



FAMILY SCHOOLHOUSE

*"Everywhere, we learn only from those whom we know best."
--Goethe*

From Evanston to Sundance, around September 1, a cacophonous symphony of children's voices returns to the shadowy, Pine-Sol scented halls of schoolhouses. Some come to escape summer boredom, some to discover science or history, many to resume friendships or club events. School is a place to gain knowledge; yet more importantly it is a place to be known.

School is a place to gain knowledge; yet more importantly it is a place to be known.

Home school parents seek this personalizing of education, blending the affective with the cognitive. Nationwide, children schooled at home score higher on standardized achievement tests. Classroom teachers who recreate this family climate of caring and cooperation are among the most effective...and best remembered. Families who support such teachers, maintain links with children's other mentors, and take seriously their roles as educators tend to raise children who are not only competent but confident and caring. Parents who take an active role as "people-teachers" discover one of the most fulfilling experiences in lifelong learning growing themselves..

Several insights help place the issue of families and schools in context:

Family as First Teacher

The cradle is the infant's first schoolhouse. Attentive and stimulating caregivers more often produce confident, securely attached preschoolers who like to learn.

Families are always a child's most important schoolhouse. Children with consistent, fair, and warm parenting learn self-esteem; Parents who read aloud, take field trips, help with homework, share chores and decisions all help shape children's attitudes/actions toward learning, responsibility, and relationships.

Classroom as Family

Family contexts make the best classrooms. Some kids need surrogate families; all (especially young children) need caring places to learn, consistent with caring homes. Information-gathering, problem-solving, and social skills processes are very similar in each setting.

Caring is at the heart of learning. Small class size and personalized mentoring dramatically improve academic and career success.

Networks for Learning

Parent-Teacher-Mentor-Student partnership with respect, creativity, and openness promote individualized approaches consistent with family and cultural values and practices.

ROUNDUP ON THIS EDITION

Page Topic

- 2 Specialist Adventures;
"Gopher Hole;" News & Notes;
Announcements
- 3 STATS and FACTS:
Families and Schools
- 4 WORK & FAMILY FILE:
Family-friendly Schools
LEARNING STYLES:
Helping Yourself Learn
- 5 What is Readiness for School?
Schools Building Resiliency
- 6 School-to-Work Initiatives
25 Ways to Help a Child Learn
at Home
- 7 Teach Your Child to Think
- 8 Model Home-School Programs
- 9 RESOURCES for
Family-School Connections
and Families as Educators
- 10 PARADOXES: "Overcoming 'The
Other Classroom'"

FAMILY LIFE SPECIALIST ADVENTURES

9/27-30 Children-Youth-Family-at-Risk/Family Resiliency Network Conference, Washington, DC. Ben and Missouri F.L. Specialist will present a research review on resiliency; help plan ES-USDA public information and professional training materials and outline research efforts. The Network's goal is to promote success in all families, especially at risk children, youth, and families.

10/18 & 25 Warren AFB/Laramie Co. Parent University, Cheyenne. Several agencies are cooperating to offer 4 Tuesdays of parent education topics. Ben's will be "Dancing the Work and Family Tightrope" and Betty Silliman, now UW Child Care Head Teacher, will demonstrate "Practical Life Activities for Parents of Preschoolers." Parent University, also offered in Campbell Co., has great potential as parent resource/education model and should be considered by all counties.

10/28-29 Aging POW Conference, Casper. This personal/professional development meeting will focus on a variety of midlife transition issues. Ben will speak on "Gender Issues at Midlife."

Work and Family Pilot Projects targeted at the May 1994 SUMMIT will include assessments of citizen perceptions/experiences, decision-maker information/problem-solving groups, and presentations on a variety of "balancing" topics to community organizations. Rhonda Shipp, Mary Kay Wardlaw, Deb Johnson, and Debbie Popp have indicated interest in one or more of the efforts.

Marriage Preparation is a critical need since Wyoming has the nation's third highest divorce rate, age of marriage is lower than national average, and couples are often more geographically isolated from supports than elsewhere. Ben and Steve Duncan (Montana State Specialist) are preparing Extension's first curriculum. Debbie Matteri and Deb Johnson, Debbie Popp, and Bob Daniels are helping provide community input...others are welcomed to join in. January-February 1995 Chinook will focus on marriage and preparation.

GOPHER HOLE "Gopher" is a popular name for electronic files accessed via Internet (in all county offices soon, we hope). Both Extension and 4-H (CYFERNET) offer "gophers," as well as universities, government agencies, and private organizations. Newsletters, program information, research, and statistical reports, grant announcements, and much other info appear on menus. U.S. Dep't. of Education Office of Research and Information offers reports and resources "on line," by mail or phone. Among the latest are:

Adult Literacy in America	School-Community Collaboration
Ed. Reform and Students at Risk	Publications of U.S. Dep't. of Ed.
Preschool Care & Early Ed.	School & Home Learning Context
Youth Indicators, 1993	School-to-Work Information

A 1993 Nat. Ctr. for Ed. Stats. report on the Condition of Education notes that children in low income families often cannot escape the cycle of low achievement. Findings of the most recent NCES Condition of Education survey:

- *Only 1/5 children of low income families participates in preschool, vs. 1/2 of those from middle income families. The disparity has widened since 1973.
- *Children from low-income families are more likely to be retained or drop out, and attend college after high school at half the rate of higher-income peers.
- *Seventeen year-olds whose parents did not graduate from high school tend to watch more TV and do less homework than children of better-educated parents.
- *1990 reading proficiency of 17 year-olds of lower-education parents was about equal that of 13 year-olds of higher-education parents.
- *In general, 13 year-olds do more homework than 17 year-olds, girls outpace boys, and private school students do more homework than public school students.

