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### **FHS 328: Human Development in Family Context**

**Term**

**Tuesday/Thursday, 2-3:50pm, HEDCO 220**

**3 credits (graded)**

**CRN: 12276**

|  |  |
| --- | --- |
| **Instructor: Dr. Bertranna Muruthi** | **Instructor’s Office:** HEDCO 257 |
| **Instructor’s Email:** muruthba@uoregon.edu | **Instructor office hours:** By appointment |
| **GE:** Nathan Mather, JP Pedroza | **GE Email:** nmather@uoregon.edu; Jpedroza@uoregon.edu  |
| **Office Hours:** Nathan- T: 1-2 ; JP- R: 1-2 |

COURSE OVERVIEW

FHS 328 examines human development and family systems within the context of families and society. In this class, you will learn about the family life-cycle and a range of human development within a family context. You will learn about the varied and diverse forms of family structure that accurately represent real-life families and explore how families interact both with each other and with larger systems such as communities and cultural beliefs and norms. Using a family system and ecological based approach, we will learn skills in observation and assessment of family systems as well as identification of family risk and resilience factors. We will examine effective parenting in a cross-cultural perspective, as well as reflect on the changing American family as it relates to your own personal biases and stereotypes.

**COURSE FORMAT**

You will engage in didactic activities, large and small group discussions, and experiential exercises. You will also write papers and complete additional activities to create products for evaluation.

**REQUIRED READINGS AND WEBSITES**

Human Development Texts:

* Lally, M & Vale tine-French, S (2017). Independent Publisher. Lifespan Development: A Psychological Perspective. (Open Education Resource). <https://open.umn.edu/opentextbooks/textbooks/lifespan-development-a-psychological-perspective>
* Davies, Douglas (2011). *Child Development: A Practitioner’s Guide*, 3rd Ed. Guilford.

Parenting Texts:

* Online parenting book modules: Triple P. <https://www.triplep-parenting.com/us/triple-p/>
* Moniz, T & Gore, A. (2016). RAD Families: A Celebration. PM Press.
* Choose two parenting books from Appendix A – one from each category. In this assignment you will critically analyze two popular parenting books through a multicultural and research-based perspective. See Appendix A for details.

Additional Readings:

* **All relevant course content can be found at http://canvas.uoregon.edu**

STUDENT LEARNING OUTCOMES

Upon completion of this course students will demonstrate:

1. Knowledge of family systems theory, as well as human development and the family life-cycle.
2. Skills in observation and assessment of family systems as well as identification of family risk and resilience factors.
3. Skills to facilitate strength-based, collaborative work with parents.
4. Knowledge and awareness of the diversity within and across modern families.
5. Knowledge of changing family structures and roles.
6. Knowledge of effective and cross-cultural parenting skills.
7. Increased self-awareness of students’ own family of origin, as well as personal biases and assumptions about family roles and norms.

