

The Parent Educator

A Newsletter for Parent Educators Throughout the State of Arkansas

Terrorism: What Parents Can Do To Help Their Children Cope

There are several actions that parents and teachers can take following acts of terrorism that can help children cope more effectively. The following "psychological first-aid" recommendations can help prevent long lasting psychological effects.

Your Reaction is Critical.

Children will look to their parents and other adults for clues on how they should react to acts of terrorism. If they see a lot of alarm and fear they will become scared. Parents who act calmly and in a matter-of-fact manner during times of terrorism send a strong message of security to their children. Try not to "infect" your children with your own worries and anxieties.

Keep a Normal Schedule.

Try to keep to normal daily routines and schedules as much as possible. When news events interrupt children's routines and schedules they tend to become more anxious.



Talk with Your Children.

Encourage your children to talk about what is going on. Ask them what they have heard. Try to understand their perceptions of what is happening. Correct any inaccuracies they might have (explain that following acts of terrorism there are often many rumors that turn out not to be true). Encourage them to describe what they are feeling. Acknowledge fears they might express but reassure them of their safety. Talk to your children in a calm tone. Tell your children what you know about what is going on at a level they can understand and comprehend. Make sure you don't give them too much infor-

mation and make them even more anxious.

Offer Reassurance. The issue of greatest concern to most children is their safety (and the safety of their family). Reassure your children that you and others are doing their best to protect them. Stress the reasons why your children should feel safe (for example, that they don't live near where the terrorism occurred, outline the specific actions being taken by the government and others to protect them).

Encourage and Anticipate Questions. Your children will likely have many questions that

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From The Editor

Linking parent educators across the State of Arkansas is one of our main goals for *The Parent Educator*. With your help, we are enlightening and educating those whose important role is parenting education. If you have any comments or questions please feel free to write, fax or e-mail at the following: Editor: Marti Genge, email: pagesofparenting@aol.com



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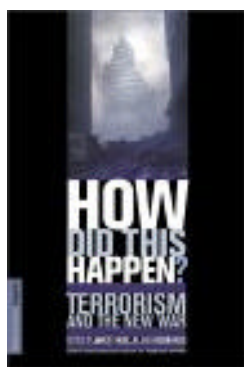
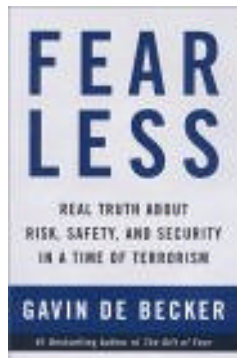
**See you at the Fourth Annual
Arkansas Conference For
Parent Educator's April 8-10th
Little Rock, AR**

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Book Spotlight

Gavin de Becker has answered the questions many Americans have been asking since September 11th with the book *Fear Less*. Can air travel be safe? What can we do to reduce fear and worry? De Becker says, "Just as your imagination has placed you in frightening situations, it is now time to place yourself in empowering situations, time to see that you have a role to play, and contrary to so many TV news stories, it isn't just victim-in-waiting." Parent Educators can apply Gavin de Becker's advise to their daily work.

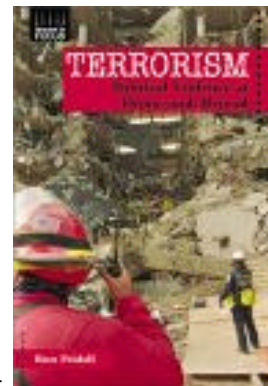
Little Brown & Co.
ISBN#0316085960 \$19.95 4/2002



In the aftermath of the terrorist attacks on September 11, one question has been on the mind of every American: "How did this happen?" Public Affairs and Foreign Affairs have come together to publish a book that seeks to answer this question in all its critical aspects. The book provides readers with an authoritative but accessible account of the issues that led to the present crisis. How Did This Happen provides different aspects of the situation. This is a great research book. *Public Affairs* ISBN#1586481304 \$14.00 11/2001



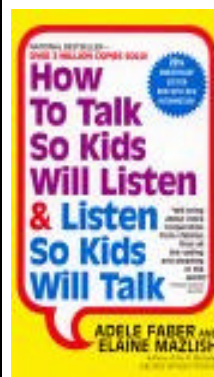
The book *Terrorism: Political Violence at Home and Abroad* is for young adults. Author Ron Fridell helps you understand the long history of terrorism, who terrorists are, why they do horrific acts of violence, how they operate, and how government agencies fight the war against terrorism.



