

PARENTING EDUCATION

A SPOTLIGHT ON RESEARCH



Early childhood is a critical period of development for children.

- From birth to 3, a child's brain makes 1 million new neural connections every second.
- A child's brain reaches 80% adult size by age 3 and 90% by age 5.
- Parents and caregivers play a foundational role in supporting children's developing brains as well as their social and emotional, physical, and cognitive development.

Positive parenting shapes a child's early years and school readiness.

- Research attributes up to 50% of the school readiness gap to differences in parenting.
- Parenting style accounts for 19% of the gap in mathematics, 21% of the gap in literacy, and 33% of the gap in language.
- Investment in high-quality early childhood education from birth-five is estimated to have a 13% return on investment with the greatest gains seen from programs that begin early at or before birth.
- Early childhood programs that provide parenting education and include opportunities for parents to practice skills have significantly greater impact than those without these components.

There is a need for parenting education.

- Families are more likely today than in the past to live away from their extended families and thus miss out on traditional learning opportunities and social support. Importantly, social support is one of the strongest predictors of resilience.
- Research and knowledge of parenting practices that support positive outcomes for children has grown exponentially and it is essential that we share this information with those who need it most: parents.
- Parenting is learned and can be improved through parenting education.

Parenting education is an opportunity to help children and families thrive.

- Parenting education refers to programs, support services, and resources for parents and caregivers that are designed to provide them with knowledge, skills, and strategies related to parenting, child development, and positive parent-child relationships.
- Research demonstrates that evidence-based parenting education programs relate to social determinants of health as well as increases in: positive parenting practices, children's cognitive and social development, health-promoting behaviors, child and parent mental health; and decreases in: child abuse and neglect as well as parenting stress.
- Parenting education is an opportunity to provide families with research- and evidence-based skills as well as the social support they need to thrive.



Learn more about the benefits of parenting education
and connect with parenting education programs in your community at:

orparenting.org

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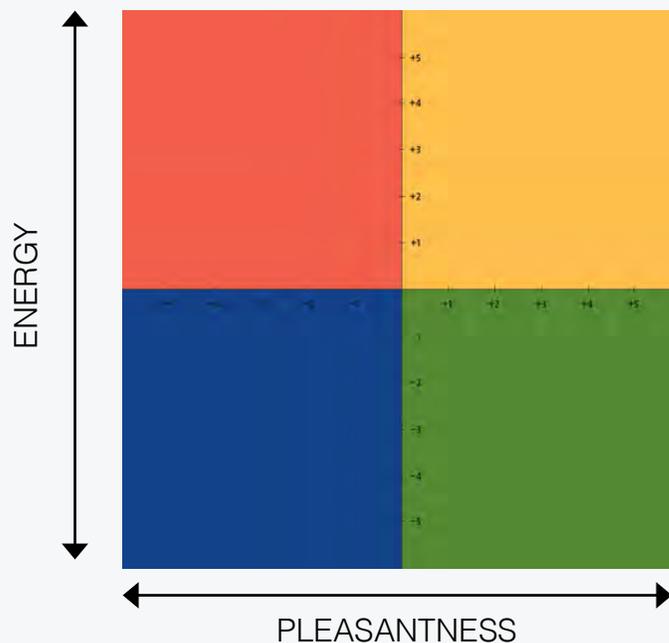
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Mood Meter Check-in and RULER Skills

How are you feeling?



RULER Questions

1. How are you feeling? (Recognizing & Labeling)
2. What happened to make you feel this way? (Understanding)
3. How are you showing your feeling? (Expressing)
4. What are you doing to feel more, less, or the same of that same feeling? (Regulating)

RULER Skills

| | |
|------------------------|---|
| Recognizing emotions | Using cues to understand what we are feeling and what others are feeling |
| Understanding emotions | Understanding the causes and consequences of an emotion |
| Labeling emotions | Giving emotions a name |
| Expressing emotions | How we show and express our emotions and how we show our emotions in socially appropriate ways |
| Regulating emotions | What we think about or do to feel more or less of an emotion or to keep feeling the same amount of an emotion |

RULER Skills in Early Childhood Education

Recognizing emotions

Identifying emotions in ourselves and others allows us to:

- Better understand others
- Have positive social interactions
- Work well in groups
- Know when children need emotional support

Understanding emotions

Knowing the cause of our own feelings and that an event may cause different emotional reactions in each person allows us to:

