

Using SECD Resources for Parent Education

Do you provide parent education and support in your professional role?

SECD resources include readings, videos and questions for reflection and discussion. You can use the SECD resources to share key topics with parents and encourage them to think about how to apply the information to their own family situations.

Suggestions are from the **SECD North American Edition** living textbook and the **Child Development Primer**

Modules are:

BD = Brain Development
CC = Coping and Competence
CL = Communicating and Learning
EC = Ecology of Childhood
DH = Developmental Health
CDP = Child Development Primer

How to Support Parents - Supporting parents effectively requires that you have background information on parenting. Here are some suggestions from SECD to help you think about your approach to parent education and support:

- On CC p. 2.2, view “Clinton – parenting styles and brain development” and the article on from the Encyclopedia for Early Childhood Development about **parenting styles and social development**.
- On EC p. 3.1 view “Scene – a mother’s perspective” and consider the reflect questions that follow. Other videos on this page address aspects of effective parent support.
- Consider various **family configurations** – for instance, EC p. 2.1 and EC p. 3.1 have videos about **supporting same-sex families**.
- CC p. 2.2 has a section on fathers that includes a Jean Clinton video as well as two clips from Dad’s Central Ontario about **understanding and engaging fathers**. EC p. 3.1 has information about supporting dads.

Free access in British Columbia: bc.scienceofecd.com

Presenting SECD topics to parents in workshops and one-on-one

See the [Tip Sheet for instructors-facilitators](#) for video tips and other suggestions for face-to-face sessions.

While the SECD resources are geared to early years professionals and students, many of the topics are of interest to parents. This document has examples of topics in SECD and ideas of how to use the information to engage with parents. These are appropriate for workshops with several parents together or for supporting/working with an individual parent.

Remember, with free access in British Columbia, it is also easy for parents to explore the resources on their own using a computer or mobile device. You can refer parents to a specific page or suggest they check out a specific video or reading.

Parenting	
SECD module & page	Possibilities
CC p. 2.2	<ul style="list-style-type: none"> • Discuss responsiveness and boundaries as related to parenting skills/styles. • View “Clinton-parenting style and brain development” and review the parenting styles she discusses (Brick Wall, Jellyfish, Backbone)
CC p. 3	<ul style="list-style-type: none"> • View the video “Nelson –recommendations for parents” and discuss his messages to pay attention to children’s interests but avoid overstimulation and too much structure. • Discuss how this information can be shared with parents.
EC p. 2.3	<ul style="list-style-type: none"> • See the section on parenting skills to consider community supports for effective parenting.

Children's development of independence	
SECD module & page	Possibilities
CC p. 1	<ul style="list-style-type: none"> • View videos “Durrant – celebrating independence” and “Getting dressed” and discuss the ways the mother in this scene encourages and acknowledges her son’s need to dress himself. • Encourage parents to share their thoughts/challenges/experiences with children’s growing independence.

Guiding – the role of the adult	
SECD module & page	Possibilities
CDP Positive guiding page	<ul style="list-style-type: none"> • Use text on this page to define positive guidance and to give a few examples. Help parents understand that children need supportive guidance. • View video “Keating – parenting” and discuss his statement that “for most children, the absence of limits is a terrifying thing”. • Print and distribute the parent handout “Discipline – How much is enough”.

Guiding – why physical punishment is problematic	
SECD module & page	Possibilities
CC p. 2.5	<ul style="list-style-type: none"> • View the videos “Durrant – physical punishment” and “Durrant - negative effects of physical punishment”. • Discuss how each person’s background and experiences may have shaped their views on physical punishment. • Accompany this discussion with a look at alternatives so parents are aware of positive guiding strategies that are not harsh or violent.

Guiding – positive approaches	
SECD module & page	Possibilities
CC p. 3.1	<ul style="list-style-type: none"> • For more in depth information, provide an overview of <i>Positive discipline in everyday parenting (2015)</i>, a rights-based program designed to support adults dealing with everyday challenges with children. • View “Durrant – introduction to positive guidance” that introduces the three aims of the program. Select other videos on this page based on your audience and available time. • You may want to suggest that if parents are interested, they can view the other related videos on this page at home.

Temperament	
SECD module & page	Possibilities
CC p. 1.2	<ul style="list-style-type: none"> • This could be a topic of its own, or could be included in a series on positive guidance. Using information on the SECD page, summarize information about temperament, possibly creating power point slides with key points. • View the videos, “Durrant – child caregiver match, parts 1 and 2” and then the video, “I want my doll”. Discuss ‘the match’- between the child and the mother in this scene. • The <i>Want To Know More</i> section has parent worksheets that they can complete and discuss, or complete at a later time. • Refer parents to the Encyclopedia on Early Childhood Development for more information.

