



GUIDE OF GOOD PRACTICES IN POSITIVE PARENTALITY. Resource to support professional practices with families

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DESCRIPTION OF THE GOOD PRACTICE:

Target group: Parents

Objectives:

- Parenting skills development.
- Promoting the positive parenting, positive relationship, developing the children capacities.
- Offering recognition and guidance to child.
- Establishing the limits that's allow the full development of the child.

Intervention structure:

- The program of activities is conducted in groups of parents.
- The program must follow some general guidelines on facilitating support groups "Strong Families" in order to help optimize the experience of the group, with positive effects on positive disciplining of children:
 - At the beginning of each meeting, do one exercise to seek the opinion of each parent to involve all members participating in group work. (It is very important for parents to open up and participate actively).
 - Always Inform members who were absent or new members about what happened in the group until they came.
 - Enter the new members and encouraged them to older members to assume the role of guide them.
 - Involve all members in group activities, even the most reluctant.
 - Identify commonalities between group members and encouraged supportive comments.
 - Formulate clear rules, so that group members know what is expected of them.
 - Involve group members in establishing and strengthening rules; Repeat as often rules.



- Make sure that group members know both goals of the group, as well as personal ones. Repeat goals for each lesson and the group in general, whenever you have the chance.
- Make sure that group members know their responsibilities to contribute to the smooth running of the group and to offer mutual aid.
- Encourage collaboration and mutual aid throughout the course of the group.
- Encourage members to engage in problem solving and to take the lead.
- Guide the group; intervene whenever and wherever needed. Do not leave the stage of conflict drags on.
- Plan activities so each person to perform successfully and be accepted. Encourage a warm and accepting.
- Help parents out of the role after each role play. Discuss with your group members so that they do not remain loaded with negative emotions and behaviors hostile after play the role.
- Do not forget that each group meeting through several stages of group development; meeting should plan to members involved. The parents must agree to participate in Family powerful groups. Groups can be a powerful experience for members in terms of mutual learning. While the group guided along Families powerful lessons, think about how you can capture this group to force a guide to helping members acquire knowledge and skills in effective parenting.

Methodology:

Each lesson includes several components - objectives, materials, review, verification, learning activities, assessment and exercise habits. These sections guide the learning process, but lessons can be tailored to meet the needs of parents. For example, many of the exercises require written answers. If a parent it is difficult to write, exercise can be modified. Someone in the family who can write well be designated to record what happens. In addition, most of the exercises can be done verbally, using illustrated images or pieces of newspaper, verbalization and contributing to the development of communication and interpersonal relationships.

Lesson objectives: Each lesson in the curriculum Families strong start with a list of objectives. Objectives include what parents expect to achieve at the end of each lesson. The objectives should be modified to meet the unique needs of families in the program.

Materials: Materials section lists the tools needed in conducting individual lessons. Paper and pencils are needed for each lesson. Some lessons will use worksheets. In each lesson are copies. Each lesson has a worksheet for homework. Make sure you have all the materials ready before the start of class



Resumption information: It implies to spend time to discuss issues from the previous week and the previous lesson concerns. In other words, the facilitator should summarize the material covered in the previous week, then ask parents about personal experiences in implementing the theme. It is useful to realize connections between prior information and problems that require intervention. In the first lessons that parents might not have the skills needed to cope with problems that arise. The facilitator should explain to parents that they will learn during the program techniques to solve these problems. If parents do not complete the task sheets, the facilitator should explore alternative ways of providing support to achieve pregnancy. Finally, do not forget to encourage the efforts of parents.

Verification: The first part of each lesson is checking. This is an opportunity to build relationships, to explore recent events in family life members and resolve daily conflicts. Also, check for parents preparing lesson in progress and an opportunity to discuss immediate concerns regarding the content of the lesson. Although included in the verification activities are related to the lesson, they can be changed depending on the state of parenting uniqueness.

Learning: The learning section provides brief information about what is going to learn the lesson current. Some research has shown that too much theory in courses of training can increase resistance from participants. The information provided should be relevant to each family. As a facilitator, read from the learning before the course to get familiar with the new material and then present to a group of members with your own words and style specific. To maximize the gain of each lesson, present new information in accordance with the culture, customs and family practices, so as to be compatible with the personal experiences of the participants. Use stories and language to communicate adequately concepts in a more accessible.

