successes, specifically looking at the parent's actions that led to the successful outcome. Also, if applicable, work with the group to analyze an unsuccessful situation and provide alternatives for future similar situations. Example: *"Last week we discussed . . . Did anyone have any successes or challenges this week in applying what you learned?"*

Introduction:

Introduce the topic of the current session. Decide on an activity to introduce it. It could be an example from the Guided Check-In and Review, a media article, a book excerpt, a quotation, etc. Tie lesson objectives to parent interests, past classroom activities, and the Guided Check-In and Review discussion. Process the Parent-Child Interaction Questions/Activities. Ask what parents noticed, list their observations, and ask for reflections and questions. Use responses as lead-ins to the lesson content.

Content and Teaching Methods:

Indicate the sequence of information to cover and the flow of teaching methods. This is the outline of the content and timing that you will follow while teaching the lesson. It is helpful to include the transition statements you will use to move from one activity or content area to another.

Summary/Closure:

Summarize what you have discussed during the session. What will you do to quickly draw the ideas together for parents at the end? What statement or question will wrap-up the session? Examples: *"Here's what we accomplished today . . .," "We covered . . ., and we will have these questions for next week," "Share one thing you learned today," "Reflect on one thing you learned today that you want to do at home in the week ahead. We will discuss* what you learn from this next week."

Home Application:

Encourage parents to practice new skills, new ways of thinking, new applications, or new observations. What activities might you suggest for follow-through or enrichment at home? Link this to the parent-child relationship. Example: *"This week when you are playing with your toddlers and you need to leave them briefly, try some of the ideas we talked about today. Notice what helps them handle separation from you. We'll begin the next class by sharing your observations."*

7. Evaluation and Educator Reflection:

Step 7. Evaluation and Educator Reflection:

Reflect on this class session to determine the effectiveness of the lesson and future planning for the class. Also, gather and use evaluative information from participants.

Ask yourself these questions and write some notes to refer to for the following session*:

- **How do I know the identified lesson objectives were met?**
- **How did the learning activities work?**

  What went well? _____

  What did not go well? _____

- **Notes for next week, including follow-up lessons or information needed.**

NOTE: Keep a file for each class you teach. Attach all materials such as handouts, resources, home application reminder note, etc. If using a published lesson plan or one designed previously, write "see attached" and attach a copy of the plan to the form.

*These are general questions, useful in all lessons. Evaluative questions can be tailored to specific content or learning goals and activities in the class.

Integrated Lesson Plan

Teacher's Name _____ Date _____

Class Series _____ Session/Week Number _____

1. **Domain(s), Component(s), Category(ies), and Indicator(s):**

   a. **Domain(s):** _____

   b. **Component(s) and Category(ies):** _____

   c. **Indicator(s) - Parents support their children's development when they:** _____

2. **Lesson Objectives to Achieve the Indicator(s) (3 maximum):**

   a._____

   b._____

   c._____

3. **Materials/References/Resources/Handouts Needed to Support the Lesson:**

   _____

   _____

   _____

4. **Parent-Child Interaction Questions/Activities (for fostering parent-child interaction on site or at home):**

   _____

   _____

   _____

5. **Child Development Link(s):**

   _____

   _____

   _____

Integrated Lesson Plan

6. Lesson Procedures:

Guided Check-In and Review: _____

_____

Introduction: _____

_____

Content and Teaching Methods:_____

_____

Summary/Closure: _____

_____

Home Application: _____

_____

7. Evaluation and Educator Reflection:

Ask yourself these questions and write some notes to refer to for the following session*:

- How do I know the identified lesson objectives were met? _____

- How did the learning activities work? _____

  - What went well? _____

  - What did not go well? _____

- Notes for next week, including follow-up lessons or information needed. _____

  _____

  _____

  _____

  _____

NOTE: Keep a file for each class you teach. Attach all materials such as handouts, resources, home application reminder note, etc. If using a published lesson plan or one designed previously, write "see attached" and attach a copy of the plan to the form.

*These are general questions, useful in all lessons. Evaluative questions can be tailored to specific content or learning goals and activities in the class.

Integrated Lesson Plan

Teacher's Name _____ Date _____

Class Series __Parents of Toddlers_____ Session/Week Number _week 4____

Class Topic: Temperament: _Temperament: Discovering Who Has Come to Live with You_____

Who might attend this class?
Parents of toddlers (19 through 23 months). Initial session is non-separating; following sessions are separating. English is the parents' first language. High school to college educated parents. May be first-time parents and/or may have other children. Mix of mothers and fathers.