- Anticipate, manage, or prevent unwanted feelings in ourselves and others
- Promote wanted feelings in ourselves and others

Labeling emotions

Knowing feeling words allows us to:

- Communicate our feelings
- Appropriately manage our feelings
- Help children learn new vocabulary to express their feelings

Expressing emotions

Learning how to display our feelings helps us to:

- Appropriately act in social situations
- Properly model social behavior for children

Regulating emotions

Developing strategies to manage feelings allows us to:

- Pause before acting on unpleasant feelings
- Handle feelings in a thoughtful way
- Create a classroom environment that encourages positive interactions

Feeling Words Curriculum R-U-L-E-R Worksheet

Feeling Word: _____

Recognizing

What does this feeling look like in our faces and bodies and sound like in our voices?

Understanding

What kinds of things happen that might make us feel this way? How does feeling this way affect how we behave?

Labeling

What is the definition of this feeling word? What other feelings relate to this feeling?

Expressing

When we have this feeling, what can we do to show it appropriately at school?

Regulating

Do we usually like to feel this way? If yes, what can we do to have this feeling more often or help others have this feeling? If not, what can we do to change our feeling or help a friend change their feeling?

Moving Around the Mood Meter for Adults

What is a strategy you use to move yourself from the red to the green?

What is a strategy you use to move yourself from the blue to the green?

What is a strategy you use to move yourself from the green to the yellow?

Feeling Words Curriculum Words

| RED | ROJO |
|---|--|
| <p>angry: very upset with someone who did something you did not like (or who did not do something you wanted done)</p> | <p>enojado: enfadado con alguien que hizo algo que no le gustó (o alguien que no hizo algo que querías hecho)</p> |
| <p>scared or afraid: feeling like something bad is going to happen</p> | <p>asustado: sentirse como algo malo va a suceder</p> |
| <p>frustrated: feeling upset because you cannot do something that you want to do</p> | <p>frustrado: sentirse molesto porque no puedes hacer algo que quieres hacer</p> |

| YELLOW | AMARILLO |
|--|--|
| <p>happy: feeling good</p> | <p>feliz: sentirse bien</p> |
| <p>proud: happy about something you did well</p> | <p>orgullosa: feliz por haber hecho algo bien</p> |
| <p>excited: having strong happy feelings about something</p> | <p>emocionada: tener sentimientos fuertes y felices sobre algo</p> |
| <p>brave: feeling strong when you do something, even though it is hard or scary</p> | <p>valiente: sentirse fuerte cuando haces algo, aunque es difícil o te da miedo</p> |
| <p>curious: wanting to know more about something or someone</p> | <p>curioso: querer saber más sobre algo o alguien</p> |

| BLUE | AZUL |
|--|--|
| <p>sad: feeling bad, like you might cry</p> | <p>triste: sentirse mal, como si pudiera llorar</p> |
| <p>worried: afraid that something you don't like may happen; thinking about all the bad things that may happen; nervous</p> | <p>preocupado: tener miedo de que algo que no te gusta va a suceder; pensar en todo lo malo que puede ocurrir; nervioso</p> |
| <p>lonely: feeling sad because you are by yourself and not with others</p> | <p>solitario: sentirse triste porque estás solo y no con otros</p> |
| <p>disappointed: sad because something did not happen the way you wanted it to happen</p> | <p>decepcionado: triste porque algo no ocurrió de la manera que quisiste</p> |

| GREEN | VERDE |
|---|---|
| <p>calm: feeling relaxed</p> | <p>tranquilo: sentirse relajado</p> |
| <p>cooperative: willing and able to work well with others</p> | <p>cooperativo: dispuesto y capaz de trabajar bien con los demás</p> |
| <p>caring: looking after others; making sure others are okay</p> | <p>cariñoso: cuidando otros; asegurando que los demás están bien</p> |
| <p>kind: being nice to others</p> | <p>amable: ser agradable a los demás</p> |

