Child Development and Parenting

8232/36 weeks

8231/18 weeks

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Acknowledgments

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Correlations to the Virginia Standards of Learning were reviewed and updated by the following:
Course Description

**Suggested Grade Level:** 9 or 10 or 11 or 12

Students enrolled in Child Development and Parenting learn about parenting roles and responsibilities and parenting practices that maximize human growth and development. They focus on ensuring a healthy start for parent and child, balancing work and family, and understanding support systems that provide services for families.

**Task Essentials Table**

- by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (◯) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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<td>Analyze the meaning of work.</td>
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<td>Compare how families affect work life and how work life affects families.</td>
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<td>Describe cultural differences in parenting roles and responsibilities.</td>
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<td>Analyze the interdependent relationship between families and society for meeting children's needs.</td>
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<td>Identify biological processes related to prenatal development.</td>
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<td>52</td>
<td>Identify biological processes related to birth.</td>
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<td>Identify biological processes related to the health of mother and child.</td>
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<td>Demonstrate nurturing practices that support infant growth and development.</td>
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<td>Describe ways to integrate a newborn into the family.</td>
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<td>Explain the bonding and attachment processes and how they influence parent-child relationships.</td>
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<td>Describe components of an effective parenting support system.</td>
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<td>Investigate resources available to parents.</td>
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<td>Describe ways to integrate a newborn into the family.</td>
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<td>Develop strategies to effect change in policies and laws for the benefit of families and children.</td>
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<td>Participate in advocacy to effect policies and laws for the benefit of families and children.</td>
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<td>Identify available childcare options.</td>
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<td>Identify criteria for selecting and evaluating childcare services.</td>
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<td>Describe developmental stages and their characteristics.</td>
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<td>Describe developmentally appropriate behavior and discipline for a child at each stage of development.</td>
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<td>Identify nurturing practices that support human growth and development.</td>
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<td>Plan strategies to enhance children’s physical, emotional, social, and cognitive development.</td>
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<td>Plan strategies for meeting nutritional needs of children.</td>
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<td>Plan strategies to provide for child health and safety.</td>
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<td>Demonstrate developmentally appropriate communication skills.</td>
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<td>Distinguish among guidance, discipline, and punishment.</td>
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<td>Analyze factors that contribute to child abuse and to child neglect.</td>
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<td>73</td>
<td>Assess the effects of child abuse and neglect on the child, parents, other family members, and society.</td>
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<td>Determine methods to prevent child abuse and neglect.</td>
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Legend: ☑ Essential ☐ Non-essential ☐ Omitted

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**Curriculum Framework**

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**Balancing Work and Family**

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**Task Number 39**

**Analyze the meaning of work.**

**Definition**

Analysis should include

- evaluating work systems (i.e., structures)
- assessing characteristics of strong work organizations
- examining the evolution of the workforce
- identifying the rewards and stresses of work
- describing the roles and responsibilities of employees.
Process/Skill Questions

Thinking

• What factors should one consider when analyzing work?
• How is the role of management in the workplace like or unlike the role of management in the family?

Communication

• How can the workplace be respectful of the family and individuals?
• How can family values be communicated?

Leadership

• How can an employer help employees develop leadership skills?

Management

• How can an individual’s management skills be integrated into the workplace?
• What resources can help us determine our work values?

FCCLA National Programs and Competitive Events

Career Connection

• My Skills
• My Life
• My Career
• My Plan

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

Competitive Event--STAR Events

• Career Investigation
• Interpersonal Communications
• Job Interview
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

Task Number 40

Analyze the meaning of family.
**Definition**
Analysis should include

- evaluating traditional and nontraditional family systems (i.e., structures)
- assessing characteristics of strong family systems
- identifying the rewards and stresses of work within the family
- describing the roles and responsibilities of family members
- determining the effects of interdependence on each member of the family, using the family systems theory
- evaluating ways in which the evolution of the family life cycle affects choices and decisions
- examining personal and family values.

**Process/Skill Questions**

**Thinking**

- What factors should be considered when analyzing family structures?
- How are the roles and responsibilities of family members alike, and how are they different?

**Communication**

- How can family members at different stages of the family life cycle communicate their values and choices?
- What role does communication play in the importance of family dynamics?

**Leadership**

- What leadership techniques develop family strategies for change?
- How can leadership skills be integrated into the family and the workplace?

**Management**

- How can a life plan reflect family values?
- How can an individual’s management skills be integrated into the family?

**FCCLA National Programs and Competitive Events**

**Families First**

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

**Power of One**

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

**Competitive Event--STAR Events**
Focus on Children
Interpersonal Communications
National Programs in Action
Professional Presentation
Promote and Publicize FCCLA!
Check the national website for online events
Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

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Task Number 41

Compare how families affect work life and how work life affects families.

Definition
Comparison should include

- the financial, social, intellectual, emotional, and ethical issues involved in work and family roles
- the effect of career choices on parenting decisions
- the effect of parenting decisions on career choices and life goals.

Process/Skill Questions
Thinking

- What effects do technological changes in the workplace have on families?
- What effects do other workplace trends have on families?
- What are the benefits and disadvantages of work as it relates to family?
- What may be the effects of family stress and/or change on the workplace?

Communication

- How can the importance of work life be communicated to family members and the importance of family life be communicated to those in the workplace?
- What communication skills help balance the effects of family life on work? Work life on families?
- What communication skills used in the workplace are valuable in the family, and vice versa?

Leadership

- What leadership techniques direct or redirect the effects of family on work and work on family?
- How can leadership skills be integrated into the family and the workplace?

Management
• How can an individual’s management skills be integrated into the family and into the workplace?
• What management skills minimize the effects of family life on work and the effects of work on family life?

FCCLA National Programs and Competitive Events

Career Connection
• My Skills
• My Life
• My Career
• My Plan

Families First
• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Financial Fitness
• Earning
• Spending
• Saving
• Protecting

Power of One
• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

Competitive Event—STAR Events
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Promote and Publicize FCCLA!
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• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

Task Number 42

Identify management strategies for balancing work and family roles.
Definition
Identification should include strategies related to

- managing work-life balance, particularly investing quality time with children
- prioritizing family and work responsibilities
- monitoring stress levels of adults and children
- maintaining health and adhering to safety issues, including caring for a child that is sick
- managing crises (e.g., death, illness) and state of emergency situations (e.g., natural disasters, pandemics)
- practicing conflict resolution
- promoting family and work values
- acknowledging stages of the family and career life cycles
- identifying red flags and unhealthy and abusive family behaviors.

Process/Skill Questions
Thinking

- What is the relationship between the family’s circumstances and work productivity?
- Why is it important to a person, to the family, and to the employer to balance work and family roles?
- What factors should be considered when developing management strategies related to family? To the workplace?
- What responsibility does an employer have for a worker’s well-being at home?
- When is it appropriate for an employer to intervene in an employee’s personal/family life?
- What is the relationship of community activities and responsibilities to work and family roles?
- How do management strategies for balancing work and family roles change as the family progresses through its life cycle?

Communication

- When is it appropriate for an employee to communicate personal/family problems to an employer?
- How can the importance of balancing work and family roles be communicated to others?
- How can family members communicate that they need assistance in balancing work and family responsibilities?

Leadership

- What leadership techniques can address and resolve conflict regarding work and family roles?
- What skills do family members need to become leaders?
- What criteria should be used to assess efforts at balancing work and family roles?

Management

- What management skills help to set priorities at work and at home?
- What management skills help to deal with issues at different stages of the family life cycle?
- What management skills should be used when it becomes difficult to balance work and family responsibilities?

FCCLA National Programs and Competitive Events

Career Connection

- My Skills
- My Life
• My Career
• My Plan

**Community Service**
• Learn
• Serve
• Lead

**Families First**
• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

**Power of One**
• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

**STAND Up**
• Assess
• Educate
• Advocate

**Student Body**
• The Healthy You
• The Fit You
• The Real You
• The Resilient You

**Competitive Event--STAR Events**
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Promote and Publicize FCCLA!
• Public Policy Advocate
• Teach and Train
• Check the national website for on line events
• Check the website for Skill Events

**National Standards for Family and Consumer Sciences Education**

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

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**Analyzing Parenting Roles and Responsibilities**

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Task Number 43

Analyze parenting expectations and responsibilities.

