



TO UNDERSTAND THE NEEDS AND BEHAVIOUR OF CHILDREN /Best Practice /NO PUNISH

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Title: TO UNDERSTAND THE NEEDS AND BEHAVIOUR OF CHILDREN

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DESCRIPTION OF THE GOOD PRACTICE:

Target group: Parents

Objectives:

- Awareness of the role of parents as the main educators of their children.
- To know the needs of their children and how they can meet.
- To practice and improve education techniques applied to children without violence

Intervention structure:

- 1. Children want attention** - When children are given the attention they feel loved. Otherwise, they will resort to any means to attract their attention. Love and attention are so important, that the child than to not pay any attention, prefer to receive negative attention. Often this desire for attention leads to troublesome behavior - are given in the show, they despise others, resist, argue and resort to destructive actions.
- 2. Children are tempted to hold power** - is another reason why children misbehave sometimes: they want to control their lives, make decisions, to do what they want. This will be modeled their needs. Children are like strings; They tend to resist when they feel pushed or forced to do something. They must be prepared for the changes to impose them. Should their attention, tell them what we are to do, since birth. Can call on creative ways to bring the child to where we want to go. Particularly important it is for parents to admit when I'm wrong, to respect children and give them a choice in small matters without negative consequences, so their need for power to be satisfied. Parents need to move from control to self-control as children grow and become more able to make decisions.
- 3. Children are tempted to retaliate** - they want to pay them who they think controls them. The key to the detection of feeling that lies behind misconduct is listening. We must listen, recognizing that sense, we believe, is to blame (for example: "Oh, but you're angry," "sad look" etc.) and recognize what the child



says head agreeing with him; so we see strong feeling that caused the behavior will begin to disappear. Then you have to go solve the problem.

Release begins by recognizing what we feel: "I'm nervous!" And then shifting the focus to the situation that gave rise to that feeling, to see how it can be changed. For example: "I get angry when ... because".

Methodology:

Respected rules:

1. Calm temperament - should not let anger to manifest. Rather, it must be clearly expressed in words. Let's not forget imitation ability of the child.

2. Establish firm rules - children must have clearly in mind what makes a good or behavior to be wrong when you will not be able to take wise decisions on their own.

Set three basic commandments as a code of behavior for your children:

- You cannot hurt you to yourself!
- You cannot hurt others!
- You cannot mess up!

3. Categorize your child's behavior in behavior: acceptable (with which you agree and that you would like to see him more often, to be repaid), unacceptable (that you cannot tolerate, be corrected) or painful (you do not like, but you can live with it, either ignore it or you learn best behavior).

4. Determine the type of problem: a circumstance that can be solved by changing the circumstance or in some way or personal, which can only be resolved when one who has a problem choosing to change.

Listening is the most important lesson we have to learn a child, so it is absolutely necessary to give this lesson easier. In this regard:

a) Be an authority worthy of respect: children must learn to trust that parents make wise decisions for them when they are too small or immature to know what's good for them ("mom and dad know best").

b) Set some reasonable limits: requests expressed should be reasonable, must capture the attention of the child, have spoken clearly so that the child can understand and respond in obedience.

c) The power of being positive: appreciate and reward children for good behavior. Say yes first, if not the answer must be no. Tell not only when you are absolutely sure that does not mean you will not change your mind and do not in any way. Children not discern the reckless and insist until they discover the element that turns a foolhardy not a yes. Before you say yes, you can start by practicing replies "yes, but ..."



d) Allow children to bear the consequences. One of the best techniques to change the child's behavior is to let them suffer the consequences of their wrong behavior - learn from their mistakes. The consequences are especially effective when milder measures such as recall or warning failed to produce behavioral changes.

The consequences can be of several types: natural - automatically triggered if children continue on the path of "destruction" imposed - by parents or authority and self-imposed - the child is given the alternative to punishment and he must choose who will be the punishment that will fulfill. Regardless of their type, parents should encourage children to take responsibility for their behavior.

Techniques to educate the child:

1. The method "stop" to change behavior - involves praise positive behavior and ignore the negative intentionally, that is too often not reward bad behavior with exaggerated attention. To discourage unacceptable behavior, the child may be sent (no more than 5 minutes) in a room, a place or a chair specially designed for this purpose. After the allotted time, must not hold the sermon on the mistake, but must offer a word of encouragement and even a hug. Behavior can be strengthened in two ways: social (a smile, a hug) and nonsocial (points, sweets, toys). In general, social reinforcement is most appreciated.

It is important when deciding the application of disciplinary measures to communicate this to all members of the family so that the child can be rewarded or ignored consistently by all family members.

2. Shock therapy - involves doing the opposite of what is usually done.

This is effective only if used in absolutely random time. I recommend using positive shock therapy: when they expect to be nervous, smile and forgive them when waiting to get beat, tighten the arms.

In the same time, children must feel the authority of parents to change their attitude of rebellion. In this situation, it is recommended most often by leaving next child who misbehaves.

3. Solving problems through negotiation - always assumed to involve children in decisions affecting them; so they will be more willing to comply with the requirements of parents. The use of incentives is needed to reward good behavior - something that to motivate the child to do what I ask. Incentives are most effective only when granted randomly in time, and not every task they do parent.

You can give the child a choice between punishment and reward with an incentive, and they will choose, of course, the latter.



4. Freedom in exchange for accountability. To earn his freedom, children do almost anything. Be generous in giving freedom to your children, but make sure it wins behaving responsibly.

There are several strategies of responsibility:

1. Becoming their own boss - make a list of priorities and tasks to be fulfilled, because everyone else does not tell you what to do.
2. Improvement the strategy of parents - child always supposed to say in advance what his parents usually do.
3. Adult behavior, respectively, to treat all others as equals.

5. Employing the C.E.A. decision-making: C for searching information for evaluating alternatives E and A to accept the consequences. The need to make bad choices and suffer the consequences is essential to learning!

6. Reconsidering problems - "With children you can do anything as long as you play with them." When you're having problems with the child in terms of dressing, eating, grooming etc. you can try thwarting these problems by playing the store, the restaurant or the beauty salon.

7. Learning values. Values are reflected in many of the behaviors that you like or you do not like your children: religious, social, recreation, appearance, behavior at school, etc. It is important that parents show no major controversies over values, because they can lead to major conflicts, leaving the child insecure about what is really important. Be clearly established from the beginning, what acceptable behavior. If you want them to respect your values, besides a good relationship with them, you should make sure that your values are reasonable, they engraved in the minds of the time and keep them consistently through training and example.

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.)

The contents are respect full with the laws of protection to the childhood as well as the rights of care and integration to the development of the child.
Emphasizes the development of parental skills for good treatment of children.

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

This program has an important education tool, which in a preventive way helps to reduce family conflicts.

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 is based on a methodology of personal experience, so you work from real experiences in your own environment.

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.

Please, detail the elements/components that justify the cost-efficiency of the program/practice
This program is efficient and profitable, because it has low cost to implementation.

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
This program is profitable, because does not require specialized training and has low cost.

