Transition to Parenting (Ch. 6)
Model of Parenting Development through adolescence (Galinsky - image-making, nurturing, etc.)
unintended vs. unwanted parenting
characteristics of married and unmarried parents
maternal factors affecting prenatal development
teratogens - cigarettes, alcohol (Fetal Alcohol Syndrome), legal/illegal drugs
factors that influence teratogenic effects (e.g., timing)
critical periods
genetic defects (e.g., Down's syndrome, PKU, Sickle cell anemia, Tay-Sachs, Huntington's, sex-linked)
dominant, recessive patterns of inheritance
ethical issues associated with genetic testing
changes associated with becoming a parent (financial, social, emotional)
Factors affecting the transition to parenting (and child development): age of parent, income/resources,
gender of parent, communication skills/attitude, relationship quality, support
Historical and cultural diversity in childbirth experience (video)
recommendations for parents to ease transition to parenting
benefits of breastfeeding
postpartum depression
preterm and low birthweight - complications
infant mortality rates and what needs to be done to reduce them in US
co-parenting
Discussion (#2)
on Fathers

Parenting Infants and toddlers (Ch. 7)
Caregiving for infants: nurturing, stimulating, social
Infant development and how related to parenting:
- physical milestones – growth and importance of locomotion for cognitive and social development
- brain development – synaptogenesis, synaptic pruning, myelination
- intellectual milestones (object permanence, goal-directed behavior, self-recognition
- early language development/exposure
- Emotional expression – basic emotions (vs. social emotions)
- Strategies for parental support of regulation
- Temperament/examples of temperament characteristics
- goodness of fit
- surgency, negative emotionality, effortful control
- differential susceptibility hypothesis
- Attachment and development of attachment
- how to promote secure attachment (characteristics of sensitive interactions)
How physical, social, intellectual development in infancy/toddlerhood influences parenting
Concerns of parents of infants: crying and sleeping, establishing rules and routines (structuring), safety
Discipline for toddlers (distraction, reasoning), importance of consistency
Challenges for parents of young children (depression/mental illness, substance abuse, premature infants) and how affects parenting

**Preschool-aged Children (Ch. 8)**
Development in early childhood and *how related to parenting:*
- physical development milestones, rate of growth
- cognitive achievements (e.g., symbolic thought)
- changes in language skill by school entry
- changes in emotion understanding (basic emotions); expression of social emotions
- changes in parent-child relationships (e.g., language, locomotion makes more reciprocal)
- self-control (delay of gratification/resistance to temptation and ways parents promote these skills)
- emotion regulation – parent regulation to co-regulation to self-regulation/effortful control
- gender development (identity, understanding of gender, stereotypes)/differential socialization
- peer relationships and changes in social interactions
- prosocial behavior and aggression

How physical, social, intellectual development in early childhood influences parenting

Concerns of parents of preschoolers:
- tantrums and techniques for dealing with them
- handling aggression & promoting prosocial behavior

Discussion (#3) on physical punishment (see also Ch. 5)
Power assertion vs. induction
Alternatives to harsh discipline

**Parenting School-aged Children (Ch. 9)**
Development in middle childhood and *how related to parenting:*
- cognitive achievements in middle childhood (e.g. logical thought, ability to self-monitor, plan, selective attention)
- effects of schooling on development
- video on 5-7 shift and culture and schooling
- changes in language development (e.g. non-literal speech)
- changes in emotion understanding (e.g., social emotions, multiple/conflicting emotions)
- changes in parent-child relationships (less time with parents, more reciprocal/give-and-take)
- development of self-concept and self-esteem
- changes in moral development (e.g., reasoning about fairness, ability to follow rules, more responsible, moral emotions)
- peer relationships and friendships
- peer rejection and how parents can help

How physical, social, intellectual development in middle childhood influences parenting

Concerns of parents of school-aged children:
- promoting positive relationships (with parents, siblings, peers)
- promoting academic achievement and adjustment (parental involvement, mastery orientation, learning goals + parental beliefs, ways parents influence school success; school readiness),
- promoting positive moral choices and empathy (induction; response to moral transgressions)
- reasoning and mutual problem solving as disciplinary tools
importance of monitoring
Parenting Adolescents (Ch. 10)
Development in adolescence and *how related to parenting*:
- physical/pubertal changes/health (consequences of early maturation, brain maturation)
- sexual behavior (age at 1st intercourse, risky behavior)
- cognitive achievements (e.g., abstract, systematic thought)
- schooling (e.g., transition to secondary school)
- changes in parent-adolescent relationship (e.g., monitoring, increased conflict, etc.)
- changes in sibling relationships (e.g., more positive)
- identity development (diffused, foreclosed, moratorium, achieved/ethnic identity/gender identity/sexual orientation)
- peer relationships (cliques, crowds)
- dating (characteristics of these relationships)

Baumrind - parenting style in parents of adolescents (authoritative, democratic, etc.)
“optimal parenting” for parents of adolescents

Concerns of parents of adolescents:
- promoting healthy behavior/choices
- importance of monitoring in adolescence

adolescent parents (video)/risk and protective factors for children of adolescent mothers + Discussion #4 on teen pregnancy (what parents can do to prevent teen pregnancy)

Emergent adulthood

**ESSAY QUESTIONS**
One of the following essays will be on the exam.
1) Trace the development of cognitive skills from infancy through middle childhood. What major changes take place and how do these changes affect parenting practice? Provide 3 specific examples of parenting practices associated with these cognitive developmental changes.

2) Trace the development of peer relationships from early childhood through middle childhood. What major changes take place and how do these changes affect parenting practice? Provide 3 specific examples of parenting practices associated with promoting positive peer relationships.

3) Choose ONE developmental period discussed in class (infancy, preschool, school-aged, or adolescence) and discuss three concerns that parents might have during this period. According to the text and lecture, what advice can be offered to parents with these concerns?