**Definition**

Analysis should include

- fulfilling the physical, emotional, intellectual, and social needs of children
- nurturing children
- ensuring that children have the best possible environment for development
- promoting children’s moral development
- studying brain development theories
- describing parenting practices that support brain development
- teaching children about their heritage and culture
- teaching parents and children to take care of themselves (e.g., developing self-help and functional skills, promoting independence)
- identifying strategies for sharing parenting responsibilities
- identifying barriers to balancing care of self and care of children

**Process/Skill Questions**

**Thinking**

- How do people decide they are ready to have children?
- What factors influence their decision?
- How do parents show unconditional love for their children at different stages of development?
- What are some activities through which parents support children's intellectual development from infancy to adolescence?
- What community resources are available to assist parents with parenting expectations and responsibilities?

**Communication**

- How do parents teach children about their heritage and culture?
- What are some ways to help a child develop self-esteem? What communication techniques are helpful? What resources are available to teach children about self-esteem?
- How can technology promote intellectual development?
- What are the benefits of children’s use of technology?
- What are the risks of children’s use of technology?
- How can a parent’s use of technology affect the family?

**Leadership**

- Who is responsible for setting and enforcing rules of behavior in your family?
- What rules of behavior do you envision setting for your future children? Why do children need rules?
- What can happen to a child's moral development when parents set a good example? What can happen when parents fail to set a good example?
- What are some strategies that parents can use to cope with the frustrations of parenting?

**Management**

- What management skills are essential to meet a child's physical needs?
- What are some ways to teach parents and children to take care of themselves?
- How does the relationship between parents and children change as children grow more independent?
• What management skills are essential for the parents of a child with special needs?
• What community resources are available for families with special needs children?

**FCCLA National Programs and Competitive Events**

**Community Service**
- Learn
- Serve
- Lead

**Families First**
- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

**Power of One**
- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

**STAND Up**
- Assess
- Educate
- Advocate

**Competitive Event--STAR Events**
- Focus on Children
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- Public Policy Advocate
- Teach and Train
- Check the national website for on line events
- Check the website for Skill Events

**National Standards for Family and Consumer Sciences Education**

15.1.2 Analyze expectations and responsibilities of parenting.

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**Task Number 44**

**Identify parenting roles across the life span.**

**Definition**
Identification should include

• a parent’s roles as manager, problem-solver, nurturer, and leader
• expectations in parenting
• beliefs and attitudes about parenting roles.
Process/Skill Questions

Thinking

- Who is usually considered a parent?
- Which of the roles (manager, problem solver, nurturer, leader) is the easiest to fulfill?
- The most difficult? Why?
- What happens when parents do not fulfill their responsibilities as managers, problem-solvers, nurturers, and leaders?
- What is the most important quality for a parent to have, and why? What could happen if a parent does not have this quality?
- What resources are available for families when there is a breakdown in the parenting role?

Communication

- What values would a parent need to have to carry out the responsibilities of parenting?
- Where do individuals acquire the attitudes and values for effective parenting?
- What questions should be asked to determine readiness for parenting?
- How do families teach values to their children?

Leadership

- What skills do parents need to carry out their responsibilities? Which of these skills are leadership skills?

Management

- What can happen when a person's parents are not positive role models?
- What other resources can the parent take advantage of to learn effective parenting skills?
- What effects could the birth of a child have on one’s educational, career, and lifestyle goals?
- Which community organizations offer mentors for children?

FCCLA National Programs and Competitive Events

Families First

- Families Today
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- Parent Practice

Power of One

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15.1.1 Analyze parenting roles across the life span.

Task Number 45

Evaluate personal readiness for becoming a parent.

Definition
Evaluation should include

- summarizing the emotional, social, intellectual, physical, financial, and occupational rewards and challenges of parenting
- identifying ways in which the parenting role may change one’s life (e.g., limits on personal time and freedom; changes in personal relationships; increased financial pressures; feelings of frustration, confusion, isolation, and loneliness; frequent exhaustion)
- developing solutions for the challenges the parenting role may present
- analyzing one’s reasons for wanting or not wanting to become a parent, based on personal beliefs and values, social customs, and physical and emotional needs
- assessing practical considerations related to parental preparedness (e.g., finances and availability of necessary resources, including transportation, employability, work responsibilities, state of health and strength, relationship with spouse or partner, managerial and coping skills, emotional maturity, level of education, knowledge of human growth and development).

Process/Skill Questions
Thinking

- What changes occur when a couple makes a sound decision to start a family? What are the consequences when people become parents for unsound reasons?
- What factors support successful parenting? What factors inhibit successful parenting?
- How does a good relationship between parents help build a strong family?
- Why is age a factor in becoming parents? At what age are you ready to become a parent?
- What factors help to determine when individuals are ready to become parents?
- What are alternatives to not birthing a child? How does this affect the challenges of parenting?
- What contradictions exist between the perception of parenthood and the actual realities of parenthood?

Communication

- What does a person need to believe about parenting to become a successful parent?
- What communication skills will help evaluate readiness for parenthood?
- What resources are available to help you determine if you are ready to become a parent?

Leadership

- What are the consequences of becoming a parent too soon?
- What resources are available if you need childcare?
- How can others be encouraged to consider readiness factors before becoming a parent?

Management
How can the actions of a prospective parent support or constrain the development of their future children?
What management skills will help evaluate readiness for parenthood?

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- Balancing Family & Career
- Parent Practice

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- Protecting

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**Competitive Event--STAR Events**
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- Professional Presentation
- Check the national website for on line events
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**Task Number 46**

**Analyze societal influences on parenting roles and responsibilities.**

**Definition**
Analysis should include
- ecological theories
- sociocultural factors (ideas, beliefs, values, customs, traditions, norms)
- social media outlets
- legal factors (regulations, laws, courts, education system, protective services, welfare)
- economic factors (availability of jobs, wages, availability of goods and services)
• technological resources (e.g., machines including computers and communication devices, electronic media, Internet)
• child development theories (e.g., psychosocial, cognitive, behaviorist, ecological).

Process/Skill Questions
Thinking

• How would each of the influences listed above affect the parent-child relationship?
• Which factors potentially have the greatest influence, and which factors potentially have the least influence?
• What parenting skills and practices contribute to the well-being of family members and society?

Communication

• Why should parents be aware of cultural influences on parenting?
• How does the parent-child relationship strengthen cultural ties?
• What should parents do when cultural or family influences contradict what they believe they should do as parents?
• What factors influence beliefs about the roles and responsibilities of parenthood?

Leadership

• What is the role of culture in nurturing children?
• What are the positive and negative effects of authoritarian parenting? Why do you think parenting styles have changed?
• What actions should be taken to solve the problem of inadequate parenting? What are the consequences of not taking a leadership role to solve this problem?

Management

• Which expert in the area of parenting practices do you think presents the most effective point of view, and why?
• What are the similarities and differences between this expert's advice and others' advice?
• What management skills do working parents need to maintain positive parent-child relationships?

FCCLA National Programs and Competitive Events

Families First
• Families Today
• You Me Us
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• Parent Practice

Power of One
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Competitive Event—STAR Events
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National Standards for Family and Consumer Sciences Education

15.1.4 Analyze societal conditions that influence parenting across the life span.

Task Number 47

Assess common parenting practices and emerging research about discipline on human growth and development.

Definition
Assessment should include

- analyzing short-term and long-term outcomes of guidance, discipline, and/or punishment for children, families, and society
- examining, using case studies, how a child’s misbehavior can be corrected through guidance, discipline, and/or punishment
- evaluating each method as to whether it encourages appropriate behavior and positive long-term characteristics in children.

Process/Skill Questions

Thinking

- What characteristics would you want your children to develop? How do you think you could control this?
- Which do you think is a greater influence: a child’s inherent personality or the child’s environment, including methods of parental guidance? Why?
- What factors influence guidance methods used by parents?

Communication

- Where do individuals acquire beliefs and attitudes about guidance, discipline, and punishment?
- What messages do parents send to children when they punish them for misbehavior? What are the short-term effects of punishment on a child? On parents? On society? What are the long-term effects on each?
- What communication skills do parents and children need for guidance and discipline to be effective?

Leadership

- What leadership skills do parents need to provide guidance and discipline to children?
- What parental actions reflect leadership skills?
- What resources are available for parents to learn about parenting styles?

Management

- What factors might influence parents to change their methods of child guidance?
- What resources might parents use to change their methods of child guidance? What factors might prevent parents from changing?

FCCLA National Programs and Competitive Events
Families First
- Families Today
- You Me Us
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- Parent Practice

Power of One
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STAND Up
- Assess
- Educate
- Advocate

Competitive Event--STAR Events
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- Interpersonal Communications
- National Programs in Action
- Professional Presentation
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- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.