The Condition of Education report (Stock # 065-000-00-584-1) is available from the Superintendent of Documents, U.S. Government Printing Office for \$32.00 by calling (202) 783-3238.

NEWS & NOTES ON HUMAN DEV. & FAMILY

A recent study at UC-Irvine found that 3 year-olds who took keyboard and singing lessons developed spatial reasoning skills which improved performance in math, chess, and reading later on. Researchers think early training may stimulate neural pathways in the brain.

--Laramie Boomerang, 8/14/94, p. 21.

The Center for Media and Public Affairs reported that over the past 2 years:

- *Violent TV scenes increased 41%
 - *Avg. rate of violent scenes per hour per channel increased from 10 to almost 15
 - *Life-threatening scenes increased 67%
 - *Gun-play scenes rose 45% (362 to 526)
- Network officials questioned the study's validity but Sen. Paul Simon's office urged TV bosses to establish an independent monitoring system.

--USA Today, 8/5/94, p. 3D.

"The ink of the scholar is more sacred than the blood of the martyr."--Mohammed

ANNOUNCEMENTS

Immunization is the focus of a satellite video on **September 29**. An instructional guide is available from Ben. Downlink coordinates will be sent via Randy Anderson.

The Aging Plan-of-Work group will hold a conference on **midlife issues** in Casper, **October 26-28**. Contact Linnet McGoodwin for details.

The National Parent Education Model is out--agents interested in offering an overview of concepts and sample curricula (compressed video or face-to-face training) should contact Ben (766-5689).

**STATS AND FACTS:
FAMILIES AND SCHOOLS**

International Math and Science Comparisons (1991)

	-Avg. Pct. Correct- Science Math		--Percent. who daily-- Read Do 2+ Hrs. Watch 5+ for Fun Homework Hrs. TV		
Korea	78	73	11	38	10
Taiwan	76	73	17	44	7
Switzerland	74	71	49	21	7
Hungary	73	68	44	61	16
Russia	71	70	48	52	19
Israel	70	63	40	49	20
Slovenia	70	57	43	27	5
Canada	69	62	36	26	15
France	69	64	39	55	4
Scotland	68	61	37	15	23
Spain	68	55	34	62	11
USA	67	55	29	31	22

Source: *International Assessment of Educational Progress. (1991). U.S. Dept. of Education, National Center for Education Statistics, prepared by ETS.*

While academic performance is not the measure of youth performance, potential, or personal worth, data above suggest that more children could be reading, less might be watching TV. Importantly, the type of reading, homework assignments, and television may influence not only academic scores but attitudes toward other aspects of life.

Graduation Rate (Percent)

	1986	1987	1988	1989	1990	1991
WY	82.6	89.3	88.3	85.9	85.1	85.7
Rank	10	8	2	2	5	2
USA	71.5	71.5	71.2	69.6	68.7	68.8

Source: *KIDS COUNT Data Book. (1994). Greenwich, CT: Annie E. Casey Foundation, p. 153.*

The future of the global marketplace is with those who have the education to think creatively and "work smart." Quality schools and high graduation rates will contribute (along with other factors) to shaping a generation which can maintain quality of life as well as a strong economy.

Educational Aspirations

Educational aspirations of Sophomores have risen since 1980, with 85% overall planning post-secondary education. Aspirations were generally lower for women, minority students, lower achievers, lower income youth, and public (vs. private) school students. --*Youth Indicators. (1993), No. 59.*

Extracurricular Activities (Percent of Sophomores, 1980-90)

	MALES		FEMALES	
	1980	1990	1980	1990
Academic Clubs	22.7	27.4	29.1	34.0
Athletics	63.4	63.0	45.9	41.4
Cheerleading	3.3	2.1	24.7	15.8
Hobby Clubs	25.5	7.9	17.6	6.7
Music	21.5	15.6	41.0	25.3
Vocational Clubs	11.5	11.0	15.7	12.3

Source: *U.S. Dept. of Education, National Center for Education Statistics High School and Beyond, Base Year Survey, "1980 Sophomore Cohort;" and National Education Longitudinal Study of 1988, "First Followup" survey.*

Academic Clubs involved more youth in the 1980s, especially among Anglo and higher achieving youth (see all results in *Youth Indicators, No. 38*). Much of youth development extends beyond the content and relationships build in classrooms. Declines in other activities, together with unemployment figures and indicators of greater "hanging out" suggest neglect rather than development describes attention to youth.

After School Activities (Percent of Sophomores engaging in activities once or twice a week, 1980 and 1990)

	1980	1990
Just driving around	47.1	56.1
Visiting with friends at local hangout	67.2	66.3
Talking with friends on the telephone	76.6	80.1
Reading for pleasure	41.1	41.0
Hours of television on school nights	27.3	9.0

Source: *U.S. Dept. of Education, National Center for Education Statistics, High School and Beyond, Base Year Survey, "1980 Sophomore Cohort;" and National Education Longitudinal Study of 1988, "First Followup" survey.*

"Stats and Facts" featured on this page are included in a statistical update, "Go Figure," being prepared as a UW-CES bulletin. Feel free to provide input to your local Family Life Specialist on what facts and implications discussions would be helpful to you in this document.

"The ability to think straight, some knowledge of the past, some vision of the future, some urge to fit that service into the well-being of the community--these are the most vital things education must try to produce."

