

play + parenting

FRP Canada



www.frp.ca

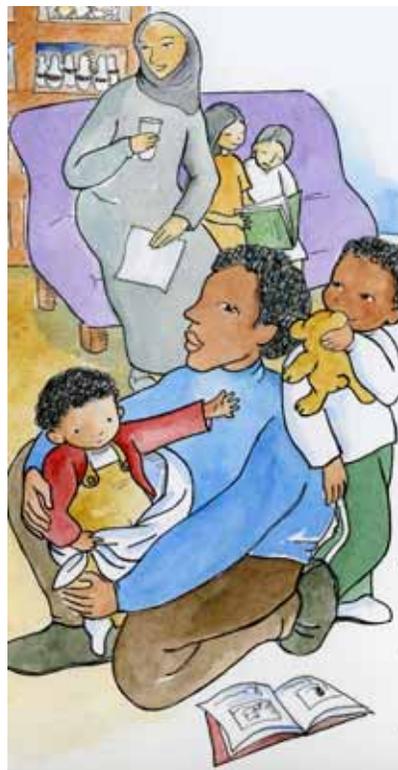
Fall | 2011

Learning by Watching

For many parents, the best and easiest way to learn new parenting skills is to watch how other people interact with *their* children. Parent-child drop-ins provide a perfect setting for this kind of informal “parent education.” A father discovers techniques to bring a picture book to life as he observes another man in the playroom reading animatedly to two attentive preschoolers. A new mother watches her little one’s excited reaction when the drop-in coordinator gets face to face with him and starts playing a game of peek-a-boo. She is learning that everyone has more fun when the adult follows the baby’s cues. Formal instruction is not necessary for these parents to try their new skills at home and continue to build their relationships with their children.

Social learning

This type of learning by observation and imitation of behaviour is called “social learning.” The learning is social, not only because it depends on a



model from other people, but also because it is maintained by reinforcement from others. The review of parenting research entitled *What Works for Whom? Promising Practices in Parenting Education* (available for downloading at www.frp.ca) found that social learning is a particularly effective method in parenting education. It is informal, low pressure and exposes parents to new ideas while leaving them the freedom to choose what suits their family.

Help from technology

That being said, what do you do if there are no positive models of a particular behaviour happening in the drop-in? Or when strategies are more complex and require additional explanations and support? A number of parenting courses rely on video technology to provide the desired demonstrations and follow them

continued on page 3

In This Issue

Joint Statement on Physical Punishment ...	2
Parent Ed Core Curriculum	4
Blueprint project, women’s leadership	5
Updates to e-Valuation	5
Vital Communities, Vital Support	6
Learning to Play, Playing to Learn	6
CPNP Facilitator’s Guide	6
Resources on the Web	7
For Fathers: More Than A Hair Cut	8
Training opportunities	8
Upcoming events	8

Welcoming Newcomer Children

It is a commonly held view that young children adapt quickly and easily to new situations. This has justified an approach that gives little attention to the settlement process for young newcomers to Canada. In her recent book, *Welcoming Newcomer Children*, author Judith Colbert argues that this is a misconception. The usual definitions of successful settlement emphasize factors that apply to adults, like economic, social and political integration. Colbert offers a wider definition that can apply to

continued on page 3



A Message about Physical Punishment from FRP Canada's Executive Director

Last July I had the privilege of attending a conference on the elimination of corporal punishment and the promotion of positive parenting which was held in Dallas, Texas. The presentations were informative, inspiring, sometimes heart-wrenching. I came back convinced more than ever that we must do everything we can to eliminate all forms of violence against children, even when apparently well-intentioned as forms of discipline.

The conference coincided with a meeting of the Advisory Committee, of which I am a member, for a new project under the direction of Dr. Joan Durrant. Joan has been awarded funding by the Social Sciences and Humanities Research Council (SSHRC) to develop cross-cultural tools for evaluating the impact of her *Positive Discipline* guide within Canada and internationally.

Many of you may already know about the excellent **Joint Statement on Physical Punishment of Children and Youth** which presents in clear language the overwhelming evidence that physical punishment isn't effective and is associated with negative outcomes such as increased aggressive behaviour. You will find the full text of this literature review, along with a summary, at www.cheo.on.ca/en/physicalpunishment.

