



Seventh
Edition



Child, Family, and Community

Family-Centered Early Care and Education



Janet Gonzalez-Mena



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To **Shaquam Kimberly Edwards**, contributor to this edition. *Shaquam took on what I consider the hardest part of this revision—making it into an e-book. She stepped in willingly and capably to meet the creative challenges of bringing the book to life digitally. I'm forever grateful for her contributions! I wrote the first edition of this book on a typewriter. Putting later editions on the computer was a big step forward for me. Shaquam took me into the e-book era, gracefully and enthusiastically, for which I'm thankful.*

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Preface

A seminal report published by the National Association for the Education of Young Children (NAEYC) was released just as this revision was about to go to press, titled “Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation.” One of the themes of the report relates to making higher education programs for professionals more effective with a goal of supporting consistent quality. This report couldn’t be more timely coming out as it did at the same time as the 7th revision of *Child, Family, and Community*. We are ready for change as a nation. We are ready to be sure that those who work with young children get an excellent education to prepare them for further study, for being a contributing part of the community, and for all-round mature development. Right in line with transforming the workforce comes the transformation of this *Child, Family, and Community* textbook. The 7th edition, now in an e-text format, is startlingly different from the many revisions that preceded it.

This revision, as others in the past, focuses on *contexts*—the contexts in which children are reared and educated. It’s not about “the child” or even “children” because those words have no meaning by themselves. Each child is born and raised in multiple social contexts. This text is about the influences of all those contexts. Nurturing and protection of each child must be viewed in terms, not only of the family, but also of the community—its neighborhoods, people, cultures, and institutions—both local and national. Care-and-education institutions are part of this context.

As in earlier editions, the major theories around which this book is based involve the community being the context in which child rearing takes place, no matter what shape or form the families take. This book still focuses on families, but also on the people and agencies outside the family. Some of those people who are using this text are now, or will become, those professionals who work with families and their children.

NEW TO THIS EDITION

E-Text Format

Anyone used to the black and white paperback book will see a world of difference when they take their first look at the new e-text format. There is no comparison. Not that both the e-text and the paper book aren’t greatly updated with the latest information and research, but the new format as an e-text has a number of engaging new features. *Note that the Pearson e-text format contains the following digital components: video links, interactive section quizzes called “Check Your Understanding,” and end-of-chapter quizzes; other e-text formats do not currently contain these interactive digital elements.*

Videos

Links to video in every chapter of the e-text augment the written word. As students read from the screen, they know that with one click, video appears with further information that comes in a variety of ways. Sometimes the information comes from the mouths of the researchers whose work is mentioned in the chapter. Certainly when students hear from academics who have contributed so much to the field of child development and early childhood education, everything becomes more personal and meaningful. Sometimes students see video clips that demonstrate what the researchers talk about. We look into live classrooms to see examples of various approaches of working with groups of children—or with individuals—or with family members. Footage of actual teachers in classroom scenes show examples of what is discussed in writing. Child development information is portrayed by children themselves in families and in classrooms and more. Community resources come alive as users talk about their experiences. Sometimes the focus is on the environment, which offers inspiration for those students who work in programs that lack rich, or even adequate, developmentally appropriate settings. Often we see and hear people who represent the community resources found in neighborhoods. We also have a chance to see examples of children's behaviors at different developmental levels.

The many videos, three to four in each chapter, bring information beyond the words in the text and bring it in living color with sound and movement. Further, the videos have reflection questions in the text to promote thought or classroom discussion. What could be more meaningful for the generations that are media savvy and know how to use it to their advantage!

A New Interactive Assessment Feature Called “Check Your Understanding.”

This new feature, which has been added at the end of each major section in each chapter, is a multiple-choice assessment that aligns with, and asks questions about, each Learning Outcome. The correct answer is noted and feedback is provided. Students can then see what they have learned from reading each section. This makes good sense and is quite effective. They can immediately determine what they forgot or misunderstood, which allows them to go back and reread so they retain the information.

Interactive End-of-Chapter Quizzes

At the end of each chapter there are short-answer format quizzes, with feedback, to assess student understanding—and reinforce learning—of chapter content.

Color Photos

Of course there are also still photographs as always—pictures that give visual emphasis to the concepts written about. In the e-text the photographs are in living color—quite a contrast to black and white photos with “yesteryear” invisibly stamped on them.