Task Number 48
Evaluate different parenting styles.

Definition
Evaluation should include
- identifying and describing the characteristics of authoritarian or autocratic, democratic, and permissive parenting styles
- comparing parenting styles in terms of who is in control, expectations of the parent and child, and ways of dealing with problem behavior
- predicting children’s behavioral and socio-emotional outcomes for each of these parenting styles
- discussing the two dimensions of parenting (i.e., warmth and control).

Process/Skill Questions
Thinking
- What factors determine the decisions parents make in guiding children?
- Where do parents acquire their parenting style?
- What needs do parents have that influence their parenting style?
Communication

- How might the media influence a parent’s approach to guiding and disciplining children and adolescents?
- How do a parent’s values and beliefs influence his or her approach to guiding and disciplining children and adolescents?
- What messages does a parent with a permissive style send to a child when rules are not enforced?

Leadership

- What are the authoritarian parent's expectations of a child's behavior? How do these expectations differ from those of a democratic or permissive parent?
- How do the three approaches differ in terms of rules? How do they differ in terms of choices made by the child?
- Which child guidance approach encourages a child to develop leadership skills? Why?

Management

- What are the characteristics of natural and logical consequences? What are the differences between consequences and punishment?
- What is the extreme form of authoritarian parenting? What is the extreme form of permissive parenting?
- What management skills can a child learn from experiencing natural consequences?

FCCLA National Programs and Competitive Events

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

STAND Up

- Assess
- Educate
- Advocate

Competitive Event--STAR Events

- Focus on Children
- Interpersonal Communications
- National Programs in Action
- Professional Presentation
- Check the national website for on line events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education
12.3.1 Analyze the role of nurturance on human growth and development.
12.3.2 Analyze the role of communication on human growth and development.

Task Number 49

Describe cultural differences in parenting roles and responsibilities.

Definition

Description should include

- reasons different family systems, cultures, and ethnic groups may have different parenting principles and behaviors
- ways parenting principles and behaviors are influenced by factors such as ethnic background, historical changes in child-rearing practices, gender-role expectations, and maternal employment
- parenting principles and behaviors associated with specified family systems, cultures, and/or ethnic groups
- behavioral expectations for children within and among these family systems, cultures, and ethnic groups
- the effects of punishment on child development and parent-child relationship
- positive parenting tools that focus on taking time for training, finding solutions, and avoiding reliance on punishment.

Process/Skill Questions

Thinking

- Why do some families have different expectations of boys and girls? What beliefs lead some families to severely restrict a girl's education and social contact?
- What can happen when cultural or religious beliefs conflict with the parenting practices of the larger community? How do these differences affect children? The parents? The community?

Communication

- How do families communicate their principles and behavioral expectations to children?
- How do you think children respond to child guidance based on cultural and ethnic traditions?

Leadership

- Why are some rules of conduct important for some families but not for others?
- How do cultural differences influence parenting roles?
- What should individuals do to be respectful of cultural parenting practices?

Management

- What information do individuals need to understand the influence of culture and ethnic heritage on behavioral expectations? What are some reliable sources for this information?
- What management skills can help us interact with families of different culture and ethnic heritage?

FCCLA National Programs and Competitive Events

Families First
6.1.4 Analyze the role of family in teaching culture and traditions across the life span.

Task Number 50

Analyze the interdependent relationship between families and society for meeting children's needs.

Definition

Analysis should include

- the political system (e.g., regulations, laws, courts, legal system, education system, protective services, welfare)
- the economic system (e.g., jobs, wages, goods, services)
- the sociocultural system (e.g., ideas, beliefs, values, customs, traditions, norms, ethics)
- technology (e.g., machines including computers and communication devices, electronic media, Internet, social media).

Process/Skill Questions

Thinking

- What factors in the economic system affect parents and children? What are ways that parents and children affect the economic system?
- What happens to parents and children when jobs are lost, when interest rates rise and fall, when scandal erodes investor confidence, when new jobs are created, or when employers provide health care benefits?
• What happens to the economic system when parents and children save or spend money, boycott products, buy foreign/domestic goods, or consume/do not consume goods and services?

Communication
• How does the sociocultural system affect parents and children? How can parents and children affect the society/culture in which they live?
• What are the effects of a society that looks with suspicion on parents and children of different ethnic or cultural backgrounds?
• What are some ways that parents and children with different ethnic backgrounds enrich culture?

Leadership
• What are some government actions that affect parents and children? What are some family actions that affect political systems?
• What would happen to parents and children if the government did not provide education, help support families in financial need, pass laws, charge taxes, operate courts, build roads, or establish regulations?
• What would happen to the political system if citizens did not vote, run for office, serve on committees and boards, or lobby for legislation?

Management
• In what ways does technology affect parents and children? How can parents and children take advantage of or affect the technological system?
• How can parents and children use technology to reduce drudgery, gather information, save time, and keep track of information?
• What factors influence the decisions of families concerning the use of technology?
• What influence do television, movies, and other media have on a family's lifestyle?

FCCLA National Programs and Competitive Events

Families First
• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One
• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

STAND Up
• Assess
• Educate
• Advocate

Competitive Event--STAR Events
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
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National Standards for Family and Consumer Sciences Education

6.1 Analyze the effects of family as a system on individuals and society.

Ensuring a Healthy Start for Mother and Child

Task Number 51

Identify biological processes related to prenatal development.

Definition

Identification should include

• the biological process of conception
• technological processes and devices designed either to prevent pregnancy or to enhance fertility and enable pregnancy
• the biological process associated with development of an embryo and fetus by trimester
• technological processes and devices designed to monitor the fetus, diagnose genetic conditions, and support the health of the mother and fetus
• strategies a mother should use for good prenatal care at each phase of prenatal development
• pregnancy medication risk factor classifications
• potential complications of having multiples (e.g., twins, triplets)
• the importance of good nutrition during pregnancy
• areas of concern associated with prenatal development
• effects of harmful substances or other harmful factors on the mother and the child
• warning signs of abnormal prenatal conditions.

Process/Skill Questions

Thinking

• What behaviors on the part of a pregnant woman are likely to protect and enhance the health of the baby? What behaviors can harm the baby? What are the consequences of these behaviors?
• What are the possible outcomes of genetic testing? What short- and long-term choices may be required of prospective parents of a child with an inherited disease or condition?
• What happens to pregnant women and their babies when the women cannot afford prenatal care?

Communication

• Where do individuals acquire attitudes and beliefs about family planning? What factors determine decisions by pregnant women (or women planning to become pregnant) about nutrition, smoking, drug or alcohol abuse, sexually transmitted diseases, and medical procedures such as X-rays and amniocentesis?
What happens when prospective parents share the decision-making regarding prenatal care and childbirth? What happens when the woman has to make these decisions alone?

Leadership

What other methods exist for becoming a parent besides conceiving and giving birth to a baby? What changes occur when becoming a parent by adopting a child, by marrying a person who already has a child, or by acting as a foster parent?

Why is it important to learn about all the methods of becoming a parent?

What are the results of using technological procedures to save the life of a newborn with multiple severe health problems? What choices are required of the parents of this child? What ethical issues must be dealt with by the medical professionals and parents?

Management

What information do individuals need to debate the ramifications of technological advances in obstetric and neonatal care?

Where can individuals get reliable information about conception, prenatal development, and birth?

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Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One

- A Better You
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- Working on Working
- Take the Lead
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STAND Up

- Assess
- Educate
- Advocate

Student Body

- The Healthy You
- The Fit You
- The Real You
- The Resilient You

Competitive Event--STAR Events

- Focus on Children
- Interpersonal Communications
- National Programs in Action
- Nutrition and Wellness
- Professional Presentation
- Public Policy Advocate
- Check the national website for online events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.

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Task Number 52

Identify biological processes related to birth.

Definition
Identification should include

• the biological process of childbirth
• terms related to labor and delivery
• myths perpetuated by and truths gained from the media’s portrayal of labor and delivery
• advantages and disadvantages of different methods of childbirth (e.g., traditional, family-centered, Lamaze, cesarean section)
• advantages and disadvantages of pain-reducing medications or anesthetics used during labor
• the Apgar scale.

Process/Skill Questions
Thinking
• Why is it important for parents to develop a birth plan?
• How does media portray labor and delivery?
• What happens if parents cannot afford the labor and delivery medical expenses?

Communication
• What factors might influence the choice parents make regarding pain reduction medication during labor and delivery?
• Where do new parents acquire information about different methods of childbirth?
• How can parents ensure the safety and security of a newborn?