1. Domain(s), Component(s), Category(ies), and Indicator(s):

a. Domain(s): __Parent-Child Relationships_____

b. Component(s) and Category(ies): _Relationship Skills, Temperament, Observation Skills, and Sensitivity & Responsiveness_

c. Indicator(s) - Parents support their children's development when they:

• Understand, appreciate, and work with their children's temperaments, whether similar to or different from their own.

• Understand and respond to their children's interests and signals by observing and listening to their children.

• Understand & empathize with their children's perspectives on given situations and use that understanding to sensitively respond.

2. Lesson Objectives to Achieve the Indicator(s) (3 maximum):

• Parents will know and understand what temperament is and how it influences our behavior.

• Parents will create a profile for their toddler.

• Parents will identify key temperament traits influencing their child's behavior.

3. Materials/References/Resources/Handouts Needed to Support the Lesson:

• *Raising Your Spirited Child* by Mary Sheedy Kurcinka

• *Raising Your Spirited Child Workbook* by Mary Sheedy Kurcinka

• *Temperament Tools: Working With Your Child's Inborn Traits* by Helen Neville, Diane Clark Johnson, & Dave Garob (Illustrator)

(To be used by parent educators and directly by parents if they have access to the materials, or the parent educator will develop parent handouts from the materials, as needed.)

4. Parent-Child Interaction Questions/Activities (for fostering parent-child interaction on site or at home):

• How aware is your child of the lights, colors, smells, etc. in the children's room?

• Activities: Glurch, finger paints, large muscle (balls, trampoline), smell sorters and smelly markers, "surprise" activity (like a Jack-in-the-box)

5. Child Development Link(s):

• Approaches to Learning: Risk-Taking, Persistence, Reflection and Interpretation

• Social and Emotional Development: Emotional Development, Self-Awareness and Self-Regulation, Social Competence and Relationships

Integrated Lesson Plan

6. Lesson Procedures:

Guided Check-In and Review: Last week we talked about sleep. Was anyone able to help their child get more sleep? If yes, what did you do? Did you notice any differences in behavior? Analyze the successes, highlighting key factors: Maintaining routine, managing tension, adapting to individual needs of the child, parents getting more sleep themselves.

Introduction: This week we will talk about temperament. In order to help our children be successful, we have to understand and appreciate who has come to live with us. An understanding of temperament helps us to be more effective.

■ Temperament is rooted in one's physical constitution.
■ Temperament is not personality.
■ Temperament is not ability.

From parent-child interaction time today: How aware was your child of the lights, colors, smells, etc. in the children's room? What activities did he/she choose? What activities did he/she avoid? How did he/she approach activities that were new?

Content and Teaching Methods: Review each trait on the temperament chart (see Kurcinka – Chapter 3: What makes children spirited?) and create an activity that allows the parents to experience this trait.

For example, for the trait of "sensitivity," divide into two groups. Allow parents to choose the group that fits them best. Group One includes those who realize they hear, see, feel, or sense sensations that others do not. Group Two consists of those who are not bothered by or may not notice sights, sounds, and smells in their environment. Begin by asking Group One: "What do you see, hear, and feel in this room that makes it difficult to focus?" List responses and then ask Group Two if they also have noticed these things. Discuss how real the differences are. Ask for examples of this trait demonstrated through their children's behavior.

Complete the entire profile for each toddler.

How is this toddler that actually came to live in your family different from the one you dreamed of or imagined?

Ask parents to select three traits that most frequently lead to conflict with their toddler.

Summary/Closure: Your children do not get to choose their temperament. It's critical to understand who has come to live with you so that you can understand their responses to the world around them and respond sensitively and effectively.

Home Application: When faced with challenging behaviors, observe the situation closely and think about what temperament trait may be contributing to his reaction. For example, if your child refuses to wear a particular shirt, is his reaction tied to his sensitivity? This information will help you to recognize what you are dealing with and, as a result, help you to select the most effective strategies for responding to the situation. In the weeks to come, you will learn effective strategies to add to those you already are using.

7. Evaluation and Educator Reflection:

Ask yourself these questions and write some notes to refer to for the following session*:

■ How do I know the identified lesson objectives were met? Parents had great examples for each trait and enjoyed the discovery activities.

■ How did the learning activities work?

　■ What went well? Liked activities that allowed them to experience the activities themselves.

　Reacted positively with "Aha's" to the temperament chart.

　■ What did not go well? Felt rushed at the end…great group discussion and we had to cut it off.

■ Notes for next week, including follow-up lessons or information needed. Sara was very quiet…check-in with her and see if she had questions or if something was uncomfortable for her.

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ADDITIONAL RESOURCES

Related to Parent Education Curriculum Frameworks:

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Related to Domains of Learning in Parent Education:

(Note: Some of the references listed below are included in more than one domain because of their strong application to both, and many of the other references listed in only one domain have application to one or more of the other domains because of the interrelatedness of the content.)

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