Endorsing the Joint Statement

FRP Canada was one of the early endorsers of the *Joint Statement*. The more than 400 community, regional, provincial, territorial, and national organizations who have already endorsed the statement include many FRP Canada members. Consider adding your organization's name to the list. The process is simple. Just read through the *Joint Statement* and then clarify your organization's position through discussions with participants, staff and Board members. If your organization decides to endorse the statement, complete the short form found on the web page and fax it in. Even if your organization decides in the end that endorsement is not the way to go, your time will be well spent exploring diverse points of view about this very important, and often very personal, issue.

The hard-working group responsible for the *Joint Statement* aims to exceed 500 endorsing organizations in the near future. I hope that members of FRP Canada will help accomplish that goal. Thank you for considering this request.

Janice MacAulay,
Executive Director, FRP Canada

Play & Parenting

is published quarterly by



Canadian Association of
Family Resource Programs

707 - 331 Cooper Street
Ottawa ON K2P 0G5

☎: 613-237-7667
☎: 1-866-637-7226
☎: 613-237-8515
✉: info@frp.ca
🌐: www.frp.ca

Executive Director:
Janice MacAulay, CCFE
Editor: Betsy Mann, CCFE

Board of Directors

Trish Plant,*President
Toronto, ON
trishp@lampchc.org

Sue Khazaie,*Vice-President
Abbotsford, BC
sue.khazaie@abbotsfordcommunityservices.com

Laura Quinn Graham,*Secretary
Summerside, PE
laurafamilyplace@eastlink.ca

Stéphane Rivest,* Treasurer
Ottawa, ON
stephane.rivest@oag-bvg.gc.ca

Crystal Elliott
Lethbridge, AB
Crystal.Elliott@famcentre.ca

Barb Fratesi
Stony Plain, AB
barb@apfa.ca *Member of Executive Committee

Liliana Sulikowska-Klebek
Kindersley, SK
lil.a@sasktel.net

Marie Wotton
Brandon, MB
marie.wotton@gov.mb.ca

Barb Lillico
Peterborough, ON
barbl@pfr.ca

Carla Hitchcock
Fredericton, NB
Carla.Hitchcock@frc-crf.com

Roxanne Manning
Dartmouth, NS
rmanning@dartmouthfamilycentre.ca

Jackie Collins
Dover, NL
c-jcollins@hotmail.com

Staff

Janice MacAulay, Executive Director
(613) 237-7667, ext. 222, macaulay@frp.ca

Jill Heckman, Director of Operations
(613) 237-7667, ext. 231, jheckman@frp.ca

Christine Colbert, Director of Projects and Research
(613) 237-7667, ext. 230, ccolbert@frp.ca

Ratna Nadkarni, Project Coordinator
(613) 237-7667, ext. 223, rnadkarni@frp.ca

Jackie Scheffel, Project Coordinator
(613) 237-7667, ext. 224, scheffel@frp.ca

David Bennett, Research and Evaluation Associate
(613) 237-7667, ext. 227, dbennett@frp.ca

Natalia Mavrinskaya, Administrative Assistant
(613) 237-7667, ext. 0, nmavrinskaya@frp.ca

Learning by watching, continued from page 1
up with group discussions and practice. In this format, the group helps maintain the learning by providing feedback and encouragement. In general, the video clips are short and focus on a specific strategy. These are not 30-minute TV programs on parenting! (See the sidebar for some examples of parenting courses which include video material.)

The Incredible Years

One program that makes full use of videos is *The Incredible Years*, an award-winning, evidence-based program developed at the University of Washington in Seattle and widely used in Canada. For instance, Toronto Public Health has delivered the preventive program for over seven years. One of their community partners has been the Gerrard Resource Centre (GRC), a family resource program in downtown Toronto.

