



WORLD HEALTH ORGANIZATION  
ORGANISATION MONDIALE DE LA SANTE

24593  
WHO/MNH/PRO/88.1  
Distr. LIMITED  
ENGLISH ONLY

**LEARNING TO BE PARENTS  
AN ANNOTATED BIBLIOGRAPHY  
OF PROGRAMMES FOR YOUNG PEOPLE**

**Division of Mental Health  
World Health Organization  
1988**

This document is not issued to the general public, and all rights are reserved by the World Health Organization (WHO). The document may not be reviewed, abstracted, quoted, reproduced or translated, in part or in whole, without the prior written permission of WHO. No part of this document may be stored in a retrieval system or transmitted in any form or by any means - electronic, mechanical or other without the prior written permission of WHO.

The views expressed in documents by named authors are solely the responsibility of those authors.

Ce document n'est pas destiné à être distribué au grand public et tous les droits y afférents sont réservés par l'Organisation mondiale de la Santé (OMS). Il ne peut être commenté, résumé, cité, reproduit ou traduit, partiellement ou en totalité, sans une autorisation préalable écrite de l'OMS. Aucune partie ne doit être chargée dans un système de recherche documentaire ou diffusée sous quelque forme ou par quelque moyen que ce soit - électronique, mécanique, ou autre - sans une autorisation préalable écrite de l'OMS.

Les opinions exprimées dans les documents par des auteurs cités nommément n'engagent que lesdits auteurs.

LEARNING TO BE PARENTS  
AN ANNOTATED BIBLIOGRAPHY  
OF PROGRAMMES FOR YOUNG PEOPLE

INTRODUCTION

Within the WHO Mental Health Programme, the promotion of healthy psychosocial development of children is an important component. To this end WHO is engaged in a variety of activities which encourage the psychosocial development of children some of which are also carried out within the Family Health Programme. Such activities include the promotion of concern for child development in day care, the production of culture appropriate milestones of psychosocial development for children, reviews of the psychosocial implications of child welfare legislation, development of manual on child mental health for a variety of workers with children and other activities which are summarised in a document "WHO's activities in the field of child mental health and psychosocial development" MNH/PRO/86.3.

The place of primary importance for children's development however, is in the home under the guidance of its parents. Parents usually learn how to bring up their children and provide the necessary conditions for healthy development, through having experienced this themselves, having observed it happening to other children and having been supervised as children themselves in providing care to younger children within their household and neighbourhood. In many societies, however, changes are occurring in the family structure which diminish the opportunities available for parents to have learnt. Families are becoming predominantly nuclear, in some cases with one parent only, and the number of children in each household is also decreasing. Children may become more involved in school work and less involved in household tasks. Because of these factors children may have very limited opportunities to observe and practice childrearing skills and indeed can arrive at parenthood themselves without ever having handled a baby or had other experiences in child rearing.

It may be important therefore for education and health authorities in certain countries to introduce training for parenting into schools, colleges or other programmes for reaching young people. Some experience has been obtained with such programmes already and the first part of this bibliography is designed to introduce readers to what is available. Some programmes are aimed at all children, others are aimed particularly at those considered at risk for becoming parents in their early 'teens, whilst others are aimed at pregnant teenagers or those already mothers. The programme for each group may well be different. One feature of programmes for young people in school or college who neither have babies nor are pregnant, is to introduce them to small children in creches and nursery schools sited in or near to their educational institutions. In this way, relevant skills, attitudes and knowledge can be learnt. In a purely classroom environment, the acquisition of knowledge will be the primary activity and skills may be more difficult to learn.

This sort of learning experience has broadly been encompassed in a variety of programmes with different emphases and going under many names. Family Life Education (FLE) is one such name, and the emphasis is often on getting students to understand that they have a choice about being a parent or not, and a choice of how indeed their family might be structured. The aim of other programmes reviewed here is to broaden this education so that potential parents (both male and female) understand what they can do to optimize their children's developmental potential. They can learn about child development and what they can expect of their babies as they grow up. They can learn about discipline, tolerance of misbehaviour and respect for a child's individuality. (These points in particular may be of relevance in reducing tendencies to future child abuse.)

The question remains as to when is it the best time to introduce young people to these skills and concepts. Some might say that it is better to wait for men and women to actually have a child and use this situation to help them learn. This however, can be an expensive use of resources and in some ways it may be easier and as effective to work through educational institutions, although both approaches can be used. The disadvantage of course is that by the time the children have become parents they have lost the skills and forgotten all they learnt. It would be hoped, however, that some of what they learnt would be remembered or at least easily recaptured.

It is hoped that this bibliography will be of help to those who wish to initiate programmes in this field. WHO would be prepared to continue to provide technical advice on this through its various programmes working on these issues.

The second part of this bibliography contains articles about programmes for teenage parents to help them develop their parenting skills. Some of these programmes are aimed at pregnant teenagers, others at young parents. Such programmes for parents who already have a child and who can therefore learn "on the job" will not be the same as those covered in the first part of this bibliography. Nevertheless some of the material in the second part is relevant to the objectives of the first and since the material was collected and reviewed during the preparation of this bibliography, it is included. This second part however does not cover its field with anything like the intensity of the first part.

#### ACKNOWLEDGEMENTS

The World Health Organization wishes to thank Mme T. Lugon for her help in compiling this bibliography and to Mrs M. Edwards for further work on putting it into order.

PART ONE

Partly annotated bibliography of descriptions and other papers on programmes in schools and colleges aimed at providing parenting education for young people who are not yet pregnant or parents.

Ambrosino, L. Looking back. Children Today 1973 ; March-April : 30

The Newton, Massachusetts Public Schools created a work-study programme in child care. Its main purpose was not so much to prepare young people for the possibility of parenthood as to provide potential dropouts with classroom work they could view as related to work in the real world (principles and effects).

Angrist, S. S., Mickelsen, R. and Penna, A. N. Variations in adolescents' knowledge and attitudes about family life: implications for curriculum design. Adolescence 1976 ; 11 : 107-126

Adamou, F. L'éducation de la femme comorienne. Université de Bordeaux II, 62p.

Proceeding from an analysis of the sociocultural significance of women in the Islamic society of the Comoros, the author finds two objectives in traditional education: the conditioning of girls to attachment to their families and to early marriage. He then uncovers the existence of a specific approach to education for women, both in technical training and in the areas of ideological, psychosocial and even moral education.

Arnold, S. and Hoffman, A. Chicago planned parenthood's teen scene: A sociological study for participants. Adolescence 1974 ; 9 : 371-389

De Ath, E. Teaching parenting skills. Journal of Family Therapy 1983 ; 5(4) : 321-335

In this paper some attempt is made to examine: the current pressures on family life and the inevitable focus on parenting; the tasks of parenting; the qualities of successful family functioning; the principles of parent education; and, three models of successful "teaching" of parenting skills - a functional approach, an interactional and an educational approach.

Ayala, G. Parenthood in two subcultures. Adolescence 1983 ; 18(71) : 595-608

The choice of parenthood is compared in two study groups in Rochester, New York: black, low-income adolescents and white, middle-class couples. Sociocultural observation and analysis showed that the decision to become parents was related to different subcultural values. In contrast to middle-class, white adults, the black adolescents did not see marriage as a prerequisite for motherhood, nor did they view completion of schooling and economic independence as phases of maturation which should precede parenthood. Instead, these adolescents expected that becoming mothers would help them to achieve maturation and acceptance as adults. This may have been due to the fact that black adolescents did not see other adult roles as available, whereas middle-class, white couples perceived such roles as being available. At the same time, adolescent pregnancy and out-of-wedlock motherhood were not viewed negatively among low-income black people. One implication of these findings is that health care programmes which encourage birth control to avoid "unwanted pregnancies" may be ineffectual because they do not address the needs of their adolescent patients as seen by the latter in terms of the values of their own subculture.

Batsell, G. A. Parent education: a planned program pays off. Middle School Journal 1983 ; 15 : 10-11

Bell, T. H. Parenting and the public schools. In: Annual Convention of the National Congress of Parents and Teachers (June 1975 : Atlantic City, New Jersey)

Berry, S. R. Teaching infants and toddlers: A parenting curriculum for upper elementary and secondary students. Dissertation - Abstracts - International 1980 ; 40(11-A) : 5704, 520p.

The purpose of this study was to develop a parenting curriculum model for students in order to teach them parenting and child development skills to use with their children in the first three years of life. The study focused on target populations, instructional techniques, curriculum content and programme sponsor.

Boria, M. C., Welch, E. J. and Vargas, A. M. Family life theatre and youth health services. American Journal of Public Health 1981 ; 71(2) : 150-154

The Family Life Theatre, integrated into the Youth Health Services of a medical institution in a large urban community, has achieved rather unusual success. After seven years of experience marked by a constant quest for improvements, what was started in 1973 as a very modest health education programme, through the medium of improvisational theatre, has now become a pilot project, duplicated by many groups and institutions throughout the country. The experiences of the Family Life Theatre, and its multiple ramifications leading to a comprehensive approach to the adolescent health problems, are presented and analysed in a public health perspective. The health education seminars cover the following areas: Human reproduction, sexual identity, the menstrual cycle, contraceptive modalities, pregnancy, labor and delivery, parenting...

Boss, P. G. Teaching adolescents about parenthood. Journal of Home Economics 1980 ; 72 : 40-42

Brandt, G. Storytelling: high school students captivate and teach a preschool audience. Teach Home Economics 1984 ; 28 : 74-75

Bridges, K. R. The development of an instrument to measure attitudes toward education for parenthood and the responses of working and middle class students to the instrument. Eastern Psychological Association, 51st, Hartford, C.T., 1980. 15 p.