Child rearing around the world	
SECD module & page	Possibilities
Throughout	<ul style="list-style-type: none"> • The SECD resources include videos from around the world. If you are working with parents who have immigrated from other countries, the international videos may encourage parents to share experiences from their home countries: <ul style="list-style-type: none"> □ Videos filmed in Tajikistan (CC p. 3.3, CL p. 2.3) in East Africa (CC p. 3.3, CL p. 1.2 and p. 3.1), in Egypt (CL p. 1 and EC p. 3) or in various countries (CC p. 3.2, BD p. 3.3, and CL p. 2.1 and p. 2.2). • Depending on the content of the specific video, you can use these videos to illustrate children’s development, appropriate adult strategies, or as a basis for a variety of discussion topics. Discussion questions follow many of these videos. • The “Caring for Babies” reading on CC p. 2.1 might promote interesting discussion. After reading – ask individuals to reflect on how parents in their own culture typically care for babies.

Social development	
SECD module & page	Possibilities
CC p. 3.2	<ul style="list-style-type: none"> • Show the interviews with experts such as Jean Clinton and Joan Durrant, along with the short videos of children. • Discuss sharing and turn-taking. • Print and distribute the related parent resources.

The importance of the parent-child relationship	
Several SECD videos address the importance of the adult being nurturing and supportive.	<ul style="list-style-type: none"> • BD p. 2.2 – “Gunnar – relationships buffer stress” explains how an infant’s secure attachment to a caregiver can act as a buffer for stress. Also on this page, “Visit to the doctor” shows how the mother-child relationship can buffer a stressful experience. • BD p. 2.3 – “Clinton – teachable moments and the stress response” explains that after a child’s stress system is “turned on”, a child needs a warm connection with a caregiver to rebalance. • CC p. 1.1 – “Clinton – co-regulation and the external brain” describes how a baby needs an adult to respond to their crying to help them feel comforted. • CC p. 2.2 – “Clinton – attachment and predictability” discusses the importance of responding predictably to babies’ needs for the development of secure attachment. • CC p. 2.2 – “Listening to baby” is a longer video that gives an overview of attachment and stresses paying attention to the subtle signals of babies.

Early communication	
SECD module & page	Possibilities
CL p. 1	<ul style="list-style-type: none"> • Print the scenario “Kaylee in the bath”. Read it out and then use the questions to prompt discussion. • Depending on the parent group and the age of their children, the CL module has lots of information you can share with parents about children’s typical language development. You can show videos of adults communicating with children and then discuss strategies they have used. (See, for example, CL p. 1.1 – “Mom and newborn” and “Sharing a banana”; CL p. 2.1 “Talking with mother”; CL p. 3 – “Puddle play”, “Snack-time singing”, “Cutting the bug”.

Reading with children	
SECD module & page	Possibilities
CL p. 2.3	<ul style="list-style-type: none"> • Discuss the importance of parents reading with their children. Show the videos “Reading with mom” and “Mom, and son reading”. Discuss using the reflection questions that follow the videos. • Show parents samples of appropriate children’s books for different ages. • Share information about resources in your community, for example, information about the local public library. • Show the video, “Katz – reading skill and disposition” and discuss how parents can support their children to enjoy reading.

How children learn	
SECD module & page	Possibilities
CL p. 1.2	<ul style="list-style-type: none"> • Share the visuals in the reading “Patterns of learning” and ask parents what progressions they have noticed with their own child? Perhaps you could prepare ahead to share similar examples demonstrated by children in your program.
CDP Understanding play page	<ul style="list-style-type: none"> • View the video “Kolb – play learning” in which he discusses the function of play for brain development.
CL p. 3	<ul style="list-style-type: none"> • Introduce the general concept that children learn through hands on experiences. Show parent/child videos e.g. “Puddle play” or “Snack-time singing”. Have parents describe the ways they can see that children demonstrate what they are learning.
CL p. 1.2 and CC p. 3.3	<ul style="list-style-type: none"> • Relate this to the concept that play is children’s main vehicle for learning. Both pages have lots of information about this topic. For example, the reading “Let the children play” (CL p. 1.2) has a concise explanation of how play benefits growth and development. • Highlight what your centre/program offers children by having parents rotate between different areas of the centre - indoors and outdoors. Have an educator in each area to demonstrate/explain how children typically play and what they may be learning. Let parents get “hands on” and then discuss.