

Research Summary and Bibliography

Rhode Island College
ECED 503
December 7th, 2010

Topic

- I will be reviewing research about parenting and different types of families that infants and toddlers are apart of.
 - Nuclear
 - Extended
 - Single Parent
 - Same Sex Parents
 - Divorced Parent

Article One:

Influences of Family-Systems Intervention Practices on Parent-Child Interactions and Child Development

- **Topic**
 - The extent to which families influence parent and child relationships as well as the child's development.
- **My Thoughts**
 - This article had a lot of great information from past research as well as from the results of its study.
 - I learned that providing help and support was directly related to family-systems intervention and indirectly related to self-efficacy mediated by the family-systems.
 - Parent well-being was directly related to both parent and child interactions as well as child development, which I can see through my experiences how this happens.
 - Another piece of information that confirmed my experiences with young children and their parents is that child disability was negatively related to child development but positively related to parent and child interactions.

Article Two:

Effects of Family Foundations on Parents and Children: 3.5 Years After Baseline

- **Topic**
 - This article looked at the ability of a psychosocial prevention program implemented through childbirth to enhance the co-parent and couple relationship, the mental health of parents, the parent-and child relationship, and child outcomes.
- **My Thoughts**
 - I feel that this article confirmed most of what I knew about expecting parents and the stress that a new baby can bring the to overall relationship and functioning of the adults.
 - The prevention programs that this article discussed seem to be helpful according to the results of the study that said positive intervention effects for parenting stress, efficacy, and depression.
 - The prevention programs were also said to have an effect on the overall measure of positive co-parenting and relationship satisfaction.
 - Significant intervention effects were found on the child measures of behavior which definitely makes a lot of sense.

Article Three:

Family Functioning and Interactive Patterns in the Context of Infant Psychopathology

- **Topic**
 - Family functioning and mother and infant relationships were examined in the study discussed in this article.
- **My Thoughts**
 - The results were presented in three sections:
 - These findings are consistent with what I have seen in terms of family functioning
 - 1: The diagnostic composition of the referred group is presented and discusses the different disorders that were found; such as feeding behavior disorder, feeding behavior disorder, and attachment disorder.
 - 2: Group differences between the referred and the non-referred groups on family functioning, maternal symptoms and observed mother and child interactions were also presented and revealed that referred families were rated lower for behavior control, communication and involvement.
 - 3: Associations between family functioning, interactive behavior, and maternal psychopathology are described and it was revealed that there is negative correlations to each.
 - The results seem to fit with experiences I have seen before.

Article Four:

Grandmother Involvement as a Protective Factor for Early Childhood Social Adjustment

- **Topic**
 - This article looked at the associations between grandmother involvement and grandchild social adjustment.
- **My Thoughts**
 - This topic is something that interested me because I am aware of grandmothers raising their grandchildren but did not know a lot about it.
 - I learned that negative emotional reactivity was associated with social competence for grandchildren with low levels of grandmother involvement.
 - Grandmother s being directly associated with the developmental outcomes of their grandchildren is still relatively new in the research world and the study concluded that there needs to be more information collected.
 - I agree with the need for more research so that as educators we can better support our infants, toddlers and other young children.

Article Five:

*Family Involvement for Children with Disruptive Behaviors:
The Role of Parenting Stress and Motivational Beliefs*

- **Topic**
 - Family involvement is a significant predictor of positive child behavior outcomes.
- **My Thoughts**
 - While looking up studies to review I realized that there is a definite lack of research and information about this topic.
 - The results reported that they found significant but small relations between parenting stress and home and school-based family involvement.
 - Parenting stress was negatively and significantly associated with parent roles and with parents helping children succeed in school.
 - In my experiences with family involvement it is definitely true that stress is brought about when families do not feel comfortable with the academic support they need to provide to their children.

Article Six:

*Developmental Family Processes and Interparental Conflict:
Patterns of Microlevel Influences*

- **Topic**
 - Children's influence on marital conflict and parents' influence on each other.
- **My Thoughts**
 - There was a lot of helpful information in this article, but still not enough has been done when research is concerned.
 - The results of the study showed that the number of conflicts were positively correlated with marital positivity and negatively correlated with husbands' negativity.
 - Most of the results of the study confirmed my ideas about family conflicts and child outcomes.
 - Children are able to react to parental conflicts only when they are present during the conflicts.
 - Child's behavior correlated positively with husbands' marital satisfaction, and children's negativity correlated positively with both partners' negativity.