--Virginia Gildersleeve

WORK AND FAMILY NOTES

Balancing work and family insights will appear in this column throughout the year to support pilot programs and provide ways for all agents to increase community awareness.

Family-Friendly Schools

Creative adjusting by families is critical to keeping work (or school) and family in balance. Schools and workplaces can help families balance by taking no- or low-cost adjustments:

Schools

1. Hold parent events when parents can make it--at night in communities with traditional work hours, at varied times where work hours vary--so parents can make at least one.
2. Give early, frequent notice of events, using a variety of media (notes home, phone trees, posters at school, newspaper, etc.) to maximize awareness.
3. Invite parents personally and, where possible, give them important (but not burdening) roles in activities.
4. Communication with the home should focus on the child's capacities and potential and report problems matter-of-factly, with the hope they can be improved.
5. Support parents by affirming their contributions to the child's school success and self-esteem; offer activity ideas for fun and learning at home.

Work

1. Flexible hours can allow parents opportunity to see children off to school or be there when they come home.
2. Leave time (1-4 hrs. monthly) to visit with a teacher or contribute to daytime school activities can promote school as well as student success and employee satisfaction.
3. A homework/learning lab with sit down or call-in tutors by sponsored by one large corporation or several small ones can be an adopt-a-school project or employee benefit. The same lab may offer coaching for parents on everything from budgeting to time management to improving reading writing, and problem solving skills.

Learning to Work and Play Together

Gene Rohrbeck, 4-H/Youth Specialist

Sometimes we do very hurtful things to the ones we love most. This may happen because the person did not do something the way we thought it should be done. Some of that relates to experience, skill, personality, or our "learning style."

Today there are numerous models that help us understand how we learn. The model is not as important as understanding how our own learning style differs from that of our spouse or each of our children. One of my worst performances was anger at my wife because she had not read a book about canoeing and did not understand the strokes of the paddle. Later, discovering David A. Kolb's "Learning Style Inventory," I realized that I am an "abstract" thinker who can apply concepts from a book. My wife is a "feeling" person." She is super-talented at responding to people's feelings and assessing who people really are in a group. Other people are best at "doing" or "observing." Each person brings a strength to a family or group.

Understanding our individual differences can improve our family relationships. The "feeling" person is one who will notice when another family member is hurting. The "abstract" may be the best one to do the family budget. As parents, we should avoid comparing our children's styles.

It is important to understand our own learning style to adjust our approach to problem solving and appreciate how we can work together with those who are similar and different.

Open your mind and say, "ah."

School Readiness

Karen Cachevki Williams

*Karen is a new Visiting Asst. Prof.
UW Child and Family Studies*

The nation's first educational goal, "By the year 2000, all children will start school ready to learn," is ambitious, exciting, and open to misinterpretation. For many, readiness describes cognitive level, "screened" by a variety of formal and informal measures before kindergarten. In fact, there are many more aspects of readiness than cognitive level.

Notable efforts to address readiness emerged from the National Task Force on School Readiness (NTFSR) and Child Care Action Campaign (CCAC). NTFSR defines school readiness as more than...

1. academic knowledge, and including physical health, self-confidence, and social competence;
2. capacities of young children, but also shaped by people and environments;
3. the quality of early childhood programs, but also on elementary school expectations and capabilities;
4. the responsibility of parents, since communities have a stake in healthy development and should support families. Because of these beliefs about readiness, the Task Force recommended extensive support for young children and families in health care, child care, and family support in the workplace. Public schools were urged to focus on "developmentally appropriate teaching" and assessment and new strategies of parent involvement. CCAC recommends such programs begin at birth and stress that "the functions of child care and education are indivisible" for young children...that child care in all settings is early childhood education. Their action plan includes:
 1. Making quality child care affordable to all families;
 2. Ensuring that all children are cared for in settings that are safe and healthful, family-centered, and age-appropriate;
 3. Ensuring that all families are able to make an informed choice about the program which best suits their needs;
 4. Extending the school day to include after school or "surround care" programs;
 5. Designating a community agency to coordinate child care;
 6. Ensuring that child care programs and schools collaborate;
 7. Developing a system of training for personnel in all settings;
 8. Developing leave and flexible work policies that enable parents to spend adequate time with their children;
 9. Encouraging increased investment in child care and school based facilities through public-private partnerships.

Children who are "ready" generally show interest in books and conversation, can separate easily from parents, like exploring, and enjoy other children and adults. Developmentally appropriate schools fit practices to children's physical, social, cognitive, and emotional levels and individual needs, avoiding conformity to preconceived standards. These steps make children, families, and schools "ready for each other."

Building Resiliency in Early Childhood Settings

Janie Humphries

Dr. Humphries is a former colleague at Louisiana Tech and director of a family-focused early intervention program funded by the Plan for Social Excellence and MidSouth Rail Corp.

Lincoln Institutions Networking for Children (LINC) began in August 1991 as a model parent involvement and quality early childhood education, centered in a school with a high percentage of low-income minority families. Parent involvement in the school had been infrequent and child success lower than local averages. Components include:

- *Enhanced training of early childhood/kindergarten teachers in developmentally appropriate practices for classrooms;
- *Introduction of additional learning materials for classrooms and for parent use at home;
- *Development of a family resource room, with a director to assist in parent training, locating resources, and referral;
- *Inclusion of trained high school students as classroom assistants and mentors to 4-5 year-olds (3 hrs. weekly);
- *Introduction of college interns as aides in classrooms;
- *Activities during and after school hours for parents to interact with teachers, administrators, mentors, interns, and other parents individually and as a group;
- *Integration of community agencies (Mental Health, School & Community Health, Junior Auxiliary, Section 8 Housing) working to provide services to children and their families.