Activities: Activities section explains the exercises included in the lessons. Each lesson contains activities that promote learning through practical applications and exercises. Just as with the learning section, facilitators should read the material before to be able to implement these activities, using concepts and style of communication as close to the parents. Activities section includes worksheets, role playing, discussions / brainstorming, concrete examples and scenarios. Although examples curriculum, facilitators are encouraged to individualize these examples to better reflect family situation. for parents.

Role play: Role-playing allows learning through practical. This method involves the Transposition of one or more persons in a situation relevant to the lesson. Role play can be used to demonstrated some problems, and explore situations, for understanding and provide solutions to problems.



To lead role play:

- Explain in simple, direct terms what is expected of participants to recognizing them the capacities and needs.
- Assist parents in selecting role-play scenario.
- Use a relevant scenario for parenting situations.
- Book your time to familiarize parents with the role play. Provide a model before parents to be involved in the role play.
- Since both parents will play the role of parent and child must be prepared to exemplified both.
- Keep situation as comfortable as possible.
- If parents feel uncomfortable in the role play, stop its operation and provide support. Review what happened and what from what caused the discomfort.
- Always invited parents to express their views on the role play experience.
- Help parents to "come out" of the role before the discussion (for example, as a facilitator, you can ask, "How you identify with the character in the role play? What are different from the character in the role play?")
- Summarize what happened and ask parents how they felt in relation to his role.
- Help parents to make connections between the role play and everyday life situations. Help them see how I can use what they have learned through role play. Role play with giving feedback provides opportunities to learn and practice new skills. Repeating role play with different scenarios, can help improve acquisition of new skills. Facilitators should provide positive feedback about the actions of parents before asking repeating a role play harder.

Discussions / brainstorming: helps participants to contribute ideas to topics complex. Through discussion / brainstorming, participants identify problems and suggest possible solutions. The purpose involves the production of as many suggestions in a very short time. One of the people involved will record all the ideas on the list. Any idea or suggestion should not be dismissed or labeled as being wrong. Creative and quirky ideas are welcome and can even generate ideas that will lead to finding a solution. This open approach encourages the generation of a wider range of ideas.

After discussion / brainstorming, participants evaluate all suggestions. Below are given some suggestions on how to apply the discussion / brainstorming:

- At first, focus more on quantity and not so much on quality.
- Use every idea as a starting point for new discussions.
- Do not evaluate ideas.
- Sign every idea through a keyword or a phrase.



- Be creative.
- Create a pleasant working atmosphere, making use of humor.

Once you have created a list of suggestions from the discussion / brainstorm, ask your parents to help you in evaluating each idea. Together with parents explore the consequences to individual suggestions. It might be necessary to use some answers to develop a workable solution. If not found a viable solution, maybe the problem needs to be redefined and new alternatives must be found.

Evaluation: It provides parents the opportunity to make any comments relating to the objectives of the lesson. The questions are designed to find out whether parents found useful lesson content and whether the activity encourages them to put into practice the content.

Practicing skills: Section to exercise the skills or abilities provide opportunities for parents to practice parenting techniques before the next meeting. These tasks should be structured around the needs, abilities and concepts of family members. Learning and practicing new skills is a crucial component of the program. Consequently, the tasks should be as attractive and easy. Facilitators should check with parents if they feel comfortable about the task. In addition, parents need the opportunity to create their own tasks practicing skills.

All sections involving practicing skills can be recorded on skills practice sheet.

Facilitators must also ensure that parents have all the materials needed to accomplish the task. It need not necessarily be made in writing tasks; they can be taken orally. Facilitators can remind parents that their experience while performing the tasks will be discussed at the next meeting in order to solve problems you may intervene.

Ex: skills practice sheet

1.The task of that one must practice for next week is:

2. Notifications related my experiences:

3. Questions which I have put in during the week:

4. Problems that occurred during the week:

Costs related:

The advantage of these programs is the fact that does not involve high costs, are easy to implement and easy retreated as large groups of parents and teachers.



Can bring immediate results, with visible effects in the way that parents understand their children educate.

Programs submitted also respect all laws in force in the field of educational and children's rights to education, without violence, and the harmonious physical and mental development.

