

## Credentialed Parenting Educator Competency List

### 1. The Purpose of Parenting Education

*Parenting Educators:*

- A. Understand and advocate the need for parenting education programs
- B. Understand current issues that impact parenting and family life and how rapidly evolving social standards and ongoing research affect parenting
- C. Acknowledge that each parent is the expert on their own child and family
- D. Understand that how individuals were parented influences how they parent their own children and how they think about parenting

## Human Growth and Development

### 2. Child and Lifespan Development

*Parenting Educators will have the knowledge and ability to teach parents about:*

- A. Child development
  - i. Basic ages and stages of development from prenatal through adolescence
  - ii. Typical ranges of development and when intervention may be needed
  - iii. Importance of and tools for tracking development
- B. Adult development
  - i. Adult development throughout the lifespan – adult behavior, growth and development
  - ii. Adult life skills: literacy, job skills, relationship skills
- C. Sensitivity to children's needs and challenges related to their emotional, cognitive and physical development
- D. Sensitivity to adult needs and challenges related to their emotional, cognitive and physical development

### 3. Social and Emotional Development

*Parenting Educators will have the knowledge and ability to teach parents:*

- A. That how a person feels about themselves, the people in their life, and the environment in which they live, impacts them and their family (in both positive and negative ways)
- B. That behavior is an important indicator of social/emotional wellness and maturity (in both positive and negative ways)
- C. The need to develop emotional awareness, self-regulation and healthy boundaries and the importance of balance and self care for parents
- D. Skills to nurture their child's social-emotional development
  - i. Awareness of how emotions influence learning objectives (cognitive, affective, psychomotor)
  - ii. Ability to teach emotional coaching and promote/advocate awareness of body language and tone of voice
  - iii. Understanding the essential nature of self-esteem and how to foster it in another
  - iv. Ability to affect secure caregiver-child bonds and attachment
  - v. Ability to read non-verbal cues
- E. The impact of Adverse Childhood Experiences (ACEs) on parenting, awareness of potential triggers, and when to seek help

- F. Signs and symptoms of common forms of depression and potential impacts of emotional distress of the primary caregiver on the developing child

#### **4. Health and Safety**

*Parenting Educators will have the knowledge and ability to teach and share with parents:*

- A. Information and local resources on staying healthy and dealing with illness in both adult and child.
  - i. Physical Health - access to wellness care, insurance, healthy lifestyle
  - ii. Mental Health - especially maternal depression
- B. Information regarding newborn health and safety: shaken baby, safe sleeping, infant feeding, car safety and infant emergency care
- C. Signs and symptoms of domestic violence and awareness of the detrimental effects on children of any interpersonal violence.
  - i. Skills for building healthy relationships
  - ii. Effects of interpersonal violence on children
- D. Essential components of safe and healthy indoor and outdoor physical environments.
- E. Definitions and signs of child abuse and neglect and appropriate responses to disclosure including procedures for reporting child abuse and neglect.
  - i. Physical abuse
  - ii. Emotional/psychological abuse
  - iii. Sexual abuse
  - iv. Neglect

### **Parent, Child, Family and Community Relationships**

#### **5. Parent Development and Family Systems**

*Parenting Educators will have the knowledge and ability to teach parents:*

- A. How circumstances, culture, and society impact relationships within families and with children.
- B. How the ways in which family members communicate and relate to each other affects each individual within the family
- C. How parental resilience and social connections affect family function
- D. About parenting stages across the lifespan
- E. About parental roles: Provider, Protector, Nurturer, Guide, Teacher, Play Partner and Advocate
- F. About the influences of family type and structure on parenting
- G. About the importance of fathers and their influence for the healthy growth and development of children

#### **6. Nurturing Discipline**

*Parenting Educators will have the knowledge and ability to teach parents:*

- A. Nurturing discipline techniques
  - i. Appropriate levels of supervision and interaction for children of different ages
  - ii. A variety of positive discipline skills
  - iii. The difference between discipline and punishment
  - iv. Pitfalls of rewards and punishment
  - v. Using appropriate consequences
- B. Parenting styles
- C. Relationship between parenting roots and discipline techniques

- D. Importance of and tools for adult self-control

## 7. Community Systems and Resources

*Parenting Educators will have the knowledge and ability to teach parents:*

- A. About the community, financial, and human resources available to support families
- B. How to identify and access available resources to meet family needs
- C. How building Protective Factors in a community provides support for all families
- D. About parental roles in child care and educational relationships
  - i. Identifying quality child care
  - ii. Building relationships with child care providers and teachers
  - iii. Advocating for children in a child care or educational setting

## 8. Technology and Media

*Parenting Educators will have the knowledge and ability to teach and share with parents:*

