

DePaul University *Draft subject to slight revision
School for New Learning
IN 307-Advanced Elective: Parenting and family support in social-cultural context
Harriet Heath, Ph.D., 610-649-7037, Harriet_Heath@hotmail.com

Course meets once a month on Friday from 4:30 to 7:30 p.m. and Saturday 9-4, September 8, 9, October 6,7 and November 3,4. There is also an online component between classes.

Course Description

Even if we manage to prepare parents to fulfill their parent role and understand children's developmental needs, the environment will support and/or impede parents in their efforts. Practitioners need to consider the questions:

- *How does family impact one's parenting (e.g. spouse/partner, family of origin, extended family)?
 - *How do events such as the birth of a special needs child, illness of family members, or divorce affect parenting?
 - *How does one's socioeconomic status, level of education and neighborhood relate to one's parenting?
 - *What about the impact of friends, neighbors, the church, school, work place, health care system, and social service system on one's parenting?
 - *How do governmental policies, politics and world events affect parenting? What about the media?
- All of these environmental factors must be understood as we work with parents.

Course objectives:

- *Identify sources of support and frustration within the environment of parents and families.
- *Practice how to learn from parents what their sources of support and frustration are.
- *Develop effective methods for providing education and support for parents and families within diverse and often challenging social cultural contexts.

***Possible competency statements:**

E1 Can describe and analyze challenges from the environment impacting parents and families and can suggest remedies that are creative, ethical and just.

E2 Can take a multi-disciplinary perspective in my understanding of the sources of stress and potential for support for parents and families in society today.

The Learning Experience We will enhance professional competency in this course through many methods including reading, discussion, reflection, collaborative learning exercises, role- playing, interviewing, story- telling, journal writing, case studies and small group projects.

Learning by doing-Students will participate in questionnaires and exercises to clarify their own beliefs and ideas regarding the ecology of parenting .

Learning through reading/reflection/discussion- We will read some classical materials in their primary sources and some summaries of theories and research.

Learning through writing- You will have an opportunity to clarify your own beliefs through writing and journaling and prepare some summaries of readings to share with classmates and keep for your own practice notes. Please check the SNL website for information on academic integrity:

<http://studentaffairs.depaul.edu/handbook/code16.html>

Main reading materials (*Available at DePaul's Bookstore Barnes & Noble or various online sites)

- 1) **Comer, J.** (1988). *Maggie's American Dream*. New York, NY: Penguin Books. *In Loop B& N bookstore*
- 2) **Raphael, J.** (2000). *Saving Bernice: Battered women, welfare and poverty*. Boston, MA: Northeastern University Press. ((Read at least the following: Prologue, Chapter 1 p. 11-25; Chapter 2 p. 31-37, 41-45, and 54-55;. Chapter 4 p. 56-61., 63-71; Chapter 5; Chapter 9 and the Epilogue.) This book is available used on Amazon for \$2.00)

3) **Belenky, M., Bond, L., & Weinstock, J.** (1997) *A Tradition that has no name*. New York: Basic Books, chapters 6 and 10 and one of either chapter 7, 8 or 9. *B & N Bookstore*. Part one of this book was used in the first course of this series.

Class assignments, the syllabus, supplementary reading materials and great external links to other materials are available on Blackboard the online platform or meeting place available for students after registration.

Course requirements.

I. Participation in learning- (15 %) Every student is expected to: **attend every class** (barring some serious reason for missing) come on time, participate in large and small group activities including answering: an “**introducing yourself**” questionnaire. Missing class affects participation as does not entering into the Blackboard discussion regularly over the ten-week quarter. **Students are expected to join in the discussion at least once/week.** On the **Blackboard discussion group**, students will have a chance to discuss some of the issues raised in the readings and in class as they apply to their own thinking and practice. Staying connected before and after our in person meetings is very important. We will be happy to help you learn how to navigate blackboard if this is new to you. Before and after the in-class session students will be asked to submit reading assignments via the digital dropbox on BB. Students will also be expected to prepare a one page summary of an **advocacy resource** for parents and families on the websites listed on the syllabus as it pertains to one area of interest to the student. Students will choose a site prior to the first session via the BB discussion board and provide a handout for classmates when that topic is discussed in class.