Helena Raimundo, a parent educator and special needs consultant at GRC, has cofacilitated the program with a public health nurse. She emphasizes the central role of the video vignettes. "The videos are a way to clearly communicate the topics covered in the program," she says, "especially for parents whose first language isn't English or those who have trouble with written material. Participants might not understand what we mean at first from our verbal presentation, but then we show a bit of the video, pause it and say, 'This is what we were talking about.' They get it when it is visual."

continued on page 4

Some Parenting Courses That Use Videos

Many programs include videos as part of their associated materials. The following programs are just a few examples. You'll find more information about them and others by consulting the **Making Choices** inventory of parenting programs at www.parentsmatter.ca.

Make the Connection - After coaching and practice, parents are taped trying out new strategies with their own children. Participants watch their own successes and those of others in the next group session.

How to Talk So Kids Will Listen - Parents watch videos demonstrating the results of both effective and ineffective communication techniques, then engage in role plays to try out the strategies.

Parenting Wisely - Parents can use this CD-ROM-based course either on their own computer or in a facilitated group. They watch short scenarios of typical parent-child interactions then choose among several ways of reacting and watch the results of different strategies.

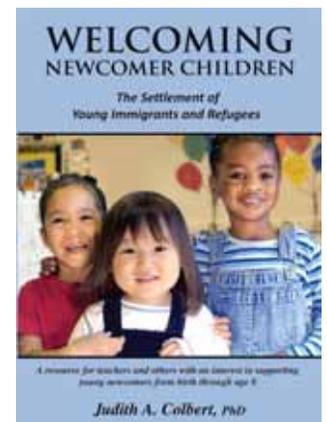
Welcoming Newcomer Children, continued from page 1

children too: "Being settled means feeling welcome and having needs met in a new environment, finding a balance between the old and the new, and being able to participate comfortably with others in new social settings."

Welcoming Newcomer Children should be on the reading list of any child care worker, teacher or other professional who has an interest in supporting newcomer children from birth through age eight. Colbert, an early care and education consultant, helps readers understand how the settlement process can be challenging for young children who are at the same time facing developmental changes, learning to speak and defining their identity. She offers both background theory and evidence-based practical suggestions related to common situations for newcomer children and includes questions to encourage readers to reflect on their own attitudes and practice.

For example, Colbert points out that children coming from home cultures where the emphasis is on interdependence and collective well being may have difficulty adjusting to expectations that they will be able to do things for themselves. Staff in mainstream settings have a responsibility to prepare children for the society where they will grow up, most immediately for success in school. However, parents may not understand why their children are expected to do so much on their own, and children may end up confused. Colbert calls for an approach which helps both children and parents make the transition, in particular one that helps them understand that different behaviours are appropriate in different settings, without diminishing the worth of home cultures.

This book opens the door to important discussions about how we can welcome young newcomers in a way that supports their full participation in Canadian society, now and in the long term. For more information, go to www.welcomingchildren.ca. □



Helena gives the example of the topic of playing with your children. "This may be a new concept for some parents," she explains. "They have nothing to relate it to. But when we show the video, they understand. We can talk about what they saw and how it relates to their family. Afterwards, we do some role plays and they can practise." Helena notes that the role plays work better when participants have the visual reference from the video than without it. "Parents also enjoyed looking at video examples of when things go wrong between parents and children," she adds, "so they can tell us why and how it might have gone better."

Many participants at the Gerrard Resource Centre are newcomers to Canada. Being able to observe a model on the screen motivates them to try something different in their new home. After seeing examples of new parenting strategies in the video clips, Helena has heard parents say: "This is not part of my culture, but I can see that it works and I want to learn how to do it."

Implementation

What Works for Whom? makes the argument that process variables—how a program is implemented—may be the most important element in a parenting program's success or failure. The author, Betsy Mann, identified five steps in the life of a program where attention to process variables will make a great difference to the program's effectiveness: recruiting participants, retaining participants, engaging them in learning, helping them to apply their learning, and supporting them to maintain new skills.

The Gerrard Resource Centre has found that the methods used in *The Incredible Years* have made it successful at all these steps.

"We've never done any advertising for this program," reports Helena. "Word of mouth and the wait list from the previous session have always filled the course. Moreover, the drop-out rate is very low. Thanks to the videos and the role plays, the parents are actively engaged in learning. The methods used all aim at helping them put the new ideas into practice at home, and they have a chance to talk about how that works for them."