The content is appropriate for middle school, high school and adult readers.

Enslow Publishers Inc.
ISBN#0766016714, \$20.95 10/2001

How To Talk So Kids Will Listen and Listen So Kids Will Talk is an excellent communication tool kit based on a series of workshops developed by Adele Faber and Elaine Mazlish. These authors provide a

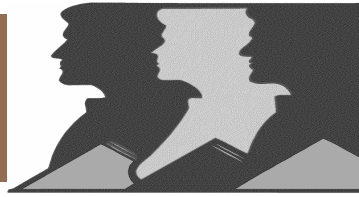


step-by-step approach to improving relationships in the home. The book can be used alone or in parenting groups, and the solid tools provided are appropriate for kids of all

ages. This book can be helpful for parents and parent educators in communicating about terrorism. *Avon Books*, ISBN#0380811960, 13.00 /1999

Let's Discuss

Parenting Program Review



The *Incredible Years*: Parents and Children Training Series was designed as prevention/intervention programs for parents and teachers of children ages 3-12 years. **The Incredible Years** programs were developed by Carolyn Webster-Stratton, M.S.N., M.P.H., Ph.D., Professor and Director of the Parenting Clinic at the University of Washington. Short-term objectives are to strengthen parent and teacher competencies by training parents in positive communication and child-directed play skills, consistent and clear limit setting, nonviolent discipline strategies. Additional subjects are: how to teach children to problem-solve, manage anger and promote positive parent-teacher partnership and collaboration. The objectives for the children are to strengthen social and academic competence, reduce behavior problems, and increase positive interactions with peers, teachers, and parents. **The Incredible Years, BASIC Parents Training Program** is offered to parents in groups to foster support, problem-solving, and self-management. Groups meet for approximately 11-14 weeks to complete the curriculum (two hours once a week). **The BASIC program** covers topics such as: Play, Helping Children Learn, The Value of Praise and Encouragement, The Use of Incentives to Motivate Children, Effective Limit Setting, and Handling Misbehavior. There are two versions of this **BASIC program**, one for young children (2 to 7 years) and one for early school-age children (ages 5 to 12 years). **The BASIC program** can be supplemented by another training series called Supporting Your Child's Education. This program covers topics such as: Promoting Children's Self Confidence, Fostering Good Learning Habits, Participating in Homework and Using Parent Conferences to Advocate for Your Child. Trained leaders show groups of parents the real-life videotape situations of parents and children and encourage discussion and problem-solving. **The Advanced Parent Training Program** takes an additional 14 sessions and covers topics such as: Effective Communication, Anger Management,

Problem Solving and Family Meetings and Ways to Give and Get Support.

The Child Training Program, known as the "Dinosaur Social Skills and Problem-Solving Curriculum" dovetails with the parent training program and takes 22 weeks to complete. The program covers topics such as Learning Rules, Empathy Training, Problem-Solving, Anger Management, How to Be Friendly, How to Talk to Others, and How to Be Successful in School. The tapes are narrated by child-size puppets making use of fantasy, role play and cooperative activities to illustrate concepts.

The

"The objectives for the children are to strengthen social and academic competence, reduce behavior problems, and increase positive interactions with peers, teachers, and parents."

Teacher Training Program can be conducted in 36 hours-- which may be offered as full day workshops or for shorter periods on a weekly basis. The topics cover: The Importance of Teacher Attention, Praise and Encouragement, Motivating Students through Incentives, Preventing Problems, Decreasing Inappropriate Behavior in the Classroom, Building Positive Relationships with Difficult Children, and how to teach social skills and problem solving in the classroom.

The Incredible Years Parent, Child, and Teacher Training Programs have been researched and extensively field tested in randomized trials over the past 18 years with over 1000 families with young children who have aggressive behavior problems. **The BASIC Parent Training Program** has also been evaluated with over 700 high risk Head Start families as a prevention program. Training in these programs leads to certification as a group leader.