Article Seven:

*Parenting Practices and Child Adjustment in Different Types of
Households*

- **Topic**
 - This article looks at various households to investigate differences in parenting practices and child outcomes by type of household.
- **My Thoughts**
 - The results indicate that mothers provide similar levels of parenting regardless of family structure and secondary caregivers show a great deal of variation in quality of parenting.
 - Based on this information, I think that it is fair to say that some of this common knowledge is to most educated.
 - Fathers and grandmothers engage in the highest quality of secondary parenting, stepfathers the poorest, with other relatives falling in between.
 - This information tells me that parenting tends to be less effective as it moves down the list of caretakers, which has also been evident throughout most of my experiences with young children.

Article Eight:

How Does the Gender of Parents Matter?

- **Topic**
 - This article compares 2-parent families with same or different sex co-parents and single-mother with single-father families.
- **My Thoughts**
 - Mothers (whether heterosexual or lesbian and biologically related to their children or not) typically spent more time than heterosexual fathers on children and family and less on paid work.
 - These results seem to mimic what is typically seen on a regular basis within a day care system. The mothers are usually more likely to handle most aspects of the parenting and responsibility associated with day care.
 - More lesbian than infertile heterosexual co-parents told their children how they were conceived.
 - This information was something that I had not thought about but definitely needs to be considered when the family situation varies from the "norm".
 - Gender seemed to predict successful, involved parenting better than marriage or genetic parentage did.
 - I do not know that this is something I could have predicted.

Article Nine:

*Family Ritual and Routine: Comparison
of Clinical and Non-Clinical Families*

- **Topic**
 - This study explores the relationship between family rituals and child well-being.
- **My Thoughts**
 - Adolescents in the clinical sample, as opposed to those in the non-clinical group, expressed significantly greater concern over their own behaviors and emotions.
 - With these kinds of results it was easy to see that these two groups are very different when it comes to child and family functioning.
 - The non-clinical families scored significantly higher than did the clinical families when it came to overall family ritual functioning.
 - I was not surprised to see these results because I feel that most families that do not require clinical help usually have pretty high family functioning,

Article Ten:

*Families Experiencing Divorce: Age at Onset of Overnight Stays,
Conflict, and Emotional Availability as Predictors of Child Attachment*

- **Topic**
 - This study examined the qualities that contribute to post-divorce child attachment.
- **My Thoughts**
 - Divorced families sharing parenting responsibilities has a result of 54% of children showing an insecure attachment with their mother.
 - This percentage surprised me because I was thinking that it children would show more of an insecure attachment with their father.
 - Something else I learned from this study is that mothers who engaged in more frequent and severe conflict with their former partners showed lower sensitivity, structuring, and non-intrusiveness with their children and had children who showed lower responsiveness and involvement with them.
 - I did not have prior knowledge of these findings, but I do feel that in the experiences I have had with divorced families, the results seem to be pretty accurate.

What did I learn?

- Each of these 10 articles were different, but as a whole, I learned quite a bit of information about parenting and families.
 - I learned that providing help and support was directly related to family-systems intervention and indirectly related to self-efficacy mediated by the family-systems.
 - The article about psychosocial programs confirmed most of what I knew about expecting parents and the stress that a new baby can bring to the overall relationship and functioning of the adults.
 - I learned that associations between family functioning, interactive behavior, and maternal psychopathology are described and it was revealed that there is negative correlations to each.
 - I also learned that negative emotional reactivity was associated with social competence for grandchildren with low levels of grandmother involvement.
 - While looking up studies to review I realized that there is a definite lack of research and information about family involvement for children with disruptive behaviors.

What else did I learn?

