

Appendix E5

THINKING SKILLS IN PARENTING

What is
the parent doing?
(*Descriptive reporting*)

What might
the child be learning?
(*Inductive
reasoning*)

What might
the infant be feeling?
(*Interpretive thinking*)



Photo by Virginia Ivy Schone.

The Education for Parenting Curriculum provides students with many opportunities to practice cognitive skills as they plan for and discuss the parent-infant visit.

OBJECTIVES

To identify kinds of questions that can evolve out of the curriculum content that will expand students'

- Thinking skills
- Understanding of human development
- Insights about the role of parents

THINKING SKILLS USED IN PARENTING

<i>Examples of Parental Thinking</i>	<i>Thinking Skill Used</i>
<ul style="list-style-type: none"> • What do you think the baby will be able to do next month? 	Anticipating
<ul style="list-style-type: none"> • How will I, the parent, have to rearrange the house when the baby starts to crawl? 	
<ul style="list-style-type: none"> • What are all the different ways I can respond to Suzy when she makes me so angry? • What are all the different ways she could be feeling? 	Brainstorming
<ul style="list-style-type: none"> • What might be the consequences if I did not put away the poisons? 	Causal reasoning
<ul style="list-style-type: none"> • If children learn to speak by being spoken to, what happens to the infant to whom no one speaks? 	Deductive reasoning
<ul style="list-style-type: none"> • What happened? • Describe the situation. • How is the adolescent doing her homework? 	Descriptive reporting
<ul style="list-style-type: none"> • How do you think _____ feels? 	Empathizing
<ul style="list-style-type: none"> • How successful were our plans? • Was the excursion fun for everyone? 	Evaluative thinking
<ul style="list-style-type: none"> • How do you wish _____ had responded? 	Imaginative/envisioning
<ul style="list-style-type: none"> • Infants are observed looking at objects, manipulating them, smelling them, mouthing them. What conclusion could be made about how infants use objects? 	Inductive reasoning
<ul style="list-style-type: none"> • The child is looking so sad because Tommy, his favorite friend, won't come to play with him. 	Interpretive thinking
<ul style="list-style-type: none"> • Parents are wrong to spank their children. • Infants are bad when they cry. 	Judging
<ul style="list-style-type: none"> • List all the things the infant has done with a ball. • Suzy always combs her hair before school, but her friend Joan seldom does. • How does the world look different to an infant who can sit up compared to one lying down? 	Organizing information by <ul style="list-style-type: none"> • categorizing • noting differences

<i>Examples of Parental Thinking</i>	<i>Thinking Skill Used</i>
<ul style="list-style-type: none"> • All the parents of our children’s friends are concerned about the education their children are receiving. • From when John was a little boy, he was very visual. As a baby, he’d stare and stare. When we started reading books to him, he’d look and look at the pictures. Now when he watches television, he is totally absorbed. • Sam is so unhappy at school. This is such a change for him. I wonder what is going on. I could talk with his teacher and see if she is seeing the same kinds of behavior. Then we will be in a better position to figure out what to do. • I didn't like being beaten by my parents. • I wish my father had been around more. • I wonder if Sam's problems in school are related to his falling out with Tim or if he is having trouble with some subject. 	<p>Noting similarities</p> <p>Sequencing</p> <p>Planning/problem solving</p> <p>Reflecting</p> <p>Relational thinking</p>

SOURCE: Copyright © Harriet E. Heath.