Feeling Words Curriculum Book List

| | |
|---------------------------|---|
| <p>BRAVE</p> | <ul style="list-style-type: none"> * <u>King Jack and the Dragon</u> by Peter Bently & Helen Oxenbury • <u>Leon and Bob</u> by Simon James • <u>Sheila Rae the Brave</u> by Kevin Henkes |
| <p>EXCITED</p> | <ul style="list-style-type: none"> * <u>The Dot</u> by Peter H. Reynolds • <u>My Apron</u> by Eric Carle • <u>I Like Me</u> by Nancy Carlson |
| <p>CURIOUS</p> | <ul style="list-style-type: none"> * <u>Bear in Love</u> by Daniel Pinkwater & Will Hillenbrand • <u>Look Closer</u> by Brian Wildsmith & Rebecca Wildsmith • <u>Corduroy</u> by Don Freeman • <u>Little White Rabbit</u> by Kevin Henkes • <u>The Thingamabob</u> by Il Sung Na |
| <p>HAPPY</p> | <ul style="list-style-type: none"> * <u>Happy Pig Day</u> by Mo Willems • <u>I Like Me</u> by Nancy Carlson • <u>My Friend and I</u> by Lisa Jahn-Clough • <u>Pete's A Pizza</u> by William Steig |
| <p>PROUD</p> | <ul style="list-style-type: none"> * <u>Elmer's Special Day</u> by David McKee • <u>The Snowy Day</u> by Ezra Jack Keats • <u>An Extraordinary Egg</u> by Leo Lionni |
| <p>CALM</p> | <ul style="list-style-type: none"> * <u>A Sick Day for Amos McGee</u> by Phillip C. Stead & Erin E. Stead • <u>Goodnight Moon</u> by Margaret Wise Brown & Clement Hurd • <u>Quiet LOUD</u> by Leslie Patricelli |
| <p>CARING</p> | <ul style="list-style-type: none"> * <u>A Chair for My Mother</u> by Vera B. Williams • <u>The Mitten</u> by Jan Brett • <u>A Sick Day for Amos McGee</u> by Phillip C. Stead & Erin E. Stead |
| <p>LOVED</p> | <ul style="list-style-type: none"> * <u>Felicity and Cordelia: A Tale of Two Bunnies</u> by Lisa Jahn-Clough • <u>The Kissing Hand</u> by Audrey Penn, Ruth E. Harper, & Nancy M. Leak • <u>A Chair for My Mother</u> by Vera B. Williams • <u>I Like Me</u> by Nancy Carlson |
| <p>COOPERATIVE</p> | <ul style="list-style-type: none"> * <u>Swimmy</u> by Leo Lionni • <u>The Biggest Pumpkin Ever/The Biggest Snowman Ever</u> by Steven Kroll & Jeni Bassett • <u>My Friend and I</u> by Lisa Jahn-Clough |

Feeling Words Curriculum Book List

| | |
|----------------------------|---|
| <p>DISAPPOINTED</p> | <ul style="list-style-type: none"> * <u>Pete’s A Pizza</u> by William Steig • <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst & Ray Cruz • <u>Let’s Talk About Feeling Disappointed</u> by Joy Berry & Maggie Smith |
| <p>LONELY</p> | <ul style="list-style-type: none"> * <u>The Very Lonely Firefly</u> by Eric Carle • <u>Will I Have a Friend?</u> by Miriam Cohen & Lillian Hoban • <u>Swimmy</u> by Leo Lionni • <u>Yoko Writes Her Name</u> by Rosemary Wells |
| <p>SAD</p> | <ul style="list-style-type: none"> * <u>My Friend is Sad</u> by Mo Willems • <u>Will I Have a Friend?</u> by Miriam Cohen & Lillian Hoban • <u>A Letter for Amy</u> by Ezra Jack Keats |
| <p>WORRIED</p> | <ul style="list-style-type: none"> * <u>My Big Dog</u> by Janet Stevens & Susan Stevens Crummel • <u>Will I Have a Friend?</u> by Miriam Cohen & Lillian Hoban • <u>Wemberly Worried</u> by Kevin Henkes |
| <p>FRUSTRATED</p> | <ul style="list-style-type: none"> • <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst & Ray Cruz • <u>Click, Clack, Moo: Cows That Type</u> by Doreen Cronin, Betsy Lewin, & Randy Travis • <u>Caps for Sale</u> by Esphyr Slobodkina |
| <p>SCARED</p> | <ul style="list-style-type: none"> * <u>There’s a Nightmare in My Closet</u> by Mercer Mayer • <u>When I Feel Scared</u> by Cornelia Maude Spelman & Kathy Parkinson • <u>Llama Llama Red Pajama</u> by Anna Dewdney • <u>King Jack and the Dragon</u> by Peter Bentley & Helen Oxenbury • <u>The Kissing Hand</u> by Audrey Penn, Ruth E. Harper, & Nancy M. Leak |
| <p>ANGRY</p> | <ul style="list-style-type: none"> * <u>The Chocolate-Covered-Cookie Tantrum</u> by Deborah Blumenthal & Harvey Stevenson • <u>Sometimes I’m Bombaloo</u> by Rachel Vail & Yumi Heo • <u>My Friend and I</u> by Lisa Jahn-Clough |