In addition, Helena has been able to offer what she calls "booster shots." She has found that sometimes a topic isn't relevant for parents when it's presented in the course, but later they're ready for it. "I have brought parents together for one or two nights to go over some topics again and answer some of their questions," she says. "I can also do a home visit to help them continue to put their learning into practice, if that suits better."

Effectiveness

A program may be well liked, but the real question is whether it achieves its goals. Numerous randomized control evaluations have confirmed the effectiveness of *The Incredible Years* programs. It is worth noting that the social learning aspects of the program have been shown to contribute significantly to its effectiveness. Studies indicate that families fared better on follow-up evaluations when videotape modeling and group discussion were combined, as compared to groups where discussion was the only method used. Catherine Moher, Manager

of the Gerrard Resource Centre, speaks from her organization's experience when she says, "*The Incredible Years* is one of the most labour intensive workshops series we have ever done, but well worth it for the parents."

What works for parents? In many cases, it is learning by watching others that makes the most impact. □

The Incredible Years offers a variety of programs for different ages and populations. Find more information and links to research studies at www.incredibleyears.com.

Update to Parent Ed Core Curriculum

A group of parenting educators in Minnesota have worked to create a document that would define the "core content" of what is taught in "parent education." The document is now available online at <http://npen.org/parent-educators/evaluating/core-curriculum.html>. It is entitled *Parent Education Core Curriculum Framework: A Comprehensive Guide to Planning Curriculum for Parent Education Programs in the Domains of Parent Development, Parent-Child Relationships, Early Childhood Development, Family Development, and Culture and Community*. A hard copy may be ordered for US\$10 from the site.

The document is intended to provide a framework, not a prescriptive curriculum. It is based on the assumption that people who work with parents will choose subjects and materials that will answer the unique needs and desires of their participants.

TAKE A LOOK!

Preparing Children for Kindergarten

Learning to Play, Playing to Learn: Getting Ready for School is a 30-page brochure produced by the Best Start

Resource Centre to answer the questions that parents and other caregivers may have as children get ready for full-day kindergarten. It explains how children learn from birth; particular attention is given to attachment, self-regulation and play. The booklet includes excerpts from the Nipissing Developmental Screening Tool for three, four and five year olds, as well as checklists on dental health, vision health and routines.

The booklet can be downloaded from the Best Start website at www.beststart.org. Printed copies may be ordered for a small price. □



Vital Communities, Vital Support

Two documents have recently become available reporting on Phase 1 and Phase 2 of the Vital Communities, Vital Support study that was originally undertaken by Invest in Kids. They explore the point of view of parents of young children about how well communities in Canada support them. The first phase looked at what is known about parents' desires and needs in terms of support for their role. The second phase consisted of a national survey of 2554 Canadian parents of young children who were married or living together. About one-third were fathers and the rest mothers. The survey investigated how supported partnered parents feel in their parenting role.

Parents benefit from support

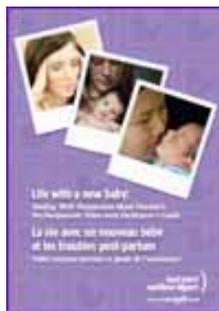
Only about half or fewer of the parents surveyed feel they are currently receiving strong support for their parenting role from any of their close relationships, including their spouse/partners, their own parents, their extended family and friends, and their neighbourhood communities. This is significant because these types of social supports tend to be associated with greater knowledge of child development, more positive parenting behaviours and greater confidence in parenting. In addition, results of the survey show that parents benefit from their use of community resources and programs.

The Invest in Kids organization closed its doors in October 2010; however, the Phoenix Centre for Children and Families, with funding from the Lawson Foundation, is able to make the Phase 1 and Phase 2 reports available. They can be downloaded free under "research initiatives" at <http://phoenixpembroke.com/node/94>. □

Postpartum Disorder DVD now in English and French

The Best Start Resource Centre has issued its video "**Life with a new baby: Dealing with Postpartum Mood Disorders**" with English and French versions on the same DVD. Interviews with real mothers and their families make this an appealing resource for pregnant women and new mothers. The 17-minute video can be used in prenatal or parenting classes, hospitals or home visits. A facilitator's guide with a handout for clients is included.