Evaluators identified these outcomes after 3 years:

- *A higher percentage of students were promoted to the next grade (vs. pre-LINC kindergarteners);
- *An increase from 0-30% of white students attending the program;
- *Improvement in community attitudes toward the school and its children;
- *Increases in self-esteem among 84% of children
- *Increased commitment among parents (many of whom had avoided schools) to be involved in children's education.

A 28-minute videotape on this and two other programs can be ordered from the Plan for Social Excellence, Inc. 111 Radio Circle, Mt. Kisco, NY 10549 (914-242-2393).

"The first idea that the child must acquire in order to be actively disciplined is that of the difference between good and evil; and the task of education lies in seeing that the child does not confound good with immobility and evil with activity."
Maria Montessori

**Education for the Real World:
School-to-Work Initiatives**

In May 1994, President Clinton signed the School-to-Work Opportunities Act, facilitating new state-driven efforts to prepare students for employment. **School-to-Work may be an ideal linkage for Extension youth/community development efforts.** Its basic components are:

SEC. 101. GENERAL PROGRAM REQUIREMENTS

- 1) Integrate school-based and work-based learning, academic and occupational, secondary and postsecondary education;
- 2) Provide opportunities to complete career majors;
- 3) Incorporate the program components in Sec. 102 and 104;
- 4) Provide a broad experience in all aspects target industries;
- 5) Provide all students with equal access to the full range of components (recruitment, enrollment, placement, etc.);

SEC. 102. SCHOOL-BASED LEARNING COMPONENT

- 1) Offer career awareness, exploration, and counseling;
- 2) Selection of students for career major by 11th grade;
- 3) Develop program of study consistent with state standards;
- 4) Integrate academic and "hands-on" vocational learning;
- 5) Evaluate via ongoing consultation and problem solving on academic and workplace skills, goals, and progress;
- 6) Facilitate student entry into postsecondary training;

SEC. 103. WORK-BASED LEARNING COMPONENT

- 1) Work experience;

SEC. 104. CONNECTING ACTIVITIES COMPONENT

- 1) Matching students with work-based opportunities;
- 2) Providing a school mentor as liason and support;
- 3) Providing technical assistance to employers relative to SEC. 102 components, counseling and case management, teacher/mentor training; provision of school mentors;
- 4) Providing aid to schools and employers to integrate;
- 5) Encouraging participation of employers;
- 6) Facilitating job application, continuing education, additional training of student participants;
- 7) Collecting and analyzing information on outcomes;
- 8) Linking youth development activities with employer and industry efforts to upgrade skills of their workers.

Source: U.S. Dep't. of Education, Office of Research & Information gopher; School-to-Work, Vocational and Adult Education/Legislation/Basic Program Components.

School-to-Work state contact: Linda Carter, Dep't. of Education, Hathaway Building, 2nd Floor; 2300 Capitol Avenue, Cheyenne, WY 82002-0050 (307) 777-6252

**

Life skills and career exploration programs support families and schools. A December 1993 White Paper by the National 4H Council, "Peparing Youth for Employable Futures," highlights the rationale and resources for Extension involvement Information available from Betty Holmes.

**25 Ways
to Help
a Child
Learn
at Home**

1. Encourage your child to keep a journal of words, drawings, pictures, etc. on ideas, experiences, feelings. Take steps to insure that the journal is private.
2. Visit historic sites.
3. Encourage your child to use a calculator for both school and practical activities (figuring allowance, sales tax, measurements, etc.)
4. Listen to music together.
5. Tell each other stories, real or imaginary.
6. Explore your family history.
7. Have group discussions on daily events, news.
8. Create a newspaper or newsletter, including poems, stories, drawings from all family members.
9. Listen to the radio together. Cultivate listening.
10. Take family walks for exercise and sharing.
11. Read to your child every day and discuss the ideas as well as vocabulary you come across.
12. Choose "smart" toys which emphasize activity (jump ropes, yo-yos), creativity (puppets, blocks), education (board games, puzzles).
13. Use a map to show places in the news.
14. Visit museums for science, art, history. Children's museums with interactive displays are fun for all.
15. Study another culture by attending community events, preparing ethnic meals, reading books/watching TV, getting to know actual people, or learning a language.
16. Turn TV into a learning tool;by focusing on quality shows, recording interesting concerts or documentaries, and asking questions/discussing what you watch together.
17. Provide child with regular access to a computer-school or library if not home. Encourage familiarity with software for word processing, art, music, nature, entertainment.
18. Introduce your child to science kits (boxed, or with the help of books, magazines, make your own).
19. Put on family plays, including original funny skits, dramas of historical or current events or literature.
20. Ask open-ended questions ("What if..." vs. Yes/No)
24. Go to the library. Introduce child to books, videos, magazines and librarians, card catalog/computer systems. Get library card and allow child to check out favorites.
25. Help make homework rewarding by acting it out, guiding study via questions, making drill into a game.

Source: Thomas Armstrong. (1991). Awakening Your Child's Natural Genius. New York: J.P. Tarcher.