OTHER CHANGES AND ADDITIONS

Reorganization of Each Chapter

Helping students grasp and retain what they read is important in any textbook. To that end, every chapter has been more clearly organized with an average of three major Learning Outcomes, with corresponding headings, followed by three to five topic headings that relate to the subject(s) in each major heading. This organization makes it easier for students to follow and remember the information.

Examples of New Topics and Expanded Previous Ones

- ♦ **Gender roles.** Discussion and research about young children developing gender roles has been greatly updated and expanded.
- ♦ **Mindset.** Carol Dweck's theory on how to help children move beyond a "fixed mindset" that leads them to give up in the face of even a minor failure. Information and examples are included of how to encourage an open mindset. Children with an "open mindset" keep going even when failure occurs or seems inevitable. An open mindset leads to exploration and growth.
- ♦ **Grit.** Angela Duckworth and others explore how what they call "grit" helps people stick to challenges, persist, and achieve success.
- ♦ **Self-esteem.** Not a new subject but an important one. The topic of self-esteem has been reworked and expanded in this edition.

A Change in the Order of the Chapters

Chapter 2, "The Societal Influences on Families" (including racism), was too emotionally laden to come so early in the term according to users. That chapter is now Chapter 6, which works better after students have gotten to know each other.

Updated "Further Readings"

Twenty to thirty percent of the list at the end of each chapter under "Further Readings" has been replaced with updated resources.

Highlighted Major Points

A new marginal feature of key brief points from the author are added for interest and emphasis.

FOUNDATIONAL IDEAS SUPPORTING THIS BOOK

- ♦ **Theory is presented in easy to understand language.** The book rests on a base of solid academics, constructivist theory, developmental research, anthropological studies, and the personal experience of the author.
- ♦ **The chapters place an emphasis on the ecological theory of human development.** Every chapter shows how professionals and families can partner to

support healthy growth and development so that the child functions fully as a competent community member.

- ♦ **The book emphasizes cultural contexts.** Valuing diversity, plus acknowledging and understanding cultural contexts, has always been an important foundation of this book. The new edition puts even more emphasis on perceiving and appreciating cultural differences in order to embrace them. The attitude of acceptance that develops challenges the students to expand their definitions of “developmentally appropriate practice.”
- ♦ **Reflection on personal experience is encouraged.** Readers are asked to bring their own ideas, experiences, and insights to their reading—in accordance with Jean Piaget’s ideas about learners attaching new knowledge to existing knowledge. In other words, readers are encouraged to reach into their own experiences to make sense of new information in terms of what they already know. They are encouraged to see how that same approach works equally well when relating to families and conveying information to them. Whether a student, a teacher, or a parent, respect for one’s own background, experiences, knowledge, ideas, and insights is important. Because whatever we read always filters through our own subjective experiences, this text acknowledges that fact and capitalizes on it. Thus students can feel at home and find their own voices. They are asked to do the same for the children and families they work with.
- ♦ **Anecdotes and examples are provided throughout.** Each chapter contains stories and examples designed to take the subject out of the realm of theory and into the real world of practice. Examples are designed to appeal to both traditional and non-traditional students, reflecting the changing demographics of the United States.
- ♦ **Advocacy is emphasized.** The “Advocacy in Action” feature appeals to those students who want to “do something!” about improving the lives of children, families, the education systems, and society in general. This feature gives students ideas about ways of being public and personal advocates.

INSTRUCTOR SUPPLEMENTS TO THIS TEXT

All ancillary resources for instructors are available for download by adopting professors via pearsonhighered.com in the Instructor Resource Center.

Instructor’s Resource Manual: This manual contains chapter overviews, activity ideas for both in and out of class, and ways to integrate the digital content into your course.

Online Test Bank: The test bank includes a variety of test items in various formats.

Pearson TestGen: This test-generation software is available in various learning management system formats. Download and use as is or create your own exams with provided items and your own items. Test items included are the same items in the Online Test Bank.

Online PowerPoint Slides: PowerPoint slides highlight key concepts and strategies in each chapter. They can be used to enhance lectures and discussions, or can be posted on your learning management system as an additional study resource for your students.

