



Parent Effectiveness Training /Best Practice /NO PUNISH

Authors:

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Title: Parent Effectiveness Training (P.E.T.) (Gordoni Perekool)

COUNTRY/REGION: ESTONIA

ENTITY: USA

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DESCRIPTION OF THE GOOD PRACTICE:

Target group: parents

Objectives: communication and conflict resolution skills for helping parents develop and maintain democratic, mutually satisfying relationships with their children and with each other.¹

Intervention structure: P.E.T. is an intensive and proven program that is only taught by instructors certified by Gordon Training International. The P.E.T. class consists of brief lectures, demonstrations, workbook exercises, role-playing, lots and lots of coaching, some homework and small group discussion. The group consist of 10-6 people, the total length of the P.E.T program is 24 hours, parents will meet up 8 times, each session 3 hours. During the time between the sessions, the people who attend the course have to train their new skills at home.²

Methodology: The conceptual model is the Behaviour Window, a framework that dr. Gordon developed for determining who owns the problem. Parents learn to use this window to help them to decide which skill to use depending on whose problem it is. There is heavy emphasis on learning the communication and conflict resolution skills so they can be used right away, both at home and in all relationships.³

The Gordon Model is made up of a very specific set of communication skills that enable parents to influence positively their children's behaviour. One key to the model is a skill called Active Listening. I-message is also used to increase parents' education. An I-Message is a tool for influencing others to change behaviour that somehow interferes with your ability to meet your needs. Active Listening and I-Messages work as a team. Once parents and children have established open two-way communication using Active Listening and I-Messages, problems and conflicts

¹ Gordon Training International 2017, <http://www.gordontraining.com/> 16.02.2017

² Perekeskus Sina ja Mina 2017, <http://www.sinamina.ee/ee/koolitused/gordoni-perekool/> 16.02.2017

³ Gordon Training International 2017, <http://www.gordontraining.com/parenting-program-comparison/> 16.02.2017



can be solved using the No-Lose Conflict Resolution method. This six-step method for resolving conflicts so that all parties are satisfied with the solutions. When all parties are invited to participate in problem solving, higher quality solutions are usually arrived at. In addition, solutions that all parties find and agree to are more likely to be implemented. The effectiveness of this can be more easily explained by the common sense Principle of Participation: People are more motivated to comply with decisions, which they had a part in reaching. Equally as important as learning these skills is learning when and how to use them. Dr. Gordon's Behaviour Window provides a framework to help parents determine which skill to use to solve any family problem. All relationships experience problems at one time or another. Dr. Gordon devised a graphic tool to help people recognize how to define these problems accurately, who "owns" them, and how to solve them: The Behaviour Window. Understanding and using this Behaviour Window can help parents determine which communication skill to use and when and how to use it. This understanding will help parents to prevent the need to use disciplinary action and eliminate the need to understand other people's personality type.⁴ Through the program parents will learn the following skills:

- How to talk to children so that they will listen to parents.
- How to listen to children so they feel genuinely understood.
- How to resolve conflicts and problems inside the family so that no one loses and problems stay solved.
- A method for troubleshooting family problems and knowing which skills to use to solve them.⁵

Costs related: There is an option to have a Master P.E.T trainer at the organisation for a private on site workshop for five to ten persons. The Workshop is designed for people who will be teaching on their own or in their community, through an agency or a private practice. The five-day intensive workshop will prepare candidates to teach P.E.T. classes. It consist of discussions, skill-building exercise, group activities and lots of practice teaching. The tuition fee is 2060 euros and does not include the Mater Trainer's travel, lodging or meals.⁶

Another option is to attend the Gordon Training International's P.E.T Instructor Training workshops, which are scheduled based on the need. The design of the

⁴ Gordon Training International 2017, <http://www.gordontraining.com/p-e-t-philosophy/#> 16.02.2017

⁵ Gordon Training International 2017, <http://www.gordontraining.com/parent-programs/parent-effectiveness-training-p-e-t/> 16.02.2017

⁶ Gordon Training International 2017, <http://www.gordontraining.com/p-e-t-instructor-certification/> 18.02.2017



workshop is “learning-by-doing” model. It is combined with instruction in the core content and skills from the P.E.T. model with exercises providing practice in dealing with group dynamics and the process of teaching and facilitating the P.E.T class. The candidates will have 5 intensive days of training for the price of 2060 euros, which also includes P.E.T. Instructor Kit with the value of 470 euros.⁷

After the selected trainings have been done then the certificated trainers may start training specialist in their country. However, the specialist have to have the background of psychologist, social work or pedagogical background. In Estonia such type of training was in 2008 were 23 specialist were trained to become P.E.T. licenced trainers.

