



Opvoeden & Zo/

March 31, 2017



NOPUNISH has been funded by the European Commission under the Justice Programme. Agreement JUST/2015/RDAP/AG/CORP/9183





Content

1. INTRODUCTION.....	3
2. DESCRIPTION OF THE GOOD PRACTICE	3
3. DIMENSIONS	5
3.3. COMPREHENSIVE NATURE	8
3.4. INNOVATION	9
3.5. COST-EFFICIENCY	9
3.6. TRANSFERABILITY POTENTIAL.....	9



1. INTRODUCTION

Title: Opvoeden & Zo

COUNTRY/REGION: The Netherlands

ENTITY: Kennisinstituut

LINK/CONTACT FOR MORE INFORMATION:

Nederlands Jeugdinstituut

Postbus 19221

3501 DE Utrecht

(030) 230 63 44

www.opvoedenenzo.nl

2. DESCRIPTION OF THE GOOD PRACTICE

Target group:

Opvoeden & Zo has been developed for parents with a low standard of education with children aged between 4-12 years old and who have limited parenting skills. Parents with a higher level of education are not excluded however.

Objectives:

The aim of Opvoeden & Zo is to increase the parent's own parenting skills. Parents are taught skills that will help them influence their child's behaviour in a positive, non-damaging manner. The ultimate aim of Opvoeden & Zo is to prevent emotional and behavioural problems in the child where possible.

Intervention structure:

Opvoeden & Zo is a course designed to teach parents basic parenting skills in order to build a positive relationship with the child, to encourage desirable behaviour and to regulate undesirable behaviour. The first five sessions of the course each focus on a specific parenting skill. They are as follows: giving attention & praise, saying no, punishment, ignoring and time out. The final session provides a closing summary. The course is a combination of knowledge transfer, instruction using film clips, group discussions and practical exercises. After instruction about the content and application of the skills, an important feature of the next part of the course is practising those skills and getting feedback. In addition to this, parents are given homework exercises to complete in order to help them build on the knowledge they have acquired and to practice skills in the home environment.

Methodology:

The first five sessions all have a similar structure. Firstly, the course leader will discuss the previous homework exercise and go over the previous session with parents. When going over the session about setting boundaries, there is an emphasis on the fact that parents should not do this too often: "It's better to



compliment your child for good behaviour”. After the review, parents will then practice whichever skill is the subject of the session under the guidance of the course leader in one or more interactive ways. As well as these interactive ways of working, parents will always work on the respective skills using a short film and individual scenarios on DVD, in which there is a particular focus on the rules for applying this skill: when and how do you do this? The scenes have been filmed with real families. Each scenario comprises two parts, one with a less effective (yet recognizable) response from a parent in a given situation and one that shows how the parent could react in a different, more effective way. Each scenario is followed by a discussion with parents. At the end of the session, parents are given a homework exercise to complete. These tasks help to encourage parents to practice the skills within their own environment and to note down their experiences. As well as this, the homework exercises require parents to give an example of why and how parents can pay their children attention or give a compliment.

At the end of each session, the parents are given a folder featuring information about the respective skill, with a summary and guidelines for applying that skill, and a statement about the importance of paying attention and giving praise.

The final session is comprised of the usual discussion of the homework exercise, review and summary of the skill in a video clip, two working forms reiterating the effective application of the parenting skill in question and the importance of positive behavioural influence. The course is concluded with two final exercises, an evaluation, the final folder (about the difference between being strict/ clear and about good enough parenting) and any agreements made regarding a future review session.

Throughout the course, the emphasis is on effectively paying attention and giving praise and on constructively and sensitively setting boundaries when it comes to undesirable behaviour. Setting boundaries has a specific structure, starting with being able to set and use a certain number of rules; being able to impose mild punishment (= negative consequences) if rules are not adhered to; focused ignoring of innocent forms of attention seeking behaviour and, finally, removing a children from a situation in which they can no longer cope, by giving them a time out. Effective use in this sense means; using timely rules which have been learned for each skill, so that the parent's efforts have the desired effect.

Costs related:

The cost of the intervention for the acting institution has not been set by the developer and varies per institution/provider.

