

## Parenting Education And Social Lity In Rural China Cultivating Dragons And Phoenixes Routledge Contemporary China Series

Through a global, multidisciplinary perspective, this book describes how four factors influence parenting practices: a countries historical and political background, the parent's educational history, the economy and the parent's financial standing, and advances in technology. Case studies that illustrate the impact these four factors have on parents in various regions help us better understand parenting in today's global, interconnected world. Descriptions of parenting practices in countries from Europe, North and South America, Africa, Asia, and the Caribbean give readers a contemporary perspective. Both research and clinical implications when working with families from various cultures are integrated throughout. Part I reviews the four major factors that shape parenting practices. Part II features cases written by contributors with extensive experience in parenting practice and research that bring to life the ways in which these four factors influence parenting within their region. Each chapter in Part II follows the same format to provide consistency for comparative purposes: an introduction, historical and political, economic, educational, and societal factors and parenting practices, and a conclusion. Each case reviews: Historical and political factors such as slavery, war, and natural disasters and how these factors impact cultural beliefs, parenting behaviors, and a child's development Economic factors which impact the capacity for consistent, involved parenting which can result in low IQ, behavioral problems, depression, and domestic conflict and the need to account for financial factors when developing intervention programs Educational levels impact on parenting practices and their children's achievements Advances in technology and its impact on parenting practices. Intended for graduate or advanced undergraduate courses in families in global context, immigrant families, family or public policy, multiculturalism or cross-cultural psychology, social or cultural development, counseling, social work, or international development taught in human development and family studies, psychology, social work, sociology, anthropology, racial studies, and international relations, this book also appeals to practitioners and researchers interested in family studies and child development and policy and program managers of governments, NGOs, and mental health agencies.

"This text uniquely provides comprehensive coverage of the history of parenting and parent/school collaboration, current issues and immigration trends affecting American schools and communities, diverse family structures, and many techniques that teaching professionals can use to engage family members of all children more completely as partners in education. Chapters on working with families of children with special needs and on child abuse are remarkable aspects of this text."--BOOK JACKET.

Traditionally, books on parent education have focused on techniques from a certain tradition, either behavioral or humanistic, that could be applied to any problem of parenting or child behavior change. These books have used a "cook-book" approach that is frequently oblivious to environmental conditions that influence behavior or take into account the individual differences of the children or families involved. This book highlights the complexity of our society and times by exploring the problems faced by diverse types of parents, children, and parenting situations. Moreover, the sensitive issues of parenting in unique populations are handled in a caring, straight-forward way with an emphasis on research-based parent education programs along with tips and strategies for everyday use. Premier text on parent education in diverse populations Features tips, strategies, websites and support for parents Based upon "cutting edge" research in parent education Models for developing problem-specific parenting programs Step-by-step parent education programs for low-incidence problems Features violence and crisis prevention and intervention skills for families

Parenting, Education, and Social Mobility in Rural China Cultivating dragons and  
phoenixes Routledge

There is a strong connection between culture and parenting. What is acceptable in one culture is frowned upon in another. This applies to behavior after birth, encouragement in early childhood, and regulation and freedom during adolescence. There are differences in affection and distance, harshness and repression, and acceptance and criticism. Some parents insist on obedience; others are concerned with individual development. This clearly differs from parent to parent, but there is just as clearly a connection to culture. This book includes chapters on China, Colombia, Jordan, Kenya, the Philippines, Thailand, Korea, Vietnam, Brazil, Native Americans and Australians, Argentina, Chile, Mexico, Ecuador, Cuba, Pakistan, Nigeria, Morocco, and several other countries. Beside this, the authors address depression, academic achievement, behavior, adolescent identity, abusive parenting, grandparents as parents, fatherhood, parental agreement and disagreement, emotional availability and stepparents. A study sought to determine the need for parenting education for children (up to 19 years), and to find out what is being done worldwide in the field. Data were collected by means of a computer search of Family Life Education (FLE) literature, letters to ministries of education and educational organizations, and telephone calls to selected education personnel. A synthesis of information is presented on: (I) most widely perceived goals of FLE programs; (2) goals of courses in FLE curricula; (3) sex education and FLE; (4) sex of students and provision of FLE; (5) relation of course content to grade levels; (6) education for and about handicapped children; (7) teacher selection for FLE courses; (8) teacher support--material resources, inservice training, and human resources; (9) parent and community involvement; (10) education in nonschool settings; (II) new directions in the field; and (12) parenting education research, past and future. General conclusions are presented. Appendixes include questions addressed by the study, descriptors used in the computer search, the letter sent to solicit information, sources of direct response, and references and a six-page bibliography. (JD)

Contributors including Adam C. Carle, Elena Marta, and Tak Yan Lee discuss such issues as parenting after thirty, the importance of music before birth, and the impact of marital dissolution on mothering and fathering.