Implementation Costs:

The parent groups can be led by one certified leader, although a co-leader is recommended

when a leader is first learning to conduct these groups. Certification is valued for several reasons including program referral for possible employment as a leader and access to program updates and advanced training. Details of certification may be obtained from the program developer. There are separate leader manuals, parent, teacher and child books and posters for each of the three types of training curriculum. Also included with the training materials are multiple videotapes with over 150 vignettes to facilitate group discussions, tear-off pads of weekly take-home assignments, weekly refrigerator notes and magnets. Audiotapes of the parent book are available and the **BASIC Program** is available in Spanish. The Dinosaur curriculum includes feeling spinning wheels, posters, 43 laminated cue cards, stickers, books for children and life size puppets. Costs vary depending on curriculum chosen and are priced separately according to individual components as well as the complete set of materials. Brochures and price lists are available upon request. It is considered essential to be able to offer transportation, day care and dinners, particularly when working with low-income families. Programs need to be offered at a variety of times of day and evening in order to accommodate parent work schedules.

Training Costs: Each of the training workshops (for teacher, parent or child programs) typically lasts three days. One training workshop can be offered to 25-30 participants. One certified trainer can conduct the training workshop although a second trainer is optimal if funds permit. Fees for workshops are negotiated according to number of days of training and whether training includes one or more of the curriculum. Travel costs are a separate charge from the trainer daily consultant fee. You can view more about the program by visiting their website at:

www.incredibleyears.com ■

This review was adapted and modified from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in collaboration with the Substance Abuse and Mental Health Service's Center for Substance Abuse Prevention (CSAP). Additional information as well as direct links to individual program websites can be found on the Strengthening America's Families site at: www.strengtheningfamilies.org.

Just For You

Teachers Page

Attack on the U.S.: Guidelines for Teachers in the Classroom

by Richard Gallagher, Ph.D.

New York City, Washington, Pennsylvania and the nation are abuzz with reactions to the attack on the World Trade Center and the Pentagon. Children are coming to school amidst this buzz. Depending upon their age, their personalities, and their family's experience, children are likely to be worried, scared, and concerned about their future, their family's future, and the future of our country. As a teacher, you will be facing these concerns as the children arrive in school and throughout the next days. Here are some guidelines for dealing with the children during this time:

- Find out what your school has planned. Check with administrators for school-wide messages and procedures. It is very helpful for teachers to remain consistent in their support of children.
- Be prepared to have a high volume of talk about the events. Try to keep this talk under control so that your classroom is in control.
- Start the day with your usual routine and schedule at the beginning of the day, settle the class, and then let them know when there will be a time for discussion and questions about events.
- Be alert to variations in children's reactions.
- Children who are likely to be most upset and frightened are those who have a close connection to the events. First, children that were near the location of the attack or were direct witnesses of the attack are likely to be highly stressed.

Those who had a relative, family friend, or neighbor harmed in the attack may be in emotional shock. Children who have watched events on the news only once or repeatedly may be very worried. Try to learn and understand each child's level of exposure.

- No matter what level of exposure, some children will want to talk extensively about their experience, while others will not want to talk at all. Be ready to look for some children who may not want to be involved in the discussions. Find a way to provide those children with a secure setting that lets them cope more slowly with the events.
- Those children who already have some emotional difficulty will probably have more concerns than others. A nervous child may have increased worries about safety, a sad child may be more withdrawn, and an active child may be particularly agitated while worries mix with difficulties in behavioral control.
- Allow time for children to tell their stories about the day's events.
- Collect questions from the children.
- Answer those questions for which we know the facts, but keep in mind your audience. Do not overwhelm young children. Look to the guidelines below for typical reactions of children. Try to limit descriptions of gruesome details in general discussion. Youth that have seen injuries and harm can discuss these episodes privately or in small groups.
- Reassure children that they are safe and that the responsible adults are making sure that they are safe. Although we cannot provide 100% assurance, all youth need to know that adults are taking care of them.

• Turn to the school mental health staff with questions and concerns about particular students who seem especially anxious, agitated, or sad or who had extensive exposure to the incident.

- Encourage children to let you know if they are experiencing distress at any time.
- Find out who will be available to children throughout the day. Direct children to that resource for further conversation and support. Have children sign out to go to that setting, but make sure that they know that they can go at any time.
- Return to some modified routine. Easing into the usual routine will help children feel calm and safe.
- Keep parents informed about your actions so that they can be prepared for further talk. Encourage parents to limit their children's exposure to news reports and accounts.
- Help students react without prejudice. Be on guard for angry reactions between students. Be especially careful that some students are not identified with perpetrators of this attack.
- Remember that all of these reactions are typical. Be ready to help by listening, observing for high levels of distress, referring children to appropriate counselors, and returning to a settled routine while allowing for any needed discussion. Finally, take care of yourself. If events are distressing you, make sure that you talk to others and treat yourself.