Feeling Words Curriculum Spanish Book List

| | |
|-----------------------------------|---|
| Sentimientos Amarillos | <ul style="list-style-type: none">• <u>El Rey Hugo y El Dragón</u> - Peter Bently & Helen Oxenbury• <u>León and Beto</u> - Simon James• <u>El Punto</u> - Peter H. Reynolds• <u>¡Me Gusto Como Soy!</u> - Nancy Carlson• <u>Corduroy</u> - Don Freeman |
| Sentimientos Verdes | <ul style="list-style-type: none">• <u>Buenas Noches Luna</u> - Margaret Wise Brown & Clement Hurd• <u>Silencio RUIDO</u> - Leslie Patricelli• <u>Un Sillón Para Mi Mamá</u> - Vera B. Williams• <u>El Mitón</u> - Jan Brett• <u>Un Beso en mi Mano</u> - Audrey Penn, Ruth E. Harper, & Nancy M. Leak• <u>¡Me Gusto Como Soy!</u> - Nancy Carlson• <u>Nadarín</u> - Leo Lionni |
| Sentimientos Azules | <ul style="list-style-type: none">• <u>Alexander y el Día Terrible, Horrible, Espantoso, Horroroso</u> - Judith Viorst & Ray Cruz• <u>Nadarín</u> - Leo Lionni• <u>Prudencia Preocupa</u> - Kevin Henkes• <u>Se Venden Gorras</u> - Esphyr Slobodkina |
| Sentimientos Rojos | <ul style="list-style-type: none">• <u>Una Pesadilla en mi Armario</u> - Mercer Mayer• <u>Llama Llama Rojo Pijama</u> - Anna Dewdney• <u>El Rey Hugo y el Dragón</u> - Peter Bentley & Helen Oxenbury• <u>Un Beso en mi Mano</u> - Audrey Penn, Ruth E. Harper, & Nancy M. Leak |

RULER Read Aloud Questions

Sample questions for read alouds and discussion

Recognizing

- How is [the character] feeling?
- How do you know he or she is feeling that way?
 - How do his or her eyes and mouth look?
 - How does his or her body look?
- What does a _____ face look like? (i.e. happy/yellow, sad/blue, angry/red)
- What does a _____ voice sound like?
- What does a _____ body look like?
 - Can you show me what your face or body looks like when you feel _____ (angry/red, yellow/happy)?

Understanding

- Why does [the character] feel _____? (i.e. frustrated, sad, happy)
- What happened to make [the character's] feelings change?
- When you feel _____ what do you want to do?
- When you feel _____ what do you want to say?
- What makes you feel _____?
- How would you feel if that happened to you?

Labeling

- What word describes how this character is feeling?
- What other feeling words can you think of?