This work delves into the topic of moral education in America's K-12 schools. Following an introductory historical chapter, it analyzes salient topics and notable leaders in the field of moral education. It treats the issues thoroughly and fairly, providing a heightened understanding of both the major and minor themes in moral education. Subjects covered include: accelerated christian education, benevolence, bullying, caring, character development, cheating, civic education, commitment, counseling, democratic schools, discipline, drug and alcohol education, empathy, faith, friendship, hidden curriculum, honesty, justice, moral agency, peer influence, positive psychology, respect, responsibility, self-esteem, social development, sports, violence, and virtue ethics.

This is the first book to provide a multidisciplinary, critical, and global overview of evidence-based parenting education (PEd) programs. Readers are introduced to the best practices for designing, implementing, and evaluating effective PEd programs in order to teach clients how to be effective parents. Noted contributors from various disciplines examine evidence-based programs from the U.S., Canada, Europe, Asia, Australia, as well as web-based alternatives. The best practices used in a number of venues are explored, often by the developers

themselves. Examples and discussion questions encourage application of the material. Critical guidance for those who wish to design, implement, and evaluate PEd programs in various settings is provided. All chapters feature learning goals, an introduction, conclusion, key points, discussion questions, and additional resources. In addition to these elements, chapters in Part III follow a consistent structure so readers can easily compare programs—theoretical foundations and history, needs assessment and target audience, program goals & objectives, curriculum issues, cultural Implications, evidence-based research and evaluation, and professional preparation and training issues. The editor has taught parenting and family life education courses for years. This book reviews the key information that his students needed to become competent professionals. Highlights of the book's coverage include: Comprehensive summary of evidence-based PEd training programs in one volume. Prepares readers for professional practice as a Certified Family Life Educator (CFLE) by highlighting the fundamentals of developing and evaluating PEd programs. Exposes readers to models of parenting education from around the world. The book opens with a historical overview of PEd development. It is followed by 20 chapters divided in four parts. The initial six chapters focus on fundamentals of parenting education --program design, implementation, evaluation, the role of mediators and moderators, as well as the U.S. Cooperative Extension Parent Framework. The three chapters in Part II review the latest status of parenting education in Europe, Asia, and web-based alternatives. Part III presents ten stellar, evidence-based parenting programs offered around the world. In addition to the learning goals, introduction, conclusion, key points, discussion questions, and additional resources that are found in all chapters, those in Part III also consider theoretical foundations and history, needs assessment and target audience, program goals & objectives, curriculum issues, cultural Implications, evidence based research and evaluation, and professional preparation and training issues. Part IV reviews future directions. Ideal for advanced undergraduate or graduate courses in parent education, parent-child relations, parenting, early childhood or family life education, family therapy, and home, school, and community services taught in human development and family studies, psychology, social work, sociology, education, nursing, and more, the book also serves as a resource for practitioners, counselors, clergy members, and policy makers interested in evidence based PEd programs or those seeking to become CFLEs or Parent Educators.

Developing Cultures: Essays on Cultural Change is a collection of 21 expert essays on the institutions that transmit cultural values from generation to generation. The essays are an outgrowth of a research project begun by Samuel Huntington and Larry Harrison in their widely discussed book Culture Matters the goal of which is guidelines for cultural change that can accelerate development in the Third World. The essays in this volume cover child rearing, several aspects of education, the world's major religions, the media, political leadership, and

development projects. The book is companion volume to *Developing Cultures: Case Studies*.(0415952808).

The purpose of the study was to explore the relation between selected Socio-economic and parenting factors on the academic performance of pupils. The study used a descriptive research designed type. A total of twenty-nine (29) pupils who are in Basic two were used for the study. Questionnaires and test were the instruments used in gathering data on pupils and their parents. Responses from the pupils and their parents were treated statistically using frequency tables, percentages, mean, standard deviation and Pearson's Correlation as the tools. Major findings from the study indicated that pupils' academic performance is just above average; and that the Socio-economic and parenting factors of the parents of the pupils' are also average. The study further established that there is a significant, medium and positive relation existing between the Socio-economic status of pupils' parents and pupils' academic performance; the parenting attitudes and pupils' academic performance. Finally, the study again established that there is a significant, medium relation between the Socio-economic status of pupils' parents and their parenting attitude or responsible parenting. Based the findings, suggestions in the form of recommendations were offered, which included; the need for deepened teacher - parent collaboration and the school undertaking activities to attract parents to the school.

This book should enhance the reader's understanding of the contemporary scene in parenting education, including effective programming, important issues, and future trends.

