



# Grow happy in family

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## 1. INTRODUCTION

**Title:** Grow happy in family

**COUNTRY/REGION:** SPAIN

**ENTITY:** DEPARTMENT OF SCIENCE OF EDUCATION. UNIVERSITY OF OVIEDO.  
(Funded by the Ministry of health and Social Affairs).

**LINK/CONTACT FOR MORE INFORMATION:**

## 2. DESCRIPTION OF THE GOOD PRACTICE

**Target group:**

Families that have children between 0 to 5 years, that require a support in their education.

**Objectives:** 1. Strengthen the relationship and interaction with children. 2 promote the knowledge of children and the promotion of appropriate response. 3. Establishment of educational guidelines right and organization of daily life. 4. Reflect on the perceptions and powers that have the parents on their educator role. 5 Promote protective factors and reduce risk.

**Intervention structure:**

Structured into 5 modules:

Module 1: "The development of affective bonds".

Module 2. "Learn how to know our children"

Module 3. "Learn how to regulate child behavior".

Module 4 "The first relationship with the school."

Módulo 5 "Educate, a task in solitary?"

These modules are structured in 10 sessions, can be modified according to the group needs.

**Methodology:**

- Manualized Program.
- Function of facilitator: Function of accompaniment, counseling, support and modeling.
- Experiential Methodology.
- Intervention: Approximately 5 months.
- It combines group intervention and/or home support.

The sessions are developed with an active methodology, participatory, experiential and based in dynamic of groups coordinated by one or two professional graduates in orientation and intervention educational for the life family or in other degrees related, and with training and experience in these dynamic.



**Costs related:**

There is not an estimation of costs in the program. Would require the formation of professional in the same, although, is perfectly structured, by which facilitates its implementation. The costs will be greater, if referred to the home-based support.

**Further information:**

<http://www.observatoriodelainfancia.msssi.gob.es/productos/pdf/programaGuíaDesarrolloCompetencias.pdf>.

<http://portal.asociacionhestia.org/proyectos/cfef.html>

**Resources available:**

Given the active character, group and participatory to follow the methodology, it is suggested restrict the number of participating between 15-20 to ensure a proper quality in the processes of dynamization of sessions.

Resources: It is organized in two sections: section I: presentation of the Program-guide and section II: sessions of the Program-guide. Suggestions and resources. This last includes: 1) instructions detailed and guidelines for the development of activities by the Coordinator during the two hours each session, and 2) pieces of work for each session and to carry out the initial assessment process and the finish development of the program.

### **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.

The program is aimed at improving parenting skills, psycho-educational support, so that parents can better understand the needs of their children, according to their evolutionary stage. What you allows reduce anxiety that is produced to the ignorance of them needs associated to the stage evolutionary.

A very positive feature of the program is to work the parents emotional self-regulation, encourages self-control, stimulates the self-observation of how you have the parental role, which allows to readjust their behavior from awareness of errors or successes, fundamental to promote lasting change, promoting a proactive attitude.

Another pillar of the program is to help the process of seeking social support and key personal autonomy in educational work, protection, in a proper parental care factor: responsibility for the welfare of the child, positive vision of the child and the family, seek help of significant people, identify, and his resources to meet the needs

It has a directed approach to promote protection factors, as a preventive approach.

## **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.

The program has been implemented in different communities autonomous: Castilla and Leon, Catalonia, Canary Islands, Balearic Islands. From the years 2009-2014, a total of 56 family groups were seen.

The program has counted with the support of the entities public, through those social services. Being a resource offered to the families.

Being a home-based support program, allows to reach families in more direct, from his environment and ensures continuity in the program, as is the professional which moves. Is works from an approach completely ecological, from the reality of his domicile, which favors the continuity and generalization of them results.

## **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.

While the program does not provide explicit objectives the Elimination of corporal punishment, even though it improves the parental competition are encouraged from the program: educational skills (warmth and recognition of achievements, control and supervision of child behaviour, stimulation and learning support and adaptability to the characteristics of the child), Parental self-efficacy (internal locus of control (, couple and perception agreement restrng parental role) is a preventive approach to the use of violence.

Personal autonomy and social support search skills: responsibility for the welfare of the child, positive vision of the child and the family, seek help of significant people, identify, and use the resources to meet the needs.

With this program is addressed many competencies that allow the parental role exercise from a positive approach of care and welfare of the baby, therefore encouraging a positive parenting it reduces the presence of violent behaviors and inadequate in child education.

### **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.

The program is developed through a manual, published and with free access, due that it has the support of the Ministry of health and social issues. This allows, to can be implemented of low cost.

The modules are perfectly developed, with activities and objectives, being easily replicable.





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