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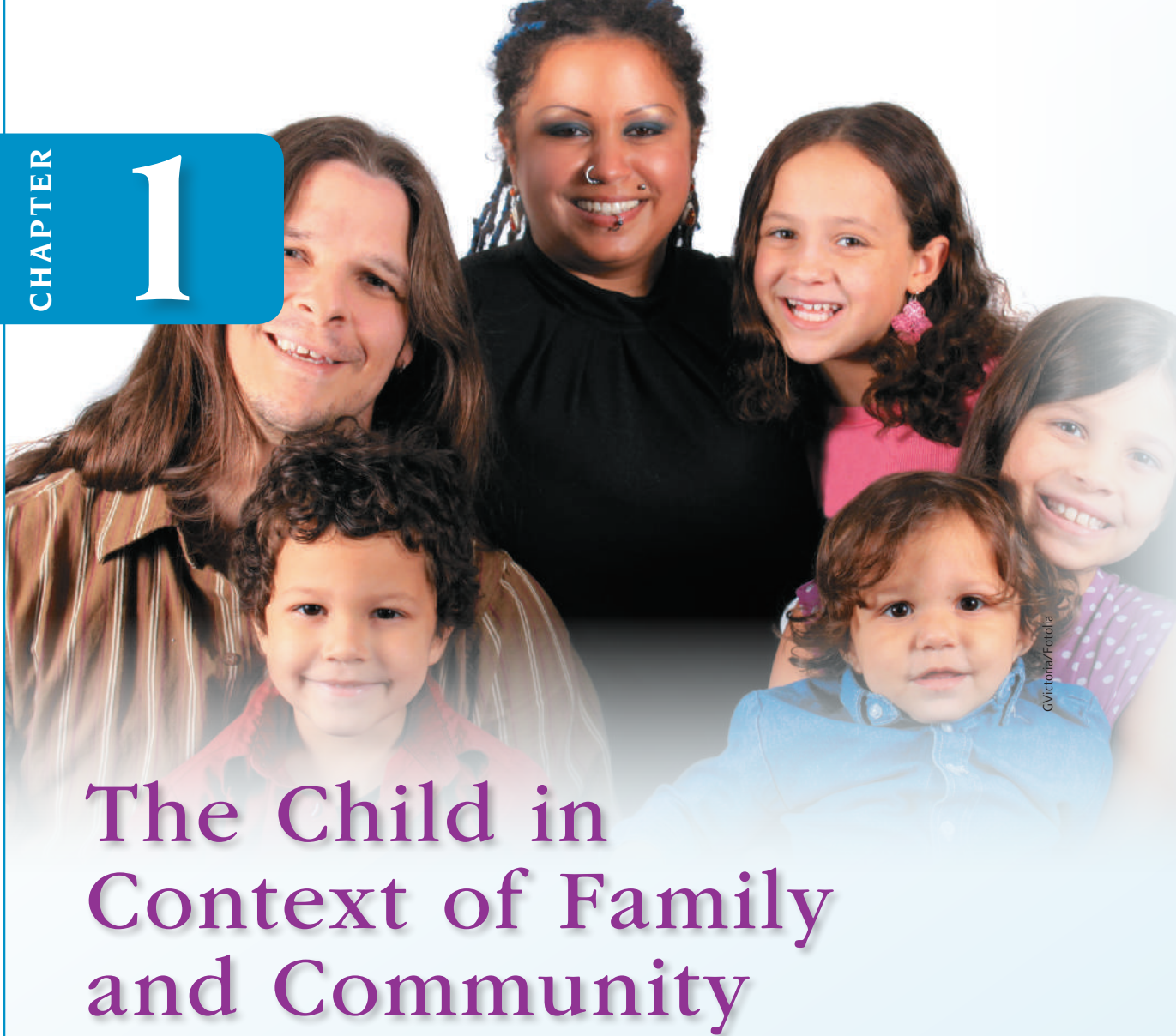
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The Child in Context of Family and Community

Learning Outcomes

In this chapter you will learn to...

- Explain how to look at context through the lens of bioecological theory.
- Describe the implications of family-centered approaches, including the benefits to children, teachers, and parents.
- Explain the history of family-centered care and education.
- Define multiple lenses through which to look at family-centered approaches, including family systems theory, whole child perspective, Maslow's hierarchy of needs, and culture as a lens.

Why is the title of this book *Child, Family, and Community*? Here's why. Many people go into the profession of teaching in general and into early care and education specifically because they love children. They find they relate well to children, and they enjoy being with them. When these individuals start taking classes, they find that their studies focus on the development and education of children. The course for which this book is designed also focuses on the child, but with a difference. This book takes the position that children must be looked at in context—meaning that each child must be viewed in the context of his or her family, and each family must be viewed in the context of the community/communities/society to which it belongs. Taking this larger view of each child will help readers remember to always keep the context in mind, no matter what aspect of child development and/or education they study.