A Dec. 1993 report released by the Dept. of Education indicated that **parents' expectations of kindergarteners' cognitive and social skills consistently exceeded hopes of teachers**

TEACH YOUR CHILD TO THINK

Edward deBono is an established authority on critical and creative thinking. His latest work, Teach Your Child to Think (Penguin, 1993) offers several insights on attitudes and skills which promote flexibility and avoid blind spots in problem solving. deBono's rationale for new thinking skills includes the following:

- 1) Thinking (processing information) is critical because the flow of facts can run from incomplete to overwhelming and because creativity, design, and enterprise require new thinking patterns;
- 2) Thinking is "the operating skill which brings intelligence (knowledge) to bear on experience (intelligence is not enough; thinking turns it to practical uses);
- 3) Wisdom ("wide-angle" perceptions and perspectives) is often more of value than cleverness (short-focus thinking) and can be taught (vs. just acquired by age);
- 4) Schools and workplaces tend to think reactively rather than proactively. Both could benefit from taking creative action to shape (vs. analyze or use conventional solutions)
- 5) Critical thinking is valuable to avoid or locate errors, but constructive thinking is necessary to generate new ideas;
- 6) Argument and debate can feature issues advantages, disadvantages, and viewpoints but often lead to (power struggles, right/wrong conflicts, and lack of cooperative solutions);
- 7) Perceptions (ways of seeing) is often more important than logic (ways of reasoning) because limited or flawed perception can distort the bases and value of reasoning.
- 8) Emotion should complement, not replace, reason in both the processes and outcomes of thinking.

A key element in deBono's system is the strategic use of hats ("thinking caps"), applied to creatively to problem solving processes. Six types of thinking, used selectively, include:

- 1) White Hat Thinking: Facts, figures, and information available or needed.
- 2) Red Hat Thinking: Emotions, feelings, and intuitions which describe feelings about an idea/action at present.
- 3) Black Hat: Caution; Truth, judgment, fitting facts to current circumstances.
- 4) Yellow Hat: Advantages, benefits, savings rationales.
- 5) Green Hat Thinking: Exploration, proposals, suggestions, new ideas; Alternatives for action.
- 6) Blue Hat Thinking: Reflection on the thinking process which sets the agenda and evaluates current status.

Suggestions are offered on use of hats in seeking ideas; reacting to ideas; assessment, generation, improvement, summarizing and critiquing ideas using the "hats."

Several thinking operations are proposed for special purposes:

- 1) Outcome and Conclusion: Sharpening awareness of information, concepts, and feelings, listing alternatives, exploring issues; Pin-pointing needs (information, conflict resolution); or Reaching conclusions or understanding.
- 2) Forward or Parallel: Similar to convergent (resolution-focused) or divergent (option-focused) patterns for addressing different issues or phases of problem-solving.
- 3) Logic and Perception: Cultivating not only ways of reasoning but habits of perceiving (broad or narrow; predictable and diverse viewpoints).
- 4) Consider all Facts: Pressing users to simply add to analyzing what has been left out, what elements are critical, what implications can result from various actions or decisions.
- 5) Alternatives, Possibilities, and Choices: Varied ways of seeing, acting, solving, approaching, explaining, designing, to better problem-solve.
- 6) Valuing: "Yellow-Hat" and "Black-Hat" thinking about values involved and who is affected by a decision.
- 7) Other People's Values: Exploring how persons are affected, their access to information, and decision-making influence on all sides of an issue.
- 8) Consequence and Sequel: Exploration and evaluation around issues of time scale (short/med/long-term), risk (best & worst outcomes) and certainty (likely outcomes).
- 9) Plus, Minus, and Interesting: Scanning disciplines which direct attention to assets, liabilities, possibilities, and curiosities within an idea or event.
- 10) Focus and Purpose: A thinking habit (using "Blue Hat") featuring setting the agenda and exploring, seeking, choosing, organizing, and checking ideas to refine problem solving at a variety of points in thinking.
- 11) Aims, Goals, and Objectives: A pattern of assessing overall objectives to clarify and prioritize actions.
- 12) First Important Priorities: An attention-directing method involving systematically naming, including, or avoiding various ideas in a decision or actions in a project.

About half of deBono's book is summarized above. Several uses might be suggested for the methods described:

*Review categories as you develop plans-of-work or programs to increase thoroughness, add detail, see ideas from several viewpoints, gain perspective on your work.

*Use one or more methods as a facilitator to help planning groups work through information for decisions.

*Teach skills to 4-H students or leaders to cultivate decision-making skills.

*Offer various ways of thinking (deBono's also provides practice exercises) to teachers and parents to help children think more creatively.

"A child cannot be taught by anyone who despises him, and a child cannot afford to be fooled."

--James Baldwin

Connecting Home and School: Model Programs

Missouri's Parents as Teachers (PAT)

PAT was piloted in 4 school districts in 1981, expanded in 1984, and now serves over 60,000 families in 543 districts. Programs target families of children 0-3 years, but encourage participation to kindergarten age. Components include **home visits** (4 per year, more if needed; listening to parents' experiences; child development and parenting information and demonstrating games, communication/ discipline skills with the child), **group meetings for parents**, regular **monitoring of health and development**, and **referral** to social agencies. Community expertise and effort has fostered the success of outreach to minority, teen parent, rural, inner city, homeless, and immigrant/non-English-speaking families. Word-of-mouth is the most effective recruitment, but parent educators seek interested parents in hospitals, clinics, housing units, shelters, stores, work-places, and civic groups. Businesses and community groups help with publicity and incentives (door prizes, transportation) to attend parent meetings.

An independent evaluation of the statewide program released in 1991 indicated effectiveness of programs for with a broad diversity of participants: Almost all children were screened for hearing and vision problems; early intervention reduced risks of developmental delays--found in a variety of families--as well as parent-child conflict. Adult participants increased in parent knowledge while three year-olds--even from at-risk families--scored higher than national averages on school readiness indicators. The major challenge for local programs remains recruitment and retention of the highest-risk parents, especially those in which English is not the first language.