Although many education for parenthood (EP) programmes have been developed and implemented, a formal systematic determination of the attitudes of the groups to be served has yet to be conducted. A 110-item Education for Parenthood Attitude Scale (EPAS) was developed to measure attitudes toward EP, and administered to a sample of high school (N=226) and college (N=452) students. Middle-class high school students had significantly more favourable attitudes toward EP than did working-class students, and high school females had significantly more favourable attitudes than males. There were no significant class or gender differences in the college sample. The results suggest that, at least among high school students, there may be more resistance to EP-type programmes among members of working-class families and males. It may be that EP requires a specific orientation programme for working-class groups and males to modify their attitudes in order to make them more receptive to EP.

Brim, O. G., Education for child rearing. New York : New York Free Press, 1959.

Canitrot, A. Apprentissage de la maternité. Pénélope (No. 2) Pour l'Histoire des Femmes 1980 ; 45-46p.

Education of girls. Teaching of women.

Cantinieux, M. Le projet éducatif les adolescents de l'enseignement secondaire 1982

Some findings from an exploratory survey in the Mons-Borinage region. Mons, Université de l'Etat, Département des Etudes et Recherches Psychopédagogiques.

Cantinieux, M. Les enseignements du parentage dans le contexte d'une formation au rôle éducatif 1982

An experiment undertaken with young people aged between 17 and 23. Mons, Université de l'Etat, Faculté des Sciences Psychopédagogiques, D.E.R.P. The adolescents were asked to analyse their own behaviour autoscopically in a play activity with a pre-school child, as part of training in parental relationships.

Cantinieux, M. Les jeunes souhaitent-ils être préparés à leur futur rôle parental? Mons, Université de l'Etat, Faculté des Sciences Psycho-Pédagogiques, D.E.R.P. 1982

Cantinieux, M. Sensibilisation et formation d'adolescents à la pédagogie familiale. Rapport d'activités réalisées au Borinage dans l'enseignement secondaire. Mons, Université de l'Etat, D.E.R.P. 1979

Cantinieux, M. L'information et l'expérience des adolescents en matière d'éducation familiale. Influence de ces facteurs sur l'intérêt à l'égard d'une formation spécifique au rôle parental. Enfance 1984 ; 3-4 : 333-351

The inquiry made about a secondary school adolescent population (in Mons-Borinage, Belgium) brings out an important shortcoming in the preparation of the youth for their future: the majority of them are not informed and have no experience in family education and know nothing about their future parental function. In general, the young object to this situation but do not take any initiatives to remedy this problem. If we consider the different aspects of the subject, it can be said that training youth for their future parental role seems to be more necessary in the mind of the adolescents who are already informed and are experienced as far as educational matters are concerned.

Cantinieux, M. Formation d'adolescents à la pédagogie familiale. Sciences (Les) de l'Education pour l'Ere Nouvelle 1982 ; 2-3 : 143-162

Plan expérimental, Action, Evaluation.

Cantinieux, M. L'exploration du vécu en tant que méthode d'approche des réalités éducatives. Une expérience menée chez les adolescents de l'enseignement secondaire. Sciences (Les) de l'Education pour l'Ere Nouvelle 1983 ; 2 : 103-119

Account of an active exploration of experience among students in the final two years of secondary school to recall and develop awareness of child-parent relationships, as a preparation for the role of parent.

Cantinieux, M. Les problèmes éducatifs et leurs solutions. Perspectives évoquées par les futurs parents. Bulletin de Psychologie 1983; 1984 ; 364 : 371-375

Analysis of the results of a survey of 108 boys and girls in the final two years of their technical and vocational studies to investigate their perception of and solutions of the problems of their future role as parents.

Casey, V. M. High school parent-child education center. Young Children 1974 ; 29 : 90-95

Clayton, M. and Dow, P. P. Exploring Childhood. Children Today 1973 ; March-April : 8-13

A new way for high school students to learn through the Social Studies Programme of the Education Development Center in Cambridge, Massachusetts: learning proceeds, pedagogy, materials, topics, problems ....

Cohen, D. J. Meeting adolescents' needs. Children Today 1973 ; March-April : 28-29

Education for parenthood is a new programme, conceived at a time when many people are questioning the value of a variety of social programmes. Being clear about this programme and what we can expect it to accomplish may lead to better evaluation of its achievements later.

Cohen, E. A study of the effects of several education techniques on junior high school students' knowledge and intended behaviour toward a new area of concern in health education: improving the outcome of pregnancy. Unpublished dissertation. Psychological Abstracts 1979. 62p.

Cooks, A. S., West, J. B. and Hammer, T. J. Changes in attitudes toward parenting among college women: 1972 and 1979 samples. Family Relations 1982 ; 31 : 109-113

Undergraduate women students were administered a questionnaire during the spring semesters of 1972 and 1979 and their attitudes toward parenting assessed. When compared to the 1972 sample, the 1979 sample desired fewer children, was more accepting of non-parenting decisions, expressed more uncertainty regarding desire for parenting as a factor in selection of a mate, and appeared less concerned about overpopulation. These findings are discussed in the context of changes in sex roles during the 1970's.

Costanzo, W. Comment améliorer les connaissances et les attitudes à l'égard du problème des enfants maltraités?. Revue Internationale de l'Enfant, Genève 1979 ; 41 : 35-41

Comparison of two courses in parenting for adolescents. The object of this study was to assess the effect of structured versus non-structured training in parenting on the factual knowledge and attitudes of adolescents towards child abuse. Unpublished doctoral thesis, Temple University, 1977.

Constanzo, E. The effects of a structured versus a non structured parenting - training treatment on factual knowledge of and attitudes towards child abuse in adolescent females. Unpublished doctoral thesis, Temple University, 1977.

Coward, R. T. and Kerckhoff, F. G. Parent education in the public schools. Journal of Home Economics 1978 ; 70 : 24-27

Parent education refers to purposeful training in preparation for the responsibilities of parenthood. It is based on the premise that persons can learn appropriate and effective strategies for responding to children: existing programmes, parent education versus child development, public resistance, needed changes, home economists' role, teacher education, a crucial commitment.

Cutler, N. R. and Grossberg, G. T. The use of ethological principles in teaching parent-child relations to elementary school children. Education Chula Vista, Cal. Education USA 1978 ; 98(u) : 397-402

Dall, P. W. and Dickson, P. Model program for student volunteer experience in a child development course. Journal of College Student Personnel 1983 ; 24 : 84-85

The goal of this model programme is to augment the information presented in lecture form in the classroom with an opportunity for direct observation of children as they progress through developmental stages. A description of the programme.

Dittman, J. and Norman, M. People builders: a parenting education fair. The Journal of Home Economics 1985 ; 77 : 31-33

Durbin, L. Mice and bears, robbers and barbers, a day at Gaithesburg High School Child Development Laboratory. Children Today 1973 ; March-April : 19-23

Programme, Methods, Funds, Students' appreciations.

Elardo, P. T. and Caldwell, B. M. The Kramer adventure: a school for the future? Childhood Education 1974 ; 50 : 143-152

Essman, C. S. Sibling relations as socialization for parenthood. The Family Coordinator 1977 ; 26(3) : 259-262

The role of siblings in the learning of parental roles.

Eversoll, D. B. Changing father role: implications for parent education programs for today's youth. Adolescence 1979 ; 14 : 535-544

This study was concerned with measuring perceptions of a random sample of college students toward the "father role". The sample consisted of 346 males and 309 females from seven different college majors. The Father Role Opinionnaire (PRO) was developed to compile data on five sub-role dimensions of the father role - nurturing, problem solver, provider, societal model, and recreational.

The results suggested that the males and females were not significantly different on the PRO scales of "societal model" and "recreational". The females, however, did put significantly more emphasis on the father behaviour typical within the sub-role category of "nurturing" and significantly less emphasis on the father behaviour typical within the sub-role categories of "problem solver" and "provider". Overall results indicate a more traditional expectation pattern for the males than for the females on their views of fathering.

Eversoll, D. B. (et al.). Children as a valued resource: myth or reality? Illinois Teacher of Home Economics 1983 ; 27(2) : 44-46

The Attitudes Toward Timing of Parenthood Education Scale is an effective questionnaire for use in parenthood education, stimulating the discussion of role choices and role changes facing young people today.

Feldman, S. S. and Nash, S. C. Changes in responsiveness to babies during adolescence. Child Development 1979 ; 50 : 942-949

Interest in babies was assessed in 30 high school seniors (16-17 years old) and 32 college freshmen (18-19 years old) by means of measures which varied from passive perceptual responses to pictures, to more active-instrumental behavioural reactivity to an actual baby in the presence, and finally in the absence of an adult. Trait theory and sociobiology predict stable sex differences across adolescence, whereas role theory anticipates sex differences during early to mid-adolescence which phase out by late adolescence. In line with role theory, there was an absence of sex differences among college students in their responses to pictures of babies and to alive baby. It was the low level of interest exhibited by high school males (e.g. physical contact, touches baby, talks to infant, disinterest in baby) that accounted for the sex differences found among high school students and the age differences apparent among males. Findings were discussed in terms of role demands for males and females at different junctures of adolescence as a function of the development and consolidation of sex-role identity.

Feldman, S. S. and Nash, S. C. Interest in babies during young adulthood. Child Development 1978 ; 49 : 617-622

Interest in babies was studied in 120 young adult males and females belonging to 4 stages of life, cohabiting singles, childless-married, those expecting their first child and parents of an infant. measures included responsibility to an unfamiliar baby in a waiting-room situation, interest in pictures of babies, and a sex-role self-concept inventory. Stages in the family life-cycle were of no relevance to males' interest in babies but were found to trigger females' interest. Specifically, mothers of infants were

more responsive to babies than were childless subjects. Sex differences in responsiveness to babies were absent for the 3 childless groups but emerged at parenthood, reflecting the increased sensitivity of new mothers to babies. Femininity scores from a sex-role self-concept correlated modestly with interest in babies as did experience with infants. The findings are discussed in terms of differential role demands and contact with babies.