**CLASS SCHEDULE**

*Subject to change. Readings and activities may be added or substituted.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic/Activity** | **Readings (DUE THIS DAY)** | **Assignment (DUE THIS DAY or being discussed)** |
| **1** | 10/1 | - Introduction/ Conceptualizing family in an ecological and multicultural framework - Healthy families: Norms within and across cultures | None |  |
| 10/3 | Attachment as a context of Development  | 1. Chapter 1- Davies, Douglas (2011)
 | In-class Activity  |
| **2** | 10/8 | Infant Development  | 1. Chapter 5- Davies, Douglas (2011)
 | In-class Activity |
| 10/10 | Introduction and application of GenogramsToddler Development  | 1. Chapter 7- Davies, Douglas (2011)
2. Thomlison, 2015 (pp. 157-170)
 | In-class Activity |
| **3** | 10/15*Guest Lecture: Nathan Mather*  | Preschool Development  | 1. Chapter 9- Davies, Douglas (2011)
 | In-class Activity  |
| 10/17*Guest Lecture: JD Pedorza* | Middle Childhood Development  | 1. Chapter 11- Davies, Douglas (2011)
 | In-class Activity |
| **4** | 10/22 | Adolescent Development within a family | 1. Chapter 6- Lally, M & Vale tine-French, S (2017).
 | In-class Activity Explain and demonstrate Genograms/ and family reflection paper |
| 10/24 | Emerging and Early Adulthood  | 1. Chapter 7 - Lally, M & Vale tine-French, S (2017).
 | In-class Activity |
| **5** | 10/29*Guest Lecture: Dr. James Muruthi* | Older adulthood within the family context | TBD | In-class ActivityExplain Triple P Parenting Activity  |
| 10/31 | **Genogram/Family Reflection Group Activity Presentations**  | Moniz, T & Gore, A. (2016) Part 1 | Presentations of Genogram draft |
| **6** | 11/5 | Effective parenting practices within an ecological framework – Attachment and relationship building: In-class skill – active listening | Triple P Parenting module 1,2,3,4Moniz, T & Gore, A. (2016) Part 2 | **Genogram Due** |
| 11/7 | Effective parenting practices within an ecological framework – proactive parenting. Positive behavior support. In-class skill practice – positive behavior support, limit setting  | Triple P Parenting module 5,6,7,8Moniz, T & Gore, A. (2016) Part 3 | In-class Module 1-4Quiz  |
| **7** | 11/12*Guest Lecture: JD Pedorza* | -Introduction to family systems theory-Human Development, parenting and family systems theory in context: Immigrant Families  | 1. Fuller & García, 2010;
2. Lara-Cooper & Cooper, 2016;
3. Cabrera, N. J., & Bradley, R. H. 2012
 | In-class Module 5-8 Quiz  |
| 11/14*Guest Lecture* *Nathan and JP* | Human Development, parenting and family systems theory in context: RAD Families: A Celebration | 1. Moniz, T & Gore, A. 2016 Part 4
 | **Discuss Critical Analysis of Parenting books Assignment** |
| **8** | 11/19*Guest Lecture: Nathan Mather* | Human Development, parenting and family systems theory in context: Gender Identity and sexual development | 1. Rosario et al., 2011;
2. Trans Student Educational Resources, 2016;
3. Biblarz, T. J., & Savci, E., 2010
 |  |
| 11/21 | Human Development, parenting and family systems theory in context: Racism and oppression | 1. Umaña-Taylor et al., 2014;
2. Jones, et.al. 2007
 |  |
| **9** | 11/26 | Human Development, parenting and family systems theory in context: Grief and Loss |  |  |
| 11/28 | **Thanksgiving holiday****NO CLASS** |  |  |
| **10** | 12/3 | **Critical Analysis of parenting books Group- Class Presentations.** |  | **Presentations** |
|  | 12/5 | **Critical Analysis of parenting books Group- Class Presentations.** |  | **Presentations** |
| **Finals** | TBD | No class meeting |  | **Critical Analysis of parenting books paper due.** |

**WEEKLY AND OPTIONAL READINGS- AVAILABLE ON CANVAS**

Moore, T. G., McDonald, M., Carlon, L., & O'Rourke, K. (2015). Early childhood development and the social determinants of health inequities. *Health Promotion International*, *30*(Suppl. 2), ii102-ii115.

Ellis, B. J., Del Giudice, M., Dishion, T. J., Figueredo, A. J., Gray, P., Griskevicius, V., ... & Wilson, D. S. (2012). The evolutionary basis of risky adolescent behavior: implications for science, policy, and practice. *Developmental psychology*, *48*(3), 598-623.

Fuller, B., & García Coll, C. (2010). Learning from Latinos: Contexts, families, and child development in motion. *Developmental Psychology*, *46*(3), 559-565.

Fingerman, K. L., Cheng, Y., Tighe, L., Birditt, K. S., & Zarit, S. (2012). Relationships between young adults and their parents. In A. Booth, S. L. Brown, N. S. Landale, W. D. Manning, S. M. McHale(Eds.), *Early Adulthood in a Family Context* (pp. 59-85). New York, NY: Springer.

