

Bank Street College of Education

Fall, 2010

**EDUC 613: UNDERSTANDING AND WORKING WITH PARENTS OF
YOUNG NORMAL AND EXCEPTIONAL CHILDREN**

S. Gail Gordon, MS Ed/LCSW

Wednesday 7-9 pm

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Course Description: Through class discussion, guest speakers, role plays in class, videos, and readings, students will develop an understanding of what is involved in working with parents of young normal and exceptional children. We will examine the factors that are involved in this work and why it can be so exciting as well as frustrating. Reflective functioning, (“the ability to reason about one’s own and others’ behavior in terms of mental states), will be an underlying theme that will run throughout the course and inform our discussions and thinking about the readings and assignments. Students will have an opportunity to reflect on their own personal and professional experiences as they relate to the topics being discussed. Different models of working with parents will be examined and students will be exposed to the various programs that presently exist in this work. Finally the course will focus on specific parent populations and the challenges that are involved. A major goal of the course will be to help students learn how to form partnerships with parents of different cultures through active listening and empathic inquiry. There will be an opportunity to discuss the differing roles of the teacher versus that of the social worker. Everyone in the course will be expected to participate in class discussions. The grade for the course will be based on both written work as well as active class participation.

Bank Street College has both a legal obligation and philosophical commitment to making “reasonable accommodations” in order to meet the needs of students with disabilities. Any student requiring specific accommodations should contact Olga Romero, Coordinator of the Office for Students with Disabilities, at 212-875-4468 in Room 636. If you have any particular learning needs that you would like me to know about, please inform me, Gail Gordon, as soon as possible.

Absences: If you are unable to attend class you can inform me through e-mail or a telephone call.

Required Texts:

Course Pack (available at village Copier)

The following books are not required, but are recommended as you build your own professional library:

1. Zeanah, Charles, H. Jr. (Ed.). (2009). Handbook of Infant Mental Health. Third Edition. NY: The Guilford Press.
2. Barrera, I & Corso, R.M. (2003). Skilled Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood. Baltimore, MD: Paul H. Brookes Publishing, Co.
3. Brazelton, T. Berry & Cramer, Bertrand. (1990). The Earliest Relationship. Reading, Mass: Perseus Books.

4. Erickson, M.F. & Kurz-Reimer, K. (1999). Infants, Toddlers, and Families: A Framework for Support and Interventions. NY: The Guilford Press.
5. Siegel, D. & Hartzell, M. (2004). Parenting from the Inside Out. NY: Tatcher Penguin.
6. Birch, Marian. (2008) Finding Hope in Despair, Clinical Studies in Infant Mental Health. Washington, D.C.: Zero to Three.

Course Requirements:

Students are expected to attend class, do the required readings, and participate in class discussions. Please call the instructor ahead of time if you think you may be significantly late or absent from class.

1. For next week bring in a two or three page description of an encounter with a parent that caused you difficulty or that you feel you handled very well. It should be something that we can use for some role playing scenarios during the semester.
2. Reflection Papers : Please choose an article from the **suggested** readings in your syllabus from each of the following main topics and reflect on what you found most valuable in the article and how it has relevance to your present or future work with parents, The paper should be about 3 pages.
First paper due October 13, 2010—from transition to parenthood to ambivalence.

Second paper due November 3, 2010—early intervention/special needs children.

Third paper due December 1, 2010—intergenerational patterns to parenting against the odds.

3. Final paper due December 10th: An eight to ten page paper on a topic that interests you as it relates to working with parents, a case study of a family that you have been working with, or a group project from a list of ideas that will be handed out in class. More detailed instructions will be handed out in the next few weeks. Students will be expected to present their work to the class during the last two weeks.

Course Syllabus:

Class #1: September 9,2009

Introduction

Theme: Listening and talking with parents.....What is our role? How does the role of an educator in the early childhood field differ from the role of a social worker?

1. Introductions: Please print your first name in LARGE DARK letters so I can read your name and complete the questionnaire to the best of your ability. Each person will then introduce themselves and describe what kinds of experiences they have had in working with parents.

2. Break into groups of three or four and come up with a list of the ingredients that go into successful work with parents, taking into consideration the socio-economic group, ethnicity, and culture of the target population. List them in order of most to least important.

