Families, Schools, and Communities
Building Partnerships for Educating Children

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I dedicate this edition to Mary Rivkin, colleague, friend, and boon companion for over 25 years.—PS

I dedicate this edition to my husband, Brian, and daughters, Caroline and Charlotte. Thank you for always loving and supporting me.—MLS

I dedicate this edition to my husband, Byron, who bravely enters each new challenge with me.—HR-K

I dedicate this edition to the memory of my wife, Nita Hale Barbour, who left a superb legacy to all of us working in early childhood education.—CB
ABOUT THE AUTHORS

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Chandler Barbour is a retired professor of Education from Towson University, and now lives in coastal Maine. He worked as a teacher and administrator in elementary schools and universities over a period of 42 years. He and his late wife, Nita Barbour, conceived of and developed this text, which is now in its seventh edition. Dr. Barbour is co-author of three books on teacher and school partnerships.
PREFACE

The challenging world of 21st-century America presents new developments that emerge and affect educators’ daily work. Our communities and therefore our children and their families experience unemployment and financial crises, health-care changes, immigration issues, an opioid epidemic, and global crises as well as gender issues and racial concerns. The continuing and ever-expanding influence of technology and media use affects almost everything we do.

But the critical task of nurturing, raising, and educating children remains at the front of our professional agenda. Our unchanging view is that it must be done well and humanely in spite of the changes and challenges we find around us. Additionally, it means developing very strong connections with children’s caregivers and with the communities in which they live.

If you are preparing to work as a teacher, child-care professional, or in some other educational role, you will find this text valuable. While we use and refer to the school curriculum, structures, and administration context, the main thrust of our work is on how those conventional school elements link with the everyday lives of children. Our big argument is our belief that bringing about successful collaborations and partnerships among families, schools, and communities will make learning experiences more productive and positive for all concerned.

In getting ready for collaboration and partnerships you will need to understand a great deal about the context of children’s lives as well as the lives of their caregivers. We devote a lot of space to presenting the social–cultural framework in America into which education and development must fit. Then we show routes and models for how families and educators can thrive and prosper in that context. To this end, we have brought several new and improved features to this text that will help teacher candidates as well as experienced educators.

NEW TO THIS EDITION

• In-chapter eText elements: the Pearson eText format permits access to our text by a variety of devices, enables hyperlinks to websites, and provides interactive text features. Video examples include both Pearson and YouTube videos, and are featured in every chapter. Video is used to deepen understanding and illustrate key concepts and strategies as the student first encounters a concept.
• Check Your Understandings quizzes are aligned with Learning Outcomes, and are included at the end of every major section of text in every chapter. These multiple-choice and short answer quizzes support student learning and understanding by helping readers’ self-check comprehension.
• A new chapter, Communication Strategies for Collaboration, has been added to the text, and offers many practical suggestions with multiple examples, such as a sample handbook for classroom or child care that can be adapted for individual use.
• The text has been streamlined with the subtraction of the chapter that detailed the history and philosophy of parent and community involvement in education. The most essential information from that chapter has been inserted strategically into other chapters of the text.
Why This Topic Matters continues to open each chapter, but now strengthens the connection between each chapter’s focus and its relationship to partnerships among the three settings.

Learning Outcomes, which open each chapter, have been streamlined and are more closely aligned to headings, formative assessments, and activities to ensure consistency throughout the chapter.

The latest statistics on population diversity are highlighted to emphasize variations in gender issues, ethnic factors, spiritual beliefs, and political motivations.

Newly constructed and revised figures, graphs, and tables expand text information in a graphic mode.

Military families and their special challenges have expanded coverage as an understudied population.

Outdoor classrooms, PlayPods, and nature education highlight new areas that match the thrust of this text.

Vignettes have been updated to promote student engagement with real-life stories that help strengthen understanding of chapter content. Other features—Media Matters, Ideas for Your Classroom, Examine Your Beliefs and Practices, and Perspectives on Diversity, have been updated to promote additional application strategies.

How Learning about this Topic Will Help You Become a Better Teacher is a new feature that concludes each chapter by helping the reader connect the chapter content to their professional goals.

Education of children is one of the biggest concerns in the United States today. Political figures at all levels, the general public, and many social agencies wonder if our schools are going in the best direction. This concern is not new, of course, and questions about educational reform have existed for generations. But in addition to academic concerns, today’s schools face challenges related to evaluation and management issues, protection and child health measures, and curricular matters.

Our text presents the argument that strong educational programs are best achieved when school personnel work carefully with children’s families and the surrounding community. Too often, the social settings of school, home, and community pull in different directions when successful collaboration on agreed-upon objectives provides a more successful outcome.