II. Reflective analyses of the socio-cultural impact on parents and parenting behavior (40%) In addition to **your own experience** of understanding the social context of parenting as a parent or a practitioner which will be our starting point for learning, we will also have readings to help us better understand how the environment impacts parents and their parenting behavior. We will provide **reading assignments** for each class. As this is a class that only meets 6 times, students are expected to come to the first class having read the readings for that first session. On your syllabus we will provide **guiding questions for each reading which students will think about in advance** to use for class activities.

Students are encouraged to read all the assigned materials for each session, but required to answer the guiding question for some identified required readings/session (Where **all** is noted) and then answer questions for three of the remaining readings for each of sessions one and two and just one additional answer for session three. Turn answers in on the digital dropbox on the blackboard site one week before the class. Late assignments will not receive full credit. Each student will also be asked to prepare to present a more detailed summary of two articles to the class out of all of the readings over the three weekends. The student will pull out key findings in this article that are useful for parents and parenting educators. Students are encouraged to focus less on statistics and more on the components of the environment that have been found to impact parenting. Thus, while all students may not be able to read every article each student will post a summary of one reading of special interest to them on two of the weekend sessions when it is assigned to Blackboard prior to class so that everyone can come to class prepared to discuss all the materials. Go to the discussion board on BB to sign up for a select reading to do a more detailed analysis of two readings over the course.

III. Reflective analyses on culture (15%) In addition to better understanding parent educator roles from readings and reflection students will also have an opportunity to **ask select questions to a parent(s) they are serving or know about how their environment is impacting their parenting. Time will be spent in the first and second sessions preparing an interview guide.** Please choose a parent from a different background than your own in terms of race, ethnicity, country of origin, nationality, gender, or religion. You will be asked to write a paper on your understanding of the impact of the social cultural context on this parent. This will be due at the last session in November. See assignments section of BB for details.

IV. Application- From theory to practice (30%)

For non PES graduate students in cohort 1: Combining personal reflections, readings and class discussions/presentations, students will identify the components of the environment that they need to be

sensitive to in order to better understand their own lives as parents, the lives of friends/family or of the parents with whom they are working. Students will review their classmates reading summaries, their own thoughts and notes and 1) use this guide/resource for themselves with key findings to remember the environmental inputs that are most relevant. 2) Using the guide identify what environmental components might be impacting **one particular parent or group** with whom they are working to be used as their **case study** for this assignment. Students will describe that parent in terms of their social cultural context and sources of support. What is working well? Where do they need more support? What kind of support? What would be the role of the parent educator with this parent or group of parents?

Only for the four graduate students in the first PES cohort group : develop a plan for a parent discussion session with the objectives of helping parents deal with a specific component of the environment such as the media's impact on children, etc. Lead a role play of that parent group. Turn in an outline of the session or any materials prepared in advance for this session.

Criteria for Assessment

Students and the instructor will complete an SNL assessment form on themselves and their learning over the course. As you can see from the course requirements, you will be assessed on 1) participation 2) reflection, 3) writing and 4) application of new learning. In addition you will hopefully show that your questions and comments in class as well as your writing demonstrate engagement in the learning process and critical thinking. This will manifest itself in the following ways:

*Through your class comments and questions you demonstrate that you read and understood the materials or if you did not understand them sought further clarification in class.

*Through your questions and comments in large and small group discussions you not only demonstrated your interest in learning but your willingness to help classmates learn and understand more as well.

**Through your written work you demonstrate an understanding of the materials and issues.

** for papers students will be assessed on the following? 1) How well does your written work show that you understand the issues of the competency and can think critically about them? 2) To what extent are you able to integrate the class discussions and reading materials into your written work? 3) How carefully and deeply are you able to develop your own reflections on the materials you read related to the competency? 4) How clearly, concisely, and completely are you able to express your ideas in writing? 5) How well was your work related to the competency you are writing about in the course?

Class calendar: For session 1 please go to the assignments section of BlackBoard for an "introduce yourself" document. Please complete it and attach it to the "introduce yourself" question on the blackboard discussion board.