Leadership
• What criteria should one use to determine which childbirth method to use?
• Why is it important to learn about different options available for pain reduction during labor and delivery?

Management
• Where can individuals get reliable information about labor and delivery?
• What are some ways to prepare for labor and delivery?

FCCLA National Programs and Competitive Events

Families First
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• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice
Power of One
- A Better You
- Family Ties
- Working on Working
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Student Body
- The Healthy You
- The Fit You
- The Real You
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Competitive Event--STAR Events
- Focus on Children
- National Programs in Action
- Professional Presentation
- Check the national website for on line events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.

Task Number 53

Identify biological processes related to the health of mother and child.

Definition
Identification should include
- postpartum depression and mental health of mother
- technological advances in the survival and care of newborns and new mothers.

Process/Skill Questions
Thinking
- What biological factors are associated with postpartum depression?
- Why is important to learn about postpartum depression?

Communication
- How can one recognize the differences between postpartum blues, postpartum depression, and postpartum psychosis?

Leadership
- What actions should be taken to ensure a healthy emotional and physical beginning for parents and children?

Management
- What are some recognizable signs of postpartum depression?
- Why is important to learn about new mother’s mental health?
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- Balancing Family & Career
- Parent Practice

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Student Body

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- The Resilient You

Competitive Event--STAR Events

- Focus on Children
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- Professional Presentation
- Check the national website for on line events
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National Standards for Family and Consumer Sciences Education

15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.

Task Number 54

Demonstrate nurturing practices that support infant growth and development.

Definition

Demonstration could include

- normal physical care of an infant, including feeding, diapering, clothing, bathing, and stimulating
- emotional care and interactions, such as cuddling, kissing, and other physical contact
- responses to special circumstances such as illness, injury, special dietary needs, colic, or chronic irritability
- provision and level of care during parental absences.

Process/Skill Questions

Thinking

- How do you think it feels to be a first-time parent with a newborn?
• Why is it important for parents to prepare for caring for a newborn?
• What happens when parents are not able to care for their new child?

Communication

• Where do people acquire attitudes and beliefs about providing care for a new child?
• What factors might influence the choices parents make regarding the care of a new child?
• How can parents communicate their expectations of care to a babysitter or other caregiver?
• Why is attachment important in infants’ behavior?
• How could one’s culture affect an infant’s attachment behavior?
• Why is it essential to read the nonverbal cues of infants?

Leadership

• What criteria should one use to evaluate the quality of care for a new child?
• What newborn childcare tasks require parents to fulfill the role of nurturer? Problem-solver? Leader? Manager?
• What parenting practices would maximize a newborn baby’s growth and development?

Management

• What management skills must parents use to care for a newborn baby?
• How can parents ensure the safety and security of a new baby?

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Task Number 55

Describe ways to integrate a newborn into the family.

Definition

Description should include caring ways to

- celebrate the arrival of a new child by birth, blended family, adoption, or foster family
- recognize the caregiver’s feelings, fears, and dreams or aspirations regarding a newborn child
- prepare other children in the family for the new member
- plan for childcare during the birth of a sibling
- prepare a child to attend a sibling’s birth
- reduce the stress of adjustments for the new child, the parents, family members, and pets
- access resources for assistance
- consider the bidirectionality of the parent-child relationship.

Process/Skill Questions

Thinking

- What are the consequences for an older child of welcoming a new baby?
- Why is it important to anticipate the feelings and needs of other family members when welcoming a new child into the family?
- How can parents integrate a new child into the family in caring ways?

Communication

- What values and beliefs might influence people to become foster parents? Adoptive parents?
- What factors might influence people to adopt or foster children with special needs?
- What stresses might an adopted or foster child have regarding entering a new family?

Leadership

- What adjustments do parents need to make to ensure the physical and emotional care of a new child?
- What adjustments do other family members need to make to lessen the stress of a new child?
- How can family members be encouraged to integrate a new child into the family in caring ways?

Management

- What are some ways to prepare other children for the arrival of a new baby? For the arrival of an older child?
- What steps can parents take to lessen the tension of a new (older) child’s first day and night in a new home?
- What management skills do parents need to integrate a new child into the family?
- How can parents prepare other children for witnessing a sibling’s birth?
- How can parents make sure other children do not feel abandoned during delivery?

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National Standards for Family and Consumer Sciences Education

15.2.1 Analyze nurturing practices that support human growth and development.

Task Number 56

Explain the bonding and attachment processes and how they influence parent-child relationships.

Definition
Explanation should include
- the definition of the term bonding
- the definition of the term attachment
- ways to bond with a newborn
- ways to bond with an older infant or child
- the benefits of bonding for parent and child
- the relationship between bonding and shared parenting
- the effects of delayed or lack of bonding for parent and child
- the importance of relationships with caregivers
- the connection between co-regulation and self-regulation
- the importance of regulation in forming or maintaining relationships.

Process/Skill Questions
Thinking
• What are the benefits of bonding with an infant? What are the problems created by not bonding with an infant?
• What social or economic factors might restrict the development of family bonds?
• What is the relationship between bonding and physical care of an infant?

Communication

• Why is it as important for fathers to care for infants as it is for mothers?
• What communication strategies may help couples discuss the sharing of parenting roles?
• When might be a good time for a couple to discuss the sharing of parenting roles?

Leadership

• What barriers to sharing parenting roles might exist for couples today?
• What factors can contribute to bonding between an adult and an older child?
• What are the effects on a child who is a victim of inadequate parenting?

Management

• What resources might be available to parents who have conflicting ideas about shared parenting?
• Why do fathers sometimes find it difficult to care for an infant? How can these fathers overcome the difficulty?
• How do hospital practices encourage immediate bonding between parents and newborns?
• How can parents advocate for immediate bonding experiences after birth?

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Competitive Event-STAR Events

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• Check the website for Skill Events
15.2.1 Analyze nurturing practices that support human growth and development.

Evaluating Support Systems that Provide Services for Parents

Task Number 57

Describe components of an effective parenting support system.

Definition
Description should include

- sources of support from within the family (e.g., other children, parents and in-laws, brothers and sisters) and their roles
- sources of support from outside the family (e.g., friends, co-workers, community organizations, churches, government agencies, teachers, physicians, counselors, childcare providers, parenting classes) and their roles
- ways to match sources of support with needs.

Process/Skill Questions

Thinking

- What kinds of support can relatives offer to parents and children? What are the advantages and disadvantages of information, support, and assistance provided by relatives?
- What are some direct and indirect ways that grandparents can serve as support for families?
- What are the existing community sources of support for parents and children?

Communication

- What resources are available to help parents choose a pediatrician or a babysitter? What support can parents obtain from other parents in similar situations?
- How can parents decide if they or their child needs professional help? What criteria should they use to choose a provider?
- What questions should parents ask when interviewing a new doctor, babysitter, or childcare provider?
- How can parents communicate to family members their expectations for caring for their child?

Leadership

- How can parents and children be encouraged to ask for help?
- What information and support should parents expect to receive from a childcare provider or teacher?
- How should one handle caregivers who overstep their boundaries?
- What factors influence a family's access to support systems?

Management
• Why is it important for parents to use the resources they need?
• What might be the consequences if public and private resources were not available?
• What is the effect of valid support systems on parents, children, and on the community?
• How can a parent evaluate different childcare options?

FCCLA National Programs and Competitive Events

Community Service
• Learn
• Serve
• Lead

Families First
• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One
• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

STAND Up
• Assess
• Educate
• Advocate

Student Body
• The Healthy You
• The Fit You
• The Real You
• The Resilient You

Competitive Event--STAR Events
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.3 Evaluate external support systems that provide services for parents.
15.3.1 Analyze community resources and services available to families.
15.3.2 Analyze community resources that provide opportunities related to parenting.
15.3.3 Analyze current laws and policies related to parenting.
Task Number 58

Investigate resources available to parents.

Definition
Investigation should include

- the benefits families receive from parenting education, support, and assistance
- identifying examples of available human, financial, environmental, community, and material resources
- classifying resources needed to ensure the emotional and physical well-being of parent and child
- outlining a management plan for obtaining and using needed resources.

Process/Skill Questions

Thinking

- What are the positive influences on parents and children of grandparents, other relatives, friends, co-workers, doctors, teachers, neighbors, and selected community agencies? What are the negative influences of these individuals or groups?
- What agencies in the community offer support to parents and children?
- How much support and assistance should one expect from parents when forming a future family?