The idea of agency collaboration in many ventures has moved to the forefront in the past few decades. We now find partnerships emerging in welfare and health programs, in environmental and urban development programs, and in courts and incarceration programs. Former President Barack Obama’s administration moved the issue of cooperative and collaborative action to center stage. While the direction of education under President Donald Trump seems to be veering in the direction of increased focus on vouchers and charter schools, hopefully it will remain a good time to forge new relationships between schools, families, and communities—so many seem ready to accept collaboration.

In this book, we acquaint our readers with the many influences focused on young children and how these factors affect the child’s interests and readiness to learn. We also present a case for the beyond-the-school curriculum that so often gets lost in our concerns for school objectives. We are convinced that with good planning, teachers can make education more effective for children by uniting and using the reservoir of outside help in homes and communities. In other words, this book makes a case for a “school and beyond” curriculum for young children.

Significant steps for improving children’s education through collaboration and partnership are already being taken in schools and communities across the United States. Research studies, controlled assessments, and personal accounts support new
partnership approaches. The authors salute all these efforts. We are convinced that teachers can make big impacts on the children in their classes through their efforts to involve parents and community members in their classrooms. We also maintain that most schools do not need to reconceptualize curricula or change their current teaching practices. The big job now is to study and adapt the amazing examples that already exist to fit the needs of individual programs, schools, and communities. This text aims to help readers learn how to do just that.

ORGANIZATION OF THIS TEXT

The beginning chapter of this text, *Home, School, and Community Influences on Children’s Lives*, provides a clear introduction to the three social settings—home, school, and community—discusses how these social settings interplay to affect children’s lives, and the importance of collaboration between the three. It also establishes the theoretical framework of the text (Bronfenbrenner’s human ecology theory), offers an overview of the philosophical perspectives of education, and introduces many of the issues that will be dealt with in greater detail in later chapters of the text.

Chapter 2, *Viewing Family Diversity*, presents information about the various family configurations present in the United States. In reviewing different family patterns and clarifying the many ways in which families function, we hope to help prospective teachers better understand the children they will teach. This information also helps prospective teachers grasp the range of situations that professionals encounter as they work with children in a diverse society. Our hope is that readers will appreciate our urging of more collaboration in light of this diversity.

Chapter 3, *Understanding Roles and Experiences of Parents*, focuses on how caregivers meet children’s needs through various nurturing practices. We explore how cultural patterns, interaction styles, and outside influences may differ from family to family, emphasizing that there is no “ideal” family form. Understanding that most families, no matter how they are constituted, provide appropriate care for their children will help prospective teachers connect more easily with all kinds of families.

Chapter 4, *Early Learning and Child Care: Infancy through School Age*, is devoted to the exploration of out-of-home care for infants, toddlers, preschoolers, and young school-age children. We make the point that teachers working in any setting for young children need to understand how child care contributes to children’s development and family stability. Through discussion of various child-care arrangements and practices, we explore the benefits of quality child care on children’s cognitive, emotional, and social development as well as stability for the family.

Chapter 5, *Working with Families of Children with Disabilities*, focuses on the need in both schools and communities for an inclusive program for children with disabilities. Research and information about the federal laws that mandate inclusive practices have been updated to reflect current requirements and regulatory language. Practical suggestions and sample materials are included to demonstrate ways in which teachers may support families of children with disabilities. Ensuring the optimal growth and development of children with disabilities is a responsibility shared by their families, schools, and community agencies, and in this chapter, we examine the issues from the perspectives of parents, teachers, and other professionals.

Chapter 6, *Protecting and Safeguarding Children*, is an extension of family and school issues, and provides essential information about teachers’ responsibilities for recognizing and reporting suspected child abuse. In this seventh edition, we have updated the research on bullying and included increased coverage of issues related to nutrition and childhood obesity. We have also added content on helping children cope with the
effects of violence and other traumatic events in their communities, including issues related to substance abuse.

Chapters 7 and 8, *Influences of the Home* and *Community Influences on Children’s Development*, respectively, deal with the extensive but informal curricula in homes and communities. Curricula surrounds children, and although we do not always take notice of it, much of what children learn comes from the world outside the classroom. In Chapter 8, we make a stronger connection to the theoretical framework of Bronfenbrenner’s model but continue to provide practical information about place-based education, nature preschools, outdoor classrooms, and the many community opportunities for children’s learning.

Chapter 9, *Communication Strategies for Collaboration*, uses Epstein’s School–Family–Community Partnership Model as the framework for this chapter, with each area of involvement addressed with suggestions for communicating with families in each of these domains. A hallmark of this new chapter is its focus on establishing welcoming schools and classrooms with strong communication through many channels. Many practical ideas for implementing the ideas in this chapter are included, making it very useful for potential teachers.

