

PARENTING EDUCATION SCENARIOS

Small Group Process

- Please identify a facilitator, recorder and reporter in your small group.
 - Then read the case study assigned to your group and discuss answers to the question:
What parenting educator competencies would be needed to succeed in this situation?
 - Use any list of competencies in your materials to help you answer this question.
 - Please list the competencies you select on the flip chart sheet provided and be prepared to summarize your findings in the larger group.
 - You will have 15 minutes for this task.
1. You taught 3rd grade for a couple of years before your children were born. You are an active volunteer in your children's classroom in the small rural community in which you live. Recently you agreed to be trained in an evidence-based parenting education curriculum and teach it in a parenting series four times during the year. The curriculum targets parents with preschool-aged children. The funding for this program is coming from a grant, you are the only person teaching parenting education in your community and you have no supervisor. **In addition to the curriculum training you receive, what knowledge, skills and dispositions do you need to be successful in this new endeavor?**

 2. At your agency you are cooperating with your new state parenting education recognition system. You have one person who just got her high school diploma from Mexico and the U.S. through a joint literacy program with the U.S. and Mexico called Plazas Comunitarian. In your system this wise and respected grandmother is considered a level 1 certified parenting educator resource associate. She has 30 clock hours of training in four content areas on a variety of topics including adult development, adult learning and communication skills. She has been doing parenting education groups supervised by a level 4 parenting educator from another agency for one year. Her supervisor has a Master's degree in Early Childhood Education and 10 years of experience working with parents and groups. **What core competencies would you want to focus on for both persons as they work with a diverse group of parents of preschoolers from Haiti, the Sudan and Mexico and forge a partnership where they might learn from each other?**

3. You teach in a graduate program that is a unique place for parenting educators to get a Master's degree. It is an individualized competence-based program where persons in emerging fields like parenting education and support (PES) can design their own degrees based on a literature review of all of the competencies needed to be effective in the field. You share the NPEN website with a student interested in PES as her Master's degree focus as well as all the programs across the country to help guide her design. She decides that rather than choose a parenting educator for her professional mentor in the program she will choose someone in communications and social media. She is very confident that her 20 years of experience advising parents as a Lamaze instructor and her knowledge and use of a book called *Attached at the Heart* by Nicholson and Parker will prepare her well. She decides to focus competence development on communication, computer and marketing skills so she can advise parents on her online website. **What knowledge, skills and dispositions would you hope she adds to her repertoire?**

4. You are supervising a 24-year-old student teacher who has an undergraduate degree in sociology and is finishing a Master's degree in parenting education. Based on best practices of adult education he prepares a lesson plan on child nutrition and plans to implement it with a group of parents of school-age children. One of the mothers comes in very pale and distraught and tells the parents that she has experienced a miscarriage during the past week. **What knowledge, skills and dispositions will this beginning parent educator need to acquire or already possess to move beyond the lesson plan to provide both education and support to the mother and other parents in this group?**

5. You are a parent educator in a program offering both parenting education and early childhood education to parents and children who attend together. You have been given time to make home visits occasionally to families in the program. You have a Somali mother and child in the group. The mother has limited English but participates well in the parenting class by listening and talking at length when asked a question. She is quietly involved with her son during parent-child interaction time. Her son loves the children's room and is eagerly involved in most areas of the room with a clear preference and strong interest in the housekeeping area. During parent-child time, the mother steps back when her son enters the kitchen area.

During a home visit to this family, the parent educator meets the father and siblings. It is clear that only the father is going to speak with the parent educator with only a brief "Hello" from the mother. The parenting educator is treated respectfully and positively.

The father says he is thankful that his son is in the class and he hopes his son will continue to learn English, letters, and numbers. After a few weeks the father sends a message indicating that his son is not to play in the kitchen area. Household work is not for boys and Somali males have nothing to do with such activities. There was no discussion of the housekeeping area at the home visit. **What competencies does this parenting educator need to respond appropriately in her interactions with this family?**

6. Mayor Emmanuel has just announced that he wants assistant principals in the Chicago Public Schools to just focus their time working with parents and delegate school discipline issues to others. You write to the Education Transition team to tell them that in Chicago there are several persons with Master's degrees in Parenting Education and Support as well as Family and Consumer Science professionals and Certified Family Life Educators who could work with parents and/or assist the Assistant Principals to learn the knowledge, attitudes and skills needed to be effective working with parents. You are told the Assistant Principals know how to work with parents and your services are not needed. **How would you respond to the team? What parenting educator competencies would be needed to succeed in this situation?**

7. A parenting educator in a home visiting program is visiting a new family who has just moved to the area for the third time. She realizes that this family is struggling with many issues and is concerned that the child's development is being overlooked. When she arrives at the home the mom is crying because she doesn't have any diapers for the baby and the baby is developing a rash and crying a lot. The father of the baby doesn't live with them but does provide some help and some financial support when he can. The parent educator isn't sure how she can address the delays she sees in the child with the crises at hand and the mom being so upset. She thinks to herself, "I could go out and buy diapers. Maybe then I could get my visit plan done." **What competencies would be needed by the parenting educator to successfully respond in this situation?**