This article is reprinted with permission from the New York University Child Study Center and you can find more pertinent information by visiting their web site, www.AboutOurKids.org

Terrorism cover story continued . . .

(Continued from page 1)

they would like to ask. Encourage them to ask you questions. Try to anticipate their questions so you can think ahead about how you might respond. Common questions include: *Why did it happen? Will it happen to us? Why would someone do that?*

Help Your Children Identify Something That They Can Do To Help.

People often feel better if they believe that they are helping those in need. Encourage your children to contribute to the assistance efforts by helping with such activities as raising money (through some activity) or collecting donated items for victims.



Focus on The "Positive" Stories.

Resist the tendency to focus exclusively on the horrific actions of the terrorists. Talk to your children about the heroes and the positive actions of others (firefighters, police officers, individuals who stayed behind in the building to assist people with handicaps who could not go down the stairs). This will help children see that most people are not "evil" but caring and compassionate people who help others. Encourage children to perform random acts of kindness to help reinforce the importance of caring and compassion.

Limit and Monitor Television Viewing. There is evidence to suggest that the more children watch television about terrorism the more likely they are to develop anxiety/stress disorders. Limit how much media coverage your children are exposed to. Discuss the media coverage that they are exposed to.

Seeking Professional Assistance.

If your child shows significant or long-lasting problems (for example, sleep problems, anxiety, depression, excessive fears) as a result of the terrorism you should contact your child's health care provider for assistance or referral.

Written by Nicholas Long, PhD, Department of Pediatrics, University of Arkansas for Medical Sciences
Artwork by Scott Snider
© 2001



Center for Effective Parenting
Little Rock Center:
(501) 320-7580
NW Arkansas Center:
(479) 751-6167

Check this website
www.kidshealth.org

There's a good article on
Anthrax useful for
student discussions.

School Safety

Marisa Rosoff, the Coordinator of School Safety in Burbank County, California, recommends the following ways to cope with this tragedy in school

1) Listen carefully. Pay attention to each child. Are they acting differently? Ask questions about how they feel and what they are worried about.

2) Be honest. Don't say everything is going to be all right if it isn't. For some students, things will not be all right.

3) Provide comfort and validation. If your school does not already have a partnership with the local law enforcement, contact the police or fire department. Ask a law enforcement representative to speak to the students. Even the presence of a law enforcement official can make students feel safe. You can also empower students by discussing additional safety resources such as school safety procedures, emergency numbers and safe people and places in your town.

4) Train all staff members. Students will look at all adults as role models. Each staff member should be prepared to listen and be honest with students. The staff should also know how to determine if a student needs additional support.

5) Provide various settings for students to express their feelings. Some students will be comfortable opening up in a group setting. Others will not open up except in a one-on-one conversation with someone they trust. There may be students who won't express their feelings verbally. Instead, you'll need to watch their actions.

Getting To Know You

A spotlight on Parent Educators and Parent Education Programs across the State of Arkansas

This issue our spotlight is on **Bryant Public Schools' Family Center**-Bryant Arkansas.

What is your background that led you into parenting education?

Sarah Yoakum's experiences have been in social work. She has worked in mental health, with the aging population, visually handicapped, and networking with many helping agencies and individuals in the county. She has been active serving with various volunteer projects.

Karen Edge has many experiences working in schools, daycare, and mental health.

Renee Turner has worked in early childhood development and assists the center with the

Prescription and Food for Kids programs.

Can you give us a brief description of your parent center and how long you have been established.

Bryant Public Schools' Family Center was established 5 years ago with The Community Based Pilot Grant Program through the Arkansas Department of Education. The grant was used to set up innovative programs to meet the needs of students and families in order to improve their academic achievement and to improve their chances of success in public schools. Our center does serve the entire school district with a special emphasis on Pre -k through 5th grade with the Prescription Enrichment Program. This particular program provides assistance through learning materials to students who are referred for educational help by classroom teachers and counselors. The materials may be for remedial activities, special projects, or for skill enrichment in a certain academic area with emphasis on Math and Reading. Materials are sent home with the student for parents to assist. Follow-ups are made to the families.