- A. Current research regarding the impact of various media on child development including:
  - i. Impact on physical and social-emotional wellbeing, as well as the brain, language, and gender
  - ii. Impact on specific ages
- B. Various media forms and how family members interact with media and with each other around media in both positive and negative ways:
  - i. Positive: keeping up with current events; using media for relaxation or enjoyment; learning new information
  - ii. Negative: media influences/establishes social norms; use of media to harm, coerce, or stigmatize others; media's role in the creation/promotion of a consumer culture; media tends to foster/create stereotypes regarding gender, ethnicity/race, age, sexual orientation, etc.;
- C. How to draft a media management plan for their children, keeping in mind:
  - i. Appropriate time and content limits for various ages
  - ii. Results of over-exposure/saturation (TV, movies, games, movies, advertising, print, and internet social media)
  - iii. Parental monitoring importance and resources

## Parenting Education Practice

### 9. Strengths-based Communication

*Parenting Educators will have the knowledge and ability to:*

- A. Build empathy with others
- B. Create a listening atmosphere using tools such as clarifying questions and reflective listening
- C. Say what they mean clearly and respectfully using tools such as "I-statements"
- D. Use non-verbal communication messages, both sending and receiving
- E. Use tools to diffuse blame and criticism
- F. Confront people constructively when appropriate
- G. Build and keep trust with families
- H. Respect confidentiality, understanding how to keep information confidential and the circumstances that indicate a need to break confidentiality

## 10. Adult Learning and Learning Styles

*Parenting Educators:*

- A. Know the basic characteristics of adult learners
- B. Know basic learning styles
- C. Offer information in ways that respect characteristics of adult learners, in that the information is:
  - i. Relevant to the parent's expressed needs and immediately accessible
  - ii. Linked to parent's prior knowledge, experience and culture
  - iii. Accessible to a variety of learning styles and abilities

## 11. Working with Diversity

*Parenting Educators will have the knowledge and ability to:*

- A. Understand and respect diversity including family, or individual differences and how lived experiences influence family structure, beliefs, values, rituals and traditions. Parenting educators will:
  - i. Commit to ongoing expansion of an understanding of self and others using reflection and empathy skills
  - ii. Modify practice and/or approach based on what is learned
  - iii. Communicate respectfully and effectively with diverse participants
- B. Understand the myths and stereotypes related to the following issues and advocate for change:
  - i. Poverty and socioeconomic status
  - ii. Race and ethnicity
  - iii. Country of origin and/or citizenship status
  - iv. Family structure
- C. Be aware of how real and perceived power differences affect everyone. Parenting educators will:
  - i. Understand that workers have power to withhold or grant services
  - ii. Advocate with and for families to access services and supports as appropriate
- D. Be aware of how lived experiences impact parent-child interactions
  - i. Ability to guide parents in reflecting on the origin of their parenting beliefs
  - ii. Ability to assist families to understand societal and legal expectations related to child rearing

## 12. Facilitation Skills

*Parenting Educators will have the knowledge and ability to:*

- A. Assess the individual, family, and educational strengths, needs, and preferences of participants, and select strategies for optimal understanding
- B. Expect and prepare to meet differing levels of knowledge, skills, expectations, and parenting goals with each new audience
- C. Adapt programs for parents with special needs and challenges
- D. Use multi-modal methods to engage parents with diverse learning styles and meet educational objectives
- E. Balance content in parenting education with the parent's need to process the information and apply it (science vs. art)
- F. Understand that content is strengthened through reflection and dialogue and processed in the parent's own time.
- G. Effective and creative methods to engage and keep parents involved

**13. 1-3. From the following three methods of working with families, select one with which you have experience and respond to the listed competencies.**

**13.1. Family Conferencing**

*Parenting Educators will have the knowledge and ability to:*

- A. Understand effective family-led meeting techniques
  - i. Teach and support families as they conduct their own family conferences as a vehicle for affirming strengths and promoting positive change
  - ii. Understand the various ways that threat and coercion work and counter this by promoting positive and effective methods of communication among family members

**13.2. Group Facilitation**

*Parenting Educators:*

- A. Accept responsibility to create a safe and supportive environment for all participants
  - i. Establish and uphold respectful behavior
  - ii. Convey unconditional positive regard for all individuals within a diverse group
- B. Meet both individual and group needs
- C. Provide group structure
- D. Select and use effective educational methodologies and facilitation strategies such as large and small group process, role play, transitions, group discussion, and interaction.

**13.3. Home Visiting**

*Parenting Educators will:*

- A. See strength and resilience regardless of perceptions and personal standards
- B. Use skills, attitude, and sensitivity to work effectively within an intimate family space
- C. Maintain ethical, legal, and safety responsibilities for working within a home environment

**14. Professional Identity and Boundaries**

*Parenting Educators:*

- A. Understand roles and boundaries of the parent/parent educator relationship
  - i. Guide parents, offer choices, identify and validate feelings and offer support
  - ii. Set appropriate limitations on facilitator involvement
  - iii. Know when and how to refer to other professionals for assistance.
  - iv. Understand the role and timing of personal disclosure
- B. Access frequent and appropriate reflective supervision