

Fall 2013 Child Psychology

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Final Project

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The Positive Parenting Project provides both academic and parenting skills support to enrolled minority students, under 24, with at least one young (Under 10) child. We specifically seek to work with students in this population who are declared STEM majors. The age group was selected to both have the largest reach, as 74% of City Tech's population is under 24 (OIRA, 2011), as well as address the needs of some of the most vulnerable members of our community. Moreover, we chose this population as it is triply underrepresented. First, these students are in fields that, despite the continuing increases in the proportion of the US population comprised by African-Americans and Latinos, remains disproportionately White (BEST, 2004; Leggon C. B., 1994). Second, while the number of unmarried parents with children enrolled in college nationally has grown markedly over the last few decades, their college achievement rate continues to significantly lag behind that of their peers, especially as it regards to African-American and Latino students (Goldrick-Rab & Sorensen, 2010). Finally, this population is generally from lower SES backgrounds; even for the highest performing students, SES proves a hindrance to college completion rates (Roy, 2005) with over 62% of City Tech students receiving some form of financial aid (CUNY OIRA, 2011) we cannot afford to ignore the population who meets all of the above criteria. The Positive Parenting Program seeks to pilot a program with the aim of improving the grades received across subject areas, self-efficacy, decreasing self-reported stress indicators and improving reported cognitive developmentally significant interactions between parent and child. In order to achieve these goals participants will attend a series of seven 60 minute workshops throughout the Spring 2014 semester, the efficacy of which will be measured through a series of structured surveys. This project has been structured as a longitudinal, correlational study.

We see this project as filling a need not yet addressed by the City Tech community.

Currently City Tech is graduating 20% of its students with an Associates (AA) after 6 years of enrollment (CUNY OIRA, 2011) across fields of study. As African-American and Latino Students make up over 68% of City Tech's enrollment (OIRA, 2011) and nationally, 36% of African-American women and 15% of African-American men enrolled in college are unmarried parents along with 16% of all Latino undergraduate students (Goldrick-Rab & Sorensen, 2010) there is potentially 13% of our student body who are facing the triply hard challenge of a school-work-life balance. It is crucial that effective interventions are created to address the needs of this population as on average they have an academic achievement rate markedly lower than their childless peers (Goldrick-Rab & Sorensen, 2010). Pairing this stacked deck with the added challenge of majoring in a STEM subject, fields that are traditionally lacking in diversity, we see it as even more crucial that we provide added supports to students in these areas. Of City Tech's students 28.4 % are Computer Science majors yet, City Tech's retention rates for both 2-year and 4-year degrees is below that not only CUNY as a whole but all other comprehensive and senior colleges in the CUNY system as well (CUNY OIRA, 2011). Moreover less than 2% of students at City Tech receive their Baccalaureate degree after four years, 13% receive them after six years (CUNY OIRA, 2013). With this in mind this project has been crafted to meet both socio-emotional as well as cognitive developmental needs for both the students and their children.

These workshops will blend seminal research on early-learning by Hart & Risley, 1995; Raikes, Pan, Luze, Tamis-LeMonda, & Brooks-Gunn, 2006; Slavin, Karweit, & Madden, 1989, broader theories of cognitive and socio-emotional development including Piaget's, Vygotsky's and Bronfenbrenner's principles of stage development interwoven with Self-Regulated Learning research as pioneered by Zimmerman & Schunk, 2001, Schunk & Zimmerman, 1998; Zimmerman, Moylan, Hudesman, & Flugman, 2010. Each workshop will target different assessed areas of need for both the students enrolled and their children.

Because the literature detailing best practices for academic achievement is very closely aligned with that supporting early-child development, we see this as an opportunity to support both needs simultaneously and seamlessly. We hope to work with at least 20 students over the course of this project. Our goal is to create a curriculum that is scalable and effective at ameliorating these issues through targeted instruction and community support both in real life and online.

In support of this work I will be drawing upon the work of Bandura, Vygotsky and Bronfenbrenner. I chose the work of these three psychologists as their work is easily explainable and implementable. Bandura, because one of the key issues for young black men is that tend to be among the largest consumers of violent media as well as being disproportionately perceived as aggressive by their educational communities. Vygotsky, as the use of community assets in both formal and informal instruction is important, especially for those closest to the students and their offspring. As the small group of students who will partake in the seminar series will be forged into a cohesive community and will be able to share tips, concerns and questions through social media. And finally Bronfenbrenner, as it is community that we are emphasizing and what will be the greatest asset in this work.

Using the findings from this study we hope to provide tools, lesson plans and distinct tools (what are these distinct tools) that can be of benefit to all levels of the college in supporting this population long past the grant period. As the materials generated by this program will be housed on a dedicated website with the real-time tracking of integrated social media support left intact, there will be a comprehensive record of all aspects of this program, how it was implemented and the final results.