Chapters 10 and 11, *Establishing and Maintaining Collaborative Relationships* and *Building School Partnerships with Families and Community Groups*, respectively, focus on the possibilities for collaboration among the three social settings. Chapter 10 offers additional practical suggestions for ways teachers, parents, and others can work together. Chapter 11 examines the demanding and often difficult process of merging the efforts of people interested in collaboration. In this final chapter, we present several successful models from around the country that demonstrate collaboration. We believe these time-tested programs can provide helpful examples for agencies and communities that seek to establish healthy partnerships.

The Appendix presents an extensive and reorganized bibliography of current and classic children’s books to help illustrate the family, school, and community diversity presented in this text in a realistic and child-friendly manner. Additional sections have been added on gender identity, expression, and expectations as well as on refugees, immigrants, and migrant workers to reflect current developments in those areas.

**SPECIAL FEATURES**

To assist instructors and students using this text, we have included several pedagogical aids.

**Learning Outcomes, Summaries, and Questions**

Concise statements of each chapter’s main ideas serve as *Learning Outcomes* for the content that follows. We have started each chapter with an overview paragraph—*Why this Topic Matters*—to set the stage, and an ending *How Learning about this Topic Will Help You Become a Better Teacher* helps readers connect this content to their professional goals. The chapter also ends with questions and activities that align with the *Learning Outcomes*. For students, the activities will help apply concepts presented, and stimulate reflection and discussion on the reading as well as on their own experiences.

**Classroom Applications**

While we have maintained many of the *Examine Your Beliefs and Practices* features, we have replaced some of them with additional *Ideas for Your Classroom*. These provide additional strategies that readers can take to the classroom. Our idea is to help readers find personal application for the material being presented.
Vignettes
Stories of real-life events that we have encountered will clarify many concepts presented throughout the chapters. The children in the vignettes represent families from a wide range of ethnic and socioeconomic groups who live in a variety of geographic areas. These personal stories (except the names used) are all from our personal experiences, and give a human connection to each chapter’s information and purpose. New vignettes that relate to timely issues have been added for the seventh edition.

Resources
No text can give comprehensive coverage of the diverse topics included here for either community workers or teacher candidates. All instructors will supplement this content with their specialized knowledge, particular readings, and projects. We provide a small list of key organizations and agencies that relate to our profession, as well as websites that give current information and status reports for our chapter features.

Figures and Tables
Throughout the text, we have encapsulated text content in a table or a figure for review or, in some cases, to translate pieces of information. These are expanded and updated from US Census Bureau data and research studies.

Bibliography of Children’s Books
The selections in the Appendix present examples of children’s stories from different family arrangements in a variety of settings. This updated bibliography provides instructors, in-service teachers, and other professionals with curricular material to illuminate the chapter content. Two additional sections on gender identity, expression, and expectations as well as on refugees, immigrants, and migrant workers are new to this edition, and reflect current developments in those areas. The bibliography will be particularly valuable for Chapters 2 through 8.

Glossary
Readers will find the Glossary helpful in defining the specialized terms we have used. The bolded terms in the text—if clicked on in the eText—will direct the reader to the Glossary definitions.

SUPPLEMENTS
The following instructor tools supplement, support, and reinforce the content presented throughout the text. All supplements are available for download for instructors who adopt this text. Go to pearsonhighered.com, click on “Educators” under “Our Customers,” register for access (if you have not already), and download files. For more information, contact your Pearson representative.

Online Instructor’s Resource Manual
The Instructor’s Resource Manual extends the activities, questions, and overviews from each chapter to provide professors with additional practical application.

Online Test Bank
The Test Bank includes essay, multiple-choice, and true/false test questions to assess student understanding of chapters. An Answer Key is provided.
Online PowerPoint® Slides
The PowerPoint® slides can work in conjunction with the Instructor’s Manual to summarize key chapter concepts.

TestGen
Test Gen is a powerful assessment generation program available exclusively from Pearson that helps instructors easily create quizzes and exams. Install TestGen on your personal computer (Windows or Macintosh), and create your own exams for course testing for both print or online use. It contains a set of test items organized by chapter and based on the text’s contents. The items are the same as those in the Online Test Bank. The tests can be downloaded in a variety of Learning Management System formats.

ACKNOWLEDGMENTS
The authors have received help and support from a number of individuals. We wish to acknowledge in particular Harper King, Merriwether King, Jane McLoughlin, Margaret McLoughlin, Beatrice McLoughlin, Caroline Stites, and Charlotte Stites for creating the attractive and charming illustrations that enhance the beginning of each chapter. Special thanks to Merriwether King, who also designed our cover art.

We would also like to thank the following individuals who reviewed the previous edition for their valuable input, which helped make this seventh edition a success:
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