Before session 1 please read the materials below: (If CD is noted, this reading is on BlackBoard in the course documents -CD section). EL implies external links on BB. Ereserve are books on electronic reserve in the library accessible also via EL. Please **read all materials** and turn in answers to one question for each of the readings below. All references are cited fully in bibliography of syllabus. You also have access to many readings via Family Information Services (FIS) Professional Development Materials. Go to www.familyinfoservices.com Your login # is student_mcdermott; password is SNL 648.

Answer questions for readings denoting **all** and 3 additional questions of your choice:

- 1) Comer, J. (1988) (book) and Raphael, J Book **All read**
- 2) Heath (2004) ereserve **All**
- 3) Fincham (2005) ereserve
- 4) Hickens & Clayton (2002) ereserve
- 5) Connell-Carrick (2006) CD **All**
- 6) McDermott (2006) Introduction and chapters 1 CD **All**
- 7) Pagliocca et al. (2002) ereserve
- 8) McDermott Appendix D (CD) **All**

- 9) Heath's Diagrams: The Parenting process and Charts: Assessing the impact of the environment on parents CD. **All**
- 10) Comeau, J. FIS 2005 CD
- 11) Haessly & Myers-Wall (2001) CD
- 12) Cooke (2005) CD **All**
- 13) McDermott (2001) CD
- 14) Chess & Thomas 110-115 CD; McDermott Chapter 3 pp. 58-60 CD
- 15) National Institute on Media and the Family www.mediafamily.org Browse facts/tips/resources

First session - Friday afternoon, September 8, 2006 Stories help us understand the environmental impact on parents

Welcome. Review plans of course

We will compare the lives of Bernice and Maggie using Heath diagrams 3 and 4

We will analyze the impact a parent's partner and family of origin have on the parent's parenting.

We will discuss how to gather information about the social, political and economic environment of a specific person or group.

Readings:

- 1) Social support Heath (2004)

Question: Give examples from your own experience as a parent or from observing your own or other parents of which components of the environment impact parenting. Identify the kind of impact they provide (information that is relevant and or useful, emotionally supportive, instrumental, dealt with your feelings about yourself, etc.). Discuss which were supportive and which were frustrating, and even impediments. Can you identify some components that are both? Please describe these.

- 2) Comer (1988) "Maggie's American Dream" and Raphael (2000) "Saving Bernice"

Question: Using Heath's charts 3 and 4 (see course documents) identify the environmental factors impacting on Bernice and Maggie at the different stages of their lives? What were the immediate and long term effects of those factors?

- 3) Interviewing Handout in class

Saturday morning- September 9, 2006 The meso-system in the environment impacts parents

We consider the potential impact of spouse or parenting partner, extended family and professionals with whom parents may have to work for the well-being of their children. Professionals from medical, educational and legal sectors provide services to parents and are, therefore, part of the parents' meso-system becoming part of the micro-system when actually interacting with the parent. We will develop ways parent educators can help parents utilize those services efficiently and effectively.

Readings

Spouse/partner: Fincham (2005) pp. 210-217

Marital conflict is so often found to be correlated with negative effects on the child and on parenting. Describe situations where the conflict might be unavoidable and for the good of the child even though the marital conflict itself is negative.

Medical : Hickens and Clayton (2002) pp. 441-442 and 455-456

Discuss what a parent must know and be able to do to function as a partner when making a health decision about a child.

Student website option 1: See <http://www.familysupportamerica.org/lcenter/showtopic.php> for great resources on improving family health care

Connell-Carrick 2006 CD

What questions would you use to determine the value of an article, a curriculum or just a piece of advice about parenting?

Educational: McDermott, (2006) Introduction and Chapter 1

Answer any questions at the end of each chapter

Law: Pagliocca, et al (2002) pp. 463-486.

As you read this chapter note when you feel the law is being supportive of parents and when it is being too invasive. Report the reasons for your feeling so.

Religion Comeau (2004) (2005) : Haeselly & Myers-Wall 177-190

List the major issues religion is addressing to parents as represented in The Comeau articles and the handout on Islam from class 1. Are these issues typically in your experience addressed by religious teachings? Are there other issues you would add? Reflect on how parents might react to these religious teachings.

