

CHLD 209: Child, Family and Community Relations – Content Questions

The following questions are suggested for use as an evaluative tool.

Q & A for Chapter 1

1. Bioecological, socio-cultural, and family systems theories demonstrate relationships among children, families, and communities that are crucial to cultivating family involvement in early childhood education (Couchenour & Chrisman, 2011). Using your own words, explain Bronfenbrenner's Bioecological Theory. Be sure to describe each of the five levels/systems.
2. What influence does the macrosystem have on other levels of the bioecological theory? Create a scenario that demonstrates the impact that changes to the macrosystem would have on the microsystem and the mesosystem.
3. How has Vygotsky's socio-cultural theory (page 11) influenced the practices being recommended for addressing dual and English Language Learners?
4. Using terminology and the main tenets of the Circumplex Model of Family Systems Theory, explain what might happen to a family if the children abandon their home/native language as they learn English. How will their classification change?
5. Review NAEYC's criteria for Community Relationship in Figure 1-8 on pages 22 and 23 of your text. Pick five of the criteria and explain how each of these criteria relates to one of the family theories that you studied in Chapter 1.

Q & A for Chapter 2

1. Provide a brief explanation of each of the six concepts for understanding culture. For each of the six concepts, describe a behavior or expectation from your own culture.
2. Show your understanding about causes of poverty by describing how poverty impacts children's microsystem, mesosystem, and exosystem.
3. Based on your reading of Chapter Two and the DEC Position Statement: "*Responsiveness to all children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*," (Available from http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf) consider how diversity can be respected within early childhood environments. Based on this, develop a list of three classroom practices that cultivate a respect for diversity.

4. Your resource from the National Center for Cultural Competence (Available from http://www.ncccurrricula.info/resources_mod1_clip1.html) provided many internal and external cultural factors that influence diversity among individuals and groups. Select and describe two internal and two external cultural factors that you feel are important for early childhood practitioners to be knowledgeable about. Why do you feel these are important?

5. The Parents as Teachers Cultural Competency Policy (Available from <http://www.parentsasteachers.org/about/cultural-competency-policy>) offers a very clear definition of cultural competence and the beliefs that we must adopt to claim that we are “culturally competent.” Explain what “cultural competence” means to you. What values supporting cultural competency do you already possess, and which ones do you feel you still need to develop?

Q & A for Chapter 3 & 4

1. Families exist within a larger context, and the developmental stage of the family impacts how they interact with the larger context. Review Chapter 3 of your course text. Select three of the family developmental issues presented. Provide a brief summary of each issue and explain how each issue might impact family functioning.

2. Quality child care plays an important role in promoting young children's development and learning and in supporting families. As you have been learning, many families face challenges in finding accessible, quality, affordable care. Based on pages 76 to 79 of your course text, explain the child care trilemma and identify potential solutions.

3. It is beneficial for early childhood professionals to foster strong families. Review pages 92 to 96 of your course text and generate at least five examples of strategies professionals can use with the goal of fostering family strengths.

4. Historically there have been many changes in family function. Think about the role of families today and current issues facing families. Using course materials and your own personal examples, identify 3 present day changes in family function and how these might present a challenge to families.

5. Family structure is comprised of four important components. Page 101 of your course text outlines each of these. Describe and provide examples of each component and discuss how each contributes to overall family functioning

Q & A for Chapters 5 & 6

1. There are many different pathways to becoming a parent that are profiled on pages 113 to 121 of your course text. Select two of these pathways and explain two unique issues associated with each of the pathways you selected.

2. Parenting style characteristics are divided into four main categories: indulgent, authoritative, uninvolved, and authoritarian. Explain each of these categories in terms of where they fall with regards to warmth and control. Then, provide examples of how each parenting style is associated with different outcomes for children.
3. Research concludes that some families are more resilient to stress than others. There are many factors that contributed to resiliency. Based on pages 138 to 139 of your course text, explain the concept of resiliency and factors that contribute to it.
4. Explain each of the kinds of child abuse, their prevalence, and the signs and symptoms associated with each category.
5. Your course text identifies particular stressors that families may experience, including violence, child abuse, substance abuse, marital transitions, single parenting, homelessness, parent or child with a disability, a serious illness, immigration, being a migrant family, being a military family, and being a child of an incarcerated parent. Select four of these stressors and (a) explain the unique challenges that may face the family and (b) identify the role of the professional in supporting the family.

Q & A for Chapters 7

1. You have a new early childhood teaching job and are committed to adhering to a family-based philosophy? Identify five practices that will be central to your success in implementing this philosophy.
2. Consider what you have been learning about the family-based philosophy. In which areas of the philosophy do you feel you demonstrate strengths? Which areas of the philosophy would be challenging to you?
3. Head Start has received a great deal of acclaim for its parent partnership model (pages 171-172). Identify 4 unique facets of the Head Start model and explain how each one supports children's healthy development and learning.
4. Based on pages 173-179 of your course text, identify what the term continuity refers to relative to children's lives. Why is this an important concept? What can you do, as an early childhood professional, to increase continuity for young children?
5. What is the Anti-Bias curriculum, and how can you implement it within an early childhood program? Based on pages 189 to 190 of your course text and the article "Implementing an Anti-Bias Curriculum in Early Childhood," (available from <http://ceep.crc.uiuc.edu/eeearchive/digests/1992/hohens92.html>) describe the anti-bias curriculum and discuss three initial steps you can take to implement the anti-bias curriculum in an early childhood classroom.

Q & A for Chapters 8

1. Many barriers have been identified for developing supportive family partnerships in education. Briefly provide an overview of these barriers and explain why understanding barriers to family partnerships can be beneficial within your professional role.
2. Based on information presented in Chapter Eight, identify strategies for effective communication.
3. Describe the differences between two-way and one-way communication. Give three examples of situations when two-way communication would be the preferred strategy.
4. Describe the process involved in active listening. Include in your description the six active listening behaviors your text identifies as essential to the active listening process.
5. Review the Self-Assessment of a Parent /Family conference (pages 209-214). What five things seem the most important to you? Explain why.

Q & A for Chapter 9 & 10

1. Review the strategies used to support and cultivate young children's learning at home in the seven targeted content areas in Chapter Nine. Which strategy do you feel would be most effective for each of the areas? Why?
2. Pretend that you are a teacher in a 9-month preschool class. Create a summer calendar of family activities for the children to take home with them for the summer. You may borrow lots of ideas from your text as well as add other original good ideas. Include a justification of activities you included.
3. Describe the differences between Parent Education and Family Life Education.
4. Review the "*Joint Position Statement on Technology and Interactive Media*" by the National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media (Available from <http://www.naeyc.org/content/technology-and-young-children>). Identify three pieces of information from this position statement that would be most beneficial to share with families regarding young children's appropriate media use.
5. Identify the pros and cons of the following strategies for parent education: meetings, newsletters, the Internet, and family resource rooms.

Q & A for Chapter 11

1. Reflect on your professional responsibilities to advocate and then select one of the "Big Ideas" about advocacy from pages 288-293 and discuss how you might apply the information from it to something currently in the news or mentioned by the advocacy groups.

2. Select another of the “Big Ideas” about advocacy and explain how it might apply to a current advocacy issue facing young children or their families.
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