- Most of the results of the sixth article confirmed my ideas about family conflicts and child outcomes because it said that children are able to react to parental conflicts only when they are present during the conflicts.
- I also learned that the results from the study about different types of household indicate that mothers provide similar levels of parenting regardless of family structure and secondary caregivers show a great deal of variation in quality of parenting.
- The results of parental gender seems to mimic what is typically seen on a regular basis within a day care system. The mothers are usually more likely to handle most aspects of the parenting and responsibility associated with day care.
- Another thing I learned about families is that non-clinical families scored significantly higher than did the clinical families when it came to overall family ritual functioning.
- Divorced families sharing parenting responsibilities has a result of 54% of children showing an insecure attachment with their mother, which is something that I did not realize.

Bibliography

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ECED 503
Review of Research and Bibliography Rubric
Name Grade 28

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
28-30 Points	23-27 Points	0-22.5 Points
<p>Nine to ten page Review of Research and Bibliography submitted on a topic of inquiry related to the early care and education of infants and toddlers that demonstrates a knowledge and understanding of their characteristics, needs, development, or learning. <u>x</u> The review demonstrates an in-depth integration and mastery of relevant theory. <u>x</u> The research review presents knowledgeable, reflective, and critical perspectives of research and demonstrates a high level of skill in identifying and using professional resources and demonstrating inquiry skills and knowledge of research methods. <u>x</u></p> <p>5 Points Standards 1a, 1b, 5d Tools 4, 5, 6</p>	<p>Five to eight page Review of Research and Bibliography submitted on a topic of inquiry related to the early care and education of infants and toddlers that demonstrates some knowledge and understanding of their characteristics, needs, development, or learning. <u>__</u> The review demonstrates an integration and some mastery of relevant theory. <u>__</u> The research review presents some knowledgeable, reflective, and critical perspectives of research and demonstrates an acceptable level of skill in identifying and using professional resources and inquiry skills. <u>__</u> A knowledge of research methods is also demonstrated in the review.</p> <p>4-5 Points Standards 1a, 1b, 5d Tools 4, 5, 6</p>	<p>Less than a five page Review of Research and Bibliography submitted on a topic of inquiry related to the early care and education of infants and toddlers. <u>__</u> The review demonstrates limited integration of and lacks mastery of relevant theory. <u>__</u> The research review lacks knowledgeable, reflective, and critical perspectives of research. <u>__</u> It does not demonstrate an acceptable level of skill in identifying and using professional resources and inquiry skills. <u>__</u> Knowledge of research methods is not demonstrated in the review. <u>__</u></p> <p>0-3.5 Points Standards 1a, 1b, 5d Tools 4, 5, 6</p>
<p>A minimum of 12 to 15 peer-reviewed primary research journal articles are clearly reviewed. <u>__</u> A clear knowledge and understanding of the importance, central concepts, inquiry tools, and structures of the infant-toddler content area and academic discipline are well demonstrated in the review. <u>__</u></p> <p>5 Points Standards 4c/Tools 4, 5, 6</p>	<p>A minimum of 10 to 12 peer-reviewed primary research journal articles are reviewed. <u>x</u> Some knowledge and understanding of the importance, central concepts, inquiry tools, and structures of the infant-toddler content area and academic discipline are demonstrated in the review. <u>x</u></p> <p>4 Points Standards 4c/Tools 4, 5, 6</p>	<p>Less than 10 peer-reviewed primary research journal articles are reviewed. <u>__</u> Limited knowledge and understanding of the importance, central concepts, inquiry tools, and structures of the infant-toddler content area and academic discipline are demonstrated in the review. <u>__</u></p> <p>0-3.5 Points Standards 4c/Tools 4, 5, 6</p>