The Center continues to expand it's purpose and programs to meet the needs of our students, families, and school district. We have established support groups for students in Middle, Junior, and Senior High School. We have established the Rice Depot's program, Food for Kids, in each elementary and middle school with snacks available for the junior and senior high in the nurses' office. These snacks are given to the child as needed. A center clothing corner has been set up with items of clothes and blankets, to meet temporary needs. Information and referrals to various community agencies are another service. We keep copies of forms for AR Kids First, Food Stamps, etc and assist families with these as needed. Computers, educational books, and materials are available for parents to use as needed. Parenting concerns are addressed as needed and support groups are offered. Karen and Sarah are the Social Workers who visit each school several times a week to meet with teachers, and staff, and then if needed with students, and families. Home visits are made

when needed. Hippy is part of our program activities. This program focuses on 3 and 4 year old children. Parents learn through role-playing with a Hippy Educator to teach their own children in the home setting. Materials are provided free for each family. Support and follow up is given to each family.

What are your roles as a parent educator?

Our role as a parent educator are to create a school-home-community partnership. We are committed to the concept of parents becoming directly involved in their student's education process. We also provide each student a safe learning environment so that all our students will learn.

In what parenting series/curriculum have you been trained?

We have been trained in numerous parenting programs, such as STEP, Stop the Violence, Hippy, etc. The main concern is getting the parents to attend so a lot of the parenting education is done on an individual basis. We continue to offer varied programs to our families.

Do you have any new idea's you've implemented that work with the parents in your parent center?

We do assist with crisis stabilization, which requires meeting with teachers, parents and students. These events may require follow-up, home visits, and even referrals. We also have Holiday Assistance to community families involving over 25 individuals and groups who contributed food, toys, clothing and money. There were 77 families and a total of 113 children provided for with all the donations. This project was a school-family-community effort.

What do you think the future holds for your involvement in parenting education?

We must continue to educate ourselves on parenting programs and issues that affect our families and the area in which we live. We are always looking for new and innovated ways to provide assistance, education and support for students and parents. ■

Calendar of Events



Fourth Annual Arkansas Conference For Parent Educators

April 8-10, 2002 Little Rock-Douletree Hotel/Robinson Center. Scheduled keynote speakers include:

Robert Brooks, Nancy Sanderlin and Stephen DeMarco

Theme for conference:
"Reflections and Directions"

For more information about the conference contact, Arkansas Parenting Education Network at (501)374-9003

K *Keys To Safer Schools.com* is dedicated to helping parents, schools and other youth oriented organizations to have a safer place to learn, work and play in today's climate of rising youth violence.

Keys to Safer Schools.com is an organization based in Bryant, Arkansas, with a global presence through their extensive website, training and network of Associates.

They promote **Prevention, Intervention and Crisis Preparedness**. The message in their literature, training and public speaking is aimed at students, parents, teachers, administrators, law en-

forcement and others involved with young people.

Keys recognizes the daunting task for educators to do all that is asked now without the added burden of yet another program. Therefore, this organization dedicates itself to assisting schools in enhancing their student safety through training, information and materials that present minimal requirements of time and effort

The Staff and Associates of *Keys To Safer Schools.com* are Executive Director **Frank Green**, a licensed mental health Therapist

and a past Assistant Director of the Arkansas Division of Youth Services (DYS). As the Assistant Director of DYS he was charged with oversight of the State's Correctional facilities and Serious Offender Camps for juveniles, which held the two Jonesboro Shooters. Mr. Green, a retired military officer, never believed that his demolition training and his training as a Military "Risk Analysis Officer" would be applicable to schools and other youth oriented organizations. However, in this day and time it has proven to be extremely help-

ful. Another staff member is **Mike Nelson**, Director, Program Development & Instruction. He too is a licensed mental health therapist. Mr. Nelson has worked with serious offender juveniles. He developed and operated programs in a three county Mental Health Center. These programs provided a broad range of services from electronic monitoring of Juveniles to Teen Courts to Truancy programs to groups of suspended/expelled students for violent/weapons violations to educational groups and more.