Developing good listening skills: How important is this?

What is Active Listening? (from “Look, Listen and Learn”)

Active listening means giving someone our undivided attention when they seek us out for a conversation. Rather than using just our ears, active listening requires us to use our intellect, feelings, and physical responses to give us information about the interaction. The four steps in listening actively include:

Stop-Stop what you are doing and pay attention. This tells speakers that you are focused on them, and they are important.

Look- Make eye contact (provided this is not culturally unacceptable) and face them directly. Look for nonverbal cues (facial expressions and body language) that may tell you something about the speaker’s thoughts and feelings.

Listen-Listen to what speakers are saying and pay attention to their words, tone, and body language. Realize that speakers may be communicating several messages (some unspoken.).

Respond-Respond in a way that tells speakers that you have not only been listening, but that you have understood them as well. Throughout the conversation, use eye contact, nods, “mmmmmm”, smiles, or even a touch to confirm your attentiveness (if appropriate). When the person is finished speaking, reflect back to her what she has shared in order to reinforce your understanding of the situation—ie: this is what I hear you saying.

4. Discussion: What often interferes with our ability to engage in active listening?

Active Listening Exercise:

Count off in twos, preferably with someone you do not know too well. You will take turns. One will be the active listener and the other will be the speaker. Choose an event from your childhood between one of your parents and yourself when you were young or if you are a parent, between you and your child. Describe it to the listener. Explain to them why the incident continues to resonate with you and maybe influence your work and/or parenting. The listener is to exercise active listening skills, but refrain from asking questions. After the first person has spoken, the second person is to describe what they heard. Take about 10 minutes and then change places. We will come back together and discuss what this experience was like.

Class #2: September 22, 2010

Transition to Parenthood: Stages of development & psychic reorganization

Required Reading:

Winnicott, D.W. (1958) "Primary Maternal Preoccupation". In Collected Papers. pp.300-305. London: Tavistock.

Shahmoon, Shanok, R. (1990). "Parenthood: A process marking identity and intimacy capacities. Zero to Three. XI(2) 1-9.

Waterman, Barbara. (2003). The Birth of an Adoptive, Foster or Stepmother. London: Jessica Kingsley Publishers LTD, chapter 1.

Mayes, L. "Parental Preoccupation and Perinatal Mental Health". Zero to three. 22 (6) 4-9.

Suggested Reading:

Cohen, L. & Slade, A. (2000). "The Psychology and psychopathology of pregnancy: Reorganization and transformation. In Zeanah, C. (Ed.). Handbook of Infant Mental Health. Second Edition. pp. 20-33. New York: The Guilford Press.

Brazelton, T. Berry & Cramer, Bertrand G. (1990). The Earliest Relationship. Reading, Mass: Perseus Books, pp. 17-42.

Galinsky, Ellen. (1987). The Stages of Parenthood. I: The Image-Making Stage. pp. 13-47. Mass: Addison-Wesley Publishing Company.

Class #3: September 29, 2010

Building an Alliance with Parents

Required Reading:

Pawl, Jeree H. "The Therapeutic Relationship as Human Connectedness: *Being held in another's mind*". Zero to Three. 15 (4) 1-5.

Stern, Daniel. (1995). The Motherhood Constellation. Chapter 11, pages 171-190. New York: Basic Books.

Barrera, I. (2003). "From Rocks to Diamonds: Mining the Riches of Diversity for Our Children". Zero to Three. 23 (5) 8-15.

Dombro, Amy Laura and Claire Lerner. "Sharing the Care of Infants and Toddlers". Spotlight on Young Children and Families. NAEYC. 2007, pp.16-19.

Suggested Reading:

Barrera, I & Corso, R.M. (2003). Skilled Dialogue:Strategies for Responding to Cultural Diversity in Early Childhood. Chapters 4,5,6. Baltimore, MD: Paul H. Brookes Publishing Co.

Pawl, Jeree H. and St. John, Maria. (1998). *How You Are Is as Important as what you do.....* Washington, D.C.:Zero to Three.

Class #4: October 4, 2010

Reflective Functioning-Holding the Baby in Mind

Required Reading:

Slade, A. (2002) "Keeping the Baby in Mind". Zero to Three. 22 (6) 10-16.