Feldman, S. S., Nash, S. C. and Cutrona, C. The influence of age and sex on responsiveness to babies. Developmental Psychology 1977 ; 13 : 675-676

Fuller, B. and Lez, G. Toward more human schools: Exemplary efforts in self-concept, human values, parenting and school climate. A report to the California Legislature, 56. Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 93802, 1981

The California Legislature asked the State Department of Education to identify good school programmes in the areas of self-concept, interpersonal skills and parenting. This report describes various ways schools have improved programmes and extracts factors or elements common to all the improvement efforts. Reports of visits to 12 exemplary programmes and schools are presented. Part 2 of the report briefly outlines general observations from the entire set of case studies. Part 3 then examines specific levels or paths for improvement and explores specific factors and curriculum areas. Part 4 reports the case studies and shows how implementation steps interact with local conditions to yield the unique content and organizational shapes of individual programmes. Part 5 examines specific means for improvements-- teacher skills, collective participation and discussion by teachers and parents and resources. Part 6 contains resource and networking information.

Gaines, J. The right to quality life: A challenge for parenting education. Health Education 1981 ; 12(2) : 18-20

Risks are greater for infants born to mothers who drink, smoke, use drugs, have poor nutrition, lack adequate prenatal care or who are in adolescence. Parenting education and promoting healthy lifestyles among expectant parents is an essential component of education for responsible sexuality.

Gordon, S. and Wollin, M. Parenting: a guide for young people. New York : Oxford Book Company, 1975. 184p.

This book focuses on education for parenthood; it discusses the selection of a partner, how to have or avoid having children, the processes of conception, pregnancy and birth, child development, and "creative" parenthood. The emphasis throughout is on responsibility: the duty of parents to plan for a wanted child and to encourage their children's physical, emotional and mental development.

Grams, A. Le parentage, un nouveau rôle social. Ecoles des Parents 1976 ;  
3 : 47-53

Gritzmacher, J. E., Shannon, T. and Watts, J. Effectiveness of  
parenting/child development vocational home economic program. Illinois Teacher  
1971 ; 14 : 236-249

Gross, B. and Gross, R. Parent-child development centres. Children Today  
1977 ; November-December : 18-22

Creating models for parent education in the Birmingham, Alabama,  
Parent-child Development Centre funded by the Administration for Children  
Youth and Families(ACYF).

Grossenbacher Boss, P. and Oakey Hooper, J. Teaching adolescents about  
parenthood. Journal of Home Economics 1980 ; 72 : 40-42

A cost-benefit model for teaching responsible decision making to reducing  
the incidence of adolescent pregnancy.

Gruber, K. Parenthood knowledge of students in vocational home economics  
programs. An unpublished Master's thesis, Iowa State University, 1979.

Halperin, M. and Halperin, D. S. The adolescent girl and contraception.  
Notes on the psychodynamics of pregnancy and motherhood desires.  
Contraception - Fertilité - Sexualité 1982 ; 10(10) : 685-690

The availability of efficient birth control methods does not, and by far,  
guarantee an efficient contraception. Many adolescent girls are  
insufficiently informed about the mechanisms of reproduction or the techniques  
of birth control and first come to medical attention or consult a family  
planning centre only when already pregnant. However, among those teenagers  
who do get pregnant or even experience motherhood at an age when society would  
rather see them on school benches, some are neither ignorant about sexuality  
nor the victims of an unpredictable technical failure.

For these, contraception on one hand and unconscious desire of pregnancy  
or motherhood on the other hand oppose each other in a conflict which can only  
be further aggravated by numerous sociocultural and intrapsychic factors.

All too often such a conflict results in a voluntarily ignored or  
unconsciously rejected contraception with an unplanned pregnancy as the  
outcome.

Hansen, J. Comprehensive guide for exploratory home economics programs. Instructor's guide. Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211. Report: HE-54-1, 1984. 408p.

The teacher's guide for exploratory home economics on the middle school level emphasizes a hands-on, fun-filled, active approach to a variety of topics in home economics. It is organized in five units covering the following topics: personal management, resource management, parenting and babysitting education, clothing management and food and nutrition. Each unit contains a unit objective, specific objectives, suggested activities for both teacher and students and instructional materials (such as information sheets, transparency masters, assignment sheets, answers to assignment sheets, job sheets, test, and answers to the tests). Resources, such as lists of filmstrips, also are included. Suggestions to the teacher for using the guide and conducting the course are also provided.

Havighurst, R. J. Developmental Tasks and Education. 3rd ed. New York: David Mc Kay Co., Inc, 1972

Hawkes, G. R. "Who will rear our children?". The Family Coordinator 1978 ; April : 159-166

Various kinds of institutional child socialization facilities have risen over the past decade in response to the demand for multiple options by so men and other social circumstances. Tasks that were formerly assumed by the extended family are gradually being supplanted by bureaucracies due to changes in the extended family and greater emphasis upon the more mobile nuclear family. This paper examines Eugene Litwak's theory of shared function which attempts to establish a cooperative relationship between families and those bureaucracies created to help, and in some cases, supplant the family in tasks traditionally tied to the family alone, such as socialization.

Herman, D. and Brim, O. G. Learning to be parents: principles, programs and methods. Beverly Hills, CA : Sage Publications, 1980

Herz, E. J. Family life education for young adolescents. Adolescence 1984 ; 13 : 309-327

Hoffmann-Steffensmeier, R. A role model of the transition to parenthood. Journal of Marriage and the Family 1982 ; May : 319-325

A factor analysis of a large pool of items dealing with the transition to parenthood yielded a 25-item measure consisting of three distinct, internally consistent, and reliable dimensions which were labeled as parental Responsibilities and Restrictions (PRR). Parental Gratifications (PG) and Marital Intimacy and Stability (MIS). A causal model of five antecedents of the degree of difficulty of the transition to parenthood was developed and tested using path analysis on data collected from interviewing 54 white

married couples who first child was three to five months old. Sex had a significant positive direct effect on PRR; while anticipatory socialization, role clarity and role conflict had significant negative direct effects on PRR. Education had a significant negative direct effect on PG, and role clarity had a significant positive direct effect on PG. Role clarity had a significant positive direct effect on MIS and sex had a significant negative direct effect on MIS. Females had a higher level of anticipatory socialization and role clarity than males, and higher educated persons had a lower level of role clarity than their lesser educated counterparts. The proposed model was more successful in explaining the variance in PRR than in PG or MIS. An elaborated model to which the variables of planfulness, value of children, and length of marriage were added increased the explained variance in PG and clarified the relationships between sex, education, anticipatory socialization and transition difficulty.

Hafman, P. J. and Phillipson Cole, E. Bridging the gap between youth and community services: a life skills education program. Children Today 1983) ; May-June : 17-22

The unit on parenting stresses the importance of understanding the physical and emotional needs of children and of recognizing one's readiness to take on this commitment.

Honig, A. S. Curriculum for infants in day care. Child Welfare 1974 ; LIII(10) : 633-642

Day care for infants and toddlers that has the goal of maximum learning experience - as opposed to routine, custodial care - requires an appropriate curriculum. The one presented here is based on Piaget's and Erikson's theories of infant development.

Hynson, L. M. A systems approach to community family education. Journal of Applied Family and Child Studies 1979 ; 28(3) : 383-387

Johnson, B. A case on parenting education. Tennessee Education 1980 ; 10(1) : 3-5

While public schools recognize a responsibility for educating the pupil for a citizenship role, they fail to participate in second most usual role - that of being a parent. Pros and cons in the case for including parenting education in school curricula are presented.

Johnson, C. F., Loxtercamp, D. and Albanese, M. Effect of high school students' knowledge of child development and child health on approaches to child discipline. Pediatrics 1982 ; 69(5) : 558-563

Because there is an association between the lack of knowledge of normal child development, high and unrealistic expectations for a child's performance, and child abuse, a questionnaire about normal child development, child health maintenance, child discipline aspects of childrearing, and child development was given to a representative sample of high school students in Iowa. Though high school students in Iowa rank high in academic performance, the results of this study indicated that students in grades 9 through 12 had a poor knowledge of child development and child health maintenance. Students whose highest probability of response to a child discipline problem was either to punish or abuse know less about child development and child health maintenance than their peers. Boys at all grade levels know less about child development and child health maintenance and were more likely to choose punishment and abuse than girls. Though the causes for child abuse are multifactorial and complex, there is need to guarantee that all who are at risk for parenthood be informed about child development, child health maintenance, and child discipline to minimize the effects that ignorance of these factors may have on their approaches to discipline and their potential for child abuse.

Johnson, K. Parenthood education. Alabama State Department of Education, Montgomery, Home Economics Service, 1981. 138p.

This publication is a guide for teachers who conduct parenthood education classes as part of the secondary consumer and home economics programme in Alabama. The parenthood education programme guide is divided into four units covering the following competencies: understanding the family; developing maturity and independence; developing parenting knowledge and skills; and special concerns of parenthood. Subjects discussed within the units include a broad range of marriage, family life and parenting topics, such as life cycles, family roles, community responsibilities, establishing an independent family unit, decision making, parenting options, parenting readiness, finances, life goals, pregnancy and childbirth, birth defects, nutrition, baby care, child development, special needs children, and child abuse and neglect. For each of the four competencies, the unit contains enabling objectives that should be attained by the students and an outline of the content to be taught, correlated with suggested learning experiences and resources. An annotated resource list completes the package.