As research in neuroscience increasingly points to the unparalleled influence of the first 1000 days of life from conception to two years of age in determining the baby's life trajectory, the need for high-quality early parenting education delivered by knowledgeable and dedicated professionals becomes ever more apparent. This book describes the global aims of early parenting education. It identifies the key areas that research suggests are important: building a relationship with the unborn and newborn baby; preparing for labour and birth; supporting parents' mental health; protecting the couple relationship across the transition to parenthood; and education for special groups such as same-sex couples, women with fear of birth, prisoners, military wives and parents from black and minority ethnic backgrounds. All practitioners providing early parenting programmes - midwives, health visitors, family link workers, children's centre staff and voluntary sector teachers - will gain new ideas for their practice in this book. Students taking midwifery and early childhood courses will find much to support their studies. Ultimately, the book provides inspiration for all those who are committed to the role of parenting education in reducing social inequalities.

This clear-sighted reference offers a transformative new lens for understanding the role of family processes in creating — and stopping — child abuse and neglect. Its integrative perspective emphasizes the interconnectedness of forms of abuse, the diverse mechanisms of family violence, and a child/family-centered, strengths-based approach to working with families. Chapters review evidence-based interventions and also model collaboration between family professionals for effective coordination of treatment and other services. This powerful ecological framework has major implications for improving assessment, treatment, and prevention as well as future research on child maltreatment. Included among the topics:•

Creating a safe haven following child maltreatment: the benefits and limits of social support. • “Why didn’t you tell?” Helping families and children weather the process following a sexual abuse disclosure. • Environments recreated: the unique struggles of children born to abused mothers. • Evidence-based intervention: trauma-focused cognitive behavioral therapy for children and families. • Preventing the intergenerational transmission of child maltreatment through relational interventions. • Reducing the risk of child maltreatment: challenges and opportunities. Professionals and practitioners particularly interested in family processes, child maltreatment, and developmental psychology will find *Parenting and Family Processes in Child Maltreatment and Intervention* a major step forward in breaking entrenched abuse cycles and keeping families safe.

This book explores the shifting geographies and contexts of children's play and learning. The author examines both free and guided play through the lenses of class, gender and disability, drawing links between face-to-face and online interactions. As young people increasingly spend time in virtual environments it is important to adjust understandings of how, and when, they engage with learning. The book examines play as a continuum of activities and peer interactions, interrogating what it takes to bridge the gap between academic and wellbeing goals for children with disabilities and disadvantage, as well as those at the intersection with other markers of difference (e.g. gender and race). It will be of interest and value to scholars of play and education, as well as those working with disabled or disadvantaged children. *Implications of Brain Research for Education, Social Sciences, Parenting, and Future Society* provides teacher educators, education students (both in regular and special education programs), school psychologists, and practicing teachers with a brief, readable distillation of the most up-to-date research on brain development and how it relates to optimum teaching practice. This accessible reference illustrates how studies on brain development and various learning processes have implications for educators and psychologists as they strive to enhance children's cognitive, social, emotional, and academic learning opportunities.

#### Textbook

Like many countries around the world, China has been implementing policies aimed at improving parent-school relationships. However, unlike many developed countries, the historical context of family-school relationships has been limited and parents typically do not participate in the school context. Until now, there has been little research conducted in rural China on parental involvement in their children’s education. This book investigates the nature of parental involvement in primary children’s education in rural China by using a combination of quantitative and qualitative methods. It outlines the layered strategies of how rural parents are involved in their children’s schooling, showing that rural parents strongly desire educational success for their children and view education as a means to their children gaining social mobility. It demonstrates that few rural parents engage in visible forms of parental involvement in their children’s schools, such as attending parent-teacher meetings. Rather, they are more likely to engage strategies to support their children’s education which are largely invisible to schools. It adds to the growing body of parental involvement research that suggests that culture, location, and socio-economic status influence different forms of parental involvement, and highlights nuances in invisible forms of parental involvement. Providing insights into how poor rural parents envision their role with their children, schools, and the larger society, and how these relationships can affect the social mobility of students and families, this book will be of huge interest to students and scholars of Asian education, comparative and international education, and Chinese society.

A single-volume textualization of the growing level of interest in research, educational and professional activity within the broadly defined field of parenting.

*Parents as Partners in Education, Eighth Edition*, is uniquely the most comprehensive book on the market covering the history of parenting and parent/school collaboration,

current issues and population trends affecting American schools and communities, diverse family structures, and techniques for establishing a connection with parents and encouraging involvement with their child's learning. Based on the notion of funds of knowledge, the knowledge that children acquire from their families, this best-selling textbook helps the reader differentiate between culture and diversity as they relate to culturally and linguistically diverse families. Rather than following a tourist approach to culture, this new edition focuses on culturally relevant pedagogy to work with children and their families, particularly those who are English language learners and immigrant children. A special focus on culturally and linguistically diverse children with special needs is a remarkable aspect of the book.

