

## Chapter 2 - Learning About Families

**Families are as individual as the people in them.**

Family - group of 2 or more people who care about each other and are committed to each other. (Usually members live together, related by marriage, birth or adoption.)

Need for families . . .

- every child 1st connection to the world
- family provides a safe environment

All members benefit as each individual . . .

- has the opportunity to love/be loved
- to care and be cared for
- to help others and to receive help

Functions of Family - make sure basic needs are met, ensure safety and health, intellectual needs, social and emotional needs

The single parent family- a family group that consists of one parent and one or more children sharing a household. (never married, divorce, death, left alone). There are many demands - great deal of responsibility.

Blended family- a family group that consists of a married couple and at least one child from a parent's previous relationship (many variations).

- may experience problems developing/establishing a new family unit.
- step-parenting brings challenges and all members must work together.

## Types of Families . . .

Nuclear Family- a family group with 2 generations  
-a father, mother and at least 1 child sharing the same household.

-Some nuclear families include

a) adopted children - **Adoption is the legal process in which people obtain the permanent right to raise a child who is not biologically their own.** Emphasis is on finding good homes for children who need them

- older children, disabled children, children from other countries.

Adoption

of children from other countries is happening more (\$\$\$\$).

b) foster children - a foster child is one whose parents or other close family members are unable to care for him/her. Parents assume temporary legal responsibility.

c) Blended family

Extended Family - a family group that includes relatives other than parents and children in a single household. (cousins, aunts, uncles, grandparents)

The Family Life Cycle - a series of stages in a predictable order; timing/duration vary from family to family.

**Beginning Stage** - establishes a home and marriage relationship.

**Childbearing Stage/Parental Stage 1** - prepares for and adjusts to parenthood.

**Child-rearing Stage/Parental Stage 2** - children growing; parents work to meet needs and to help them develop independence.

**Launching Stage/Parental Stage 3** - children gradually leave home to support themselves; parents help them adapt to life on their own.

**Empty-nest Stage/Middle Age** - after last child leaves; couple renews relationship/adjusts to changes in parenting role.

**Retirement** - couple adjusts to aging; develop new/renew old interest.

Variations: single adulthood; single parenthood, divorce, remarriage, couples without children, adult children move back in with parents.

Trends Affecting Family Systems . . .

**Mobility** - individuals and families move away from relatives so therefore they lack close supportive connections with friends and relatives. Extended family relationships take effort.

**Aging Population** - people live longer and children end up looking after aging parents. This causes stress on their own family. As well, grandparents end up raising grandchildren if their own parents are not able to.

**Economic changes** - both parents working outside the home has a impact on children.

**Changing family roles** - roles are not as clearly defined. Stressful to arrange quality care, setting aside enough time to spend with children and scheduling enough time for own needs and activities; more single-parent and dual income families.

**Workplace changes** - loss of jobs or income puts pressure on family finances; time spent training or learning about new jobs cuts into family time; working at home puts new demands on family

**Technology** - more ways to entertain (but can isolate people from one another); internet helps family members to stay in touch easier (people are losing the ability to talk to one another);

Identifying Characteristics of Families Sheet

Study Guide Sheets  
Page 19 (all questions)  
Page 20 (up to question 7)  
Page 22 and 23

Use textbook  
Starting on pg 54

**Adoption** - legal process, people obtain permanent right to raise a child not biologically their own.

**Closed** - Birth parents share medical and social info only (on themselves); have no desire to meet adoptive family.

**Open** - contact between biological and adoptive parents.

**Identified** - Family is chosen by birth parents, both couples make adoption plan.

Legal Rights

- Courts can not force a woman to have her child put up for adoption without severe reasons.
- Courts can't prevent a woman(or spouse) from putting her child up for adoptions, unless certain circumstances arise.

Reasons for Adoption:

- Abandonment - parents not giving support, looking after health and not loving child.
- Neglect - Not providing adequate needs.
- Abuse- physical, sexual or emotional harm
- Health - mental illness, substance abuse or unstable emotionally

\*\*Necessary removal from such misery

Pros of adoption:

- a child is getting into a good, loving environment
- a child is getting loving parents and do not have to stay in foster homes being bounced around from one place to another.

Cons of adoption:

- child may be disturbed about not knowing their biological parents
- sometimes the adoptive parents are too over protective of the child because they are afraid the child may have "bad blood"
- the child may be distressed if parents are too set upon "togetherness" (more so for older children)

Can a parent who gives up their baby for adoption change his/her mind?