PAT provides extensive training to new parent educators (in 36 states and Australia) and certification for continued who and training over a five-year span. The Center also provides support services, technical assistance, and supervision for PAT administrators, develops curricula and program materials, and oversees program replication. PAT funding comes from a variety of sources, including federal Chapter 1 compensatory education funds for dis-advantaged students. Honeywell Corp. underwrites a work-place-school district partnership in Albuquerque and the Bureau of Indian Affairs is experimenting with PAT in five sites. Pine Bluffs, WY school district has had great results with PAT in the past few years.

For more information on PAT, contact:
Parents as Teachers National Center
University of Missouri-St.Louis
8001 Natural Bridge
St. Louis, MO 63121-4499 (314) 553-5738

PAT and many other successful family support programs are described in Helping Children by Strengthening Families (1992), available from Children's Defense Fund (25 E St., NW, Washington, DC 20001 [202-628-8787] for \$6.50).

Colorado's First Impressions/Family Resource Centers (FI)

FI was initiated in 1987 as a partnership between Gov. Roemer's office, the private sector, and parenting/child care providers. State directors coordinate projects and locate resources, but the thrust of the program is local: **Community forums** to address children's issues, **coalition-building, problem-solving** short- and long-term needs and strategies, facilitating **resource and referral networks** for parents, supporting the **Colorado Preschool Project** for 2,000 at-risk 4 year-olds, **information to parents of newborns, public awareness** talks, and coordination of a **Business and Child Care Council**. More recently, state and local funding has enabled several communities to open family resource centers where parents, volunteers, and agency professionals can go for information and assistance on parenting, child care solutions (classes, books and tapes, play resources), school success, literacy, work-family stress, and a score of other issues. Working together for the success of a local center enhances the collaboration and coordination between both voluntary organizations and civic agencies, strengthening the network of family supports.

For more information, contact:

Sally Vogler, Director
Office of the Governor
136 State Capitol
Denver, CO 80203
(303) 866-2974

Wyoming School-age Childcare Models

--info by Dr. Bernita Quoss, Dept. of Home Economics--

Converse County: A school superintendent and school board member formed a community task force to create an after-school program in an empty school with raining by The Center in Leadville, CO and administration by Tri-County Development Corp. (a Head-Start provider).

Albany County--A community task force created a program now run by Laramie Recreation Dept., with facilities donated by schools.

Tongue River--A school board O.K.'d use of a vacant building and a principal networked to create a non-profit corporation which administers the program and raises funds.

For information or assistance in developing a community out-of-school program contact WY School-age Childcare Project (SACC) 766-4011.

"More money is put into prison construction than into schools. That, in itself, is the description of a nation bent on suicide. I mean, what's more precious to us than our children? We're going to build a lot more prisons if we don't deal with the schools and their inequalities."--Jon Kozol

RESOURCES for Facilitating Home-School Links and Strengthening Families as Educators

4-H Building Esteem Through Science and Technology

4-H B.E.S.T., established by Univ. of TN, TN State, UT-CES, and Murfreesboro TN Schools in 1992, is a local Extended School for all kids 5-14 years (50% at-risk) using experiential education such as science workshops, newsletters, and seminars for staff, parents, and volunteers. For more information, call Anna Mae Kobbe, UT Extension Specialist, (615-974-7193).

PTA Parenting Guide: Programs and Resources provides straightforward outlines for parenting programs on children's physical and emotional health, nutrition, self-esteem and decision-making, and talking to kids about sex, drugs, and career choices. Brochures on many of the same topics are available for parents to take home. For information, contact your local PTA or National PTA, 330 N. Wabash Avenue, Suite 2100, Chicago, IL 60611-3690.

Helping Your Child... Series developed by the Dept. of Education, features discussions and "hands-on" activities for parents on a variety of topics. Booklets are available for 50 cents each from the Consumer Information Catalog, P.O. Box 100, Pueblo, CO 81002 (719-948-9724). Ideas feature *What Parents Can Do To Help Children Learn: Listen and pay attention to their problems, Read to kids, Tell family stories, Limit TV watching, Have books & other reading materials in the house, Look up words in the dictionary together, Encourage encyclopedia use, Share favorite poems and songs, Take children to library/get them a card, Take children to museums, Discuss daily news, Go exploring for plants, animals, geography, Find a quiet place for children to study, Review children's homework, Meet with children's teachers*

Helping Your Child Succeed in School features activities and advice for children 5-11 years. "Start-to-Finish" (p. 20) teaches organization by writing details of a home or school project as Plan, Do, Finish steps on 3-column worksheet. Look over, talk about, then have child carry out the steps. Helps teach categories, sequences, cause-and-effect logic.

Helping Your Child Learn Responsible Behavior features activities from getting to know others to overcoming fears to helping at home to storytelling. One on handling bullies (p. 20) suggests the parent listen (to build trust and awareness), help the child brainstorm* ways of handling problems peacefully (vs. giving "solutions").

*The Conflict Center (2626 Osceola St., Denver, CO 80212, 303-433-4983) suggests *Ventilation, Active Listening, Apologizing, Postponing, Humor, Compromise, Explaining without Threat, Distancing, Brainstorming, Breaking into Parts, Journaling, Role-playing, Fact finding, Follow-up Evaluation, and Behavioral Contracts as specific ideas for conflict resolution.*

"Personally, I'm always ready to learn, although I do not always like to be taught."

--Winston Churchill

Helping Your Child Learn to Read

From an early age, parents are instrumental in introducing pictures, words, and stories and talking or answering questions.