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Anticipated benefits to underrepresented populations as it relates to the fulfillment of the Fund’s purpose

As detailed above, the students who we seek to work with represent an under-represented populations in multiple ways moreover, as the specific goals of this program are to increase their academic achievement, retention rate and ability to successfully negotiate school-life balance the work done in this program will enrich the community as a whole through keeping these individuals on-going contributing, vibrant members of the City Tech community long past when they might otherwise have been able to on their own.

Planning Perfection: How to Create a Stress Free Roadmap	Discrimination & STEM: how to navigate the emotional maze of being the only one	Star Scholars: Building Your Own Academic Toolbox	TBD based on stated student interest assessed by intra-seminar surveys	Balancing Kids and Classes: How to Foster Your Intellectualism as well as Your Child’s	Advocating for Yourself: How to get what you need
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Advocating for Yourself: How to get what you need

SWBAT: Create a schema of appropriate behaviors for self-advocacy

Intro: Video Clip to Sir with Love

Offer four scenarios often faced have students create their own solutions

Share out

Offer parallel mitigations for children

Balancing Kids and Classes: How to Foster Your Intellectualism as well as Your Child's

SWBAT: Demonstrate understanding of how to support their children's cognitive development through distinct learning tools and the reciprocal benefits to their own learning.

Key Terms: Think-Alouds; Growth Mind-Set; Self-Advocacy

Intro: What makes a difference?

Lecture Burst

Story: Sitting at the dinner table, learning manners

Taking Action Tips and Rational:

- **Read, Read, Read**
 - Reading to preschoolers — and keeping books (<http://www.parents.com/shop/books-c4731.html>) at home — encourages language development, reading skills, and future success in school. A government-funded study conducted by The Institute of Education (<http://www.parents.com/kids/education/>) in the United Kingdom found that 5-year-olds who were read to daily by their parents were less likely to have behavioral problems in school.
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(/Users/Public/Documents/SLP%20Child%20Psych.docx#_edn1)

• **Teach your child to ask for what he needs.**

What is self-advocacy?

Why is self-advocacy important?

Elicit suggestions: How does this help you?

Explain it/read it to your child.

Set parallel task sheets with effort, efficacy and results tracker: Demo

Shift Language: emphasis on work rather than innate ability

Close

Star Scholars: Building Your Own Academic Toolbox

SWBAT: Use specific tools to improve academic achievement

Intro Campus resources

Handout: Academic Toolbox

Recommendations for supporting child cognitive behavior

Planning Perfection: How to Create a Stress Free Roadmap

SWBAT: Demonstrate understanding of the three part SRL model, and how it can be applied to behavior modification for themselves and their children through identifying, understanding and applying feedback.

Key Terms:

Self-Efficacy

Self-Evaluation

Feedback

Intro: What is SRL

Story

Have students identify the three parts of the SRL model as demonstrated by the story

Introduce the concept of feedback

Elicit suggestions as to how the outcome of the story could have been improved for the characters based on the information given as way of illustrating feedback

In pairs have students share their own areas of struggle, have this become class list of target areas to address during the course of the seminar

Select most pressing/common issue to address create SRL model to ameliorate it.

Select parallel issue for children

Offer tips that can work for children embedded within the SRL model.

Discrimination & STEM: How to Navigate the Emotional Maze of Being the Only One

Intro: What are current Stats of URM in STEM

Intro Tips how to build up support

Mentoring

Creating study/support groups

Utilizing campus resources

Strategies for dealing with discrimination in the work place

Create scripts/role play: mitigating stereo-type threat

Lessons to teach your kids:

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[\[i\] \(/Users/Public/Documents/SLP%20Child%20Psych.docx#_ednref1\)](#) Parents Magazine

[\[ii\] \(/Users/Public/Documents/SLP%20Child%20Psych.docx#_ednref2\)](#)
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Intro: What makes a difference?

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Story: Sitting at the dinner table, learning manners

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 (/Users/Public/Documents/SLP%20Child%20Psych.docx#_edn1)

• **Teach your child to ask for what he needs.**

What is self-advocacy?

Why is self-advocacy important?

Where are some places where your child/you could self-advocate? List 3 places.

When would you/your child self-advocate? List 3 situations.

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 (/Users/Public/Documents/SLP%20Child%20Psych.docx#_edn2)

• **Applaud and Praise Efforts**

o Carol Dweck, discovered that a person's mind-set can influence behavior. She suggests praising your child for his hard work instead of labeling him as "smart" or "talented." People with a fixed mind-set are usually reluctant to take on challenges because they believe their achievements come from innate abilities. Those with a growth mind-set are usually more willing to face challenges with hard work because they believe in always learning new skills.

- Rehearse at home. (call back to story)

Working in Pairs

Have participants come up with a scenario that would allow them to integrate one or more of the tips/tricks into their own daily life.

Share Out

In pairs have students share their own areas of struggle, have this become class list of target areas to address during the course of the seminar.

Elicit suggestions: How does this help you?

Explain it/read it to your child.

Set parallel task sheets with effort, efficacy and results tracker: Demo

Shift Language: emphasis on work rather than innate ability

Close

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Discussion (0)

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