Further information: What is positive discipline?

Positive disciplining children develop life skills, showing them how to behave properly and help them face the challenges of life.

Also, offers solutions with long-term effect and helps to develop the child's ability to self-discipline. Refers to develop your child's skills and increase her confidence that will cope challenging life.

Positive discipline involves clear communication of your expectations as a parent, the rules, what happens if they meet or violates and limits and also refers to building a relationship between you and your child, based on mutual respect, love and trust.

Disciplinary positive means to you teach your child to be polite, nonviolent, pay attention to what the other feels, to respect themselves and others, teach children and guide their behaviors, while respect their rights to healthy development, protection against violence.

Parental training aims to reduce risk factors and enhance protective factors. Risk factors include individual conditions and / or environment that increase the likelihood of adverse outcomes for children.

In the category of risk factors for children enroll abuse, neglect, poverty and lack of parental skills. Protective factors relate to conditions that support child and increase the likelihood of positive results. Educational opportunities, present and adult care and effective parenting skills are some examples of protective factors. Intensifying protective factors and reduce risk factors promotes resiliency, helps and guides children capitalization capacities a positive model of education; thus, succeed in reaching parents raising children without using corporal punishment.

Resources available:

- The ability to engage parents in activities.
- The empathy parents.
- The ability to work in group.
- The ability to share best practices and less pleasant experiences of working with children.

DIMENSIONS:

Please make the cross if the good practice meets the proposed items. Also, try to expand the information in each section.



1. EVIDENCE OF POSITIVE AND/OR PROMISING RESULTS IN ORDER TO ELIMINATE CORPORAL PUNISHMENT.

Training/Education

The program increases the use of positive disciplinary methods for parents and educators/teachers:

- Promoting the positive parenting (promoting positive relationships, care and development the child's capacities, offering recognition and guidance to the child, establishing limits that allow the full development of the child).
- Offering alternative educational strategies to corporal punishment, that promotes democratic family educational model.
- The program promotes to caregivers, the knowledge and skills for protect the children.
- The program promotes a positive dynamic and healthy family relationships.

Promotes protection

- The program will focus attention on children to understand their worries and circumstances.
- The program works on emotional education as a protective factor for violent behavior.

Empowerment

- The practice provides skills for children, promote their resilience and resources to deal with situations of violence.
- The practice promotes and improves parental skills such as: behavior of control and emotional self-regulation.

Living environment approach

- The program has references to the real living environment of parents and children (social environment, living environment, etc.).
- The program takes into account, cultural differences in the intervention.

Formal networking

- The program implies networking and cooperation with other Institutions: with comprehensive services for care, recovering, children reintegration, teens at risk or victims of corporal punishment.
- There is a networking/cooperation with other stakeholders in the local and professional environments.



The program is included in the structure of the national/regional system and it depends on several people.

Please, detail the elements/components that provide a full explanation about evidence of positive results and/or promising results in each section (Training education, promotes protection...etc.)

Key aspects of positive discipline will help parents and educators in positive discipline:

I. Make sure that the children live in a safe and interesting environment

- Watch and dangerous areas of the house and around (especially the smallest - sharp objects, cooker or stove cookware, drugs, poison or glass objects), especially in early years.
- Supervise them carefully (you or another trusted person) to always know where it is, who it is and what it does, analyze them and enter in this environment enablers, while eliminating barriers.
- Give them a stimulating environment full of exciting activities to discover and develop language, thinking, attention and independence (drawing, dancing, cooking and-constructed, discussions and games).

II. Provides the children a positive environment for learning

- Be aware of his need to talk to you (stop what you're doing and listen to it); help him if he needs help.
- Give him quality time doing things that he likes and you like. = Quality time to be available for your child when he asks you this; when the child comes to you and asks for attention, give what you do for a few minutes and answer them.
- Encourage him to try new things and praise it, do not punish if he fails.
- Pay attention to behaviors that you like; chances are that he should repeat.
- Praise the steps taken, progress, do not cross only result; May gives them a chance to practice, let's try to get the desired result.

III. Apply constant and immediate consequence for unwanted behavior, respecting the integrity of the child

- The chances of unwanted behavior to repeat, if you act immediately and decrease the same, every time the behavior occurs. When two brothers wrangle over a game, ask them to stop and find a solution; if I do this and still fight, you take the game for a while.