Expressing

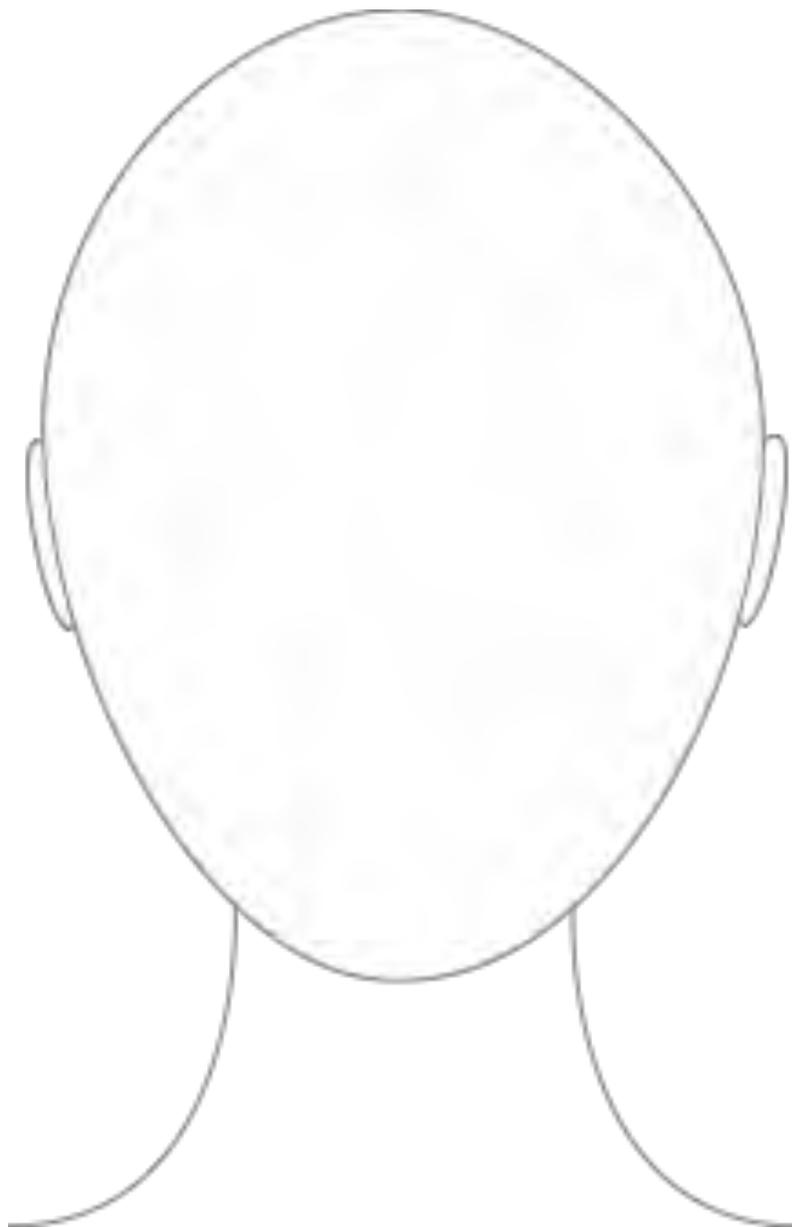
- If you were [the character], what would you be thinking about?
- How did [the character] act when he or she was feeling _____? (i.e. angry, calm)
- What would be a helpful way to tell someone that you're _____?
- What else could [the character] have done or said if he or she was feeling _____ (i.e. blue/disappointed, red/frustrated)

Regulating

- Do you think [the character] likes to feel this way?
 - If not, what could he or she do to feel less of this feeling?
 - If yes, what could he or she do to feel more of this feeling?
- If a friend feels _____, what can you do or say to help?
- When you feel _____, what do you do?

Best Self

In the profile, write down the top five qualities that describe your **Best Self** as an educator.



On the lines below, list one to two specific behaviors for each of the qualities you chose.

Meta-Moment Strategies for Regulating Your Emotions

| Effective Strategies | Actions |
|----------------------|--|
| In the Moment | <ul style="list-style-type: none">• Breathing• Mindfulness/Relaxation• Reframing• Private self-talk• Visualization• Distraction• Physical space/distance |
| Long-term | <ul style="list-style-type: none">• Meditation• Spirituality• Physical activity (stretching, walking, yoga)• Constructive activity (hobbies, reading, cooking, painting)• Entertainment (music, television, videogames)• Modifying the situation• Finding support from others• Taking action for a cause or social issue• Focusing on solving the problem• Working hard to achieve a goal• Shifting or changing the goal• Seeking professional help |

| Ineffective Strategies | Actions |
|------------------------|---|
| | <ul style="list-style-type: none">• Avoidance• Withdrawal• Denial• Ignoring the emotion or problem• Wishful thinking• Rumination and worry• Suppression• Self-denigration• Blaming oneself or others• Procrastination• Acting out• Poor health habits• Abusing substances |

Paper Plate Feeling Faces Activity

Create paper plate feeling faces and play these games in your classroom! Invite families for a make and take activity to create their own feeling faces in the classroom, or, have children make their own to take home and play these games with their families

Materials

- Non-coated paper plates
- Markers or crayons
- Construction paper or tissue paper
- Gluesticks



Feeling Faces Sleeping Game

Have children pretend to sleep as you sing or chant: *“Sleeping, Sleeping, all the children are sleeping.”*

Then say:

“And when they woke up, they were feeling red and angry and stomping around!”

Have children pretend to be angry/red until you sing the Sleeping song again. Choose different feelings and behaviors as you continue playing (e.g., yellow/excited and jumping up and down!).