Take a moment and check this web site:
KeysToSaferSchools.com



Helping Children Cope With a Crisis

Young Peoples Normal Reactions

Depending on their age and circumstances surrounding the crisis it may shatter their belief in the safety of our country and/or our schools. They may have differing needs to talk and process these events. They may feel terrible and react with disbelief and a whole range of emotions and physical feelings that may be unfamiliar to them. These reactions include fear, helplessness, sadness, anger, shame, guilt, frustration and a terrible let down. The 'why is this happening to me/us?' feeling is very real. The feelings *usually* last for only a few minutes at any one time. All this is a **normal** response to a crisis. They may need to go through a recovery cycle and may need your help.

Recovery

Your student/child may not feel that they can recover or deal with this. That is where we come in. We as "Caring Parents, Teachers, Adults" need to support and help them learn to cope. Nature heals in time, although sometimes our children need a little more, they need a supportive hand. The human body has a remarkable ability to cope both physically and mentally with extreme stress. Children are resilient. It is therefore important for our children/students that we cope and keep on an even keel until time begins its healing process with us too. We need to help ourselves and our children/students see that there is a light at the end of the tunnel. Here are some rules to help through this process:

Rules to use in helping our children/students cope with a crisis

1. *Give expression to their emotions*

You accept their reactions as normal and not be afraid to hear them. If not they may bottle up those feelings.

2. *Encourage them to talk things over with a trusted adult*

Help them seek out a trusted adult. Do not avoid talking about what happened, but keep it age appropriate.

3. *Focus on things as they are now-at this moment*

Help them move forward and not obsess on the crisis. Concentrate on the present and future in a positive way.

4. *Consider the problems one at a time*

Help occupy their time. This may keep their mind from racing wildly. You can cope with one problem at a time.

5. *Act firmly and promptly to help solve a problem*

If a problem needs tackling, help them. Taking positive action is a step in allowing them to move on.

6. *Occupying their time and mind as much as possible*

Any social activity-sports, discussion groups, club activity-is better than sitting around alone. Please seek them out if they don't come to you. Religious people usually find their faith and prayer life a great source of strength at this time.

7. *Help them not to nurse grudges or blame other people*

This is not easy, but will help them avoid getting angry. Help them not to blame themselves or others.

8. *Set aside time to do some physical relaxation, if possible in the class*

Let them know that they would benefit from some physical activity, like walking, swimming or other exercises.

9. *Stick to your daily routine as much as possible*

At times of crisis a familiar pattern of a regular school day can bring a sense of order.

10. *Have them consult a counselor, psychologist, or family doctor, if they need additional help*

A Counselor or Doctor can clearly understand their problem. Stress and crisis problems are probably the most common he or she handles. Remember that there are many community resources to help children/students cope (e.g. ministers, social workers, community nurses, crisis centers and church organizations).

11. *Take care* Accidents increase when minds are elsewhere, remind students to take care.

(Contact *Keys* if you need additional help or advice - <http://KeysToSaferSchools.com/Advocates.htm>)

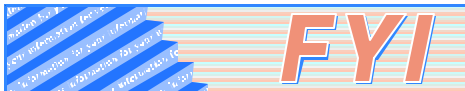
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The Parent Educator
Newsletter

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We're on the Web
www.parenting-ed.org



— Important Web Sites —

Websites for Parent Educators

Terrorism

New York University Child Study Center
www.AboutOurKids.org

Kids Health
www.kidshealth.org

Time for Kids-Parents-Teachers
www.timeforteachers.com

Child Magazine
www.child.com

Children Now-Talking with Kids About Tough Issues
www.talkingwithkids.org also
www.talkingwithkids.org/twk-news-terror-resources.htm

American Academy of Pediatrics
www.aap.org

Yahooligans on big issues
www.dailynews.yahoo.com/fc/Yahooligans/USAttack

National Mental Health and Education Center

www.naspcenter.org

Prepare Respond Recover
www.preparerespondrecover.com

Knowledge Kids Network
www.familyedge.com also
www.kidsedge.com

National Education Association
www.new.org

KeysToSaferSchools.com
Detection & Prevention of School Violence

www.parenting-ed.org
The website of the Center for Effective Parenting. Be sure and look over the publication *Parenting in Arkansas*, as well as other information of interest.

What's Coming In The Next Issue

Parents' Page

More Websites

Getting To Know You

Let's Discuss
Parenting Curriculum
Critique



www.parenting-ed.org