Helping Your Child Learn Math

In-home, grocery store, and "on the go" activities make math fun and practical: puzzles, filling containers, searching newspapers for data, classifying and counting, weighing, finding shapes, mental arithmetic, and guessing games. One great game "for the road" involves recognizing, adding, comparing license plate numbers for size, counting and graphing plates seen by state. Tracking mileage on maps also helps measure progress toward destination.

Helping Your Child Learn History

Activities which move children beyond memorizing dry facts include researching family and community history (via old newspapers, interviews of neighbors and kin, photo albums, cemetery rubbings), dramatizing family and cultural events, and documenting family events as they happen.

Helping Your Child Learn Geography

"Hands-on" activities include reading roadmaps, topographic maps, getting to know your neighborhood, visiting a variety of places (parks, farms, cities, ocean or lake), trying different modes of travel, tracking weather, studying ways people affect the environment, recognizing physical and cultural features.

Mr. Wizard's Supermarket Science Don Herbert. (1980). New York: Random House, \$12.

One hundred homespun fun experiments for children 3-13 years. Activities explore bubbles, plant systems, vacuums, and chemical properties of household items. Ideas are simple and straightforward, easy to set up, inexpensive, and great events for learning about the everyday things surrounding a child.

The Thomas Edison Book of Easy and Incredible Experiments. Edison Institute. (1988). New York: John Wiley & Sons. \$13. Allows a middle school-junior/senior high child to replicate works such as insulators and conductors, carbon transmitter telephone, electromagnets, pinhole camera, electricity from a lemon, the electric light, as well as learning about energy use (conventional and alternative methods) around the home and community.

"A man begins cutting his wisdom teeth the first time he bites off more than he can chew."--Herb Calen

PARADOXES: A PARTING THOUGHT

"Overcoming 'The Other Classroom'"

Reading, writing, arithmetic...microchips, management, macroeconomics. Most of us think of schools as places which impart traditional and state-of-the art knowledge and skills. Brain factories. Skill mills. Yet schools, like the family, teach far more than ideas or skills. Perhaps their most profound lessons come through the rules and values of their social organization. These formal and informal patterns, however logical or Mickey-Mouse, shape student character: traits like responsibility, honesty, self-esteem. Or maybe they don't.

The Cult of the Jock

The primary lesson that every underdeveloped male learns in high school is that the world is made up of two classes of people: The athletically blessed and the athletically challenged (i.e., handicapped). The former are the bearers of the school's honor on field, court, or mat; the latter sit in the bleachers in passive obscurity. The former "develop character and leadership through physical discipline;" the latter wonder why the former cut classes or harm opponents with impunity while intramural funding is cut. The latter are lectured to "keep chin up, work hard, and look forward to a prosperous future." They wake up to realize that O.J. Simpson will spend more on lawyers in a week than they make in a lifetime.

If we esteem all our kids and cannot afford to lose their energy and enthusiasm, can we afford to praise or excuse football players (band, Academic Olympics, FFA, etc.) more than others and create a democratic community?

...and Who are Your Parents?

Forty years of research says family education and income best predicts academic success. So schools can't put in what mom and pop left out? Or are some kids, whose parents have more savvy and clout, just "more equal than others?" Research on at-risk children and teens shows that teachers who care and mentor are critical to their resiliency and success. Public schools are about access and success.

If we esteem all our kids and cannot afford to lose their energy and enthusiasm, can we afford to "help along" the advantaged and simply pity or impugn the disadvantaged?

Sorry, Girls Can't do That

Growing up with a sister who stuffed her hair under a ball cap, rode a motorcycle, and was more mechanical than me helped me understand the past 30 years of litigation for gender equity. Now that young women have a greater variety of opportunities, they still need resources to take advantage of them, respect for their individual choices and styles, and recognition for their accomplishments. Not to mention allowing boys the same wide range of activities.

If we esteem all our kids and cannot afford to lose their energy and enthusiasm, can we afford to "pigeonhole" students by gender or cut off their opportunities right when they're ready to blossom?

Did You Hear the Joke About the Two Indians?

It is little coincidence that children and youth of ethnic minorities tend to perform at lower levels in school--unless they receive strong support from family or a mentor. Even when unfair/unkind/unprofessional slurs (like the one above) are not cast at them, little attention is given to connecting with families, understanding customs, values, or rituals, or affirming the child/family contribution to the community (beyond cooking a Mexican dish or watching Sun Dance as entertainment). We think of culture most often in terms of ethnic identity, but the same could be said for religion, family structure, regional origin, or other "difference." I grasped racial tensions of my youth when I saw I was the only kid who voluntarily sat by the one African-American student in class.

If we esteem all our kids and cannot afford to lose their energy and enthusiasm, can we afford to leave them out or fail to learn from the strengths of their heritage?

Our youth are the mirror of our nation. Our investment in them goes far beyond computers and calculus. Perhaps the greatest paradox is that we cannot simply ask schools to reflect democratic values. We have a part, individually and as communities in:

- Promoting esteem for all children by offering and honoring a variety of youth-development activities
- Building linkages between school and home by facilitating communication and parent involvement
- Strengthen community organizations which support children and schools...not leaving it to the school alone
- Valuing individual and family diversity and seeking to meet each child/family "where they're at"

"The one real object of education is to have a man in the condition of continually asking questions."