Children acquire new behaviors by observation. New behaviors are reinforced or weakened by social support provided by the environment (including continuous observation of others and their way of responding to child trying to imitate behavior, for example, the consequences received); actions of others is the social cues that



facilitate similar behaviors and these issues must be considered when you educate a child.

IV. Be realistic about your expectations from the child, but also from you

- Your child has its own pace of development and its mode of learning.
- Neither children nor parents cannot be perfect; mistake is a learning opportunity.
- Expectations too high for both parent and child, leading to states of discontent and disappointment., both in the school and in the family.

V. Take care of yourself as a parent

- If you fulfill your own needs (ex. Recreation activities you like, meeting friends) chances to be calmer and more patient in relation to the child.
- You represent a model for your child! Take care of yourself, he knows how to take care of him!

VI. Establishes rules for the whole family

It would be advisable that the rules are:

- Established for the whole family, listening to the views of all members.
- Be clear; specific; formulated positive - that is to tell the child what to do, not what not to do.
- Be easy to put into practice.
- To be followed by the whole family; few in number; realistic

2. DATA ON IMPACT OF THE PRACTICE

Effectiveness of the elimination of corporal punishment

The practice has demonstrated a good impact on:

- The decreases of corporal punishment.
- The increase in positive interactions parents / mother / infant caregivers.
- The increase in timeshare.
- The improvement of communication and resolution of conflicts without using corporal punishment.
- A significant increase in knowledge, skills and confidence of parents or caregivers.
- An improvement of the welfare of the participants.

Sustainability of the impact

- The effects on the target group are sustainable.



Please, detail the evidence on data or research about the impact of the practice

The project endows parents with parental skills by dramatically reducing the use of violent and inappropriate strategies as a way of education)

3. COMPREHENSIVE NATURE

Please, tick the items the practice address to:

Dimension 1: Social and cultural context towards corporal punishment and alternative methods (including MEDIA analysis)

- The program promotes support and guidance to parents in developing a responsible parenthood that will reduce corporal punishment.
- The program supports teachers and school support staff in improving their skills and management skills of non-violent learning methods.
- It involves parents and tutors through established participatory Organizations (AMPA and others), prevention and elimination of corporal punishment.
- The practice promotes the child-youth movement through the creation and / or consolidation of representative organizations in communities.

Dimension 2: Legal framework conditions and other procedural, judicial frameworks related with the implementation of the law

- The practice responds to the objectives of education and social reintegration provided by law.
- It is consistent with the existing legal framework for protection of violence against children and teenagers, to ban explicitly corporal punishment.

Dimension 3: Awareness and training efforts concerning corporal punishment and alternative methods:

- The program raises awareness about the importance in eliminating corporal punishment.
- The practice provides training about corporal punishment elimination methods.

Dimension 4: Resources available on positive parenting techniques and complementary knowledge

- The practice provides resources available on positive parenting techniques and complementary knowledge.



Please, detail the elements/components that provide a full explanation about the dimension addressed

The program applies to families with children, and also the children develop different kind of behavior in the family environment. For all this behavior, the parents must apply the positive discipline without use corporal punishment.

Methods for positive child discipline by parents / educators / teachers are specific for these three categories of situations in which a child can learn at a time:

- A. when the child learns a new behavior
- B. when we want to strengthen behavior
- C. when the child is not motivated, so "does not want" to do a certain behavior

A. The children learn a pattern of behavior

Most gaps in the education of a child occur when the child has to learn a new behavior, difficulty and parents / educators can react violently mistakes child, giving evidence of a low frustration tolerance.

To promote a positive education model, according to the age and maturity of the child we can use a number of techniques such as:

Modeling - is a technique that can be used as a method of positive education by parents / educators at home and in kindergartens

Especially at young ages, child behavior can be shaped, the child learns through imitation and modeling and play. It can be used to form a positive behavior or to replace negative behavior with positive other without using punishment as a method of education.

Learning - it is a technique that can be used as a method of positive education by parents / educators at home and in kindergartens

Learning should also be reported to the child's level of understanding and the status or cognitive development, we cannot ask an ante learn abstract concepts and punish him for it!