Jones, P. S. Parenting education in a City High School. Children Today 1975 ; March-April : 7-11

Exploring childhood at Cardozo High School in Washington, D.C. Teenagers' views on discipline. Course organization. At the field site. Students' family responsibilities.

Kagan, J. Exploring childhood, a theoretical foundation. Children Today 1973 ; March-April : 13-14

Adaptiveness and direction in development (Freud's, Piaget's and other psychologists' views). Is the child active or passive?

Kairys, J. A., Conant, B. E. and Kairys, S. W. Great expectations: preventive health concepts in childbearing and parenting for college students. Journal of American College Health Association 1981 ; 29 : 299-301

"Great Expectations" is a programme that can be replicated in other college communities and adapted for junior high, high school, and adult populations. The programme is designed to have short-term influence on increasing knowledge about family life and long-term impact on improving behaviour related to personal health, childbearing and parenting decision and actions. A condensed format consisting of a one-day programme is also planned.

Karal, P. Parenting education for the young: a literature survey. Ontario Department of Education, Publication Service, 880 Bay Street, 5th Floor, Toronto, Ontario, Canada M7A 1N8, 1984. 78p.  
(Report: ISBN-0-7743-9195-2)

A study sought to determine the need for parenting education for children (up to 19 years), and to find out what is being done worldwide in the field. Data were collected by means of a computer search of Family Life Education (FLE) literature, letters to ministries of education and educational organizations, and telephone calls to selected education personnel. A synthesis of information is presented on: (1) most widely perceived goals of FLE programmes; (2) goals of courses in FLE curricula; (3) sex education and FLE; (4) sex of students and provision of FLE; (5) relation of course content to grade levels; (6) education for and about handicapped children; (7) teacher selection for FLE courses; (8) teacher support - material resources, inservice training, and human resources; (9) parent and community involvement; (10) education in nonschool settings; (11) new directions in the field; and (12) parenting education research, past and future. General conclusions are presented. Appendices include questions addressed by the study, descriptors used in the computer search, the letter sent to solicit information, sources of direct response, and references and a six-page bibliography.

Kates, D. Marriage and family life. Vocational home economics. Oklahoma State Board of Vocational and Technical Education. Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074, 1984. 428p.

These course materials, designed to be used with students in the 11th and 12th grades and for adult students, are intended to provide basic knowledge of family life and adult living. The one-semester home economics course focuses on basic marriage and family skills, life choices, parenthood, and family changes. The guide contains 4 sections and 10 units of instruction. Each unit includes some or all of eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes. Units of instruction are designed for use in more than one lesson or class period. The following topics are covered in this course: basic marriage and family skills (including communications and personal decisions), life choices, parenthood (single parenting and parenting skills), and family changes (family life, crisis management, divorce, aging, and death and dying.)

Kerckhoff, F. G., Ulmschneider, A. and Adams, C. College and university programs in parent education. The Family Coordinator 1976 ; April : 131-133

The results of a parent education survey among 44 colleges and universities are reported. The greatest indication of need is for curriculum and demonstration materials as well as good textbook material for college students in education for parenthood classes. The survey reveals a need for materials and leadership parent education.

Kerckhoff, R. K. and Habig, M. Parent education as provided by secondary schools. The Family Coordinator 1976 ; April : 127-130

In this fourth report from The Family Coordinator's Family Life Education Panel, panelists report on interviews with 44 secondary school teachers concerning the nature and the extent of parent education in their schools: parent education as viewed by the panelists; parent education as viewed by the teachers; some concluding comments.

Kerckhoff, R. K. Commercial teaching materials used in high school family life courses. The Family Coordinator 1973 ; 22 : 275-283

Kipcak, E. Sixth-graders learn about children and themselves. Children Today 1973 ; March-April : 34-36

Classes in Personal Living at the Ewell D. Walker Middle School, Dallas, Texas, offer opportunities to acquire child care skills and knowledge of child development by working with 2-5 year olds in the school (programme, methods, evaluation, etc.).

Knaub, P. K. (et al.). Student attitudes toward parenthood: Implications for curricula in the 1980's. Journal of Home Economics 1981 ; 73(4) : 34-37

Presents the results of a study examining the content of marriage and family textbooks as it relates to student's changing attitudes toward delaying parenthood. Discusses commonly held beliefs and how they are presented in current textbooks: timing of parenthood study, textbooks, implications for curriculum in the 1980's.

Koblinsky, S. A. and Weeks, J. R. Family life education in California, ninth and tenth grades. The Journal of School Health 1984 ; 54(5) : 181-184

Teachers provide information about the topics they cover in their FLE programmes. Schools with shorter FLE programmes cover a more narrow range of topics than schools with longer programmes: they are significantly less likely to address the topics of marriage, parenting, sex roles, family values, interpersonal and decision making skills...Shorter FLE units should examine the possibility of expanding their curricula to address these neglected topics.

Komarovsky, M. Dilemmas of masculinity: A study of college youth. New York: W.W. Norton, 1976.

Kruger, W. S. Teaching parenthood. US Department of Health, Education and Welfare, Office of Education, No. 74-01005, Washington, DC, US Government Printing Office, 1973.

Kruger, W. S. Education for parenthood and the schools. Children Today 1973 ; March-April : 4-7.

What do young people need to know to enable them to become effective parents? An analysis of exemplary programmes; instructional methods.

Kruger, W. S. Education for parenthood. In: Annual Convention of the American School Health Association (47th), 1973.

Kruger, W. S. The results of the surveys of commercially developed materials in parenthood education, 1973.

Available from: W.S. Kruger, US Office of Education, 400 Maryland Ave., S.W., Washington, DC, 20202

This also looks at instructional methods and existing programmes.

Lafortune Yaw Mensah, K., Schultz, J. B. and Huges, R. P. Parent educations needs of secondary students. Family Relations 1983 ; 32 : 181-189

The purpose of the study was to determine the parent education needs of secondary students as a basis for providing useful information for the development of parent education programmes. Data were collected by administering the Parent Information Inventory to 265 secondary students from 11 randomly selected school districts in Iowa. Factor analysis of the parent education needs assessment instrument yielded nine factors. Students expressed strongest needs in the areas of planning and decision making, parenting and child care, and adolescent social development. Significant differences were found in parent education needs perceived by males and females, junior and senior high students, and students from different sized school districts.

Larrabee, M. J. Teaching teenagers to cope through family life simulations. The School Counselor 1981 ; 29 : 117-123

Simulations: establishing a stable family unit; of the birth of a child; of the growth of nuclear families... Procedures, guidelines and preparation of these stimulations. Simulation instruction can be instrumental in helping students to cope with changes in family life through increased understanding of self and others.

Lee, J. and Smith, M. M. Extension helps reduce teen pregnancy rate. Illinois Teacher of Home Economics 1983 ; 26(4) : 136-137

The Arkansas Cooperative Extension Service presents parenthood education for adolescents through minicourses, correspondence courses, and a newsletter series. Teenage pregnancy has declined in 11 of 13 countries in which the programme operates.

Leech, B. Child development. A learning guide. Illinois State Board of Education, Springfield, Department of Adult, Vocational and Technical Education, 1983. 396p.

This competency-based, individualized learning package, consisting of 10 learning guides, deals with child development. Addressed in the individual learning guides are the following topics: the safety needs of infants and children; the qualities, attitudes, and traits that increase parenthood readiness; the special needs created by teenage pregnancy; fetal development and factors affecting it; prenatal care; the changes occurring in a woman's body during pregnancy; the birth process; characteristics of newborns; problem situations arising between children and their parents; and the needs of and health practices for infants and young children. Each learning guide contains some or all of the following: a task title, a statement of purpose, an estimated time for completion of the guide, performance objectives, a learning contract, learning steps, resources, one or more information sheets, one or more activity sheets, a performance checklist, and a criterion-referenced exam.

Levant, R. Toward a counselling psychology of the family: psycho-educational and skills-training programs for treatment, prevention and development. Counselling psychologist 1983 ; 11(3) : 5-27, 47-56, 65-71

De Lissovoy, V. Parent education: White elephant in the classroom? Youth and Society 1978 ; 9 : 315-338

Lockwood, R. Education for family responsibility: the role of school. In: Parenthood Education and Support: a continuous process. Parenting papers No. 1. London: National Children's Bureau, 1982

Lutz, S. G. A study of instructional techniques and their effect on the affective change and knowledge acquisition of high school students toward parenting. In: Dissertation - Abstracts - International, 1985. (45(10-A): 3062), 114p.

It would appear that parenting skills can be taught to high school students and they can be given information vital to making decisions about child rearing. This study shows that such a task is feasible within the existing school system.

Malony, H. N. Can adolescents be taught to parent? Adolescence 1978 ;  
13(49) : 121-126

Can adolescents be taught to become good parents? In other words, can adequate parenting be learned? The author notes the little interest shown by the young in this question. He discusses the developmental conflicts between parents and children, suggesting that a strategy of adherence to values should underlie stimulation of the young.

Marion, M. Primary prevention of child abuse: the role of the family life education. Family Relations 1982 ; 31(4) : 575-82

Suggests that family life educators can help break the cycle of child abuse by teaching positive discipline strategies to future parents. Teaching suggestions are offered including inviting student perspective and reaction and role playing to help students confront attitudes toward discipline.

Mensah, K. and Lafortune, Y. Parent education needs of secondary students. Family Relations 1983 ; 32(2) : 181-189

Assessed parent education needs of secondary students (N=265) as a basis for the development of parent education programmes. Data were collected by administering the Parent Information Inventory. Students expressed strongest needs in planning and decision making, parenting and adolescent social development. Significant sex and age differences were found.