For H&MW: How does and can religion impact family life and even globalization/world peace?

Advocacy McDermott Appendix D on advocacy

What does a parent need to know and to be able to do to be an effective advocate?

Student website option 2: See <http://www.cwla.org/advocacy/2006legagenda.htm> for the child advocacy agenda for 2006.

How to identify reliable supports Cooke 2005

Use Cooke's questions to evaluate the Supernanny or another program on television. Were there other questions that should have been asked? In what way was Cooke's system helpful?

Saturday afternoon September 9th

The meso- system in the environment also impacts parents through their children

Peers, school, television and the neighborhood are just a few of the components of the social environment that impact children and through the children parents. Class discussion will focus on how parent educators can structure programs to help parents figure out how they want to help their children learn how to deal with these components.

Advertisements: Media: Walsh www.mediafamily.org Read facts/tips/resources. *Question:* What research finding struck you the most as very helpful information to share with parents? How would you introduce this web site to parents? What would you emphasize?

Peers: McDermott You Can't sit at my table CD.

Question McDermott describes the problem of exclusion and how it affects children. List at least five other behaviors, positive and negative, that children exhibit that impact on parents.

Neighborhood Chess & Thomas (1999) pp. 110-115 and McDermott Chapter 3 pp. 58-60 CD How might you integrate the Chess and Thomas findings into a discussion today with people who question the potential for success of poor children rather than focusing on the social context?

Student website option 3: See article related to neighborhood support

<http://www.familysupportamerica.org/center/showarticle.php?action=view&aid=50&categoryid=5>

Please read the following in preparation for Session 2: Answer questions for readings denoting **all** and 3 additional questions of your choice:

- 1) McDermott (2006) Chapter 5 pp. 138-148 **All**
- 2) Bradley (2002) ereserve

- 3) Bronfenbrenner (2002) ereserve
- 4) Subrahmanyam et al (2000). ereserve
- 5) Clarke (2004) FIS
- 6) Park et al (2002) ereserve
- 7) Garbarino (2005) ereserve pp. 297-314
- 8) Heath (2002) FIS
- 9) Greenberg et al (2002) ereserve
- 10) Chase Lansdale & Pittman (2002) CD **All**
- 11) Garbarino (2002) ereserve
- 12) Purefoyo (2005) CD
- 13) Crouter and McHale (2005) ereserve 275-293
- 14) Gesme (2003) FIS
- 15) Pets- American Academy of Child & Adolescent Psychiatry (2000) www.aacap.org/
- 16) National Institute on the Media. www.mediafamily.org **EL**

Second session - Friday afternoon, October 6, 2006 Non human components of the meso-system that impact parents

Pets, toys, video games, technology in general, and the physical neighborhood are all part of the non human environment that impact on parents and their parenting. Parents have varying degrees of choice over these components of the environment. “Authorities” have strong positions about the value of them. Parent educators need to be aware of these influences, able to discuss with parents the kinds of effect they have on their children and on the parents and how parents want to deal with the impact of these non human influences.

Readings

Physical environment: Bradley, (2002), pp. 281 –302

What is the parent’s role in regard to the physical environment in which a child is living?

Toys, books etc. Bronfenbrenner, (2002), 45-53.

Bronfenbrenner argues that the type of toys children have make a difference in their development. Do you accept his argument? Why?

Technology: Subrahmanyam et al (2000), pp.123-144.

List five consequences for children who have unlimited access to computers and video games? What roles can parents take in dealing with them?

Student website option 4: To connect families to computers and on line networks

<http://www.familysupportamerica.org/lcenter/showarticle.php?action=view&aid=72&categoryid=32>

Media: Walsh www.mediafamily.org Read an article linking violent games to aggressive behavior.

Do you agree with the research linking violent games to aggressive behavior? Give reasons for your answer. Do parents have a role in mediating the effects of violent games?

Pets: American Academy of Child & Adolescent Psychiatry. (2000)

Question: According to the American Academy of Child & Adolescent Psychiatry, having a pet can be a meaningful and psychologically important experience for a child. Do you agree or disagree? Give your reasons.