What are the various contexts that families come in? Culture is certainly one overarching context which relates to ethnicity, and is affected by socioeconomic level, family structure, sexual orientation and all the other variables that make this particular family what it is. Immigrant status, if any, is also a context. With immigrant numbers increasing, language and cultural diversity are becoming more obvious, though ours has always been a diverse country. In one sense we are all immigrants except for people who were on this continent first, those who can be considered indigenous. Their descendants are still here. The rest of the population is made up of immigrants, whether willing or unwilling (Ogbu, 1987). This list of influences on families represents just the tip of the iceberg. It's a sample of all the ways in which families differ from each other by their contexts. For more information about America's children and families, see the website for the Kids Count Data Center.

Another huge influence on children is the community. The child and family are always placed in a community context. What community a family is in makes a big difference. My husband's family moved from Puebla, Mexico, to the San Francisco Bay area in California many years ago—when my husband was 21 years old. They left behind countless relatives. When we visit those relatives and their descendants, we can see the different courses their lives took from those who moved to the United States. Just a few of the influences that have affected the U.S. family and the Mexican family in different ways are the changing international, national, and local political situations; the economies of the two countries and the local economies; and the changes that occur when one culture bumps up against another one, as is happening in both countries.

Education, development, learning, and socialization always occur in a context, and any specific context is embedded in a web of ever-changing other contexts. There is no such thing as a decontextualized child. To study "the child" without understanding the context is like studying a statue of a cat in



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Each child must be viewed in the context of his or her family

order to understand its life. This whole book is about the education and socialization of the child in context. Simply put, the book examines the child in the context of developmental theory, which comes in the context of family, which lies in the context of community. All of these contexts can be thought of as environments or settings that hold people, which influence each other and are influenced by culture.

Understanding the bigger picture of how the child becomes a social being in context has been the theme of this book along with a further area of focus and that is on working with the family. Rather than making parent education and involvement just one component and dedicating a chapter to them, this book is about family-centered care and education. To understand both the child and the family in context, we need an encompassing theory.

LOOKING AT CONTEXT THROUGH BIOECOLOGICAL THEORY

The history and foundations of family-centered care and education go way back. Something I learned as a student in an early childhood class in 1967 stuck in my mind. “Your client is not the child, but the *family*.” The teacher of that class, Lilian Katz, University of Illinois professor and a pioneer in the field, made that statement. I’ve never forgotten what she said, but it has taken many years for the field as a whole to begin to understand and embrace that concept. This book is dedicated not only to expanding the understanding, but also to giving specific strategies to the reader about how to take that concept out of the theoretical realm and into the early childhood classroom, child care center, or family child care home.

Bronfenbrenner’s Bioecological Model

This particular slant and organization falls in line with the model that Urie Bronfenbrenner first laid out for us in 1979. When he wrote that there are layers of context, he referred to a set of Russian dolls that are nested inside each other, the smallest one at the core. The organization of the book relates to Bronfenbrenner’s layers. Simply put, what Bronfenbrenner called a bioecological model of human development means that every child is at the center of what can be visualized as concentric circles of context set in an overarching system of time, which affects all the contexts and changes them continuously (see Figure 1.1). The National Institute for Early Education Research (NIEER) published a document that referred to Bronfenbrenner as “the man who changed how we see human development.” The document can be found on the NIEER website.

The microsystems layer, the smallest of the contexts in which the child is embedded, is made up of the environment where the child lives and moves. The people and institutions the child interacts with in that environment make up the microsystems. Examples are immediate family, child care (teachers and peers), and perhaps neighborhood play area, depending on the age of the child; school and religious institutions or spiritual groups may also be part of the system. The younger the child, the smaller the number of microsystems.

The microsystems are set in the mesosystems layer, which relates to the interactions the people in the microsystems have with each other—as parents interact with teachers or, in the case of infants, child care providers or early interventionists, for example. The child is not directly involved with all the components of the mesosystems but nevertheless is affected by them.