Communication

- Where do individuals acquire beliefs and attitudes about the sources of support available for parents and children? What can happen if the source of support has a philosophy, mission, or values different from the parents?
- What factors determine the amount of support needed by parents and children?
- Why are some parents reluctant to seek help?

Leadership

- What would be the advantages of the support of friends and neighbors who have children approximately the same age? What would be the disadvantages?
- How would you feel if your parents contributed financial support for your future family? What influence might they have on your family?

Management

- What information do parents need about community agencies or professional resources? Where can they obtain this information?
- What are barriers to seeking and getting support? How can one overcome these barriers?
- What questions can parents ask when selecting support services?

FCCLA National Programs and Competitive Events

Community Service

- Learn
- Serve
- Lead

Families First

- Families Today
- You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

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• Family Ties
• Working on Working
• Take the Lead
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STAND Up
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Student Body
• The Healthy You
• The Fit You
• The Real You
• The Resilient You

Competitive Event--STAR Events
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Public Policy Advocate
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.3.1 Analyze community resources and services available to families.

Task Number 59

Summarize current laws and policies related to parenting.

Definition
Summary should include laws and policies concerned with

• child support, paternity, visitation custody, and issues involving grandparents and extended family
• public assistance for the basic needs of children: programs such as family leave, FMLA, Social Security, Medicaid, children’s health insurance, subsidized housing, and their eligibility features and limitations
• employment conditions: flexible working hours, on-site childcare or childcare vouchers
• community initiatives: neighborhood crime watch, childcare cooperatives, home improvement cooperatives
• input of parent-driven organizations into legislation and public policy.
Process/Skill Questions

Thinking
- Why should parents work for change in the way families and society care for children?
- What are some reasons grandparents raise their grandchildren?
- What are some rewards and challenges associated with grandparents raising their grandchildren?
- What will the future look like if society attacks issues of child poverty, abuse and neglect, and educational alternatives for children with special needs? What will the future look like if society does not?
- What are the benefits and disadvantages of joining or forming groups to voice opinions on public and private policy?

Communication
- What is the role of technology in improving the efficiency of agencies that collect child support?
- What is the goal of laws that regulate economic assistance to parents and children?
- What laws and policies are needed to support grandparents who are parenting their grandchildren?

Leadership
- What leadership skills can be used to persuade employers, school boards, and community leaders to initiate change that benefits parents and children?
- What is the role of licensing and regulation in the fields of early childhood education and services?
- What action can be taken to reduce poverty among single-female headed families?

Management
- How can parents take political action to benefit children and families?
- What are some reliable sources of information about public and private policies and their influence on parenting?

FCCLA National Programs and Competitive Events

Career Connection
- My Skills
- My Life
- My Career
- My Plan

Families First
- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One
- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

STAND Up
• Assess
• Educate
• Advocate

Competitive Event--STAR Events

• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Public Policy Advocate
• Check the national website for on line events
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National Standards for Family and Consumer Sciences Education

15.3.3 Analyze current laws and policies related to parenting.

Task Number 60

Develop strategies to effect change in policies and laws for the benefit of families and children.

Definition
Development of strategies should include choosing an issue, such as

• existing laws, policies, and regulations that affect the chosen moral, ethical, or social issue
• any legislative action or other decisions pending
• recommended changes to laws, policies, and regulations
• ways to garner public support for change
• ways to affect legislation.

Process/Skill Questions

Thinking

• Why should individuals be aware of legislation affecting families?
• What would happen if citizens were not allowed to effect changes in society? What would happen if no one had the interest or energy to try to make changes?
• What can individuals do to ensure that policymaking in the future will support families?

Communication

• Where do individuals acquire our beliefs and attitudes about legislation and government support of families?
• What communication skills and strategies do individuals need to convince people (including politicians) of the benefits of change?
• What is the role of technology in improving the efficiency of agencies that collect child support?

Leadership

• Why is it important to be aware of how an individual can affect the legislative process?
• What are the most important facts to know about the local, state, and federal legislative processes?
• What social change could strengthen families and protect the rights of children?
• What leadership skills would one need to present an idea for change?

Management

• What information is needed in order to begin the process of making changes?
• What are some reliable sources of information about your selected issue, the legislative process, and the challenges of and strategies for effecting change?
• What steps would you take to bring an issue to the attention of student council, your school administration, local government administration, and state legislature?

FCCLA National Programs and Competitive Events

Community Service

• Learn
• Serve
• Lead

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

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• Family Ties
• Working on Working
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STAND Up

• Assess
• Educate
• Advocate

Competitive Event--STAR Events

• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Public Policy Advocate
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.3.3 Analyze current laws and policies related to parenting.

Task Number 61

Participate in advocacy to effect policies and laws for the benefit of families and children.
Definition
Participation could include national or local activities, such as Child Abuse Prevention Month, Domestic Violence Awareness Month, FCCLA, Week of the Young Child, Dating Violence Prevention Month.

Process/Skill Questions
Thinking
- How can parents advocate for their child’s needs?
- What are different ways to create a supportive learning environment?

Communication
- Why is it important for child welfare systems to consider more sustainable ways to support families?
- How can parents advocate for change within a business, school, or other community institution?

Leadership
- What programs are designed to enhance family and child services and bridge communication between the state and local communities?
- How do families influence children’s health?

Management
- What benefits do partnerships among family, community, and schools provide?

FCCLA National Programs and Competitive Events

Community Service
- Learn
- Serve
- Lead

Families First
- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One
- A Better You
- Family Ties
- Working on Working
- Take the Lead
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STAND Up
- Assess
- Educate
- Advocate

Competitive Event--STAR Events
- Focus on Children
- Interpersonal Communications
- Leadership
- National Programs in Action
• Professional Presentation
• Promote and Publicize FCCLA!
• Public Policy Advocate
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.3.4 Analyze impacts of advocacy on laws and policies related to parenting.

Task Number 62

Identify available childcare options.

Definition
Identification should include types of childcare and features of childcare options, including

- childcare centers (e.g., commercial, faith-based, employer-sponsored, licensed and regulated vs. unlicensed and unregulated)
- home care providers
- in-home childcare
- preschool programs, including Head Start, Early Head Start, Virginia Preschool Initiative
- parent cooperative schools
- school-age childcare programs, including latchkey arrangements
- stay-at-home parents.

Process/Skill Questions
Thinking

- Why are childcare services in such high demand? Why should parents be concerned about childcare options?
- Which do you believe are better prepared for first grade in public school: "daycare kids" or "stay-at-home kids"?
- What options do working parents have if they do not want to consider paid childcare services?

Communication

- Where do individuals acquire beliefs and attitudes about non-parental childcare?
- How can stay-at-home parents be supportive of families where both parents are working?
- How can dual wage earner families be supportive of stay-at-home parents?

Leadership

- What types of childcare are most frequently used?
- How is the use of childcare similar to or different from the use of childcare 25 years ago?
  What factors have influenced these trends?
- What are the consequences of quality childcare options for parents, children, and society?

Management

- What decisions do parents have to make to put their child in the care of a childcare provider?
- What factors determine the age and ability of a child who may be left at home alone after school?
• What information does a caregiver need to know about a child and his or her parents before accepting responsibility for the child?

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National Standards for Family and Consumer Sciences Education

15.2.5 Apply criteria for selecting care and services for children and youth.

Task Number 63

Identify criteria for selecting and evaluating childcare services.

Definition
Identification should include examination and assessment of the following aspects of the childcare organization:

• Ages of children in their care
• Location and hours
• Fees (including policy about childcare subsidies)
• Recommendations from other parents, based on experiences
• Licensure and accreditation (e.g., NAEYC, NAFCC)
• Virginia Quality (VQ) rating
• Caregiver’s philosophy, goals, and qualifications (e.g., education, experience, continuing training)
• Caregiver’s characteristics (e.g., nurturing, energetic, sensitive, confidential)
• Adult-to-child ratio and level of caregivers’ attention to each child
• Consistency of caregivers, rate of employee turnover
• Physical environment (space, ambiance, condition and maintenance of facilities, equipment, and materials)
• Emotional and social climate
• Health and safety practices for children and caregivers
• Policies on transportation of children
• Feeding practices, including provision of nutritious meals and snacks
• Diapering and toileting procedures
• Guidance and discipline practices, including policy on use of corporal punishment
• Group structures (infants, toddlers, mixed-ages)
• Developmentally appropriate program of activities
• Developmentally appropriate use of equipment, materials, electronic technology (e.g., TV, Internet)
• Classroom transition practices (e.g., arrival/departure, changing classroom activities) and programmatic transition practices (e.g., entering/leaving program, moving to new location, changing caregivers, moving to kindergarten)
• Administration of the organization
• Encouragement of parental involvement, including ongoing, effective communication with parents

Process/Skill Questions
Thinking

• Why should parents be vigilant in their evaluation of childcare services?
• How important is accreditation to a childcare program?
• What are the benefits and disadvantages of government licensing of childcare centers?
• What are the advantages and disadvantages of being a stay-at-home parent?