Siegel, D. & Hartzell, M. (2004). Parenting from the Inside Out. Chapter 1, pages 13-38. New York: Tarcher Penguin.

Suggested Reading:

Brazelton, T. Berry & Cramer, Bertrand G. (1990) The Earliest Relationship. Chapters 20, 21, and 22.

Koren-Karie, Nina, David Oppenheim, and Douglas F. Goldsmith (2007). "Keeping the Inner World of the Child in Mind: Using the Insignificance Assessment with Mothers in a Therapeutic Preschool". Attachment Theory in Clinical Work with Children edited by David Oppenheim and Douglas Goldsmith. New York:Guildford Press, 2007, pp. 31-57.

Slade, Arietta (2007). "Disorganized Mother, Disorganized Child: The Mentalization of Affective Dysregulation and Therapeutic Change". Attachment Theory in Clinical Work with Children edited by David Oppenheim and Douglas Goldsmith. New York:Guildford Press, 2007, pp. 226-250.

Class #5: October 13, 2010

Ambivalence-its role in the parenting process

Required Reading:

Parker, Rozsika (1997). "The production and purpose of maternal ambivalence." In Holloway, W. & Featherstone, B. (Eds.). Mothering and Ambivalence. London: Routledge. pp. 16-36.

Winnicott, D.W. (1949). "Hate in the Counter-transference." Reprinted in Through Paediatrics to Psychoanalysis. Hogarth Press, 1982, pages 194-203.

Suggested Reading:

De Marneffe, D. (2004). Maternal Desire. New York: Little, Brown, and Co. Pages 136-146.

Shuster, Claudia. (1993). "Employed First-Time Mothers." Family Relations. Vol 42: 13-20. (On-line: Academic Search Premier, keywords: Employed First-Time Mothers Shuster.)

Class #6: October 20, 2010

Infant Assessment and Intervention

Required Reading:

Birch, Marian. (2000). "A Case of Pediatric Undernutrition." Journal of Infant, Child, and Adolescent Psychotherapy, 1 (4), 29-46.

Seligman, S. (2000). "Clinical Interviews with Families of Infants". Journal of Infant, Child, and Adolescent Psychotherapy. Vol. 1 (1), 77-96. (Also in Zeanah, C. Handbook of Infant Mental Health. Second Edition. Pages 211-221.

Weatherston, D. (1995). "She does love me, doesn't she?" Zero to Three. 15 (4) 3-10.

Foley, Gilbert and Jane D. Hochman. "Programs, Parents and Practitioners: Perspectives on Integrating Early Intervention and Infant Mental Health". Zero to Three. 18 (3) 13-18.

Suggested Reading:

Heffron, C.C. (1999). "Balance in jeopardy: reflexive reactions vs. reflective responses in infant/family practice." Zero to Three. 20 (1) 15-17.

Lieberman, A.F., Silverman, R., & Pawl, J.H. (2000). "Infant-Parent Psychotherapy: Core concepts and Current approaches." In Zeanah, C. Handbook of Infant Mental Health. Pages 471-484.

Barrera, I. & Corso, R.M. (2003). Skilled Dialogue. Chapter 8 & 9

Zeanah, Charles H. "Constructing a Relationship Formulation for Mother and Child, a Clinical Application of the Working Model of the Child Interview"(2007). Attachment Theory in Clinical Work with Children edited by David Oppenheim and Douglas F. Goldsmith. New York: Guilford Press, 2007, pp. 3-30.

Foley, Gilbert. (2006.) "Self and Social-Emotional Development in Infancy" in Mental Health in Early Intervention. Foley, G. & Hochman, J. Baltimore, MD: Paul H. Brookes, Publishing Co. Pages 139-175.

Class #7: October 27, 2010

Birth of a Special Needs Child

Guest Speakers

Required Reading:

Gilkerson, L & Stott, F. (2000). "Parent-Child Relationships in Early Intervention with Infants and Toddlers with Disabilities and their Families". In Zeanah, C. Handbook of Infant Mental Health. Second Edition, pages 457-471.