At a young age the child learns through play, role play, comparisons, examples, these elements are desirable to be found in education methods developed by educators in school and at home by parents.

B. When we want to strengthen, a behavior pattern

After we ensured that the behavior was learned, it is necessary to apply the techniques that lead to persistent behavior over time: (1) reward and (2) environmental control.

1) Reward (age at which apply): 2-18 years

When you want to increase the frequency or duration of a behavior, use reward-based method. The reward is a consequence of behavior that increases the likelihood it to



repeat. At young age, may be material reward but as he grows and acquires the capacity to understand, material reward becomes the spiritual reward, which is based on intrinsic motivation.

Recommendations for the application of rewards

Think of simple things that you have to reach and are attractive to the child (ex. Dots, stars).

The more natural rewards that we use, the greater the chance consolidation and persistence target behavior.

If the child always give them the same reward as might at some point get bored of it, and not have the effect that it has had from the beginning. The missed him so much more than that will have a greater effect as a reward. Therefore, in choosing to have rewards in mind.

2) Environmental control (age at which apply: 2-18 years)

This technique can be used when a child has already learned behavior and would like to encourage the emergence of.

Our environment influences the manifestation of behavior. Perhaps you noticed in practical activity that a child's behavior only occurs in a particular environment or in the presence of certain people.

C. When the child "does not want"

Sometimes, though your child knows what you expect from him, still wants to do that thing. In such situations, you can use the methods described below: Method logical and natural consequences, extinction, excluding contract and establish behavioral rules.

1) Distraction (age at which apply: 2-3 / 4 years)

2) Method of natural and logical consequences

3) Extinction (age at which apply: 2-18 years)

D. When you want to eliminate or reduce the frequency, duration or intensity of a child's behavior (do occur less frequently, less intense or last less time), use extinction.

For example, if your child enjoys receiving attention from the teacher because you throw the toys away, ignore extinction means, not giving attention to the child when doing so.

4) Exclusion ("time-out")-the age at which apply: 2-10 / 11 years

There are times when your children or are too restless, nervous or irritable to effectively address the problem. Preschoolers, tantrums (English. "Temper tantrum") are quite common. In these moments, the children try to express their need for independence or a certain frustration. When the child has a tantrum, it is impossible



to think rationally; therefore, will react negatively to anything he tells you.

5) Establish rules: (applying the age: 2-18 years)

The rules are verbal expressions of relationships between history-behavior-consequences.

6) Behavioral Contract: (age at which apply: 10/11 - 18 years)

Children and adults expect each other to make a series of behavior as a condition to make themselves desired behaviors other.

A contract is an agreement between behavioral parent and child, "certified" by a third person - who has a neutral stance on the situation.

Research shows that this kind of verbal commitment motivates the person to do that behavior and it has proposed.

This method is used especially with preteens and teens, and parents when difficulties arise between them in reaching a consensus. In that they negotiate with their parents desired behaviors, behavioral contract gives children the feeling that their opinion is important. Make small compromise - accepting some of the arguments of the child. This way you will have more chances for your opinion to be heard in important discussions.

4. INNOVATION

The program has an innovative character, or implies innovative aspects (e. g. actual knowledge, new ideas or methodology, etc.).

Please, detail the elements/components that provide a full explanation about the innovation of the program

Positive discipline programs are easy to apply in the familiar environment and also in the school environment.

Only involves the implementation of programs by trainers without high costs.

5. COST-EFFICIENCY

The cost-efficiency is adequate.

There are no lower cost alternatives to achieve the same impact.

Please, detail the elements/components that justify the cost-efficiency of the program/practice

The program costs are low being its high impact on the parent involved.



6. TRANSFERABILITY POTENTIAL

There is access to the methodology and how the program has been implemented (e. g. process description, manual etc.).

The program has already been successfully transferred to another region.

The program can be transferred to other frame conditions in international contexts:

The program does not rely too much on specific aspects of the national/regional system.

The program does not depend too much on one/few specific professional qualifications and/ or profiles.

The program can be transferred if the material, program or license are paid.

Please, detail the elements/components that justify the transferability of the program/practice

The program is easily implemented in practice, it is only necessary to create groups and choosing trainers who works with the target groups. It is necessary the existence of material work for parents and an environment for develops activities.

