

SKILLS OF PARENT EDUCATORS AND PROFESSIONALS WHO WORK WITH FAMILIES

This survey has been developed by The Texas Registry of Parent Resources at the University of North Texas Center for Parent Education. We need your assistance in recognizing skills of parent educators. Below is a list of skills identified in the research literature. **These skills refer to Parent Educators.**

Please mark each area according to your choices. One indicates it is most important, and 5 indicates least important.

SKILLS OF PARENT EDUCATORS

I. <u>Child Development & Lifespan Development</u>	Most Important 1	2	3	4	Least Important 5
1. Read and communicates knowledge about growth and development of children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Conduct research about human development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Use adult life skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Provide rationale for daily practice based on relationship to theories of child development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
II. <u>Dynamics of Family Relationships</u>	Most Important 1	2	3	4	Least Important 5
1. Explain the impact of interpersonal relationships on family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Promote effective communications within families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrate respect and sensitivity towards parents and support their growth through the developmental stages of parenting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Lead families in using conflict resolution and problem solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Respect individual families by utilizing a variety of interaction techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. <u>Family Life Education</u>	Most Important 1	2	3	4	Least Important 5
1. Set goals and plan enrichment for parenting.	0	0	0	0	0
2. Teach positive parenting and marriage enrichment skills.	0	0	0	0	0
3. Develop, critique, and evaluate effective programs, curricula and materials for families.	0	0	0	0	0
4. Assess and apply research in the field of parent education and family support.	0	0	0	0	0
5. Develop effective methods to attract and involve school agencies, administrators, and community groups in the field.	0	0	0	0	0
6. Develop effective methods to attract and involve families in programs and learning.	0	0	0	0	0
7. Use marketing and promotion techniques to recruit and involve families in family life education.	0	0	0	0	0
8. Other	0	0	0	0	0
IV. <u>Guidance and Nurturing</u>	Most Important 1	2	3	4	Least Important 5
1. Model and encourage nurturing behavior among adults with their children.	0	0	0	0	0
2. Demonstrate effective forms of guidance and discipline.	0	0	0	0	0
3. Other	0	0	0	0	0
V. <u>Health and Safety</u>	Most Important 1	2	3	4	Least Important 5
1. Locate and access information about health and safety.	0	0	0	0	0
2. Provide appropriate resources and make referrals for health and safety needs.	0	0	0	0	0
3. Emphasize the impact of stress on physical and mental health of children and parents.	0	0	0	0	0

4. Relate ways to identify child abuse in a professional and sensitive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Utilize " universal health precautions".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VI. Diversity in Family Systems					
	Most Important 1	2	3	4	Least Important 5
1. Communicate effectively with populations of different cultural backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrate and practice respect and appreciation for diversity in families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understand, communicate and appreciate family history and cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VII. Professional Practice Methods Related to Adult Learning and Family Support					
	Most Important 1	2	3	4	Least Important 5
1. Practice ethical behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Refer parents to professionals for assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Set up appropriate environments for teaching families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use appropriate methods for teaching adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Involve parents in planning and implementation of family programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Emphasize active learning and development for adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VIII. School and Child Care Relationships					
	Most Important 1	2	3	4	Least Important 5
1. Facilitate parent involvement in schools/child care settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Build effective partnerships and communication by and between parents, teachers, staff and administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Communicate child development information to educators and administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IX. <u>Community Relationships</u>					
	Most Important 1	2	3	4	Least Important 5
1. Collaborate, nurture, protect and support families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Advocate, involve and volunteer for children and families in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Provide families with access to financial and human resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Help families to identify and access resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Facilitate interactions between family systems, social agencies and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X. <u>Assessment and Evaluation</u>					
	Most Important 1	2	3	4	Most Important 5
1. Conduct effective program evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Apply theoretical concepts and terms related to assessment and evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Identify and utilize key assessment and evaluation tools in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Integrate needs assessment into the initial and continual design of programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Select and use appropriate measures to evaluate programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Conduct evaluation of staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Use evaluation results for staff development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use evaluation results for continual program improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>