Communication

• What are the primary qualities of a good childcare program?
• How are the qualities of a good childcare center and a good in-home provider similar? How are they different?
• What questions would you ask a childcare administrator or provider?
• Why is continual communication between caregivers and parents important?
• What type of communication should occur between parents and caregivers?

Leadership

• What factors determine the suitability of a childcare program for a particular child?
• What would an ideal childcare center look like? How would it operate?

Management

• What information do parents need to evaluate childcare options?
• What steps should parents take to find out the qualifications of childcare providers?
• How important are references when parents are considering childcare options?
• What opportunities are available for parents to serve in an advisory capacity to childcare centers?

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National Standards for Family and Consumer Sciences Education

15.2.5 Apply criteria for selecting care and services for children and youth.

Evaluating Parenting Practices that Maximize Human Growth and Development

Task Number 64

Describe developmental stages and their characteristics.

Definition
Description should include

- listing the developmental stages of infant, toddler, preschooler, school-age child, and adolescent
- explaining the characteristics of physical, emotional, social, intellectual, and creative development at each stage (e.g., completing a developmental timeline for growth patterns and needs).

Process/Skill Questions
Thinking

- Why should parents be aware of the developmental needs of children?
- What would happen if developmental needs were unmet? What happens when developmental needs are fulfilled?
- What can parents do to ensure that the developmental needs of children are met?
- Why is it important to understand the science of the brain and its development?

Communication
What is the importance of communication between parent and child in terms of child development?

Where do individuals acquire beliefs about child development? How might parents have unrealistic expectations of their child's social or intellectual growth? What happens when parents' expectations are unmet?

What factors influence a child's physical, social, emotional, and cognitive development? Which of these factors can parents control?

Leadership

What information do parents need to have realistic expectations of child development?

Why do children progress through each stage of development at the different rates?

Why does human development progress through stages in a certain order?

Management

How can parents help their children build on earlier learning?

How are physical, emotional, social, and cognitive development related? How can parents manage children's activities so that no type of development is neglected?

What parental behaviors are helpful to a toddler's emotional development, to a preschooler's social development, and to a teenager's intellectual development?

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National Standards for Family and Consumer Sciences Education

15.2.1 Analyze nurturing practices that support human growth and development.

Task Number 65

Describe developmentally appropriate behavior and discipline for a child at each stage of development.
Definition
Description should include
- identifying behaviors as developmentally appropriate or inappropriate for each stage
- describing ways to encourage appropriate behavior at each stage.

Description should also include developmentally appropriate strategies at each stage for
- understanding reasons for a child’s misbehavior
- communicating effectively
- setting limits and establishing rules
- using positive reinforcement
- using timeouts effectively
- redirecting a child’s attention
- determining and using natural and logical consequences
- avoiding coercive parenting behavior (e.g., spanking, corporal punishment)
- making accommodations for a child with special needs.

Process/Skill Questions
Thinking
- What developmental expectations should parents have of their children’s behavior at different stages?
- Why are developmentally appropriate behavioral expectations an essential part of parenting?
- What happens when parents have inappropriate behavioral expectations of children? How might children respond?
- Where do caregivers acquire behavioral expectations of children?
- How might guidance and discipline strategies need to be adapted for children with special needs?

Communication
- What responses might a parent have to a child's attempt at a new task if the parents have developmentally appropriate expectations? Inappropriate expectations?
- What happens when parents try to use adult language and reasoning with young children?
- How can caregivers develop communication skills with children at various developmental stages?

Leadership
- What expectations do you think your parents have of you? What do you do to live up to these expectations?
- What leadership skills can preschoolers learn? What can parents do to help children develop leadership skills?

Management
- What information do parents need to set developmentally appropriate limits for children?
- What are some reliable sources of information for setting developmentally appropriate expectations?
- What self-regulation skills can young children learn? How can parents help children learn these skills? How can teachers help?

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National Standards for Family and Consumer Sciences Education

15.2.1 Analyze nurturing practices that support human growth and development.

Task Number 66
Identify nurturing practices that support human growth and development.

Definition
Identification should include

- the definition of the term *nurturing*
- needs of children at each stage of growth and development
- family environments and parental behaviors that support the growth and development of children, families, and communities
- affirmations of unconditional love
- actions derived from assertive/supportive care
- age-appropriate play and parent-child activities
- factors that influence self-esteem
- communication strategies that promote positive self-esteem in children
- the influence of stimulating environments on brain development
- ways a child’s sense of security, ability to trust, personal initiative, and individual identity are influenced by parental relationships
- consequences of punishment on the child/caregiver relationship.

Process/Skill Questions
Thinking

- Why is it important to know how to nurture children and adolescents?
- Why do adolescents need as much parental support as younger children?
- How is society affected by the structure and nurturing practices of a family system?
• How has human growth and development been influenced by historical perspectives and theories (e.g., Bandura, Bowlby, Bronfenbrenner, Erikson, Gesell, Kohlberg, Maslow, Piaget, Skinner, Vygotsky)?

Communication
• What messages do most parents want to send their children?
• What are some physical signs of positive communication between parents and children?
• How is communication between parents and young children similar to communication between parents and adolescents? How is it different?
• How can communication enhance a child’s development?

Leadership
• What problems are parents most likely to encounter with young children? With adolescents?
• How can parents use the problem-solving process with children?
• What conflict resolution skills do parents need to nurture children and adolescents?

Management
• What information do parents need to support children in a particular stage of development?
• What are some reliable sources of information about nurturing children and adolescents?
• How can parents manage to provide quality time for family activities?

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15.2.1 Analyze nurturing practices that support human growth and development.

Task Number 67

Plan strategies to enhance children’s physical, emotional, social, and cognitive development.

Definition
Planning should include

- listing reasons that play is important to children
- using face-to-face communication
- listing the different types/stages of play (e.g., parallel play)
- identifying and describing developmentally appropriate toys for toddlers, preschoolers, and school-age children in terms of their benefits to child development
- explaining the importance of reading to children
- recognizing and supporting emergent literacy skills
- identifying and describing books appropriate to different ages and interests in terms of their benefits to child development
- identifying and describing developmentally appropriate curriculum choices (e.g., Creative Curriculum, High/Scope)
- teaching socially acceptable behaviors
- regulating involvement with electronic technology (e.g., Internet, TV)
- engaging children in activities that stimulate all areas of the brain (frontal, temporal, parietal, occipital, cerebellum)
- taking children on enriching educational and/or social outings
- planning ways to include children with special needs.

Process/Skill Questions

Thinking

- What are the purposes of play for children?
- What criteria should be used to evaluate toys?
- What factors determine the appropriateness of books for toddlers, for preschoolers, and for school-age children?
- Why is early childhood considered the most important period for brain development?

Communication

- What is the importance of communication during play?
- When should caregivers or parents join their children at play?
- What can children learn about communication during play?

Leadership

- What does a parent need to believe about play in order to nurture a child's development?
- Why is it important for children to experience variety in the pattern and forms of play?
- How should parents decide what activities are appropriate for their children?
Management

- What is the function of television or other media in terms of children's play? How does television both stimulate and inhibit a child's imagination? How can parents regulate the quality of television and media watched by children?
- What are the advantages and disadvantages of screen time for children of different ages? Why should parents limit children's screen time?

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National Standards for Family and Consumer Sciences Education

15.2.1 Analyze nurturing practices that support human growth and development.

Task Number 68

Plan strategies for meeting nutritional needs of children.

Definition
Planning should provide foods that

- reflect recommended serving sizes
- represent recommendations from ChooseMyPlate.gov and USDA Dietary Guidelines for Children
- take into consideration the developmental abilities of children
- look appealing to children
- address children's food allergies
• model and provide practice time for appropriate mealtime behaviors
• include self-help and cooperative skill-building and socialization
• establish good eating habits
• encourage physical activity.

Process/Skill Questions
Thinking
• What factors determine the nutritional guidelines for children?
• What is the importance of meeting children's nutritional needs?
• How can the nutritional needs of children whose food preferences are narrow be met?
• What actions can parents and caregivers take to increase opportunities for children to participate in physical activities?