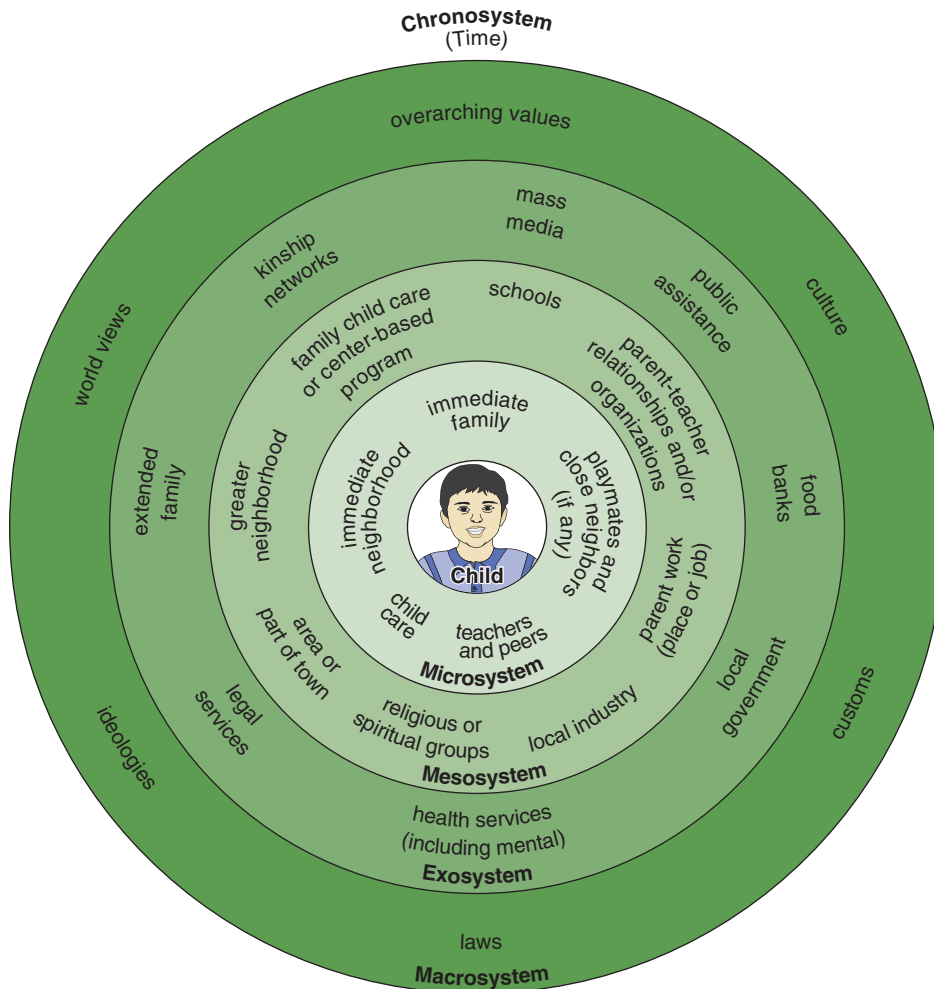


Figure 1.1 Bronfenbrenner's bioecological model

Source: Based on Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press

The exosystems layer is a wider context—and though the child may not have direct contact with it, the systems affect the child's development and socialization—as do all the systems. Because the people in the child's life are affected by the exosystems and mesosystems, the child is also. The exosystems can be thought of as the broader community, including people, services, and environments. Examples of what is in the exosystems layer are extended family, family networks, mass media, workplaces, neighbors, family friends, community health systems, legal services, and social welfare services. An example of how the exosystems affect the child shows up when a parent goes to work or gets laid off from work. The changes in the parent's life have an impact on the child's life. Another example of an exosystem affecting the microsystems is when a family has to move because their apartment building is scheduled to be torn down to make room for urban renewal.

The outer layer, called the macrosystems, contains the attitudes and ideologies, values, laws, and customs of a particular culture or subculture. The chronosystem comprises the largest and the most outward layer of the embedded circles. Bronfenbrenner used the chronosystem to hold events that occur over a span of time. It could include family transitions such as divorce or relocations as well as socio-historical events such as the terrorist attack on the United States that happened on September 11, 2001.

The point of the bioecological model is that each component interacts with other components, creating a highly complex context in which the child grows up. Another point is that the child isn't just a passive recipient of what goes on in his or her life. The child at the center of Bronfenbrenner's bioecological model interacts directly with the people in the microsystems and some in the mesosystems, and the effects of the interaction go both ways. As people affect the child, so the child has an influence on them. Another point is that nothing ever remains static. As a result, the child, systems, and environments are ever changing. Milestones and life events occur as time passes, the child grows, and the contexts change.