Miller, S. R. Parent education in the elementary school curriculum: Helping children understand parenting. Kappa Delta Pi Record 1980 ; 17(1) : 14-16

Presents a rationale for teaching parenting to children, and through an analysis of Piaget's developmental stages, suggests that such instruction might appropriately begin at age seven when the child enters the concrete operations stage. Outlines implementation strategies, learning objectives, and sample instructional activities for a six-week parenthood education programme.

Miller, S. Tacoma parenting program prepares teenagers for future family roles. Phi Delta Kappa 1982 ; 63(10) : 701-02

A nursery school located within Lakes High School in Tacoma (Washington) provides an opportunity for teenagers to teach and play with young children and prepare for their own future family roles. Volunteer parents also participate.

Mireault, G. Prevention and the acquisition of social skills. Canada's Mental Health 1983 ; 31(3) : 3-5

Moore, P. E. and Robin, A. L. An approach to parent training for high school students. American Journal of Family Therapy 1981 ; 9(4) : 61-69

Evaluated the effectiveness of a combined behavioural-reflective parent-training programme with high school seniors (N=24). Lectures, films, class discussions, role-playing exercises, and examinations were used to teach concepts of behavioural and reflective child rearing. Data analysis indicated that the parent-training course produced significant increments in behavioural and reflective parenting skills.

Moore, T. Prophylaxis as facilitation. Some implications of a long-term psychological research. Journal of preventive psychiatry 1981 ; 1(2) : 189-205

Morris, H. G. Parent education in well-baby care: A new role for the occupational therapist. American Journal of Occupational Therapist 1978 ; 32 : 75

Morris, L. A. Education for parenthood: a program, curriculum, and evaluation guide. Tuscon, Arizona : Behavior Associates, 1977 (DHEW 77.30 125)

Motha, E. The development of instructional units of family life education for the primary teachers certificate in Swaziland. African Studies in Curriculum Development and Evaluation 1981 ; 26 : 95p.

This discussion of the development of family life education (FLE) in Swaziland is presented in three sections. Chapter One examines social change in developing nations which has resulted in: (1) large migrations from rural to urban areas; (2) strain on the capacity and effectiveness of the schools; (3) disturbance of the traditional family structure; and (4) waning of the influence of the church and religion as a source of moral instruction. Chapter two discusses the development of an instructional sequence for guiding teacher educators in conducting FLE programmes, and for assisting student teachers in the organization and conduct of meaningful teaching/learning experiences for adolescents. Two suggested teaching modules are presented for preservice education programmes. Module I, "Adolescence" includes units on: (1) physical development at adolescence; (2) psychological and social aspects of adolescence; (3) developmental tasks of adolescence; (4) major adolescent problems; and (5) guidance and counseling of adolescents. Module II, "Responsible Parenthood" deals with parenthood education, and emphasizes the relationships, responsibilities, and interdependencies of families. Chapter three examines methods of evaluation of these units and possible implementation problems and techniques.

Mowbray, C. Stress, mental health and motherhood (childrearing as a shared experience by teaching parenting). The Birth Psychology Bulletin 1982 ; 3(2) : 151-174

Newton, M. H. Can adolescents be taught to be parents? Adolescence Roselyn HTS 1978 ; 13(49) : 121-126

Can adolescents be taught to become good parents? In other words, can adequate parenting be learned? The author notes the little interest shown by the young in this question. He discusses the developmental conflicts between parents and children, suggesting that a strategy of adherence to values should underlie stimulation of the young.

Ogg, E. Preparing tomorrow's parents. Public Affairs Pamphlet 1975 ; 250

Parelius, A. P. Emerging sex role attitudes, expectations and strains among college women. Journal of Marriage and the Family 1975 ; 37 : 146-153

Patterson, L. A. and Defrain, J. Pronatalism in high school studies texts. Family Relationships 1981 ; 30(2) : 211-217

A review of 29 current high school family studies texts reveals that almost a third evidence a pronatalist bias. Results indicate these texts are of questionable value to teachers who want to encourage independent thinking about parenthood. Only three texts were commended for unbiased approaches.

Prendergast, S. and Prout, A. What will I do...? Teenage girls and the construction of motherhood. Sociological (The) Review Keele 1980 ; 3 : 517-535

The aim of the paper is to explore and describe the relationship between powerful social norms about motherhood and the ideas and knowledge which the 15 year olds revealed, ideas which often contradict the normative view.

Pugh, G., Kidd, J. and Torkington, K. A job for life 1982. London. National Children's Bureau

Quarti, C. Profession: parent. Un nouveau métier pour une nouvelle société. Ed. Stock : Paris.

Reilley, D. and Mokros, J. The tri-state parenting collaborative. Volume I: final report and evaluation. Education Development Center, Inc.: Newton, Massachusetts, 1982.

This document is the first of two volumes describing the activities of the Tri-State Parenting Collaborative (TSPC) Project, conducted in Minnesota, North Dakota, and South Dakota during the period from 1977 through 1982. The TSPC linked state education agencies, universities, local schools, community groups, and an education development centre in a comprehensive effort to educate adolescents and young adults about the responsibilities of parenthood. Serving as a final report, this volume is divided into six parts: part 1 provides an executive summary of the project, part 2 offers an introduction to the project, part 2 documents the need for parenting education and describes the history and objectives of parenting education, part 4 details the tri-state model and programme activities, part 5 is dedicated to the evaluation of the project, and part 6 provides a concluding statement, a listing of key project personnel, and a bibliography.

Richett, D. and Towns, K. Education for parenthood: Eighth graders change childrearing attitudes. In: Annual Meeting of the American Educational Research Association (1980 : Boston, Massachusetts). Eric Document Reproduction Service No. ED 184705 (see Towns, C. and Richett, D.)

Roby, P.A. Shared parenting. School Review 1975 ; May : 423-429

Roosa, M.W. Short-term effects of teenage parenting programs on knowledge and attitudes. Bibl. Adolescence 1984 ; 19 : 659-666

The short-term effects of teenage parenting programmes upon the knowledge and attitudes of pregnant teenagers were assessed. The programmes studied produced a significant change in the teenagers' knowledge of sexuality and child development while having no apparent effect on the teenagers' parenting attitudes. The implications of producing changes in knowledge without accompanying changes in attitudes are discussed.

Rothenberg, B.A. Training early parenting educators. Child Today 1983 ; 12 : 8-10

Rutter, M., Quinton, D. and Liddle, C. Parenting in two generations: looking backwards and looking forwards. In: Families at Risk, N. Madge (Ed.)

Saleh, J.P. Attitudes of Iowa 10th and 12th grade students toward guidance and discipline of children. Master's thesis; Iowa State University. Unpublished

Schleicher, K. Preparation for family life. The CCC's Project No. 1: Preparation for life School of Education Division, Council of Europe, BP 431R6, 67006 Strasbourg, 1982. 154p. (DECS/EGT-81-67)

Part of the Council of Europe's Project Number 1, "Preparation for Life," this report analyses developments in Austria, Finland, the Federal Republic of Germany and England in the area of preparation for family life. Specifically, the report (1) explains the growing concern in the above countries for the preparation for family life; (2) identifies and contrasts decentralized and centralized conditions for family-life preparation; (3) analyses curriculum concepts, didactic approaches, and practical methods used in some European countries; (4) follows up some strategies from family-life preparation from compulsory education to vocational and military training, and (5) points to essentials and problems of future development. Following an introductory overview of the study's objectives and rationale, chapter 1 discusses the effects of political demands, economic influences, research findings and intra-family changes on preparation for family life. The necessity for family-life preparation in school is outlined in chapter 2, and the overall European situation in the preparation of young people for family life is examined in chapter 3. In chapters 4 through 7, the national differences in preparation for developments, and strategies for each of the above mentioned countries. Finally, chapter 8 stresses the need for and consequences of preparation for family life in some European states. A bibliography and graphic illustration of the educational systems in Austria, Germany, England, and Finland are appended.

Schultz, J.B. and Torrie, M. Effectiveness of parenthood education materials for mainstreamed vocational home economics classes. Journal of Vocational Education Research 1984 ; 9(1) : 46-56

Evaluated an instructional approach that combines the use of student worktexts with other strategies for mainstreamed classes. Found that increased learning resulted for normal, mentally handicapped, and learning disabled students. Recommends the development of student worktexts that coordinate with teacher materials.

Scott, E. Healthy families. International Journal of Offender Therapy 1983 ; 27(1) : 71-78

Shaner, J.M., Peterson, K.L. and Roscoe, B. Older adolescent females' knowledge of child development. Bibl. Adolescence 1985 ; 20 : 53-59

This study, the first of three designed to investigate different age groups' knowledge of developmental norms of children, focussed on older adolescent female university students. Data were collected from 280 midwestern university students through a questionnaire consisting of 16 items focussing physical and social development of children from birth to three years of age. Results showed that knowledge of normal development was both over and underestimated regardless of age of student or year in school. These findings are discussed within the context of the importance of knowledge of developmental norms for future parents.

Sheppard, H. How to get guys into child care classes. Forecast Home Economics 1983 ; 29 : 96-98

Showers, J. and Johnson, F.J. Child development, child health and child rearing knowledge among urban adolescents: are they adequately prepared for the challenges of parenthood? Health Education 1985 ; 16(5) : 37-41

Hypotheses tested : Lack of knowledge; males are less knowledgeable than females; poor knowledge and disciplinary methods.

Showers, J. and Johnson, C.F. Student's knowledge of child health and development; Effects on approaches to discipline. Journal of School Health 1984 ; 54(3) : 122-125

A questionnaire administered to college students determined knowledge of child health and development and effects on disciplinary approaches. Results indicated that college students know more about child development than do high school seniors. College women are more knowledgeable than men. Students with poor knowledge tend to choose harsher methods of discipline.