Settersten Jr., R. A., & Ray, B. (2010). What's going on with young people today? The long and twisting path to adulthood. *The Future of Children*, 19-41.

Fincham, F. D. (2012). Challenges in charting the course of romantic relationships in adolescence and emerging adulthood. In A. Booth, S. L. Brown, N. S. Landale, W. D. Manning, S. M. McHale(Eds.), *Early Adulthood in a Family Context* (pp. 165-172). New York, NY: Springer.

Gottman, J., & Gottman, J. (2017). The natural principles of love. *Journal of Family Theory & Review*, *9*(1), 7-26.

Cabrera, N. J., & Bradley, R. H. (2012). Latino fathers and their children. *Child Development Perspectives*, *6*(3), 232-238.

Jones, D. J., Zalot, A. A., Foster, S. E., Sterrett, E., & Chester, C. (2007). A review of childrearing in African American single mother families: The relevance of a coparenting framework. *Journal of Child and Family Studies*, *16*(5), 671-683.

Bornstein, M. H. (2012). Cultural approaches to parenting. *Parenting*, *12*(2-3), 212-221.

Darling, N. & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin, 113,* 487-496.

Stormshak, E. A., & Dishion, T. J. (2002). An ecological approach to child and family clinical and counseling psychology. *Clinical Child and Family Psychology Review*, *5*(3), 197-215.

Thomlison, B. (2015). Selecting family assessment instruments to evaluate change. *Family assessment handbook: An introductory practice guide to family assessment* (4th Edition; pp. 157-170). Boston, MA: Cengage Learning.

Thomlison, B. (2015). Family-centered interventions for coping with difficult life stressors. *Family assessment handbook: An introductory practice guide to family assessment* (4th Edition; pp. 125-144). Boston, MA: Cengage Learning.

Biblarz, T. J., & Savci, E. (2010). Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, *72*(3), 480-497.

Halpern, C. T. (2010). Reframing research on adolescent sexuality: Healthy sexual development as part of the life course. *Perspectives on Sexual and Reproductive Health*, *42*(1), 6-7.

Rosario, M., Schrimshaw, E. W., & Hunter, J. (2011). Different patterns of sexual identity development over time: Implications for the psychological adjustment of lesbian, gay, and bisexual youths. *Journal of sex research*, *48*(1), 3-15.

Trans Student Educational Resources (2016). *Confused about gender? The gender unicorn is here to help.* Retrieved from <http://weareheremovement.com/2016/01/confused-gender-gender-unicorn-help/>

Lara-Cooper, K., & Cooper, S. (2016). “My Culture Is Not a Costume”: The Influence of Stereotypes on Children in Middle Childhood. *Wicazo Sa Review*, *31*(2), 56-68.

Umaña‐Taylor, A. J., Quintana, S. M., Lee, R. M., Cross Jr, W. E., Rivas‐Drake, D., Schwartz, S. J., ... & Ethnic and Racial Identity in the 21st Century Study Group. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child development*, *85*(1), 21-39.