Check Your Understanding 1.1

Click here to check your understanding of bioecological theory.

FAMILY-CENTERED APPROACHES

So understanding the child in context, as per Bronfenbrenner's theory, brings up some important questions. One such question is this one that relates to the human service sector: How can early interventionists, social workers, teachers, or child care providers work to support a child without working with the family and the community? Obviously they can't, especially when the family is one that has multiple issues going on, all of which affect the children in the family. One program in California works with children in low-income families in a poverty community to ensure their health and well-being (Bernard & Quiett, 2003). Of course, there is no way to focus on a child, even one in crisis, without addressing the bigger picture. This particular program used home visitors who were qualified social workers and also had to work with the services in the community—a two-pronged approach.

Not only did the program focus on the child, but it also involved the family, plus the human service agencies the family need to interface with.

Another more widely known program, one that is much larger and hugely funded, is Geoffrey Canada's Harlem Children's Zone in New York City. Canada's goal has been not only to have every child finish his or her education by graduating from college but also to improve the community in which children are growing up. The Harlem Children's Zone has a comprehensive website that highlights their national model for breaking the cycle of poverty: education, family and community programs, and health. Paul Tough (2009)



Monkey Business/Fotolia

Social workers may conduct home visits and connect families with community agencies

writes the story of what was involved, including parent support, starting with prenatal parenting classes. It became quickly evident that no matter how supportive the program was, there was a good deal of work to be done in the child care and education system and other community services if the children were to succeed in school and in society.

A third example of a family-centered approach is Head Start, which uses a Parent, Family, Community Engagement Framework to work with young children from low-income families. Head Start has long been a leader in the early childhood field by introducing a major parent, family component from the very beginning. To learn more about the Head Start Community Engagement Framework, the PDF document can be downloaded from the Head Start website.

That brings us to educational services. Here's a big question: Why is it that so many education systems don't do what the three examples just described do? Instead many programs expect families to send their children off to child care, preschool, or school and leave the families themselves out of the picture except for enrollment, parent night, and parent/teacher conferences. Since the first edition of this book, that situation has begun to change from programs that called themselves *child centered* to those that take a *family-centered* approach. Part of the reason for this movement is increasing regard for the greater context the family is in, which includes culture, ethnicity, and economics, among others, all of which influence the family's physical and social location in the neighborhood, community, and greater society (Bloom, Eisenberg, & Eisenberg, 2003; Epstein, 2001; Fitzgerald, 2004; Gonzalez-Mena, 2009; Keyser, 2006; Lee, 2006; Lee & Seiderman, 1998; McGee-Banks, 2003). Leaders in the movement see the importance of including the families in all aspects of their children's schooling, care, and education.

Family-Centered Defined

What is a family-centered approach? A family-centered approach takes the individual child and the group of children out of the spotlight and instead focuses on the children within their families. In the case of educational programs, that means that parent involvement isn't something the teacher does in addition to the program for children, but that the program includes the family as an integral, inseparable part of the child's education and socialization. Families, along with their children, *are* the program.

What does a family-centered program look like? Family-centered programs offer a variety of services, services in tune with what the parents as individuals and as a group need and want. But more than just services, they offer partnerships between professionals and families. Collaboration is a key word. The point is for professionals to become allies with families and share power. In a partnership, each partner brings a special set of strengths and skills that enhance the group. Through building relationships and ongoing communication the partnership results in mutual learning as both sides share resources and information with each other. Everyone benefits: the early educators, the families, and the children!

The Benefits of Family-Centered Programs for Children

When parents and teachers work together they enhance children's emotional security, which facilitates development and makes it easier for them to develop and learn. The children also benefit when their strengths and needs as individuals are



Watch this video to see Geoffrey Canada speak about the Harlem Children's Zone. What do you think about the impact of what he refers to as the pipeline that starts at birth?

www.youtube.com/watch?v=1H0k2TDZF7o



Watch this video about the comprehensive nature of the Head Start program. What do you think of the teacher preparation requirements that are described?



David Kostelnik/Pearson Education, Inc.