This book focuses on parents and teachers as adult learners, who should be growing and learning along with the children in their care. It lays out a theory of what parents and teachers need to care for children and themselves and then it shows how the author has assisted parents and teachers to put these theories into practice. McDermott relies on stories and listening to the voices of parents, teachers and children to make her case. She weaves together the latest theories and research with these stories. She uses narratives of actual school meetings, workshops, parent planning and discussion groups, testimonies, newsletters, and research of others in the field, to demonstrate applications of theory and research. She fills a gap by focusing on parents from all socioeconomic backgrounds. Key Features:

- o Focuses on parents and teachers as adult learners
- o Focuses on the dynamic process of parenting and teaching
- o Provides a theory to practice model to support parents, families and teachers
- o Provides a tool or guide for thinking through problems and finding solutions that take into consideration the needs of all involved.

First Published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

The definition of parenting and childrearing according to the dictionary says the experiences, skills, qualities, and responsibilities involved in being a parent and in teaching and caring for a child. This is a very basic description considering all that is entailed in raising children. The fact that children do not come with instructions leaves parents to figure out what is best for their child. Many times parents use the experiences they had as children, good or bad, as a guide to raise their own

First Published in 1990. Routledge is an imprint of Taylor & Francis, an informa company.

**ABOUT THE BOOK** The social environment, marriage, divorce, gender issues, economic status, religion, education and a host of other variables continue to affect families and parenting in the 21st Century. On one hand, bad parenting gets the blame for the majority of the problems in the society today. On another, society's support to parents with raising children continues to reduce. There is a need to establish standards for parenting. Individuals who are unable to handle the responsibilities of their own lives end up becoming incompetent parents.

Raising a child is clearly beyond performing a set of functions. It is a process of interdependent relationships that seek to influence a child's mindset and behaviour, instill moral values, build self-confidence and develop competence in the child. Parent education and training are significant steps towards dealing

effectively with the ever-increasing pressures that are part of the parenting journey. 21ST CENTURY PARENTING will enable you to:

- Strengthen your value system as a parent.
- Develop a family plan for effective parenting.
- Acquire the parenting skills relevant in today's society.
- Groom your child for greatness.

Reading this book will get you well on your way to becoming the best parent you could be.

The online world is a whirl of texts, tweets, trolls, teens and more but how do you stay safe in this fast-paced online world? Teen Life Confidential is here to help with this guide to safe social networking. New technology, amazing apps and an array of social networks make the digital world an exciting place to be. But it can also be a worrying world of anxiety, stress, and another route for bullies to use. Written by experienced author Anita Naik, this title explores all aspects of a teenager's online life, from simple texting behaviour to how to deal with the negative side. We look at how young people use tech, what is social media, the issues of privacy, and the negatives of online life. Including: The 10 ways to stay safe online checklist. Each section is accompanied by quotes from teenagers to give examples of real-life problems that teenagers experience every day. We also feature quizzes to help readers to assess their own behaviour and work out what their tech style is. Anita Naik is an author, columnist, blogger and journalist. She started her career as advice columnist on the teen magazine Just 17, and is now the agony aunt at Teen Now magazine and Avon Connects. She is also a regular contributor to the parenting technology site Quibly (<http://www.quib.ly>) and writes regularly on the subjects of teens, tech, parenting, education and social media, across various media platforms and magazines. Quibly is a parenting tech site answering every question you could possibly have about your kids online. We are grateful to Holly Seddon and James Diamond from Quibly for their advice in the creation of this book. For more information please visit: <http://quib.ly/welcome>

Chapter One - How are you using tech? looks at what teens are doing online and when. Chapter Two - Texting teens takes a look at the phenomenon of messaging; teens are at it all the time, so what's it all about? Chapter Three - Social Media looks at what teens are doing on social media, the problems of social media, and encourages teenagers to think about what they are posting. Chapter Four - Privacy Issues takes a look at the privacy controls available to teens, and how and why they should be used. Chapter Five - The Dark Side talks to teens about the side of online life that is unsafe, including trolls and trolling, cyberbullying, grooming and illegal activity and content, giving advice on how to avoid them and how to deal with situations that can become frightening and stressful. A Help Section gives details of places to look for further help and guidance, and a glossary explains specific terms to readers.

[Copyright: 390b38739e451184c31a8b47151fe0f8](http://quib.ly/welcome)