**COURSE REQUIREMENTS AND GRADING**

* **Regular attendance and active participation ( 10pts).** You are expected to attend class regularly, actively participate, and complete the reading assignments listed in this syllabus. Attendance will be taken and recorded on Canvas
* It is my expectation that as young professionals in training that you will arrive on time and regularly attend classes, except in the case of an unavoidable and major conflict (e.g., sickness or death in family). Due to the fast pace nature of the quarter system, missing significant class time is not advantageous, thus, **you may fail the course if you miss two or more classes.**
* The completion and analysis of class readings is essential to promoting critical dialogue and analysis during in-class discussions. Please come to class with detailed notes about the main messages of readings, key findings and conclusions, strengths and limitations of articles, and unanswered questions.
* The completion of in-class assignments, including small group and stimulus-related activities is also required.
* **In-Class** Activities **(10pts).** Students will practice techniques such as limit setting and problem-solving in class with peers in active role-plays on dates specified in this syllabus.
* **Genogram (10 pts).** Create a 3-generation genogram. Write a two page summary about your Genogram. The two page summary of your genogram should include an explanaintion of the relationships that were depicted in the diagram. The summary should also include a reflection of your experience of doing the genogram and what came up for you during this activity.
* **Genogram Presentations**: Presentations will be done in your indvidial groups about your experience of doing the genogram. If comfortable you will also have the opportunity to share your genogram with your group and with the class. **Submit Genograms on Canvas by 10:00 am on the due date or they will be considered late .**
* **Triple P Parenting Module Quiz (20pts).** Each group will purchase the Triple P Parenting module. Each individual in the group will be required to got through the assigned training. Two10 point quizes will be given after the completion of the Triple P Parenting Module 1-4 and 5-8.
* **Parenting book analysis project (30 pts). See Appendix A at the end of this syllabus.**
* **Parenting book presentation (20 pts).** Students will create a powerpoint in their group to represent what they learned from their parenting books and how it corresponded with human development.
* **Late Assignments.** Work is due as assigned. Late individual work will be accepted; however, the calculated grade ceiling will be reduced 5% for each day late (i.e., your grade will be calculated, then multiplied by .95 on the first day late, .90 on the second, etc.). This includes weekend and holiday days.
* There are no opportunities to earn extra credit in this course. **Incompletes** will be given only for emergencies and by prior arrangement with your instructor. **All work is due as assigned or as described in class. No work will be accepted after class on Week 10 except by prearrangement with the instructor.**

**GRADING**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points per Assignment** | **Total Points** |
| In-Class Activity | 1 points each | 10 |
| Attendance  | .05 points per day | 10 |
| Triple P Parenting Module Quizs |  | 20 |
| Genogram |  | 10  |
| Parenting Book Analysis Project |  | 30 |
| Parenting Book Presentation |  | 20 |
|  | **Total Points** | **100** |

**STUDENT ENGAGEMENT INVENTORY**

**The University of Oregon requires 90 hours of student engagement for a 3-credit class. The following table breaks down the proposed hours by educational activity.**

|  |  |  |
| --- | --- | --- |
| **Educational activity** | **Hours student engaged** | **Explanatory comments** |
| Lectures | 38 | 19 Lectures @ 2 hours each |
| Assigned Readings and Study | 28 | 20 hours for books/articles; 8 hours for online parenting modules |
| Genogram | 6 |  |
| Parenting Book Analysis presentation | 6 |  |
| Parenting Book Analysis  | 12 |  |
| Total hours | **90** | This total represents the average engagement anticipated for a student with typical reading speed and academic preparation |

**FINAL GRADES**

Grades will be assigned based upon total points earned, according to the following guide­lines

|  |  |  |
| --- | --- | --- |
| **A+** 100% | **A** 93-99.9% | **A-** 90-92.9% |
| **B+** 88-89.9% | **B** 83-87.9% | **B-** 80-82.9% |
| **C+** 78-79.9% | **C** 73-77.9% | **C-** 70-72.9% |
| **D+** 68-69.9% | **D** 63-67.9% | **D-** 60-62.9% |
|  | **F** <59.9% |  |

**POLICIES AND NOTIFICATIONS**

**Attendance and Absence Guidelines**

You are expected to attend class. Missing more than two class meetings (defined as being more than 10 minutes late or leaving more than 5 minutes early) may result in failing the class. Under some circumstances, make-up activities may be negotiated in advance with the instructor. Documented medical and athletic absences may be made up. However, if you miss a significant proportion of the class for any reason, the instructor may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with make-up work at the instructor’s discretion.

**Expectations for Professionals in Training**

Please see the sections below on ethics, conduct, and related issues.

You are expected to participate actively. Inattention, disruption, lateness, or other unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade.

You must reference your sources in essay responses and use quotation marks for direct quotes. Plagiarism and disallowed collaboration are serious academic offenses and will be managed accordingly. You may not collaborate unless explicitly required or permitted to do so. Sharing information from this class with other class members is permitted only when this does not violate standards of academic honesty. No recording is permitted without prior approval from the instructor. You may not repost the instructor’s materials (PowerPoints, worksheets, etc.) without permission from the instructor. Posting, selling or otherwise sharing class or exam notes will be treated as academic dishonesty.