Order for \$15 from www.beststart.org. □



Updated CPNP Facilitator's Guide

Toronto Public Health recently updated their Facilitators' Guide for the Canada Prenatal Nutrition Program (CPNP). Changes include updating evidence-informed content; integrating adult education principles within a context of cultural diversity; adding seven new Public Health Nurse topics and six new Registered Dietitian topics; and reorganizing and renaming topics. The overall goal of the group health education component is to provide CPNP participants with current information to support healthy decision-making and behaviours during pregnancy.

The cost of the new facilitator's guide is \$100. For additional information and to obtain an order form, please contact Brigitte Edwards, BEwards@toronto.ca; 416.338.6567. □

RESOURCES ON THE WEB

The sites listed below contain resources that you can download for free and use in your programs, either for staff development or for distribution to participants. If you have come across similar useful resources on the Internet, share them with your colleagues by letting us know at info@frp.ca. We will publish the information in future issues of *Play and Parenting*.

www.beststart.org/resources/breastfeeding/index.html



The “**Breastfeeding Matters**” booklet will help women and their families navigate from prenatal decisions to breastfeed, through early breastfeeding experiences to confidence and success. Topics covered include: making an informed decision, getting started, learning to breastfeed, expression and storage, common concerns and where to get help. The booklet was tested by many pregnant and breastfeeding families and contains some of their quotes. Three additional topics (blocked ducts, mastitis and thrush) are covered in downloadable fact sheets. The booklet can also be downloaded free or printed copies may be ordered for \$1 a copy, plus taxes and shipping.

www.parents2parents.ca

This website includes a wealth of information for parents of children aged five and under. You will find

- short **videos** on topics such as temperament, routines with toddlers and preschoolers, and active play with your child
- **age-specific descriptions** of typical behaviour and developmental milestones
- links to **blogs** and ways to connect with other parents to share experiences
- a section where you can ask your **questions of experts**

Many of the experts associated with this website were formerly associated with Invest In Kids and its Comfort, Play & Teach parenting program or with The Parenting Partnership, a prenatal and parent education program developed by Invest in Kids.

www.skip.org.nz

Strategies with Kids/Information for Parents is a New Zealand organization whose website has resources for parents (**videos** and **resource sheets**) and for professionals. Short DVDs show children talking about how they want to be parented. Three downloadable modules can be used to **train supporters of parents** and caregivers: *Conscious Parenting*, *Child Development and Behaviour*, and *Six Principles of Discipline*.

www.newdadmanual.ca

Parents sometimes say they wish babies came with an instruction manual. The Father Involvement Initiative - Ontario Network has produced an **online manual for new dads** that offers them “24-hour crib-side assistance.” It is organized by topics that are reminiscent of a new car manual, like “fuel consumption” and “under the hood.” Under each topic the website has both short written text and brief videos that will give new fathers ideas on how to care for their baby, as well as their relation with the mother.



TROUBLESHOOTING



www.talaris.org

The Talaris Institute, based in Seattle, Washington, was founded in 2000, with the mission of supporting parents and caregivers in raising socially and emotionally healthy children. Its website includes sections on **current research findings** in a wide variety of areas related to early childhood development. You will find articles on topics as diverse as the role of oral storytelling in fostering literacy, the effects of early experience on the developing brain, and the potentially negative effects of praise. You can also listen to a podcast of a talk by Dr. John Gottman on raising an emotionally healthy child.

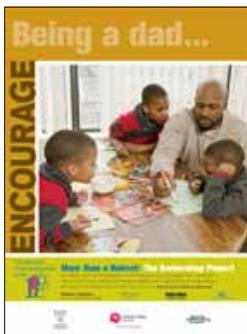
www.parentingcounts.org

Parenting Counts houses the Talaris Institute's products, including its *Parenting Counts Program*. This **online training program** is designed to prepare early learning professionals with the information and tools to teach parents the skills needed to successfully raise socially and emotionally healthy children. The Parenting Counts site also posts a number of five-minute **videos** of parents and babies that can be used to demonstrate subjects such as recognizing baby's cues, dealing with tantrums, and making reading fun. There are products for families and tools for professionals, along with free electronic newsletters, for parents or for professionals.