Weatherston, D. J. (1998). "She needed to talk and I needed to listen: an infant mental health intervention". Zero to Three. 18 (3) 6-12.

Suggested Reading:

Solnit, A.J. & Stark, M.H. (1961). "Mourning the birth of a defective child". The Psychoanalytic Study of the Child. Vol. 16, pages 523-537.

Fleischman, A. R. (1986). "The immediate impact of the birth of a low birth weight infant on the family". Zero to Three. VI (4) 1-5.

Foley, Gilbert. (2006) "The Loss-Grief Cycle: Coming to Terms with the Birth of a Child with a Disability". Foley, G. & Hochman, J. Baltimore, MD: Paul H. Brookes, Publishing Co. Pages 227-245.

Class # 8: November 3, 2010

Special Needs Children and Parent Child Relationships

Required Reading

Shahmoon-Shanok, R. (1997). "Giving back future's promise: Working resourcefully with parents of children who have severe disorders of relating and communication." Zero to Three. 17 (5) 37-48.

Suggested Reading:

Fraiberg, Selma. "The Development of Human Attachments in Infants Blind from Birth" in Selected Writings of Selma Fraiberg. Louis Fraiberg, Ed. Columbus, Ohio: The Ohio State University Press, 1987. pp.546-569.

Featherstone, H. (1980). A Difference in the Family. Chapters 1,2, 3, and 4. New York: Penguin Books.

Lytel, Jayne, Jorge Lopez-Garcia, and Patricia Stacy. "Listening to Parents: Understanding the Impact of Autism on Families". Zero to Three, Vol. 28, No. 4, March, 2008, pp 46-52.

Oppenheim, David, Smadar Dolev, Nina Koren-Karie, Efrat Sher-Censor, Nurit Yirmiyya, and Shahaf Salomon. "Parental Resolution of the Child's Diagnosis and the Parent-Child Relationship" (2007). Attachment Theory in Clinical Work with Children edited by David Oppenheim and Douglas Goldsmith. New York: Guildford Press, 2007, pp.109-136.

Class # 9: November 10, 2010

Intergenerational Patterns

Guest Speaker

Required Reading:

Fraiberg, S., Adelson, E., Shapiro, V. (1980). "Ghosts in the Nursery: A Psychoanalytic Approach to the Problems of Impaired Infant-Mother Relationships". In Fraiberg, S. & Fraiberg, L. (Eds.). Clinical Studies in Infant Mental Health. New York: Basic Books.

Suggested Reading

Sheckter, D.S. (2004). "Intergenerational communication of violent traumatic experience within and by the dyad". Journal of Infant, Child, and Adolescent Psychotherapy. (23) 203-232. (Online, Proquest).

Belsky, J. et al. (2005). "Intergenerational Transmission of Warm-Sensitive-Stimulating Parenting: A Prospective Study of Mothers and Fathers of 3-year olds. Child Development. 76 (2) 384-396.(Available on Bank Street on-line database, Academic Search Premier).

Brazelton, B. T. & Cramer, B. G. (1990). The Earliest Relationship. Pages 131-161.

Lyons-Ruth, K. (2002). "The two-person construction of defenses: disorganized attachment strategies, unintegrated mental states, and hostile/helpless relational processes." Journal of Infant, Child, and Adolescent Psychotherapy, 2 (4) 107- 119.

Lieberman, Alicia and Patricia Van Horn. Psychotherapy with Infants and Young Children. Chapter 6, "Ghosts and Angels in the Nursery: Treating Disturbances and Disorders". New York: Guildford Press, 2008, pp.174-209.

Class #10: November 17, 2010

The Adult Side of Attachment

Required Reading:

Siegel, D.J. & Hartzell, M. (2003). Parenting from the Inside Out. Chapter 6.

Slade, A. & Cohen, L. (1996). "The process of parenting and the remembrance of things past". Infant Mental Health Journal. Vol. 17_ (3) 217-238.

Suggested Reading:

Hesse, Erik. (1999). "The Adult Attachment Interview: Historical and Current Perspectives." In Cassidy, J. & Shaver, P.R. (Eds.) Handbook of Attachment: Theory, Research, and Clinical Applications. Chapter 19, pages 395-433. New York: The Guilford Press.