**Additional Course Requirements**

Please save or print a copy of this syllabus. Some readings may be on the online course learning platform.

If you are having trouble accessing or using the online class learning platform from off-campus, try using a different browser. If you are having trouble downloading PDFs, try using a PC (not Mac).

When you e-mail the instructor, use your UO account and give your full name and the class number and title. E-mail with an instructor is a professional communication. Please be clear and courteous, and use the writing style you would use in an informal paper.

You are responsible for keeping copies of all of your work until after you are satisfied with your final grade. This may mean making an electronic backup of all assignments completed on the computer (or e-mailing yourself a copy that can be retrieved if your computer crashes), keeping graded work until after the class is over, or keeping a copy of any e-mail you send and receive related to the course.

**Diversity, Equity and Inclusion**

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

* respect the dignity and essential worth of all individuals.
* promote a culture of respect throughout the University community.
* respect the privacy, property, and freedom of others.
* reject bigotry, discrimination, violence, or intimidation of any kind.
* practice personal and academic integrity and expect it from others.
* promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other’s comments.

**Documented Disability**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see<http://aec.uoregon.edu>

**Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

**Reporting Title IX Experiences**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at https://respect.uoregon.edu/ or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

The instructor of this class will direct students who disclose sexual harassment or sexual violence to resources that can help and has the responsibility to report the information shared with them to the university administration. The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

**Indigenous Recognition Statement**

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

**Using Pronouns and Personal Preference**

The College of Education is always working to include and engage everyone. One way we can do this is to share our pronouns, or the words we want to be called when people aren’t using our name. Like names, pronouns are an important part of how we identify ourselves. Because we recognize that assuming someone’s gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary this practice can assist in promoting respectful communication. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. If you would like to ensure clarity around pronouns, please feel free to share any pronouns you would prefer me to use when referring to you to help me be aware of how to address you respectfully. Please visit this university website for more information.

<https://studentlife.uoregon.edu/pronouns>

**Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code <http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity (Krista Chronister, 346-2415, kmg@uoregon.edu). For winter, spring and summer terms you can contact the Interim Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu). Outside the College, you can contact:

* UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
* Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
* Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

**Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (https://policies.uoregon.edu/grievance-procedures) and/or consult with the College Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu).

**In Case of Inclement Weather**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page at https://www.uoregon.edu/. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>

**Appendix A**

* For this project you will
	+ Describe and evaluate the different ways the two books you chose (be sure to chose different authors)
		- Strengthen parent-child relationship effective requests, routines, sleep, nutrition).
		- Create a foundation of positive behavior support
		- Address limit-setting and responses to negative behavior
		- Teach problem-solving skills.
	+ Compare/contrast cultural norms regarding parenting (beliefs, expectations, biases) presented in each book
	+ Assess the integration of research based practices
	+ Describe each books overall user-friendliness

**Column A. (general parenting books)**

How to talk so kids will listen and listen so kids will talk, by Adele Faber and Elaine Mazlish - Olivia Young

How to talk so teens will listen and listen so teens will talk, by Adele Faber and Elaine Mazlish

The science of parenting, by Margot Sunderland

The ‘whole brain’ child, by Daniel Siegel

* + - Set environment up for success (proactive parenting,

**Column B. (books targeted to address specific obstacles)**

Honey I wrecked the kids, by Alyson Schafer – Olivia Young

Raising your spirited child, Mary Sheedy Kurcinka

No-Drama Discipline, Daniel Siegel

The explosive child, by Ross Green

The Discipline Book: How to have a better-behaved child from birth to age 10, Dr. Sears

1-2-3 Magic, by Thomas Phelan

\*Note that there are many other parenting books out there. This is just a small sample of popular books that you should be familiar with when working with families. Some approaches fit better than others given the wide range of family needs and parenting philosophies.

\*\*Yes, the Love and Logic series (by Jim Faye and Foster Cline) is also popular. It is not on this list, however, given the pseudoscience and unethical practices of Dr. Cline.