Every healthy family system fulfills certain functions. It provides each member with:

- protection
- economic support
- emotional support
- a sense of identity
- acceptance
- opportunities for personal development

Characteristics of a Strong/Healthy Family:

- Commitment - a pledge or promise of loyalty; each member feels a commitment to the family as a unit and to other family members
- time together - as family grows/change, the activities they do change; recreation, entertainment, shopping, walking, eating meals.
- communication - show interest/involvement by talking and listening to each other; working through differences helps family members feel close/secure
- appreciation - like each other; speak and act affectionately to each other; appreciated for "who" he/she is
- shared beliefs - share a clear set of beliefs/traditions; may or may not be based on religion; may involve rituals that further unite (attending church, family gatherings, holiday celebrations)
- Coping skills - dealing with stresses and problems; techniques that help solve a problem: attach early (don't ignore), do not get "out of sorts" by unpleasant events; consider options wisely; seek help.

In a healthy family, parents teach their children:

- self-respecting behavior
- healthful attitudes towards sexuality
- effective communication
- a clear sense of values
- responsible decision making
- ways to resolve conflict
- effective coping skills
- ways to delay gratification
- ways to express affection and integrate love with sexuality
- how to give and receive acts of kindness
- a work ethic
- respect for authority

How to be a loving family member: **ACT**

**Action** - choose actions that promote healthful family relationships

**Commitment** - make a promise to be a loving family member

**Time** - spend time with your family

Section 2-1 Questions on page 67 (1, 2, 5, 6, 7).

Key terms - Page 56

Study Guide sheets

## Parent Rap Video

[http://www.dailymotion.com/video/xsw18k\\_parents-rap-about-maintaining-their-household\\_mus](http://www.dailymotion.com/video/xsw18k_parents-rap-about-maintaining-their-household_mus)

### Thinking About Parenting

Get into groups of 4 (I will assign the groups).

#### Part One:

Answer questions 1 & 2 on your own and then share with group.

#### Part Two and Three:

Choose a recorder and a presenter.

Answer together. The recorder will write the responses and then the presenter will present to the class.

### Considerations of Parenthood . . .

Many adults choose to expand their family group by having children. The decision to do so should not be taken lightly!!!

- Very difficult to deal with if unprepared.

#### New Responsibilities:

- a life long commitment
- child needs physical care, financial support, love, guidance (continues until adulthood)
- constant concern for the welfare of another human being.
- Good management is key to fulfilling these responsibilities.

### To be a better parent . . .

The quality of parenting is determined by an adult's knowledge and skills. Parenting is a mind-boggling task. They are responsible for the following needs:

- physical - food, clothing, shelter, health care, exercise and rest, etc.
- intellectual - good experiences to develop skills.
- social - provide opportunities to be with other children. It helps them learn how to respond to others. Also, teach positive attitudes, moral standards.
- trust - children need to feel that they can cope with the demands of family, friends, school and society. Trust begins early in life when parents meet the child's needs. It continues to grow when parents allow their children freedom to develop.
- love/discipline - parents must learn to listen to their children, set limits and share reasons for needed limits; support them and provide encouragement.

### Parenthood . . . How does it affect lifestyle???

Limits on personal freedom

Strain on time and energy

Difficulty in planning ahead

Money problems



Additional household chores

Career decisions

Emotional conflicts

Additional space requirements

Emotional Adjustments:

- many changes in a short time leads to stress
- takes time to sort through conflicting feelings and to get used to your new role as a parent.
- anxiety about baby - how to care for him/her
- fear of not being a good parent
- frustration - loss of personal freedom and new responsibilities
- loneliness / isolation - spend most time at home
- doubts about decision to become a parent
- worry about money
- jealousy (baby gets all the attention)
- depression - exhaustion or physical changes of pregnancy/birth

Adjustments best handled by parents who are prepared and who understand this is normal

Changes in relationships:

- Some new parents feel overwhelmed with negative emotions and bicker with each other; puts strain on relationship; the need for more money and space adds to the problem.
- may lose old friends (nothing in common anymore)
- Extended family members get involved (could be positive or negative-- may resent the suggestions).
- May bring parents closer to their own parents.
- Older children may resent new baby

*pets*

Patience, planning, be prepared are key.

Changes also happen at work as well.

Making the decision about parenthood is one of the most important decisions you will ever make.

Considerations:

- Emotional Maturity
- Desire for Parenthood
- Health Considerations
- Financial Considerations

Ready for Parenthood Handout.