Shure, M. A social skills approach to childrearing. In M. Argyle (ed) Social Skills and Health, 1981, London, Methuen

Spiegelman, J. Challenge for the Third World: preparing girls for parenthood. Children Today 1973 ; March-April : 15-18

A description of some of the most promising programmes developed in Indonesia, Jamaica, Tunisia and Ghana.

Stein, Z.A. A woman's age: childbearing and childrearing. American Journal of Epidemiology 1985 ; 121(3) : 327-342

Stender, F. Comment améliorer les connaissances et les attitudes à l'égard du problème des enfants maltraités. Revue Internationale de l'Enfant, Genève 1979 ; 41 : 35-41

Comparaison de deux cours pour adolescents de formation à fonction de parents.

Stevens, J.H. Jr. Parent education programs. What determines effectiveness? Young Children 1978 ; 33 : 59-65

Stipanov, L.B. Egg babies: a simulation on parenting (for high school students). Health Education 1982 ; 13 : 47-49

Stollak, G.E. Learning to communicate with children. Children Today 1975; March-April : 12-14

A 30-week academic programme, led at Michigan State University, provides students opportunities to gain experience with, and knowledge of, young children. By involving them in weekly play encounters with children, through the observations and discussions of videotapes made of the sessions and in classroom work, "Sensitivity to children" attempts to help students develop skills in communicating with children and provides opportunities for those who are interested to use the skills in mental health treatment or preventive capacities.

Stollak, G.E. An integrated graduate-undergraduate program in the assessment, treatment and prevention of child psychopathology. Professional Psychology 1973 ; May

Stotz, R.E. and Heid, N.L. Helping boys and girls become responsible babysitters. Children Today 1974 ; July-August : 27-29

To help young people become capable and confident babysitters, the New England Memorial Hospital in Stoneham, Massachusetts, offers an instructional course on babysitting for boys and girls in the community. Its basic format is such that it could be adapted by other health education departments, schools, parents' groups and community organizers.

Swain, C. Education for marriage and parenthood is basic. Education Leadership 1981 ; 38 : 289

Swetham, M. Social skills development in young children. Child and Youth Services 1982 ; 5(3-4) : 5-27

Sysiharju, A.L. Preparation for family life. What the educational system of Finland should offer to future adults. Adult Education in Finland 1979 ; 16(3) : 3-8

Towns, C. and Richett, D. Education for parenthood: Eight graders change child rearing attitudes. 1980 A paper presented at the Annual Meeting of the American Education Research Association, Boston, MA, April 7-11, 17p.

This study examined the effects of an Education for Parenthood Programme (EPP) on the childrearing attitudes of eighth grade students. Two eighth grad classes were randomly selected from five sections at a middle school in south central Pennsylvania. One of the classes (both of which were approximately 60% male and 70% black) was randomly assigned to the Experimental condition and the other to the Control condition. For nine weeks, the Controls met their regularly scheduled Health classes while the Experimentals participated in the EPP classes which emphasized increasing the students' knowledge of child development and the responsibilities of

parenting. Topics were presented through group discussion, lectures, guest speakers, group exercises, role plays, and observation of children. Audio-visual aids were also used extensively. A variation of the Authoritarian Family Ideology (AFI) Scale was used as the pre- and post-test measure of childrearing attitudes. Results indicated that participation in the EPP changed the Experimentals' childrearing attitudes in the direction of greater sensitivity to the child's age appropriate behaviour, increased tolerance of a child's misbehaviour and sexual curiosity, and greater respect for a child's individuality.

Ullis, D.B. Vie familiale et éducation sexuelle au Canada: une vue d'ensemble. Revue Canadienne de Santé Publique 1975 ; 66(2) : 114-121

Une vue d'ensemble des programmes d'éducation à la vie familiale et à la vie sexuelle établis récemment au Canada.

Ulmschneider, A. Exploring the parenthood choice: An activities guide for education. 1981 ; National Alliance for Optional Parenthood, Washington, DC, 82p.

This guide for educators, produced by the National Alliance for optional Parenthood, contains 20 activities designed to help adolescents explore the issues of parenting, with a special emphasis on parenthood as a choice. Activities to implement the learning objectives are suggested, including values clarification exercises, information sharing, community experiences, role plays, and case studies. Each section covers a different aspect of the parenthood choice: (1) preliminary questions; (2) resources for family life; (3) knowledge about children; (4) the parenthood option; (5) the childfree option; and (6) the decision. Facilitator instructions, worksheets, suggestions for integrating the activities into existing programmes, and the role of the leader are discussed. The appendices contain information to increase the leader's knowledge about childlessness and about resources in the parenthood education field.

Valentine-Dunham, K. and Gipson, M.T. A brief, preventive approach to child abuse. 1980 ; Western Psychological Association, Honolulu, HI, 56p.

A brief overview describes a study in which high school students were taught to deal effectively with "critical incidents" in a pre-parenting programme. The programme described involved pretest; training in anger control, alternative responses to stress, and appropriate responses to behaviours; and posttesting. The study found students could be taught to deal effectively with critical child behaviours they might encounter when they become parents. This overview is followed by a session-by-session training outline for a preventive approach to child abuse to be used with high school students. Forms and instructions for day-to-day training session exercises, and pre- and post-testing measures are included.

Vogel, V.L. Teaching parenthood education in the secondary school: The role of the home economics teacher. Illinois Teacher of Home Economics 1978 ; 21 : 197-199

Vestin, M. A freer choice: a program for equality between the sexes in education and school. Journal of Research and development in Education 1977 ; 28 : 99-124

Après avoir constaté l'existence d'énormes différences d'orientation professionnelle entre filles et garçons en Suède, l'auteur décrit les objectifs du programme éducatif qui vise à donner le même type d'éducation aux garçons et aux filles, en donnant à celles-ci autant de formation technique qu'aux garçons et à ces derniers la même préparation au rôle parental qu'aux filles, en favorisant la discussion sur le fonctionnement de l'école véhiculé des stéréotypes en finançant des cours sur les effets stéréotypes masculin-féminin. Ce programme a été envoyé pour évaluation et suggestions toutes les institutions éducatives et enrichie.

Walters, J. and Walters, L.M. Trends affecting adolescent views of sexuality, employment, marriage and childrearing. Family Relations 1980 ; 29: 191-198

The review presents a summary of (a) four changes within society, i.e. sexual standards, occupational goals of men and women, commitment in marriage and changing standards of child rearing in terms of their impact on adolescents' view of the family; (b) short- and long-term effects of adolescent marriage on their views; and (c) what can be anticipated of adolescents in the decade ahead in order to illustrate both the continuities and changes in adolescents' views of the family.

Walter, J., McKenry, P.C. and Henley-Walters, L. Adolescents', knowledge of childbearing. The Family Coordinator 1979 ; April : 163-171

The study reported here is a preliminary one describing one phase of an Adolescent Pregnancy Project being conducted at the University of Georgia. Based on a sample of 1200 high school youth who participated in a state wide study, this analysis focuses on their understanding of the consequences of child bearing during adolescence in terms of the health of the mother and the child and in terms of its impact on their family life.

West, N.W. The effect of instruction in family planning on knowledge, attitudes and behavior of London (Ontario) senior secondary students. 1976 Published doctoral dissertation, Ohio State University (University Microfilms International No. 48106)

Wheeler, M. Parental awareness of family values. An experiential approach. Individual Psychology; Journal of Adlerian Theory, Research and Practice 1982 ; 38(2) : 138-141 and 183-189

Wolfendale, S. The place of parents in child development. Early Child Development and Care 1983 ; 12(2) : 85-110 and 111-118

Universal contexts; The craft of parenting; Parenting functions; Targets in child-rearing, private and public; Child development research and implications for child-rearing practice; Parenthood: Preparation, education and support; The educational role of the family; Family tasks and society's obligations: Summary.

Worldson, J. Tools for teaching parenting skills. G. Pugh (Ed.), Can Parenting Skills be taught? Parenting Papers 1982 ; London, National children's Bureau

Wolverton, E.D. Teaching teenagers about parenthood. Compact 1973 ; 7 : 29-31

Womble, D.L. and Barnes Yeakley, E. A review of the academic preparation of some Indiana secondary school family life educators and the State's new certification requirements. Journal of Applied Family and Child Studies 1980; 29(2) : 151-153

Yarber, W.L. Instructional emphasis in family life and sex education: viewpoints of students, parents, teachers and principals of four grade levels. The Journal of School Health 1979 ; 49(5) : 263-265

Comparative study of the opinions of four groups - school children, parents, teachers and heads of schools - on the importance of education for family life and sex education in primary and secondary schools in the United States.

Zeyen, D.D. Educator's challenge: healthy mothers, healthy babies. A framework for curriculum development in responsible, childbearing, pre-school through high school. 1981 Association for Supervision and Curriculum, Development, 225 North Washington Street, Alexandria, VA 22314, Report: ISBN-0-87 120-110-0, 65 p.

A framework of concepts in nutrition, environmental factors, genetics, and human growth and development is presented as a background for developing elementary and secondary curricula on responsible childbearing. Aspects of the four subject areas are outlined for instruction at five education levels: preschool through kindergarden, primary, upper elementary, middle/junior high, and senior high. Each of the subject areas is discussed in relation to goals

and key concepts. The key concepts covered in the chapter on nutrition include the importance of nutrition for everyone and especially for pregnant women, food preparation methods, and eating habits. Those concepts discussed in relation to environment are the dangers of drugs and chemicals, infectious diseases, pollution, radiation, and the baby's delivery process. The concepts in the chapter on genetics include heredity and environment, and the causes and consequences of genetic disorders and birth defects. The chapter on human growth and development discusses developmental stages and the physical, emotional, and intellectual needs that affect human behaviour and health. In the discussions of each topic, information is suggested as a basis for class discussions and instructional development. Each chapter is followed by a list of references. Charts indicate the recommended education level for teaching the key concepts. A final essay endorses the idea of action on the local level to make courses on responsible childbearing a part of the school curriculum.