Communication
• What communication strategies can be used to persuade children to try new foods?
• What values do parents exhibit when they insist on certain food choices or eating patterns for their children?

Leadership
• How can nutritional resources such as ChooseMyPlate.gov be used to teach children to make healthy food choices?
• Why are so many young American children overweight and physically unfit?
• What can parents do to instill healthy eating habits in their children?
• What criteria should be used to evaluate children's menus?
• What requirements does the Virginia Department of Social Services have in place for children’s menus and serving sizes?
• What requirements does school nutrition have for children’s menus and serving sizes?

Management
• What resources are available to assist parents who cannot meet their children's nutritional needs?
• How can parents encourage children to make healthy food choices away from home?

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National Standards for Family and Consumer Sciences Education

4.4.4 Plan safe and healthy meals and snacks that meet USDA standards.

14.3 Demonstrate the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

Task Number 69

Plan strategies to provide for child health and safety.

Definition
Planning should focus on strategies for

- providing for well-child visits to a doctor
- providing for immunizations
- maintaining health records
- identifying symptoms of and providing treatments for common childhood illnesses
- teaching children to seek medical help and other forms of assistance
- teaching children safety precautions and emergency procedures for all daily environments
- discussing with older children reasons and ways to avoid smoking, drug and alcohol use, and sexually transmitted diseases
- providing open communication about personal space and potential sexual abuse at an early age.

Process/Skill Questions
Thinking

- Why is it important for babies and young children to have routine well-child examinations?
- Where can parents find reliable information on risks/rewards of immunizations?
- Why is it important for children to be immunized?
- What are the consequences when children are not immunized?
- Why do some believe immunizations should be required for all children attending public school and some do not?
- What health insurance options exist for children?

Communication

- What communication skills will help parents teach their children how to protect themselves from illness or injury?
- What safety rules should parents set for their children?
- How can parents prepare their children for emergencies?
Leadership

- How do parents know when to seek immediate medical attention for a child and when to wait and see?
- What actions should parents and caregivers take to prepare a safe home or childcare environment for infants, toddlers, and young children?
- What health and safety items should parents have on-hand at home?
- What should parents do if they suspect their teenager is acting irresponsibly with regard to alcohol, drugs, or sexual behavior?

Management

- What first-aid procedures should parents know?
- What information do parents need to convey to a doctor who is treating their sick child? Why is it important for the parents to accurately describe the child’s symptoms?
- What are the laws on child car seats? Why are these laws important?

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National Standards for Family and Consumer Sciences Education

15.2 Evaluate parenting practices that maximize human growth and development.
Task Number 70

Demonstrate developmentally appropriate communication skills.

Definition
Demonstration should include

- a roleplay between a parent and a child illustrating communication that would encourage development at each stage or hinder development at each stage
- strategies that promote positive self-esteem, such as providing words and other forms of encouragement and delivering messages of affirmation and unconditional love
- techniques for effective listening
- strategies for overcoming barriers to constructive communication.

Process/Skill Questions
Thinking

- Why is good communication important in forming positive parent-child relationships?
- How does a parent's communication with his or her child affect development?
- Why is it important to talk to newborns and infants even though they cannot talk back?
- How do newborns and infants communicate with others?

Communication

- What are the characteristics of good parent-child communication?
- Where do individuals acquire attitudes and beliefs about good parent-child communication?
- What types of nonverbal communication can parents and caregivers use to encourage children?
- Why is it important for children to feel safe when communicating with parents?

Leadership

- What part do I-messages play in positive parent-child communication?
- What factors determine our listening abilities? How can parents improve listening skills?

Management

- What information do individuals need to demonstrate appropriate communication skills to use with children at varying growth and development stages?
- What communication skills do parents need to teach a child a new skill, to correct behavior, to deny a child's request, to praise a child's accomplishments?
- What communication style do your parents use with you? What communication styles will you use with your future children? How are these styles similar and different?

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Power of One
15.2.2 Apply communication strategies that promote emotional well-being in family members.

**Task Number 71**

**Distinguish among guidance, discipline, and punishment.**

**Definition**
Distinction should reflect the following definitions:

- **guidance**–providing standards or principles by which to make judgments or plan a course of action
- **discipline**–imposing training/teaching strategies from which to develop self-control and character
- **punishment**–imposing pain, loss, or shame as a consequence of wrongdoing.

**Process/Skill Questions**

**Thinking**

- Why should parents be aware of the differences between guidance, discipline, and punishment?
- What parenting styles are associated with guidance, discipline, and punishment?
- When should a child be punished?

**Communication**

- What is the role of communication in guidance, discipline, and punishment?
- What messages do parents send to children when they provide guidance? Discipline? Punishment?
- Why do parents need information about developmental needs in order to provide guidance?
- How does culture influence parenting style?

**Leadership**
• What are the cultural, moral, and ethical components of guidance, discipline, and punishment?
• What is the effect on society of a parent’s excess use of punishment (abuse) or lack of guidance (neglect)?
• What resources are available to help children who are suffering abuse or neglect?
• What is the teacher or caregiver’s role in reporting abuse or neglect?

Management

• What sources of information or assistance on guidance, discipline, and punishment are available for parents?
• When should parents make decisions about guiding their child? What can happen if these decisions are not made until the child experiences a crisis in behavior?

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National Standards for Family and Consumer Sciences Education

15.2.1 Analyze nurturing practices that support human growth and development.

Evaluating Parenting Practices That Are Detrimental to Human Growth and Development

Task Number 72

Analyze factors that contribute to child abuse and to child neglect.
Definition
Analysis should include

- definition of the terms child abuse and child neglect
- identifying the myths of child abuse
- identifying types of child abuse and child neglect
- describing signs of abuse and/or neglect
- identifying typical characteristics of abusive parents
- recognizing abusive behavior in yourself
- identifying reasons a parent may have inappropriate expectations of a child at different stages of development
- describing reasons a parent may not be empathetic toward a child’s needs
- explaining role reversal (pattern of behavior that demands that a child care for the physical and emotional needs of the adult)
- describing an overly strong parental belief in the use of punishment.

Process/Skill Questions

Thinking

- Why should society be concerned about child abuse?
- What are the types of abuse and neglect?
- What are some warning signs that one may be crossing the line into child abuse?
- What are some myths about child abuse?

Communication

- What communication skills do parents need to prevent abuse and neglect of children?
- How does emotional immaturity lead to abuse and neglect?
- What values and beliefs lead parents away from abuse or neglect and toward more positive parenting?
- What messages does abuse or neglect send to a child?

Leadership

- Why do parents who were themselves victims of abuse or neglect tend to be abusers?

Management

- What management skills help parents maintain control of their feelings and behavior?
- What resources are available to parents who need counseling or assistance with anger management?
- What should an individual do if they suspect that a child has been abused?

FCCLA National Programs and Competitive Events

Community Service

- Learn
- Serve
- Lead

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Power of One
STAND Up

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- Professional Presentation
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National Standards for Family and Consumer Sciences Education

15.2.4 Analyze the effects of abuse and neglect on children and families and determine methods for prevention.

Task Number 73

Assess the effects of child abuse and neglect on the child, parents, other family members, and society.

Definition

Assessment should include

- causes of abuse and neglect, such as adverse childhood experiences
- permanent physical damage
- impairment of mental health and abilities
- impairment of brain development
- inability to self-regulate or control one's behavior
- inability to trust or love others
- lack of self-esteem
- failure in school
- violent and/or other antisocial behavior
- death.

Process/Skill Questions

Thinking

- What is the cost to society of child abuse or neglect?
- What are the legal, ethical, and moral issues brought about by child abuse and neglect?
- What are the statistics for the incarceration of men and women who were abused or neglected as children?

Communication

- Do you think that the media bear some responsibility for cases of child abuse and neglect?
• What do you think are the long-term societal consequences of child pornography on the Internet?
• What values do you think are disregarded by parents who abuse or neglect their children?

Leadership

• What do you think are appropriate penalties for child abusers? Do you think abusive behavior should be treated as a mental illness?
• What leadership skills will help parents to choose positive parenting over abusive or neglectful behavior?
• How can community leaders cope with the outcomes of child abuse and neglect?

Management

• What information does society need to understand the outcomes of child abuse and neglect?
• What steps can parents take to break the cycle of their own abusive behavior?

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National Standards for Family and Consumer Sciences Education
15.2.4 Analyze the effects of abuse and neglect on children and families and determine methods for prevention.