Reasons for parenthood:

Good Reasons

"Having children will add depth to our already strong relationship."

Poor Reasons

"Our marriage is in trouble. Maybe this will solve our problems."

"I want to give a baby my care and love."

"I feel like a nobody. Being a parent will make be somebody."

"I love children and I sincerely want to be a parent."

"I want someone who will take care of me when I'm old."

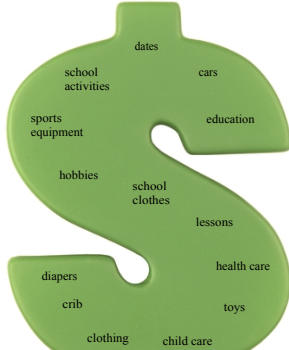
"I want to experience the special bond between parent and child that lasts for a lifetime."

"Our parents want grandchildren."

"A baby is someone who will love me and belong to me."

"I feel good about myself. I believe that parenthood will be a meaningful experience."

Costs of raising a child increase as the child gets older.



Need good management skills - set goals, identify resources, make a plan, put plan in action and reevaluate from time to time.

Section 2-2 Questions on page 75.

Key terms - Page 69.

Study Guide Sheets (Questions 9 - 11 on sheets I gave the other day)

Find the Keys to Good Parenting Sheet - to be discussed tomorrow.

Chapter 3 - Effective Parenting Skills

Wanted: Perfect Parents.  
Must have the following qualities:

Loving Mature (Emot)  
Trustworthy Financially stable  
Respectful Flexible  
Dependable Organized  
Caring Fun  
Thoughtful Drug/Alcohol free

Chapter 3 - Effective Parenting Skills

Wanted: Perfect Parents.  
Must have the following qualities:

responsible prepared active  
loving flexible patient  
understanding devoted calm  
willing nice smart  
caring fun  
organized

Chapter 3 - Effective Parenting Skills

Wanted: Perfect Parents.  
Must have the following qualities:

financially secure  
happy, loving, caring  
good education  
fun  
understanding

physically fit  
patient  
smart  
creative  
even tempered

A Parents Job Description - See my binder

Parenting - caring for children and helping them develop.

- Parents have to know when to help and when to back off.
- They have to avoid pushing children into activities they are not ready for but not too hold them back for fear of failing.
- Parenting skills have to be adapted as the child goes through different stages.
- Parents have to have reasonable expectations for each child.
- Parents have to develop a comfortable parent style.

Authoritarian style - children should obey their parents without question.  
Democratic style - children have input into rules  
Permissive style - children have a wide range of freedom.

Ex: Authoritarian - "Go to bed"  
Democratic - "When is bedtime?"  
Permissive - allow children to go to bed whenever

Parents may use a combination of all three for varying situations.

How do you learn to parent?

- Reading books and magazines
- Experience
- Advice
- Observing other parents and children

Three Tasks of Parenting:

- 1) Meeting child's needs - food, clothing, shelter, health care, safety, language, intellectual growth, teach them to get along, opportunities to love and be loved.
- 2) Nurturing - Opportunities for encouragement and enrichment - freedom to explore, try new things, imitation. (Provide a safe environment to do so). As well, love and support are part of nurturing.
- 3) Guide children to appropriate behavior - clear expectations of behavior, discipline, reinforcement, etc. (Next section in text)

If a child lacks an enriching environment - he/she suffers from deprivation. This could happen in a wealthy or poor family anywhere in the world. It is all about the environment in which he/she lives.

If the windows of opportunity for certain types of develop are missed, the learning process is more difficult.

Love and support - hugs, kisses, smiles, listening, attention, discussion, recognition of accomplishments. Without these, children may feel insecure (will have an effect on future relationships).  
- Being overprotected can harm children as they have to learn from trial and error.

Good parenting means using good communication:

- use words child can understand
- Be clear
- Be positive and polite (Use "do" instead of "don't")
- Give praise/love when possible
- Limit commands
- Talk about what is important to child

A big part of guiding children's behavior is being consistent. Rules have to clear and applied in the same way in all situations. They will know what is expected of them and they will know what their parent's responses will be.

Children will lose trust/confidence in their caregiver if the rules keep changing or fails to enforce them consistency. Parents have to agree on the rules and how they are enforced.

Bedtime - Supernanny 

#### Guiding Children's Behavior

Punishment is only part of guiding behavior. It should only be used when necessary.