Second session – Saturday morning, October 7, 2006

The exosystem in the environment: Identifying its components and their possible impact on parenting

We live in a world where decisions are made that influence everyone’s lives but over which people have little control. Such recent policy decisions in America’s history, include changes in the welfare laws and

the decision to go to war. We will discuss how parent educators can become aware of which events are impacting a specific parent and how they can support the parents dealing with the impact.

Readings:

Welfare policies : Greenberg, et al (2002) pp. 27-57.

Describe one or two ways the welfare reform law of 1996 affects the families with whom you work.

Read the 10 year review of welfare reform (See the urban institute welfare reform website <http://www.urban.org/welfare/index.cfm>). What issues remain and what issues have changed?)

Student website option 5: See <http://www.northwestern.edu/ipr/research/IFS.html> for info on welfare reform in Illinois

Government policies: welfare, work and parenting: Chase-Lansdale & Pittman (2002). pp. 167-183.

The article concludes that “though work supports may continue to help families leave welfare, this does not guarantee an improvement in parenting (p. 179). Defend this conclusion drawing from the article and your knowledge of the development of people’s ability to parent.

Government policies: safety and economics of parenting Gabarino, et al (2002) pp. 493-499

What role do you think the government should assume in protecting children? Defend your answer.

Educational policy: Puriefoy (2005)

According to this review what problems do school parents have with the No Child Left Behind mandate?

Work & Family policies Crouter and McHale (2005 pp 275-293)

The authors suggest that parenting practices vary depending upon the values parents experience at work. Do you agree or disagree? Give your reasons.

Student website option 6: See <http://www.cwla.org/parenting/cprcdataworking.htm> for more up to date information regarding work policy issues.

War and trauma- Gesme-FIS 2003

Question: Which parts of the Gesme materials will be useful for you in your work with parents and families?

Saturday afternoon October 7th

The macro-system in the environment: Identifying its components and their possible impact on parenting

Some circumstances in which people live are so all inclusive. These Bronfenbrenner placed in the macro-system, the all encompassing part of his diagram. Some of these circumstances are so accepted that they are not even recognized by those experiencing them. However, they do impact on parents and parental behavior in various and complex ways.

Readings:

1) Affluence/overindulgence. Clarke (2004)

What environmental components would you predict lead to overindulging? What questions might you ask of parents to help them avoid overindulging a child?

2) Poverty: Park, et al. (2002); 3) Garbarino (2005) (p.297-314)

What effects and correlates of poverty described in each of these articles impact the quality of life of all poor families regardless of the level of functioning of the children?

4) Cultural patterns Heath (2002) Being Culturally Sensitive—Answering the Questions FIS (January 2002)

In what ways could you use Heath's system described in the sixth of the series to deal with differences in parenting behavior based on ethnicity, culture and socio-economic differences?

Readings for session 3: Answer questions for readings denoting **all** and 1 additional question of your choice:

1) Cochran (2005)

2) Belenky et al (1997) book chapters 6 and 10 and one of chapters 7.8.9.- book **All**

3) Garbarino et al (2005) 297-314

4) Doherty <http://fsos.che.umn.edu/projects/cepe/teachingskills.htm>

Note: All students are also doing their interview summaries to be presented in class

Third session – Friday afternoon, November 3, 2006 Supporting parents and families within many environmental contexts

Identifying specific sources of information and support

Innumerable parts of the environment such as mothers, mothers-in-law, teachers, doctors and nurses, neighbors make up a parent's network and provide information and support to parents. Parent educators need to be aware of the adequacy of a parent's social network. Parents need to evaluate the adequacy and relevance of the information and the degree of real emotional support. We will focus on how parent educators can help parents figure out which sources of support and information to rely on...

Readings

Personal and social networks Cochran, et al (2005). Read pp. 235-242

Describe how components of the networks diagramed by the authors might be beneficial to a parent and how they might be a detriment. To understand the impact of a person's social network what additional information must be added to Cochran's diagram?

Community efforts Garbarino, et al. (2005) pg. 301-314

Do you see similar community efforts in the areas where you are working and/or living? Describe them. Or if there are none describe a need and how it could be addressed.