PART TWO

Partly annotated bibliography of descriptions and other papers on programmes for pregnant teenagers and teenage parents to provide them with parenting education and support.

Anglin, James P. Supporting parents in promoting adolescent reproductive health. A critical review of traditional approaches and an exploration of some alternative perspectives. Unpublished WHO document, 1988; The Maternal and Child Health Unit, World Health Organization, Geneva

This is a two part document, (i) A review of current approaches to parent education and support; (ii) Alternative perspectives on supporting parents. The focus of this paper is on the provision of education and support to parents in general (e.g. through parent groups) with an emphasis on supporting parents of adolescents in promoting the reproductive health of their adolescent children.

Badger, E. Recruitment and attendance of high-risk adolescent mothers for training in parenting. Journal of Adolescence 1981 ; 4(3) : 219-229

Obtaining the cooperation of adolescent mothers for training in parenting has been a serious problem and pediatricians have found their offspring faring badly. Introspection combined with a hypothesis concerning the basis for mother-infant attachment led to an approach consisting of interviews with adolescent mothers of firstborn infants during the lying-in period during which they were invited to join classes in parenting. In the pilot programme, 53 such mothers, who met the eligibility requirements, were approached and 42 were active participants throughout the first year of their infants' lives. The mean rate of attendance through a total of 45 classes was 78 per cent. In a service programme based on this pilot experience, a total of 771 mothers - 673 black and 98 white adolescent mothers, out of 810 eligible mothers, all from relatively uneducated families with incomes below the poverty level - were recruited to attend a series of 20 weekly classes. For various reasons, some sensible and some not, one-quarter of the black and two-thirds of the white mothers untimely failed to attend the classes. This experience suggests that a substantial majority of black adolescent mothers and one-third of white mothers are responsive to an invitation to participate in classes in parenting when approached shortly after delivery in the lying-in hospital. This success in recruitment for an involvement in group instruction for parenting challenges prior failures based on other approaches and promises what may become an essential initial part of a programme of prevention.

Baenen, N. R. Perception of parental and infant development: a comparison of the views of high school students, college students and expectant parents. In: Meeting of the American Research Association (April 1979 : San Francisco).

Balter, L. Psychological consultation for preschool parent groups. Children Today 1976 ; January-February : 19-22

An educational-psychological intervention to promote mental health: a genuine change in a parent's understanding is frequently all that is needed to bring about a favourable change in the parent-child interaction. The main idea in discussion groups is to help the group members elaborate on their experiences as fully as possible. A parent discussion group could also serve as a promising preventive procedure, helping young parents to understand normal developmental problems, to identify sources of conflict in their children and themselves, and to develop means for tackling issues of daily living with their children.

Berth, R. P., Shinke, S. P. and Maxwell, J.S. Psychological correlates of teenage motherhood. Journal of Youth and Adolescence 1983 ; 12(6) : 471-487

The social and economic consequences of adolescent mother hood are known, yet the psychological associates are largely unstudied. Clinical studies point to distressing reactions to adolescent pregnancy, and do not reflect changes in social attitudes about teenage parenting. In this study, adolescent mothers (n=62), pregnant teenagers (n=63), and non-pregnant and nonparenting (n=60) adolescents enrolled in public high schools completed measures of socioeconomic status, depression, anxiety, loneliness, self-esteem, and social supports. Findings suggest that adolescent mothers and pregnant teenagers are less distressed by their situation than was once thought. Social supports and socioeconomic status predicted psychological well-being better than parenting status. Expanded school programmes for teenage mothers and renewed efforts to enhance young mothers' social and socioeconomic resources are called recommended.

Bolton, F. G., Laner, R. H. and Kane, S.P. Child maltreatment risk among adolescent mothers: a study of reported cases. American Journal of Orthopsychiatry 1980 ; 50 : 244-255

Cannon-Bonventre, K. and Kahn, J. Interviews with adolescent parents: looking at their needs. Children Today 1979 ; September-October : 17-19

Who are these parents? Becoming a parent. Finances. Isolation and loneliness. Infant and child care. Education. Differences in perspectives. Policy and practice recommendations.

Catrone, C. and Sadler, L. S. A developmental model for teen-age parent education. Journal of School Health 1984 ; 54(2) : 63-67

This paper presents the experience of the authors in designing and teaching a parenting class for adolescent parents who have returned to the high school setting after having had a child. In the case of many teen-age parents the developmental tasks of adolescence may conflict with parental demands and responsibilities. These potential conflicts form the framework for important curriculum design issues. A detailed discussion relates the salient developmental characteristics of adolescence and early parenthood to the use of specific classroom strategies such as role play, biographical sceipts, family diagrams, developmental charts and classroom debates.

Charnley, L. and Myre, G. Parent-infant education. Children Today 1977 ; March-April : 18-21

"Living and learning with baby" classes in the Seattle Community College district: a parent-infant programme.

Colletta, N. D., Hadler, S. and Hunter Gregg, C. How adolescents cope with the problems of early motherhood. Adolescence 1981 ; 16 : 499-512

The purpose of this study was to measure the coping responses used by adolescent mothers (N=64) to determine variables related to their choice of responses, and to examine the relationship between coping responses and emotional stress. Indepth interviews were used to measure the problems faced by adolescent mothers, their choice of coping response and the relationship between coping style and stress, support and personality characteristics (self-esteem and sense of control). The results showed that the adolescent mothers' major coping response was to ask others for assistance. This response was most common when the young mothers were faced with task-oriented problems. Interpersonal problems tended to elicit avoidance as a coping response, while conflicts with institutions elicited a range of responses. Direct action coping responses were related to higher self-esteem, more active support systems and lower levels of emotional stress. The results are interpreted to indicate the importance of support systems which help young mothers deal with their daily problems.

Collins, R. C. Home start and its implications for family policy. Children Today 1980 ; 9(2) : 12-16

This article presents the goals and objectives of the Home Start Programme, a description of the programme, evaluation results, dissemination and replication outcomes, and results of a longitudinal research study of Home Start. The article concludes with implications for family policy as inferred from findings regarding Home Start.

Conway, L. J. Grands: a programme for in-school adolescent pregnant students and young parents. American Secondary Education 1985 ; 14(2) : 23-25

Elster, A. B. and MacAnarney, E. R. Parental behaviour of adolescent mothers. Pediatrics 1983 ; 71(4) : 494-503

The results of the studies reviewed lead to the conclusion that some adolescent parents are faced with excessive stress, have an inadequate social support network, lack adequate knowledge of child development, are developmentally immature, and possess inappropriate child-rearing attitudes. The lack of rigorous, well-controlled studies, however, makes these conclusions tentative at best. Each of the socioeconomic and psychological factors listed above, in addition to innate infant characteristics, affects parental behaviour. Too few studies have been done to state conclusively which of these factors have major effects on adolescent parenting. Preliminary results would suggest, however, that adolescent and adult mothers interact differently with their children. The reasons why this occurs and the significance of this difference are not presently known. Although there are conflicting results, it appears as though children of adolescent parents are at a slightly increased risk for child abuse, but not suboptimal intellectual development, when compared to children of adult mothers.

Epstein, A. S. Assessing the child development information needed by adolescent parents with very young children. Final report, US Department of Health Education and Welfare, 1980

Eddinger, L. and Epstein, A. S. Assessing the child, development information needed by adolescent parents with very young children. Final report to Department of Health, Education and Welfare, 1980

Edgard, T. E. The buck has just stopped. Now what? (4 principles of parenthood for helping parents become more effective). Individual Psychology; Journal of Adlerian Theory, Research and Practice 1982 ; 38(2) : 142-146

Elster, A. B. and Panzarine, S. Teenage fathers: stresses during gestation and early parenthood. Clinical Pediatrics 1983 ; 22(1) : 700-703

To determine the nature of the stresses experienced by teenage fathers, 20 youths (mean age, 17.6 years) were interviewed from one to four times during the prenatal period and at four to six weeks following delivery. While all conceptions had occurred premaritally, most couples had married by the time of delivery. A total of 44 interviews were performed: four during first trimester, 12 during second trimester, 17 during third trimester, and 11 postpartum. Stressors reported by the subjects were grouped into four categories: vocational-educational concerns, concerns about the health of the mother and/or the baby, concerns about future parenthood, and problems with relationships. It was found that the intensity of these concerns changed throughout pregnancy and the neonatal period. Subjects who had expected the pregnancy to occur tended to report less stress during the third trimester than did teens who had not anticipated conception.

Field, T. (et al.). Effects of parent training on teenage mothers and their infants. Pediatrics 1982 ; 69(6) : 703-707

Parent training was provided for 80 low-income, black teenage mothers during their infants' first six months. Half of the mothers were visited biweekly in their homes to be instructed in caregiving and in sensorimotor and interaction exercises and half were trained as CETA (Comprehensive Employment Training ACT) paid, teacher's aides in a medical school infant nursery that provided care for their infants and infants of medical faculty. Growth and development during the first two years were superior for the infants whose mothers received training, particularly those who received paid parent training as teacher's aids in the infant nursery. Repeat pregnancy rates were lower and return to work/school rates were higher for the infant nursery mothers, most of whom subsequently pursued nurse's aide training.