Guidance means using firmness and understanding to help children learn to control their own behavior (self-discipline). Effective guidance is linked to a child's age and emotional and social development (children learn to get along with others and to handle their feelings in an acceptable manner).

Guidance will help children with moral development. They will learn what is right and wrong from being praised or scolded. They gradually develop a conscience. As they mature, they will use it to act morally in new situations.

Three ways to guide children to behave appropriately:

#### 1) Encourage Appropriate Behavior

- Set a good example as children will imitate what they see
- Tell them what is expected - appropriate for their age (younger children do not need to know the reason for such a behavior).
- Praising appropriate behavior - positive reinforcement gives the child attention and approval and therefore, he/she will likely repeat it.
- Praising - be specific when you acknowledge a behavior, do it as soon as possible, recognize small progresses towards approp. behavior.
- Offer choices as child matures.

#### 2) Setting Limits - physical limits (don't go on the street, don't hit other people)


- should keep children from hurting themselves, other people or property.
- However, does limits allow child to learn, explore and grow?
- Is it appropriate and fair for child's age?
- Do they benefit the child or the parent?
- Make limits clear and you may have to repeat them. Use calm voice.



3) Dealing with Inappropriate Behavior - All children misbehave from time to time. Sometimes it is unintentional such as spilling milk or doing something that they didn't know was wrong. These behaviors should not be punished.

- Punishment should when a child does something deliberately and he/she knows it is wrong.
- It is a negative reinforcement - should discourage a child from repeating a behavior.
- Parent should be clear that he/she disapproves of the behavior but he/she still loves the child.
- A warning is acceptable the first time a rule is broken. The next time, punishment is in order.





- Natural consequences - suffers the results of his/her behavior (misuse of a toy and breaks it)
- Loss of privileges - has to be associated with the misbehavior (Child goes on street so therefore he can't play outside)
- Time out - a chance to calm down and regain self-control; one minute per age.

Supernanny - The Naughty Step Technique 

Poor Disciplinary Measures

- Bribing - Child learns to expect rewards
- Making children promise to behave - may lie about misbehavior so as not to disappoint
- Shouting/Yelling - frighten younger children and older children tune it out
- Shaming - will harm self-confidence
- Threatening to withhold love - child will fear being rejected/abandoned.

Discipline - Supernanny

- Shared Played 
- Supermarket 1 
- Supermarket 2 
- Meal time 

Section 3-2 Questions on page 99.  
Key terms - Page 88.  
Study Guide Sheets (Questions 1-18)

Child Care - Why do we need it?

- More families with both parents working
- Many single parent families with the parent working
- Some parents who care for their children feel that their child/children need to be around other children.

Home-based care - in own home or the home of a friend, relative, neighbor or someone you know and trust; usually smaller number of children;  
- could be a live in nanny, respite care, family child care, play groups  
Disadvantage - what happens when caretaker gets sick?

Center-Based Care - some run for profit; others to just cover expenses;  
- several adults care for one or more groups of kids  
- must be licenced  
- offer variety of activities as well as play time  
- routine for indoor and outdoor play, meals and naps  
- not all care for infants.  
- more expensive but you will get a income tax receipt  
- Preschools fall in this category - they help children develop in all areas before kindergarten.

Maximum staff/child ratios and group sizes (New Brunswick)

Age Staff:	child ratios	Max. group sizes
Less than 2 yrs	1:3	9
2-3 yrs	1:5	10
3-4 yrs	1:7	14
4-5 yrs	1:10	20
5-6 yrs	1:12	24
6-12 yrs	1:15	30

See Parent Cooperatives, Head Start Centers, Preschools on page 107.

Experts advise against leaving children through age      without adult supervision.

↖  
What age do you think?

Choosing Child Care

Parents have to consider:

- quality
- the types available in the area
- cost
- convenience
- age and needs of the child/children
- if caregiver enjoys the child/children, spends time playing with him/her and communicates well with parents.
- Interview, visit facility, references

See chart page 110

Cost: Much more expensive in major cities (>\$1000 a month)

- cost varies depending on age of child
- some parents qualify for subsidized child care (depends on income)

Chapter Review

- Key terms
- Functions of families
- Types of families
- Trends affecting families
- Family Cycle - see graphic on 64 and 65
- Paranthood changes and things to consider before parenthood
- Parenting Styles - know one inside and out.
- Tasks of parenting
- Guiding Child behavior - encourage, limits and dealing with misbehavior
- Child Care Options
- Super Nanny techniques