Support groups: Belenky, et al. (1997). Read chap. 6 and 10 and one of 7 8, or 9

Chapter 6 – In what way are the women's activities described in this chapter a form of advocacy as discussed by McDermott?

Chapter 10 – Would the leadership training described here benefit the community efforts described by Garbarino? Defend your answer.

Chapter 7

The words parents, families and mothers are often used interchangeably as the women in the Mothers' Clubs sensed. Had you thought about this use of words before? What do you see as the ramifications of using the words interchangeably?

Chapter 8

Compare what the National Congress of Neighborhood Women did with Doherty's program.

Chapter 9

Jane Sapp found that music inspired and confirmed the people with whom she worked. What medium might you use with the parents with whom you work or the neighborhood where you live or the parent that you interviewed?

Student website option 7: See

<http://www.familysupportamerica.org/lcenter/showarticle.php?action=view&aid=51&categoryid=29> for building family assets

Parents and civic engagement- Doherty <http://fsos.che.umn.edu/projects/cepe/teachingskills.htm>

The philosophy on which this program is based is that there is a public dimension to every parenting issue. Do you agree or disagree with this position? Give your reasons for your answer.

Third session - Saturday morning and afternoon, November 4, 2006

Graduate students in the PES program will demonstrate how discussion sessions can be organized and implemented that help parents deal with different components of the environment. Class participants will discuss the presentations in the light of the content, principles of adult learning, group methodology and the methods used to address the issues.

Students will discuss interviews

Students who have not shared a website will do so today

Wrap-up and evaluation of the course.

Biographical Sketch

Harriet Heath, Ph.D. is a licensed developmental psychologist, certified school psychologist and parent educator. She obtained her doctorate from Bryn Mawr College and is founder and director of the Parent Center at Bryn Mawr which provides parent programs at the college and in the community. She is a researcher and writer on parenting as a stage of development and on the determinants of parental behavior. She is the author of the curriculum *Learning How to Care: Education for Parenting* for students kindergarten through twelfth grades written for the Department of Education of the state of Alaska and used in many states. She is also the author of materials for parents including: *Planning: A Key to Mastering the Challenge of Parenting*, and *Using Your Values to Raise Your Child to be An Adult You Admire*. She is a lecturer, workshop leader and trainer who has trained parenting educators and teachers nationally and internationally.

References

American Academy of Child & Adolescent Psychiatry, (2000). *Facts for Families: Pets and Children* N. 75, www.aacap.org/.

Belenky, M., Bond, L., Weinstock, J. (1997). *A tradition that has no name: Nurturing the development of people, families and communities*. New York: Basic Books.

Bradley, R. (2002). Environment and parenting. In Marc Bornstein (Ed.), *Handbook of Parenting 2nd ed*, Vol 2, pp. 281-314. Mahwah NJ: Lawrence Erlbaum reserve

Bronfenbrenner, U. (2002). Preparing a world for the infant in the twenty-first century: the research challenge. In J. Gomes-Pedre, J. Kevin Nugent, J. Geral Young, & T. B. Brazelton, (Eds.), *The infant and family in the twenty-first century* (pp. 45-53). New York: Brunner-Routledge. reserve

Chase-Lansdale, P. L. & Pittman, L. (2002). Welfare reform and parenting: Reasonable expectations. In Margie Shields, (issue editor), *The Future of children: Children and welfare reform*, (pp. 167-183), winter/spring. Princeton, NJ: The Woodrow Wilson School of Public and International Affairs CD All

Clarke, J, Bredehoft, D., & Dawson, C. (2004). *The Overindulgence project*. Family Information Services, Document ID 456. www.familyinfoserv.com

Comeau, J. (2005). *Scripture study guide for focus issue. Parenting/child development & basic parenting*. Family Information Services, Document ID 980. www.familyinfoserv.com

Comeau, J. (2004). *Scripture study guide for focus issue: Teen brain development and driving: What every parent should know*. Family Information Services, Document ID 821. www.familyinfoserv.com

Comer, J. (1988). *Maggie's American dream: The life and times of a black family*. New York: New American Library.