Parents who take part of the P.E.T program in Estonia have to pay for the sessions. If two people were registered to the training, the price would be 192 euros for all 8 sessions. For one person the price is 224 euros. In some cases if the families have low income and they are referred to the program by the local government child protector, they may be able to have some compensation from the local government.⁸

Further information: The program started in Estonia in 2006 and is still ongoing.

Resources available:

<http://www.sinamina.ee/ee/koolitused/gordoni-perekool/>

<http://www.gordontraining.com/>

<http://www.gordontraining.com/free-resources/free-parent-resources/>

Gordon, T (2000) “Parent Effectiveness Training: The Proven Program for Raising Responsible Children.”

DIMENSIONS:

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

⁷ Gordon Training International 2017, <http://www.gordontraining.com/p-e-t-instructor-certification/> 18.02.2017

⁸ Perekeskus Sina ja Mina 2017, <http://www.sinamina.ee/ee/koolitused/> 18.02.2017



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.)

There have been two extensive reviews of P.E.T. course evaluation studies. The first, by Ronald Levant of Boston University, reviewed 23 different studies. The author concluded that many of the studies had methodological discrepancies. Nevertheless, out of 149 comparisons between P.E.T. and control groups or alternative programs, 32% favored P.E.T., 11% favoured the alternative group, and 57% found no significant differences. Levant did find three studies that met the standards of methodological adequacy. In these studies, out of 35 comparisons, 69% favored P.E.T. over the control group, none (0%) favoured the control group, and 31% showed no significant differences. Levant concluded that P.E.T. appears to result in positive changes in parent attitudes and behaviour and changes in children's self-concept and behaviour.⁹

Robert Cedar of Boston University later reviewed 26 of the best-designed research studies of P.E.T., using the "meta-analytic technique" of integrating the statistical findings from all the studies. The findings:

- The overall positive effect of P.E.T. was significantly greater than the effect of alternative treatments,
- The greatest measurable effect was on parent attitudes,
- The effect of P.E.T. on parent behaviour was significantly greater than the effect of alternative groups,
- P.E.T.'s effect on children was greatest for the category of self-esteem,
- Parents did learn the P.E.T. concepts,
- P.E.T. parents improved their attitudes, showed greater understanding of children, increased their democratic ideals, showed increased positive regard, empathy, congruence, and respect for their children,
- P.E.T. children rated their parents as more accepting of their children,
- The positive effects of P.E.T. last longer than the eight weeks training. In fact, they lasted as long as a 26-week follow-up,
- P.E.T.'s positive effect on children increased over time,
- The magnitude of the positive effects of P.E.T. was greatest in those studies that had superior research methodology.

A large number of studies confirm the positive effects of the principles and skills we teach in P.E.T. Even though the studies did not evaluate directly the impact of our P.E.T. course, they

⁹ Gordon Training International 2017, <http://www.gordontraining.com/p-e-t-research/>, 16.02.2017



did deal with parenting styles, punishment, confrontation, open communication, parent-child cooperation, and conflict resolution.¹⁰

Everyone can take part of the program if they register online but parents may also be referred there by a local government child protector as measure to help the family.

Gordon Training International (GTI) has International Representatives who are authorized to deliver our Parent Effectiveness Training, P.E.T., program in their respective country and language.¹¹ This program is now more than 40 years old and used in over 43 countries.

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

In the spring 2011, the NGO Family Centre You and Me in cooperation with partners conducted a research to evaluate the P.E.T program results in Estonia. The main area of focus in the research was on parenting, relations between parents and children and family relations and on children emotional behaviour. The evaluation study applied the pre/post design, in which the measurements were performed before and immediately after the intervention and three months after intervention implementation. 73 parents took part in the research between the ages of 9-16.¹²

The first and second evaluation scores compared showed immediately that after the P.E.T training there were changes to the results that were obtained before the training:

- Parents felt higher satisfaction and through that higher competence in the parental

¹⁰ Gordon Training International 2017, <http://www.gordontraining.com/p-e-t-research/>, 16.02.2017

¹¹ Gordon Training International 2017, <http://www.gordontraining.com/contact-us/international-p-e-t/> 16.02.2017

¹² Edovald, T.; Roosa, A. (2011) The results of P.E.T. on parents and children on the example of 5 training courses. http://www.sinamina.ee/public/dokumendid/raport_veeb_2012.pdf



role;

- parents felt that there has been a decrease in children's behavioural problems, hyperactivity and problems with peers;
- parents felt that there was an improvement in the children's pro-social behaviour;
- parents experienced hostility and conflict within the family communication.¹³

In order to assess if the positive results apply only after the P.E.T training results or if the training results have a longer impact on the parents a re-evaluation was conducted 3 months after the training. A questionnaire was sent to the parents who took part in the P.E.T. training. Out of 73 parents 55 took part in the questionnaire.

