



# KNOWING THE BEHAVIOIR OF CHILDREN /Best Practice /NO PUNISH

Authors:

*Maciuca Claudia*

*Cristiana Luciana Marcu*

*Ana Maria Doru*

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## **Title 1: KNOWING THE BEHAVIOIR OF CHILDREN**

**COUNTRY/REGION:** ROMANIA, DOLI COUNTRY

**ENTITY:** SALVATI COPIII

**LINK/CONTACT FOR MORE INFORMATION:**

**DESCRIPTION OF THE GOOD PRACTICE:**

**Target group:** Parents

**Objectives:**

- Parents will learn what behavior to expect from their children at different ages.
- Parents will complete a daily program for their children.
- Parents will identify how the changes in the daily schedule of children (eg, meal time, bedtime) can change their behavior.

**Intervention structure:**

**Materials:** Table child development; On the daily sheet; Road practice skills.

**1. Pray parents:**

- Let's talk about good and bad behavior that you have observed in children.
- If you want to make changes for the purposes set last week after they noticed their children's behavior closely.

**2. Encourage their efforts.**

**3. Verification activities:**

- Ask parents to pretend as inventors and we should invent a tool. What instrument could use the relationship with their child to ease his life?

Encourage them to be creative; emphasize that these "inventions" are fun ways to express their parenting goals and there are no wrong answers.

- Ask them to discuss their inventions between them.

- Suggest to them that because you do not have magic solutions for their children's behavior, current lesson will discuss simple things that parents can use to change the behavior of children.

**4. Learning:**

→ Discuss the concept of child development:

- Knowledge stages of physical, emotional and psychological influences child's ability to perform specific tasks.
- While children may try to meet the demands of parents, that they might fail if parents expect them to do more than they are able, because of their age too low.



- When children are asked to be responsible for their own activities or perform certain tasks, it is important for parents to assess properly whether they are capable of physically and mentally to those required.

→ Talk to parents:

- The role of parents is to strengthen the rules about taking snacks, sleep schedule, routine home and at school.
- A goal of this program is to teach parents how to strengthen the rules without recourse to family quarrels, threats, pleas or bargain with children.
- The rules, which require parents as well as the consequences for compliance or infringement of rules, teach children how to behave.

#### **Types of activities:**

##### **Activity 1**

1. Distribute material on school age child development.
  2. Explain to parents on child development major points specific to this age group.
- When working with a family belonging to a minority ethnic groups with different cultural expectations, it is important to know the set of issues related to child development specific area where you are.

##### **Activity 2**

1. Explain to parents how to practice "brainstorming."
2. Provide support parents in discussion / brainstorming on specific behavior by age groups of children.

##### **Activity 3**

1. Distribute sheet on schedule.
2. Explain that the purpose of this worksheet is to train parents a better idea of the typical daily routine of children and where problems might occur.
3. Ask your parents to:
  - Write where their child should be in each time period specified.
  - Put one symbol (splat, star) at any period of time where that worry or feel as problems with their child.
  - Evocative moments when a problem any time affected the child's behavior (for example, there were problems with the child because he was not ready for school on time).
4. Talk to parents in areas where there are problems, but also moments where I feel like things are going well.

##### **Assessment**



Asked parents to share their concerns about any part of the powerful Family Program. The following questions provide some directions discussed with parents to get feedback:

- What new information have taught parents about child development and which could be used in relation to it?
- How useful it was for parents completing the worksheet describing the child's daily routine? What could make it more useful?
- What might prevent development of a routine for their child?

This program can help harmonize the parent-child relationship in the family environment as it helps regulate the reciprocal knowledge and behavioral disagreements that may arise in the conduct of everyday life and can lead to a negative solving using corporal punishment.

The program promotes positive parent-child interaction through mutual understanding and unconditional acceptance.

## **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 justify the transferability of the program/practice**

The program promotes positive parenting by teaching the child's needs, care, and routines necessary for children's health.

## 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 impact of the program has to do with prevention, both to improve the quality of care for children and to avoid violent behavior in the population at risk.

## 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 provides to the parents important knowledge for the care of the child, decreases stressed and improved family relationships.

**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**

Missing data to rate.



## 5.COST-EFFICIENCY

- The cost-efficiency is adequate.
- There are no lower cost alternatives to achieve the same impact.

<b>Please, detail the elements/components that justify the cost-efficiency of the program/practice</b>
This program is profitable, because doesn't require specialized training and has to low cost.

## 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.

<b>Please, detail the elements/components that provide the transferability of the program/practice</b>
The transfer potential of the program is very high.