Connell-Carrick (in press). I Am Doing Everything the Book Says and It Still Doesn't Work!: Trends in Popular Parenting Books and the Need for Parental Critical Thinking. *Journal of the Child Welfare League of America*. CD All

Cooke (2005). CD **All**

Crouter, A & McHale, S. (2005). The long arm of the job revisited: Parenting in dual-earner families. In Luster, T., & Okagaki, L.(Eds.) *Parenting: An ecological perspective*, 2nd ed. (pp. 275 – 293). Mahwah, NJ: Lawrence Erlbaum .ereserve

Doherty, W. <http://fsos.che.umn.edu/projects/cepe/teachingskills.htm> **All**
SNL 648 11

Fincham, F. & Hall, J. (2005). Parenting and the marital relationship. In Luster, T., & Okagaki, L.(Eds.), *Parenting: An ecological perspective*, 2nd ed. (pp. 210 – 217). Mahwah, NJ: Lawrence Erlbaum .ereserve

Garbarino, J., Vorrasi, J., & Kostelny, K. (2002). Parenting and public policy. In Marc Bornstein (Ed.) *Handbook of Parenting* 2nd ed. (Vol 5, 487-507). Mahwah NJ: Lawrence Erlbaum .ereserve

Garbarino, J., Bradshaw, C., & Kastelny, K., (2005). Neighborhood and community influences on parenting. In Luster, T., & Okagaki, L.(Eds.), *Parenting: An ecological perspective*, 2nd ed. (pp. 297-314). Mahwah, NJ: Lawrence Erlbaum .ereserve

Gesme, C. (2003). *Help for kids: Understanding your feelings about terrorism, war and peace*. Family Information Service Document ID 108. CD

Greenberg, M., Levin-Epstein, J., Hutson, R., Ooms, T., Schumacher, R., Turetsky, V., & Engstrom, D. (2002). The 1996 welfare law: Key elements and reauthorization issues affecting children. *The Future of children: Children and welfare*, Vol. 12, No 1. . Princeton, NJ: The Woodrow Wilson School of Public and International Affairs. CD

Heath, H. (2002). *Cultural Response-Ability -- Being Culturally Sensitive — Dealing with Differences*. Family Information Services, Document ID 1614. CD

Heath, H. (2004). Assessing and delivering parent support. In M. Hoghughi & N. Long (Eds.), *Handbook of parenting: Theory and research for practice* 311-333. London, England: Sage Publications Ltd.

Heath, H. (1990 and 1996). *Charts: Assessing the impact of the environment on parents*. CD

Heath, H. (2006). *Diagrams of the parenting Process*. CD

Hickens & Clayton (2002). Parents and their children's doctors. In M. Bornstein, (Ed.). *Handbook of parenting* 2nd ed., Vol. 5, pp. 441-442; 455-456). New York: Lawrence Erlbaum. .ereserve,

McDermott, D.(2001). *You can't sit at our table: Friendships, cliques & peer pressure*. CD

McDermott, D. (2006 in press). *Thinking mindfully about parents, families, schools and communities*. Thousand Oaks, CA: Sage Publications, Inc. **CD** chapters intro, 1,3,5

Pagliocca, P., Melton, G., Weisz, V., & Lyons, P. (2002). Parenting and the law. In M. Bornstein, (Ed.). *Handbook of parenting*. (Vol.3, pp. 463-486). New York: Lawrence Erlbaum. (2002) .ereserve

Park, J., Turnbull, A., & Turnbull, H. R. (2002). Impacts of poverty on quality of life in families of children with disabilities. *Exceptional Children*, winter (pp. 151 -170). CD

Pureifoy, W. (2005). Why the public is losing faith in the NCLB Law. *Education Week, June 8*. Go to Edweek.org and you can request 2 free articles as a web guest. Request this and another on NCLB of your interest.

Raphael, J., (2000). *Saving Bernice: Battered women, welfare, and poverty*. Boston: MA: Northeastern University Press. **All read**

Subrahmanyam, K., Kraut, R., Greenfield, P., & Gross, E., (Fall/Winter 2000). The impact of home computer use on children's activities and development. In Richard Berhman (Ed.), *The Future of children*, (Vol.10 # 2. pp.123-144). Princeton, NJ: The Woodrow Wilson School of Public and International Affairs. CD