Early care and education professionals become allies with families and share power

understood in their family context. Continuity between home and program can be another benefit as teachers and parents understand each other better. There's a better chance for cultural consistency as a result of the parent-professional partnership or at least an understanding of and respect for cultural differences. Children's identity formation is enhanced when children don't have to experience uncomfortable feelings around the differences between what they learn at school and what they learn at home.

When children see adults modeling healthy, equitable relations in their interactions with each other, they receive a huge benefit. They learn that adults aren't just polite to each other, but have rich, authentic exchanges and even disagreements.

Children gain by seeing how those adults solve their disagreements without harming their relationships with each other. If those adults deal with their own biases and increase their ability to communicate across differences, children are watching equity in action, which goes beyond trying to teach children to be fair by using an antibias approach (Derman-Sparks & Edwards, 2010).

Because positive relationships are important to development, security, and getting along with others, "relationships" is the first item listed in the accreditation standards of the National Association for the Education of Young Children (NAEYC). (For complete information on the NAEYC Accreditation Standards and Criteria, visit their website.) What better way to encourage relationships than to model them every day as professionals and adults interact and collaborate?

The Benefits of Family-Centered Education Programs for Teachers

Teachers and early educators who understand the child within his or her family context can do a better job of supporting development and teaching that child as well as working with the group of children. It makes the job more satisfying as teachers watch children gain in trust and self-confidence. Teachers can learn new and effective teaching and guidance strategies as they observe parents and exchange information with them. There is always a lot to learn about cultural differences, in particular (Cervantes & Hernandez, 2011; Espinosa, 2010).

Since the majority of teachers are European Americans (Ray, Bowman, & Robbins, 2006), most have a good deal to learn about cultures other than their own. As professionals learn more about other cultures they can enlarge their views and gain knowledge and insights on child development, education, desired outcomes, and approaches related to these views. Families add richness to a program and provide resources to professionals.

As parents learn from teachers, they too can gain insights about their children. Sometimes the close contact with families brings teachers attention, acknowledgment,

and appreciation that they might not receive otherwise. Partnership-type relationships can be very rewarding! Through relationships with families teachers can become more a part of the local community, if they aren't part of it already.

The Benefits of Family-Centered Programs for Families

Families today often feel isolated. Gone are the days for many of the old extended family where somebody was home or close by to give support or lend a hand to family members who needed it. A family-centered program can become like an extended family to those who desire such a thing.

When families are not part of their children's education, they have to just hope that what the program provides for their children is the same as what they want. That can be a big problem. Barbara Rogoff, author of *The Cultural Nature of Human Development*, said, "The goals of human development—what is regarded as mature or desirable—vary considerably" (2003, p. 18). So if children are to spend big chunks of their lives throughout their childhood in educational programs, it makes sense that the goals of the program match the goals of the families, or at least don't contradict them. With pressures to conform to outcomes and desired results by policy makers and funding sources, it becomes even more important for parents to be knowledgeable and vocal.

Just as teachers can learn from parents, so can parents learn from teachers who look through a child development framework as they observe the children in the school environment with their peers (Copple & Bredekamp, 2009). This gives parents a broader view than just knowing that child in the context of home and family. Families can gain greater knowledge of resources from the professionals in their children's program.

Mutual Benefits

Family-centered programs can expand everybody's horizons. One benefit for both teachers and parents is that of self-knowledge about their own culture—the beliefs and values that come from their roots and group membership. This benefit occurs whenever teachers and parents run into practices that seem wrong, or at least uncomfortable, and are able to talk to each other nonjudgmentally about their differences so they can come to understand not only their own but the other person's views (Im, Parlakian, & Sanchez, 2007). Barbara Rogoff, in her book *The Cultural Nature of Human Development*, has advice about how to expand awareness of one's own culture as well as understand the patterns behind the thought and behavior of other cultures. She suggests that when you run into something you don't understand, it's best to put aside value judgments at first. Once you can see your own cultural patterns you are in a better position to understand others and determine whether a value judgment is necessary or not.

Families, including their children, and professionals gain from the collaborative relationship in several other ways, including:

- ♦ Enhanced communication as the groups relate to each other around shared power and decision making
- ♦ Supportive relationships leading to networks of mutual support

The community also gains when families and ECE programs work together. These partnerships increase the chances of a better-educated population and a more pluralistic society, one that values the richness diversity brings. As families and professionals work together, another ultimate outcome can be equity and social justice growing from mutual understanding and acceptance.