ITT (Intention-to-treat) principle was used in order to analyse the data which included answers from 73 parents by using their results of the last evaluation:

- Three months after the training parents felt higher satisfaction with the parental role. The result was similar to the result received straight after the training. However, there was significant decrease in parental effectiveness comparing to the results straight after the training. Through this, there was a perceived decline in parental role.
- Positive parenting (recognizing and rewarding positive behaviour) had shown statistically a great decrease 3 months after the training compared to the results before training. The decrease in the results received straight after the training did not have significantly relevant decrease.
- There was a decrease in the intimate relationships between parents and children 3 months after the program ended.
- Parents still felt after 3 months that there was a decrease in children's emotional problems, hyperactivity, problems with peers and the average of all difficulties.

Similar to the results received straight after the training there were no significant changes in communication between the family members. However, the results showed that similar to the results after the training and the results now after 3 months of the training there was more hostility and conflicts in communication.¹⁴

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.

¹³ Edovald, T.; Roosa, A. (2011) The results of P.E.T. on parents and children on the example of 5 training courses. http://www.sinamina.ee/public/dokumendid/raport_veeb_2012.pdf

¹⁴ Edovald, T.; Roosa, A. (2011) The results of P.E.T. on parents and children on the example of 5 training courses. http://www.sinamina.ee/public/dokumendid/raport_veeb_2012.pdf



- 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.

<p>Please, detail the elements/components that provide a full explanation about the dimension addressed</p> <p>P.E.T. views the parent/child relationship from a different frame of reference and teaches parents how to have collaborative, cooperative relationships with their children. It teaches a non-power method of raising children and offers skills of empathic listening, honest, clear and non-blameful self-disclosure and conflict resolution skills.</p> <p>In order to stop corporal punishment in Estonia and help children in need of help or in danger, there have been many changes made in the Child Protection law and in Estonia's development plans and strategies, which as one part also address children's welfare and security. As of 01.01.2016, Estonia has a new Child Protection Act. Paragraph 24 section 1 prohibits corporal punishment. "Children and Families Development Plan 2012-2020" one strategic goal is promoting and developing positive parenting and improving the quality of life for children. This is achieved through promoting programs and trainings for parents and specialist. The P.E.T. program does that so it is consistent with existing legal framework because the program works in the direction to eliminate corporal punishment as a way to raise children.</p> <p>Various organizations, researches and newsletters (Ministry of Social Affairs, numerous local</p>



governments etc.) have published the process and results of the program. Through this, the importance of elimination of corporal punishment has been promoted. It is also used by child protectors in local governments as additional service to help families and children with communication problems. The program provides training for alternative parental skills for solving conflicts between parents and children.

Information about training material and resources is available on the programs official website <http://www.gordontraining.com/>.

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

Although the P.E.T program has been around for several years, it has many aspects that make it unique. The program aims to meet the needs of both sides- the parents and children and offers skill training, which many programs do not. P.E.T. is a model, which advocates that parents not use their power to control their children. Instead, it advocates the use of communication and conflict resolution skills to influence children and empower them to become self-reliant, make positive decisions and control their own behaviour. The four methodologies combined: Active Listening, I-messages, No-Lose Conflict Resolution and Dr Gordons Behavior Window (described above) make this program different from other programs.

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

In Estonia there has not been a cost-efficiency alternatives research made for the P.E.T. program before implementing it.

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

Gordon Training International (GTI) has International Representatives who are authorized to deliver Parent Effectiveness Training, P.E.T., (and they often offer other GTI programs, too) program in their respective country and language. They offer standardized training and certification in Estonia for example in 2008 23 psychologists and/or people with pedagogical background got the licence to be a P.E.T program training.

This Instructor Training Workshop is based on a “learning-by-doing” model. It combines instruction in the core content and skills with exercises providing practice in dealing with group dynamics and the process of teaching and facilitating Gordon Training programs.

Becoming a P.E.T. Instructor is a 3-step process:

- **Step 1** – Complete a P.E.T. Class or study the P.E.T. book and take a quiz administered by GTI.
- **Step 2** – Successfully complete an Instructor Training Workshop.
- **Step 3** – Teach a qualifying P.E.T. Class and submit the participant evaluations to Gordon Training for review, final approval and instructor certification.¹⁵

Since the program started in the USA, it has now reached countries like China, Australia, Japan, Mexico, Estonia, UK etc. All the different materials can be transferred to each country.

¹⁵ Gordon Training International 2017, <http://www.gordontraining.com/p-e-t-instructor-certification/> 18.02.2017