Furstenberg, F. F. Unplanned parenthood: The social consequences of teenage childbearing. New York: The Free Press, 1976.

Gabriel, A. Parenthood by choice. Transition to parenthood among white middle-class couples in Rochester, New York, Ph.D. Dissertation, The University of Rochester, 1980.

Hennon, C. B. and Peterson, B. H. An evaluation of a family life education delivery system for young families. Applied Family and Child Studies 1984 ; 30(3) : 387-394

This article takes the form of a report on the implementation and evaluation of an inexpensive training programme, which sets out to reconcile the needs and the interests of young families. Analysis of the results points to the effectiveness of systems of this kind.

Honig, A. S. What we need to know to help the teenage parent. The Family Coordinator 1978 ; April : 113-119

Statistical facts and figures. Special knowledge about each individual teenager. Knowledge about a teenager's relationship with parents. Cognitive, moral and social stages of adolescent development. Knowledge of infant development and parenting skills. Audiovisual, written and consultant resources.

Igert, B. Pregnancy and maternity in adolescent girls: New and atypical forms of parenthood. Revue de Pédiatrie 1985 ; 21(7) : 307-308

Jekel, J. F. and Forbush, J. B. Service needs of adolescent parents. The Journal of School Health 1979 ; November : 527-530

Young parents tend to see education, particularly in skills for living a competent, independent family life, as being more important than other kinds of services (especially social and vocational services). Parenting education, health education are rated as very important by both young people and providers. Better needs assessment should be done before planning community programmes.

Landerhold, E. Teenage parenting skills. Early Child Development and Care 1984 ; 13 : 351-364

The purpose of the study was to investigate the relationship between teenage mothers' interactions with their male and female infants. Seventeen black teenage mothers were videotaped interacting with their 5-8 month old infants (9 male, 8 female) on ten tasks.

Later, trained observers watched the videotapes and coded the parents' interactions with their infants on five variables: physical contact, social/verbal stimulation, object/material play, effectiveness, responsiveness. These variables were observed and recorded on three coding sheets adapted from Koller (1979) and Clarke-Stewart (1973).

The data were analysed by means of a t-test on all variables. The significant findings were as follows: Mothers of female infants displayed significantly more calls-baby's name behaviour (social/verbal subvariable) than the mothers of male infants (p. .014). Mothers of female infants displayed significantly more objects/material moves - object-to-attract-baby behaviour (object/materials subvariable) than mothers of male infants (p .018 level). In addition, mothers of female infants more often demonstrated how-to-use-a-toy than mothers with their male infants (p .018 level). The mothers of male infants gave significantly more affectionate/tactile behaviours (subvariable of physical contact) than the mothers of female infants (p. .003).

Landy, S., Cleland, J. and Shubert, J. The individuality of teenage mothers and its implication for intervention strategies. Journal of Adolescence 1984 ; 7(2) : 171-190.

Levenson, P. (et al.). Adolescent parent education: a maturational model. Child Psychiatry Human Development 1978 ; 9 : 104-117

Health care, educational and social programmes are frequently required to assist increasing numbers of adolescent mothers to meet their own needs and those of their babies. This paper presents a maturational rationale for development of a comprehensive parent education programme. Some pertinent aspects of adolescent psychological development are first presented to provide a perspective for understanding the models illustrating the teenage mother's responses to her child. Barriers are then delineated which commonly restrict the young mother from attaining the mature relationship with her baby presented in a maturational model. Specific recommendations are offered in the areas of programme development, content and structure.

Lips, H. M. Attitudes toward childbearing among women and men expecting their first child. International Journal of Women's Studies 1983 ; 6(2) : 119-129

Sixty-nine pairs of first-time expectant parents responded to a questionnaire about their reactions to pregnancy and attitudes toward parenthood. There was a significant tendency for the women, more than the men, to rate having children as necessary for a satisfying life and as important to their view of themselves. While a large proportion of the women agreed that fathering a child was important to a man's masculinity, a much smaller proportion of the men agreed. For men, age and the number of years married were positively associated with describing the pregnancy as planned, and duration of marriage was positively correlated with positive expectations for the experience of pregnancy. For women, on the other hand, neither age nor the length of time married was correlated with rating the pregnancy as planned, while both age and duration of marriage were associated with disagreement that parenthood was one of the most important things in life. For women, age was also associated with agreement that one could have a satisfying life without children. For both sexes, rating the pregnancy as planned was the strongest correlate of reported happiness on first learning of the pregnancy. For the women this reported happiness was also correlated with agreement that having the baby was important to the husband.

De Lissovoy, V. Child care by adolescent parents. Children Today 1973 ; July-August : 22-25

This article, based on the results of a large longitudinal study of adolescent marital adjustment over a 3-year period, focuses on the childrearing attitudes and practices of mothers and fathers who married while they were still enrolled in high school. The findings, in terms of the young parent's expectations and attitudes, are disturbing. Young parents are not familiar with developmental norms. Caring for their children proves to be a trying experience for the majority of couples. The children of many adolescent marriages have a high risk of joining the number of battered and abused babies; any measures to help prevent this deserve serious consideration.

MacAnarney, E.R. (et al.). Adolescent mothers and their infants. Pediatrics 1984 ; 73(3) : 358-362

75 primipares normales âgées de 14 à 19 ans ont été filmées pendant 10 minutes avec leur nouveau-né durant les 3 premiers jours de vie de celui-ci. On n'a pas relevé de rapport significatif entre l'âge de la mère et le type de comportement maternel. De nouvelles recherches devraient être entreprises pour préciser si oui ou non les adolescents ont un comportement maternel médiocre.

MacLeod, F. Home based early learning project. Early Child Development and Care 1983 ; 12 : 111-118

This article describes a community education project which is currently being piloted in Coventry and the London Borough of Hounslow. This is the author's personal view of the project and this perspective may not necessarily be shared by others involved.

Home Based Early Learning Project or H.E.L.P. as it is more commonly known, aims to (a) make available to parents of young children stimulating toys, books and other materials at a reasonable price, (b) stimulate discussion of educational issues of relevance to those parents, (c) establish new kinds of links between parents and the schools and nurseries attended by their children.

Mercer, R. T., Hackley, K. C. and Bostrom, A. *Maternité de l'adolescente: comparaison de l'évolution avec celle de mères plus âgées.* Journal of Adolescent Health Care 1984 ; 5(1) : 7-13

The purpose of this study was to determine whether there were differences in maternal role attainment behaviours for three age groups (15-19, 20-29, 30-42 years) of 294 first-time mothers over a 1-year period. Interviews and questionnaires were completed at early postpartum, 1, 4, 8 and 12 months. Findings are in agreement with more recent research that the health status of adolescent mothers and their infants does not differ greatly from that of older mothers during the first year of motherhood. The adolescent's infant's growth and development were not handicapped. There were no group differences in feelings of love for the infant. The adolescent mother consistently scored lower than older mothers on observed and self-rated maternal competency behaviours. The adolescent mother derived greater gratification in mothering role than older mothers through 8 months; at 12 months, the 20-29-year-old mother scored higher in gratification. The help received from the adolescent's mother declined at 8 and 12 months suggesting an increased need for social support from other sources at this time.

Miller, S. H. *Childbearing and childrearing among the very young.* Children Today 1984 ; May-June : 26-29

This article is based on *Children as Parents, Final Report of a Study among 12 to 15 year-olds* by Shelby Miller, Child Welfare League of America, 1983

Nelson, S. A. *School-age parents.* Children Today 1973 ; March-April : 31-33

This article describes the activities of the Consortium on Early Childbearing and Childrearing to help communities develop and improve services for school-age parents. Curriculum materials have been developed and field tested, these are designed both for the classroom and for use by students working individually outside the classroom.

Panzarine, S. (et al.). *Motivated adolescent pregnancies.* Journal of Current Adolescent Medicine 1979 ; 1 : 57-59

Panzarine, S. and Elster, A.B. Coping in a group of expectant adolescent fathers: an exploratory study. Journal of Adolescent Health Care 1983 ; 4(2) : 117-120

Twenty expectant adolescent fathers were interviewed during the course of their partners' pregnancies. Ten coping strategies used by these subjects in response to the upcoming transition to fatherhood were identified. These coping strategies were categorized according to the Lazarus paradigm as direct actions, information-seeking, intrapsychic processes, and inhibition of action. These strategies dealt either with the potential problem (i.e., fatherhood) or the accompanying stressful emotions.

Roosa, M. W. and Vaughn, L. Teen mothers enrolled in an alternative parenting program: a comparison with their peers. Urban Education 1983 ; 18(3) : 348-360

Reports on a study following up on young mothers who had attended a teenage parenting programme in recent years, and compares them with a similar group of young mothers who had not attended such a programme. Day-care programmes for infants and special programmes for their mothers seem to have benefited the mothers, but not to have affected their babies.

Rowlands, S. (et al.). Black and white mothers' preferences for parenting programmes. Journal of Applied Family and Child Studies 1983 ; 32(3) : 323-330

Sparling, J. Information needs of parents with young children: a synthesis of 15 child development information research studies from the Administration for Children, Youth and Families, 1980, Chapel Hill, N.C. : Frank Porter Graham Child Development Center, University of North Carolina

Weigle, J.W. Teaching child development to teenage mothers. Children Today 1974 ; September-October : 23-25

"The most desirable method of teaching child development is one that involves the students' direct participation..."

Zellman, G.L. Public school programs for adolescent pregnancy and parenthood: an assessment. Family-Planning Perspectives 1982 ; 14(1) : 15-21

A study of 12 special programmes for pregnant teenagers and adolescent parents: types of programmes, initiation of programmes, programme planning and implementation, evaluation of the programmes...

\* \* \*