Reaching Fathers: More than a Haircut

Five years ago, the Macaulay Child Development Centre in Toronto ran a one-day pilot project that has blossomed into a successful program to reach African Canadian fathers and father figures where they gather. Called “The Barber-shop Project: More than a Haircut,” it sends facilitators one Saturday a month to four different barbershops in a Toronto neighbourhood.

The aim of the program is to promote the importance of fathers’ involvement in their children’s lives and in particular to support black fathers to be involved. Discussions centre around the concerns of the fathers who come, including discipline, playing with children, and the relationship with the other parent. Attendance is good because it is a place that is familiar and comfortable for men in the neighbourhood.



The Macaulay Centre has created five positive parenting posters featuring African Canadian dads with their children, as well as a 30-

minute documentary on DVD in which barbershop participants speak passionately about their experiences as fathers and sons.

You can view a trailer of the DVD at www.youtube.com/watch?v=fC37jsNh800. Find prices and ordering information at www.macaulaycentre.org/publications.html. □

UPCOMING EVENTS

October 25–27, “Dr. Gordon Neufeld in Quebec,” Montreal, Quebec. Centre of Excellence for Behaviour Management. 450-672-4010 or eventscebmr@rsb.qcca

November 16–18, “Be Visible: Connecting Evidence to Action in Injury, Violence and Suicide Prevention,” Vancouver, British Columbia. Canadian Injury Prevention and Safety Promotion Conference. www.injurypreventionconference.ca

November 20, National Child Day. www.phac-aspc.gc.ca/ncd-jne

December 16, Anti-Bullying Day. Bullying Canada. www.bullyingcanada.ca

February 2–4, 2012, “The Development of Children’s Mental Health: How Do We Become Who We Are?,” Vancouver, British Columbia. The Early Years Conference. www.interprofessional.ubc.ca/Early_Years.htm

February 28–March 1, Best Start Resource Centre Annual Conference, Toronto Ontario. www.beststart.org

May 6–8, 2012, First National Parental Mental Health Conference. First International Young Carers Congress, Third International World Congress on Children of Parents with Mental Illness, Vancouver, British Columbia. www.interprofessional.ubc.ca

May 9–11, 2012, “Imagine Our Future,” Investing in the Early Years National Conference, Moose Jaw, Saskatchewan. imagineourfuture@fhr.ca

May 30–June 1, 2012, Third National Symposium on Child and Youth Mental Health, National Infant, Child and Youth Mental Health Consortium. Calgary Alberta. Watch for more information soon at www.cwlc.ca

TRAINING

The Alberta Society for the Promotion of Sexual Health (ASPSH) in partnership with the Teaching and Learning Centre, University of Calgary, offers **online sexual health workshops** on topics such as sexuality and mental health, supporting parents to talk about sexuality to children and youth, sexuality and disabilities, etc. Each workshop runs one to two weeks. Fees vary from \$30 to \$65 per workshop, depending on workshop length and ASPSH membership. More information at www.aspsh.ca/online_workshops.

The Achieve Training Centre, based in Winnipeg, offers day-long workshops to individuals and organizations in cities across the country on topics related to **interpersonal relations**, including conflict resolution, assertive communication, dealing with difficult people and emotional intelligence. For more information, go to www.achievecentre.com.

Infant Mental Health Promotion (IMPH) offers one-day workshops at the Hospital for Sick Children in Toronto (Sick Kids). Costs range from \$120 to \$150. The workshops may also be accessed by webcast for \$160 to \$200. The next workshop is on November 21 on the topic of Perinatal Parental Depression: Infant Mental Health and Developmental Outcomes. IMPH also offers free Infant Mental Health Rounds, at Sick Kids and by webcast, on the first Tuesday of each month. Upcoming topics include self-regulation and brain development awareness. For more information, go to www.imhpromotion.ca.