Feeling Faces Freeze Game

Turn on music and have children dance when the music plays and freeze when you pause the music.

When it is time to freeze, hold up one of the feeling faces and ask children to freeze making that face/body posture.

Model the feeling and play along with the children!

Continue dancing and freezing.

Feeling Faces Song

Sing this song with your class to the tune of “Mary had a Little Lamb.”

*I can make a feeling face, feeling face, feeling face.
I can make a feeling face, watch and copy me!*

Make a feeling face (e.g., happy, sad, surprised, disgusted) and see if children can guess the feeling you are expressing. Repeat the song and let children have a turn making faces as well. Alternately, hold up a paper plate face and have children copy the face.

Feeling Faces Game

Play a guessing game with the children in your class!

Hold up a paper plate feeling face, but turn it away from children so that they cannot see which one you have. Give them clues about what might have caused the feeling you chose or what the feeling looks like. For example: “Today my ice cream cone dropped on the floor. I wanted to play outside, but it started to rain. How do you think I am feeling?”

Let children have a turn choosing faces and giving clues!

Feeling Faces Transitions

Use your paper plate feeling faces to make transitions fun and help children practice emotional intelligence.

As you walk down the hall or transition from one activity to another, hold up one of the feeling faces and ask children to move modeling that face/color. For example, have children:

- stomp like they are feeling red/angry
- hop like they are feeling yellow/happy
- tiptoe like they are feeling green/calm or
- glide like they are feeling tired/blue

Practicing RULER at Home

| RULER Skill | What can parents do? | What can parents say? |
|---|---|--|
| <p>Recognizing: <i>Identifying emotions in oneself and others using cues from faces, bodies, and voices</i></p> | <ul style="list-style-type: none"> • Pay attention to your emotions and the emotions of your children, and check in on the Mood Meter together • Point out and discuss the facial expressions, vocal changes, and body language that go along with different emotions | <ul style="list-style-type: none"> • “How are you feeling?” • “What color are you on the Mood Meter?” • “I see you have a big smile and a lot of energy – are you feeling excited?” |
| <p>Understanding: <i>Knowing what causes an emotion and the consequences of that emotion.</i></p> | <ul style="list-style-type: none"> • Discuss with your child what leads them to feel a range of emotions • Share how your own feelings have effected your thoughts and behavior • Model empathy, putting yourself in someone else’s shoes | <ul style="list-style-type: none"> • “What makes you feel happy? What makes you feel sad?” • Tell a personal story about a time that you felt a certain way. Explain what caused you to feel that way, how you showed your feelings, and how you handled your feelings • Share with your child what you do to help those around you feel less sad |
| <p>Labeling: <i>Having and using vocabulary to describe the full range of emotions</i></p> | <ul style="list-style-type: none"> • Use a wide range of emotion words with your child • Encourage your child to find the most accurate word to describe their feelings • Discuss new feeling words you come across in books and movies | <ul style="list-style-type: none"> • Some words your child may learn about in school this year are: happy, excited, curious, brave, proud, angry, scared, frustrated, sad, worried, lonely, calm, cooperative and caring • When your child learns a new word, have them draw a picture of a time they felt that way |
| <p>Expressing: <i>Knowing how and when to express emotions with different people and in different situations</i></p> | <ul style="list-style-type: none"> • Talk about and act out what your body looks like when you are angry, excited, sad, or calm. Try walking around the room in an angry way (stomping your feet), and then in an excited way (skipping or jumping) • Look in the mirror together and make different feeling faces • Help children evaluate the best time and place to express their feeling | <ul style="list-style-type: none"> • Choose a phrase like “it’s my birthday” and say it in different ways, pretending to be angry, excited or sad • Play a feelings guessing game – make a face and ask your child “how am I feeling now?” • Say, “I want to talk about what happened in the grocery story. I see that you’re more calm now, are you ready to talk about it?” |
| <p>Regulating: <i>Knowing and using effective strategies to prevent, reduce, initiate, maintain, or enhance different emotions</i></p> | <ul style="list-style-type: none"> • Model effective strategies when you manage your own feelings • Help your child to find useful and successful strategies for managing the emotions they experience | <ul style="list-style-type: none"> • “I am feeling very angry. I need to walk away and take a few deep breaths” • “I see you are frustrated. Let’s take a few deep breaths together to calm down and think about what we can do” |