Class #11: December 1, 2010

Parenting Against the Odds

Guest Speaker

Required Reading:

Poole, C. & Foley, G. (1997). "From Alienation to Attachment: A single father's parenthood journey". Zero to Three. 18 (1) 24-31.

Musick, J.S. (1990) "Adolescents as Mothers: The being and the doing". Zero to Three.

Pawl, J. (1992). "Intervention to Strengthen Relationships between Infants and Drug Abusing or Recovering Parents". Zero to Three. 13 (1) 6-10.

Muzik, M., Cameron, H., Fezzey, A, & Rosenblum, K. "Motherhood in the Face of Trauma". Zero to Three. 29 (5) 28-33.

Suggested Reading:

Mayers & Siegler. "Finding Each Other: Using a psychoanalytic-development perspective to build understanding and strengthen attachment between teenaged mothers and their babies". Journal of Infant, Child, and Adolescent Psychotherapy.

Bromwich, R. (1985) "Vulnerable Infants and Risky Environments". Zero to Three. 6 (2) 7-12.

Cunningham, A. (2001) "Forgotten Families: the Impact of Imprisonment". Family Matters. 59, winter, 35-38. (Available online on Bank Street database).

Wechsler, N. (2005) "Passing it on: lessons in relationships." Zero to Three. 25 (4) 14-21.

Lieberman, A. & Van Horn, P. 2005. Don't Hit My Mommy!. Washington, D.C.: Zero to Three Press

Class #12: December 8, 2010

Understanding and Negotiating Cultural Difference

Guest Speaker

Required Reading:

Carlson, B. & Harwood, R. (2000). "Understanding and negotiating cultural differences concerning early developmental competence: *The six raisin solution*. Zero to Three. 18 (3) 19-24.

McKenna, James. (2000). "Cultural influences on infant and childhood sleep biology and the science that studies it: toward a more inclusive paradigm. Zero to Three. 18 (3) 9-18.

Koplow, L. (1992). "Finding Common Ground". Zero to Three. 12 (4) 21-26.

Suggested Reading:

Brown, D. (1997). "Implications of Cultural Values for Cross-Cultural Consultation with Families. Journal of Counseling and Development. Vol. 76. Pages 29-35. (Available on B.S. online database.

Barrera, S. & Corso, R. M. (2003). Skilled Dialogue. Appendix A: Trauma from a cultural perspective. pp. 199-222.

Class #13: December 15, 2010

Depression and Its Impact on Parenting

Required Reading:

Tronick, E. Z. & Weinberg, M.K. (1997). "Depressed Mothers and Infants: Failure to form dyadic states of consciousness". In Murray, L. & Cooper, P. J. (Eds.) Postpartum Depression and Child Development. New York: The Guildford Press.

Suggested Reading:

Nylen, K, Moran, T., Franklin, C., and O'Hara, M. (2006). "Maternal Depression: A review of Relevant Treatment Approaches for Mothers and Infants". In Infant Mental Health Journal, Vol. 27 (4), 327-343.

Brazelton, T. B. & Cramer, B. (1990). The Earliest Relationship. Chapter 28.

Cohen, P. & Beebe, B. (2002). "Video Feedback with a Depressed Mother and Her Infant: A collaborative individual psychoanalytic and mother-infant treatment. Journal of Infant, Child, and Adolescent Psychotherapy. 2 (3) 1-55 (Available online on ProQuest.)

Class #14: December 22, 2010

Working with All Kinds of Families

Required Reading: Choose any three of these articles

Casper, V. (2003). "Very Young Children in Lesbian and Gay Headed Families.

Zero to Three. 23 (3), 18-25.

Schechter, M.D. (1990). "About Adoptive Parents". In Anthony & Benedek (Eds.)
Parenthood: Its Psychology and Psychopathology. Boston: Little Brown.

Woodworth, R. S. (1996). "It's not the same the second time around: grandparents raising grandchildren." Zero to Three. 16 (4) 21-26.

Zero to Three. 22, (5). Issue is devoted to infants and toddlers in foster care. Choose one article from this issue.

Patterson, C. and Chan, R. "Gay fathers" in (1997) Lamb, M. (Ed.), The Role of the Father in Child Development. New York: John Wiley & Sons.