Task Number 74

Determine methods to prevent child abuse and neglect.

Definition

Determination should include

- recognizing signs of child abuse and neglect
- identifying community resources for prevention of child abuse and neglect and community assistance for abusive parents
- listing beliefs that encourage the problem of child abuse or neglect
- suggesting goals for family formation that help prevent child abuse and neglect
- summarizing parents’ and caregivers’ legal, moral, and ethical responsibilities for the safety and security of children
- summarizing the role of a mandated reporter.

Process/Skill Questions

Thinking

- What could be done to prevent child abuse?
- What can a parent do to keep from being abusive?
- What responsibility do other family or community members have?
- What can a child be taught to do to keep from being abused?

Communication

- What are some alternatives to hitting a child?
- How can parents who were victims of abuse as children break the cycle?

Leadership

- Do you believe that children need their parents even if the parents are violent? Do you believe that child abuse is mostly a problem in low-income minority families? What is the effect of these beliefs on children, on parents, on society, and on one’s own well-being?
- Why do child abuse and neglect continue to be a problem?
- What are the rights of children? What can society do to ensure that these rights are respected?

Management

- What are some community organizations for prevention of child abuse and neglect? What are the mission and goals of these organizations?
- What behaviors will you engage in to guide your future children? What information will you need to establish developmentally appropriate rules? What skills will you need to communicate clearly and use positive reinforcement? How does one develop or improve these skills?

FCCLA National Programs and Competitive Events

Community Service

- Learn
- Serve
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**National Standards for Family and Consumer Sciences Education**

15.2.4 Analyze the effects of abuse and neglect on children and families and determine methods for prevention.

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**SOL Correlation by Task**

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<tr>
<td>39 Anaylze the meaning of work.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>40 Analyze the meaning of family</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>41 Compare how families affect work life and how work life affects families.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<tr>
<td>42 Identify management strategies for balancing work and family roles.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>43 Analyze parenting expectations and responsibilities.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>44 Identify parenting roles across the life span.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>45 Evaluate personal readiness for becoming a parent.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>Task</td>
<td>SOL Correlations</td>
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</tbody>
</table>
| 46   | Analyze societal influences on parenting roles and responsibilities.  
      | English: 9.5, 10.5, 11.5, 12.5 |
| 47   | Assess common parenting practices and emerging research about discipline on human growth and development.  
      | English: 9.5, 10.5, 11.5, 12.5 |
| 48   | Evaluate different parenting styles.  
      | English: 9.5, 10.5, 11.5, 12.5 |
| 49   | Describe cultural differences in parenting roles and responsibilities.  
      | English: 9.5, 10.5, 11.5, 12.5  
      | History:  
      | WG 17  
      | WHII 8, 14  
      | VUS 8, 14  
      | Govt 9, 14, 15 |
| 50   | Analyze the interdependent relationship between families and society for meeting children's needs.  
      | English: 9.5, 10.5, 11.5, 12.5  
      | History:  
      | WG 17  
      | WHII 8, 14  
      | VUS 8, 14  
      | Govt 9, 14, 15 |
| 51   | Identify biological processes related to prenatal development.  
      | English: 9.5, 10.5, 11.5, 12.5 |
| 52   | Identify biological processes related to birth.  
      | English: 9.5, 10.5, 11.5, 12.5 |
| 53   | Identify biological processes related to the health of mother and child.  
      | English: 9.5, 10.5, 11.5, 12.5 |
| 54   | Demonstrate nurturing practices that support infant growth and development.  
      | English: 9.5, 10.5, 11.5, 12.5 |
| 55   | Describe ways to integrate a newborn into the family.  
      | English: 9.5, 10.5, 11.5, 12.5 |
| 56   | Explain the bonding and attachment processes and how they influence parent-child relationships.  
      | English: 9.5, 10.5, 11.5, 12.5 |
| 57   | Describe components of an effective parenting support system.  
      | English: 9.5, 10.5, 11.5, 12.5 |
| 58   | Investigate resources available to parents.  
      | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 |
| 59   | Summarize current laws and policies related to parenting.  
      | English: 9.5, 10.5, 11.5, 12.5  
      | History:  
      | WG 17  
      | WHII 8, 14  
      | VUS 8, 14  
      | Govt 9, 14, 15 |
| 60   | Develop strategies to effect change in policies and laws for the benefit of families and children.  
      | English: 9.5, 10.5, 11.5, 12.5  
      | History:  
      | WG 17  
      | WHII 8, 14  
      | VUS 8, 14  
<pre><code>  | Govt 9, 14, 15 |
</code></pre>
<table>
<thead>
<tr>
<th>Task</th>
<th>SOL Correlations</th>
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</thead>
</table>
| 61   | Participate in advocacy to effect policies and laws for the benefit of families and children. | English:  9.5, 10.5, 11.5, 12.5  
History:  
WG 17  
WHII 8, 14  
VUS 8, 14  
Govt 9, 14, 15 |
| 62   | Identify available childcare options. | English:  9.5, 10.5, 11.5, 12.5  
History:  
WG 17  
WHII 8, 14  
VUS 8, 14  
Govt 9, 14, 15 |
| 63   | Identify criteria for selecting and evaluating childcare services. | English:  9.5, 10.5, 11.5, 12.5  
History:  
WG 17  
WHII 8, 14  
VUS 8, 14  
Govt 9, 14, 15 |
| 64   | Describe developmental stages and their characteristics. | English:  9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 |
| 65   | Describe developmentally appropriate behavior and discipline for a child at each stage of development. | English:  9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 |
| 67   | Plan strategies to enhance children’s physical, emotional, social, and cognitive development. | English:  9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 |
| 68   | Plan strategies for meeting nutritional needs of children. | English:  9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5  
History:  
WG 17  
WHII 8, 14  
VUS 8, 14  
Govt 9, 14, 15 |
<p>| 69   | Plan strategies to provide for child health and safety. | English:  9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 |
| 70   | Demonstrate developmentally appropriate communication skills. | English:  9.5, 10.5, 11.5, 12.1 |
| 71   | Distinguish among guidance, discipline, and punishment. | English:  9.5, 10.5, 11.5, 12.5 |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>SOL Correlations</th>
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<tbody>
<tr>
<td>72</td>
<td>Analyze factors that contribute to child abuse and to child neglect.</td>
</tr>
<tr>
<td>73</td>
<td>Assess the effects of child abuse and neglect on the child, parents, other family members, and society.</td>
</tr>
<tr>
<td>74</td>
<td>Determine methods to prevent child abuse and neglect.</td>
</tr>
</tbody>
</table>
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials (Only apply to 36-week courses)

- Broad Field Family and Consumer Sciences Assessment
- College and Work Readiness Assessment (CWRA+)
- Leadership Essentials Assessment
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Career, Community and Family Connections (8205/18 weeks)
- Career, Community and Family Connections (8282/36 weeks)
- Early Childhood, Education, and Services I (8285/36 weeks, 280 hours)
- Early Childhood, Education, and Services II (8286/36 weeks, 280 hours)
- Family and Human Services I (8264/36 weeks, 280 hours)
- Family and Human Services II (8265/36 weeks, 280 hours)
- Family Relations (8223/18 weeks)
- Family Relations (8225/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8277/18 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8278/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Work Focus (8213/36 weeks)
- Independent Living (8214/18 weeks)
- Independent Living (8219/36 weeks)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Introduction to Early Childhood, Education, and Services (8233/18 weeks)
- Introduction to Early Childhood, Education, and Services (8234/36 weeks)
- Introduction to Family and Human Services (8238/36 weeks)
- Introduction to Family and Human Services (8237/18 weeks)
- Introduction to Virginia Teachers for Tomorrow (9060/18 weeks)
- Introduction to Virginia Teachers for Tomorrow (9061/36 weeks)
- Life Planning (8226/18 weeks)
- Life Planning (8227/36 weeks)
- Nutrition and Wellness (8228/18 weeks)
- Nutrition and Wellness (8229/36 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)

Career Cluster: Human Services

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
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</thead>
<tbody>
<tr>
<td>Counseling and Mental Health Services</td>
<td>Marriage and Family Therapist&lt;br&gt;Mental Health Counselor&lt;br&gt;Substance Abuse and Behavioral Disorder Counselor</td>
</tr>
<tr>
<td>Early Childhood Development and Services</td>
<td>Child Care Worker&lt;br&gt;Director of Early Childhood Education Center&lt;br&gt;Parent and Family Educator&lt;br&gt;Teacher Assistant</td>
</tr>
</tbody>
</table>