--Bishop Mandell Creighton

Trade or brand names used in this publication are used only for the purpose of educational information. The information given herein is supplied with the understanding that no discrimination is intended and no endorsement of products by the Agricultural Research Service, Federal Extension Service, or State Cooperative Extension Service is implied. Nor does it imply approval of products to the exclusion of others which may also be suitable. Issued in furtherance of Cooperative Extension work Acts of May 8 and June 30m 1914, in cooperation with the U.S. Department of Agriculture. Jim DeBree Director, Cooperative Extension Service, University of Wyoming, Laramie, WY 82071. Persons seeking admission, employment, or access to programs of the University of Wyoming shall be considered without regard to race, color, national origin, sex, age, religion, political belief, disability, veteran status, and marital or family status. Persons with disabilities who require alternative means for communication or program information (Braille, large print audiotape, etc.) should contact their local UW Extension Office. To file a complaint, write the UW Employment Practices/Affirmative Action office University of Wyoming, P.O. Box 3354, Laramie, WY 82071-3354.

HOMEWORK HINTS

Cecil and Faith Clark ("Hassle-Free Homework," 1989) developed a learning style scheme which parents can use to help kids with homework and practical problem solving. Parent sensitivity is critical since 90% of schooling involves lecture or question-answer (but only 30% of children learn best by listening).

Visual External: Learns by watching, likes movies and museums, arranging objects. Attentive to appearance. Use flash cards, maps, demonstrations. Videotape child, then let him/her watch self to improve work.

Visual Internal: Clear focus on/memory for words, pictures, movement. Distracted by sounds. Use videos, illustrations and calculations on paper vs. just talk.

Auditory External: Learns by listening (two conversations at once, TV sound without pictures, reading aloud, listening without looking at speaker). Construct posters with memory items like spelling (put on left side of wall); let child "talk it out".

Auditory Internal: Frequently rehearses events, talks. Recalls melodies, talks to self, recalls sounds of voices. Try repetition, verbal pneumonics (rhymes, stories).

Kinesthetic External: Active in traditional classrooms, loves sports, dancing, "hands-on," study on floor. Responds to hugs vs. words for praise. Create "labs," use active breaks often, encourage dramas, demonstrations. Self-discipline developed slowly.

Kinesthetic Internal: Emotionally sensitive, clingy; strong body reactions to experience; learns only when comfortable. Make flexible study space. "Writing out" notes allows participation. Games increase fun and intimacy.

What Businesses and Civic Groups Can Do To Assist Family Support Programs

--What businesses can do--

Donate services such as taxicab rides to parent meetings, and donate furniture, play equipment, infant care equipment, and office equipment for family support centers

Donate space for parent meetings, child care, and family support programs

Donate administrative aid and support for program administration. Provide secretarial, bookkeeping, and publishing assistance.

Donate public relations and fund-raising expertise.

Arrange workshops with family support staff members for employees with families.

Recruit volunteers to help with special projects and events..

Adopt a family support center and build a long-term partnership. Hire participating parents when possible.

Provide funding to help a community-based agency start a new family support center in an unserved neighborhood.

Advocate for family support programs at the local and state levels.

--What religious organizations and civic groups can do--

Donate space for parent meetings, child care, and family support programs.

Organize volunteers to make toys and baby blankets or assemble packages of necessities for newborns and donate them to a family support program.

Collect used baby equipment and children's clothing for donation to family support programs.

Organize fund-raising events for family support programs.

Assist a family support program with its community outreach.

Adopt a family support program and establish a long-term partnership.

Organize volunteers to help with building renovation and maintenance.

Recruit volunteers to help with special projects and events.

Encourage members to serve as mentors for families being served by the family support program.

Sponsor a parent education course at a local school or church in partnership with a family support program.

Advocate for family support programs at the local and state levels.

Chinook has a new look...

...and a new sponsor: The Department of Home Economics has committed funds to copy the newsletter for counties in 1994-95. This decision reflects the attitude of collegiality and support expressed by acting Department Head, Dr. Mike Liebman at last Spring's "Strengthening Families and Communities" SUMMIT.

As I mentioned in christening Chinook last Autumn, my major purpose is to feature a variety of issues, insights, and resources for professionals on a particular theme. Some materials will be "ready for use," some require adaptation to a particular purpose (i.e., presentation to a particular group), and others will provide "leads" for investigation further. This year, the publication cycle will parallel the life cycle:

Sept: Children/Schools & Families

Nov: Youth/Conflict & Resolution

Jan: Young Adults/Marriage Preparation

Mar: Mid/Older Adults: Gender Issues at Midlife

May: Family Processes/Transmission of Values

Jul: Resources.

During the past year, several parents, youth leaders, and professionals requested Chinook from me and several county staff reported copying the newsletter for persons in their counties. Since additional copying is expensive, I would suggest that:

**each county offer subscriptions to interested agencies or individuals (\$5.00 per year will bring a profit since 6 ten-page issues \$.05 per page will cost \$3.00), with profits used by the county agent*

**each county keep records of distribution to include in our P.O.W. contact reports;*

**Extension educators pass along comments about the content and format of existing issues and ideas for themes and organization of future issues, to better serve and expand our audience.*

Thanks for the compliments and helpful comments on last year's editions. You deserve the best. Keep up your good work!

Ben Silliman
Extension Family Life Specialist

To help us serve you even better, please share your observations about the newsletter and about its use by UW Cooperative Extension.

1. Chinook is an important source of information on human development and family issues.
True False
2. Several people in our office look at Chinook through the month.
True False
3. I do/will use Chinook in preparing: (Circle items which apply)
News Columns News Releases
Educational Programs Radio Programs
4. I have/will share Chinook with other education and human service agencies and civic or volunteer organizations.
True False

Please clip or fold page and return via penalty mail