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>Reviews contain detailed, concise, comprehensive, and in-depth information. The reviews all demonstrate the identification and integration of critical perspectives, essential concepts and resources. <u>x</u> The reviews deepen understanding about the research with a mastery of relevant theory and research, use of inquiry skills, knowledge of research methods and skills in using professional resources. <u>x</u></p> <p>5 Points Standards 4c, 5d Tools 4, 5, 6</p>	<p>Reviews contain detailed and concise information about the research. The reviews mostly demonstrate the identification and integration of critical perspectives, essential concepts and resources. ____ The reviews deepen some understanding about the research. __ There is some mastery of relevant theory and research with use of inquiry skills, knowledge of research methods and skills in using professional resources. ____</p> <p>4-5 Points Standards 4c, 5d Tools 4, 5, 6</p>	<p>Reviews lack detail and specific information about the research. The reviews demonstrate the identification and integration of limited critical perspectives, essential concepts and resources. ____ The reviews demonstrate little understanding of the research. __ There is limited mastery of relevant theory and research with little use of inquiry skills, or knowledge of research methods and skills in using professional resources. ____</p> <p>0-3.5 Points Standards 4c, 5 Tools 4, 5, 6</p>
<p>All of the research is current, published within the last 10-15 years and peer-reviewed. The reviewed research presents an understanding of essential concepts, inquiry tools, structure of academic areas in infant-toddler theory and research. <u>x</u> Ethical research standards guidelines are followed. <u>x</u></p> <p>4 Points Standards 4c, 5b Tools 4, 5, 6</p>	<p>Most of the research is current, published within the last 10-15 years and peer-reviewed. (80-90%) The research presents some understanding of essential concepts, inquiry tools, structure of academic areas in infant-toddler theory and research. ____ Ethical research standards guidelines are followed. ____</p> <p>3-4 Points Standards 4c, 5 Tools 4, 5, 6</p>	<p>The majority of the research reviewed is not current or peer-reviewed. The research presents little understanding of essential concepts, inquiry tools, structure of academic areas in infant-toddler theory and research. ____ Ethical research standards guidelines are not followed. ____</p> <p>0-3.5 Points Standards 4c, 5 Tools 4, 5, 6</p>

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>Mastery of relevant theory and research is presented and reflected with an in-depth, critical knowledge of infant-toddler theory and research in the review. ___ An applied critical perspective is demonstrated reviewing and evaluating the infant-toddler research and methods with inquiry skills in presenting research findings . ___</p> <p>5 Points Standards 4c, 5d Tools 4, 5, 6</p>	<p>Competence of relevant theory and research is presented and reflected with detailed, critical knowledge of infant-toddler theory and research. <u>x</u> An applied critical perspective is demonstrated reviewing and evaluating the infant-toddler research. <u>x</u></p> <p>4.5 -5 Points Standards 4c, 5 Tools 4, 5, 6</p>	<p>Limited knowledge, relevance and understanding of infant-toddler theory and research are demonstrated or reflected. An applied critical perspective is demonstrated reviewing and evaluating the infant-toddler research. ___</p> <p>0-3.5 Points Standards 4c, 5 Tools 4, 5, 6</p>
<p>A high level of skills in identifying and using professional resources is demonstrated through the selection of research that is relevant to knowing and understanding multiple influences on development and learning. ___ It is current and aware of the field’s changing knowledge base and expertly compiled using multiple sources. ___</p> <p>5 Points Standards 1b, 4c, 5 Tools 4, 5, 6</p>	<p>Skills in identifying and using professional resources are demonstrated through the selection of research that is related to knowing and understanding multiple influences on development and learning. <u>x</u> It is current and aware of the field’s changing knowledge base.</p> <p>4.5 -5 Points Standards 1b, 4c, 5 Tools 4, 5, 6</p>	<p>Limited skills in identifying and using professional resources are demonstrated through the selection of research that lacks an awareness of the field’s changing knowledge base with little relation to knowing and understanding multiple influences on development and learning. ___ It is dated and does not reflect the field’s changing knowledge base.</p> <p>0-3.5 Points Standards 1b, 4c, 5 Tools 4, 5, 6</p>
<p>APA format is used consistently and correctly throughout the paper.</p> <p>1 Points Standard 5 Tools 5, 6</p>	<p>APA format is used consistently throughout the paper with few errors.</p> <p>.5 Points Standard 5 Tools 5, 6</p>	<p>APA format is not used or used inconsistently throughout the paper with many errors.</p> <p>0 Point Standard 5 Tools 5, 6</p>

Name _____ Grade 28 Summary 9.5 Total Grade 37.5

Well done review of research and summary. You provide detailed information about each study. Well informed summary of the review.
Grades - Review of Research- 28/30 Summary - 9.5 Grade - 37.5