Cost of materials:

- Script (flip book and Dutch DVD) € 169.00
- Script € 149.00
- DVD (Dutch, Turkish, Moroccan Arabic, Berber, Papiamento or sign language and subtitling € 29.95)
- Pack of translated parenting information and translated DVD € 49.95
- Staffing costs: Implementation by a course leader - costs a minimum of 24 hours.



- In practice, when considering the target group in mind, participants can only be expected to make a very small contribution.

Further information:

Opvoeden & Zo is explicitly available to various groups of migrant parents. In order to render it identifiable, the parenting information, including all of the illustrations and outline for the exercises and the DVD scenarios, play out in families from all kinds of ethnic backgrounds. It is also translated into Turkish, Moroccan-Arabic, Berber and Papiamento.

Contra-indications are:

- The parent has their own experience with serious parenting problems.
- The parent has serious psychological problems.
- The child/children has/have serious behavioural or emotional problems.

If there is any question of contra-indications, an alternative offer will be made to the parents as soon as possible.

Resources available:

An extensive description and contact details are included in the database of the Netherlands Jeugdinstuut (Dutch Youth Institute). (See. <http://www.nji.nl/nl/Databank/Databank-Effectieve-Jeugdinterventies> .

3. DIMENSIONS

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

3.1. 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.

Definition of the issue. Parents of children aged 0-12 experience 3-9 % behavioural problems in their child (Bucx, 2011). 6% of parents have a negative experience of parenting and this means they are more inclined to physically punish the children (such as a smacking or restraining the child). In families with mothers who have a low level of education, this is 7% (Zeijl, Crone, Wiefferink, Keuzenkamp en Reijneveld, 2005). A (very) low level of education in parents also increases the risk of child abuse. The same research (Zeijl e.a., 2005) also showed that children of mothers with a low level of education in the Netherlands are twice as likely (8%) to have psychosocial problems than children of highly educated mothers (4%). If low levels of education are combined with another risk factor, such as non-western origin, then there will be an increase in the percentage of parents who have a negative experience of parenting (18%) as well as the percentage of children with psycho-social problems(12%). Risk factors,



upbringing experience and behavioural problems can negatively influence each other.

Effective parenting interventions. A review by Moran, Ghate & van der Merwe ((2004) showed that behaviour-focused interventions for parents, based on social learning theory and focused on teaching parenting skills (such as positive reinforcement and alternatives to punishment) are successful and effective in preventing emotional and behavioural problems in children.

Various comprehensive studies (Ince, (2013) also show that other specific features of the Opvoeden & Zo approach are effective in terms of the desired objective and the specific target group of parents with low levels of education. This concerns working in groups, focusing on positive reinforcement, working in a generic yet culturally sensitive way (including with translations) in the presence of a professional, using various interactive methods and practising techniques during the course and at home.

Learning to use the skills acquired through Opvoeden & Zo makes parents more competent and can help to break a negative cycle.

Learning the skills of paying attention and giving praise as the most important way of positively influencing children's behaviour, as well as using the rules (technique and timing) in learning to apply ways of setting boundaries, are all central to the course. Both are seen as part of a positive parenting approach that offers children security and structure and which contributes to a positive relationship between parents and children.

Active elements

- Effective skills for positive parenting based on social learning theory.
- Group-based approach.
- Generic but culturally sensitive and working with translations
- Professional guidance
- Interactive methods.
- Show how techniques need to be applied.
- Practising exercises at home after training.
- Combination of various learning methods (as well as interactive methods and exercises at home, also verbal, audiovisual and written transfer and transfer via illustrations).



Research. There is a lack of recent research into the effects of Opvoeden & Zo. The most recent research dates from 1995 (Blom e.a.) & 1997 (Albertz).

3.2. 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.

3.3. 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.

3.4. INNOVATION

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

3.5. COST-EFFICIENCY

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

3.6. 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.



NOPUNISH has been funded by the European Commission under the Justice Programme. Agreement JUST/2015/RDAP/AG/CORP/9183.

This report has been produced with the financial support of the Rights, Equality and Citizenship (REC) Programme (2014-2020) of the European Union. The contents of this report are the sole responsibility of University of Valencia and the whole NOPUNISH project consortium and can in no way be taken to reflect the views of the European Commission.