



GUIDE OF GOOD PRACTICES IN POSITIVE PARENTALITY. “THE STRICT RULES”

March 31, 2017



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



NOPUNISH



Content

1. INTRODUCTION.....	3
2. DESCRIPTION OF THE GOOD PRACTICE	3
3. DIMENSIONS.....	6
3.1. EVIDENCE OF POSITIVE AND/OR PROMISING RESULTS IN ORDER TO ELIMINATE CORPORAL PUNISHMENT	7
3.2. DATA ON IMPACT OF THE PRACTICE	8
3.3. COMPREHENSIVE NATURE	8
3.4. INNOVATION.....	9
3.5. COST-EFFICIENCY.....	9
3.6. TRANSFERABILITY POTENTIAL.....	9



1. INTRODUCTION

Title: GUIDE OF GOOD PRACTICES IN POSITIVE PARENTALITY. "THE STRICT RULES"

COUNTRY/REGION: ROMANIA, DOLI COUNTRY

ENTITY: SALVATI COPIII

LINK/CONTACT FOR MORE INFORMATION:

2. DESCRIPTION OF THE GOOD PRACTICE

Target group: Parents/Teachers

Objectives:

- Parents/Teachers will realize the difference between flexible and strict rules.
- Parents/Teachers will learn how to establish strict and consistent.

Intervention structure:

Materials

Guidelines for the establishment strict rules; Road practice skills.

Intervention:

1. Ask the parents:

- What are their comments on the daily routine of the children.
- If you want to make a change in routine family after the child's ability and closely followed his daily habits.
- If you want to add something to their own purposes.

2. Check with parents results of the changes you have made and encourage them in their efforts to change.

Verification activities:

1. Ask parents to answer the following statements by "agree" or "disagree".

2. Explain that:

- It is important for them to express themselves in terms of the agreement or disagreement, even if they have some reservations.
- There is no right or wrong answers.

3. Ask them to discuss choices.

Learning:

1. Define and discuss family rules:

- Rules can be written or unwritten.
- Rules describe what should or should not be done or what is expected of a person.
- Rules must correspond to the child's development.
- Each family has its own set of rules.

2. Ask parents to talk about their family rules. It could be that parents need help in identifying the unwritten rules of their family.

3. Define flexible rules.

- Flexible rules are the ones that children can sometimes break them, and sometimes must comply.



4. Discuss with parents / brainstorm reasons why flexible rules may cause confusion in the family and may fail to encourage good behavior from the child.
5. Often, children will break the rules flexible, because the consequences of their violation are not clear. Thus, children will test the rules to see what happens.
6. Ask your parents to give examples of times when children tested rules.
7. Define strict rules.
 - A strict rule is that the child knows and understands what happens if violated.
 - A strict rule is to explain to verbal argued for action: the rule is made clear, and the child is disciplined positive immediately after the rule was violated.
 - If there are strict rules child can no longer move in by kindly parent, pleadings or bargains that you can use for flexible rules.
8. Define and discuss the concept of consequences and how can they be positive or negative. The consequences may be to reinforce the behavior or penalize him.
9. Ask parents to give examples of consequences that rewards (positive) and penalizes (negative).
10. Explain that parents should make as clear consequences for children's behavior.
 - Rules and consequences must be consistent.
 - Children should be taught to choose their actions, thinking at the same time and their consequences.
 - Parents must provide alternative you make the rules stricter, so that the child can take responsible decisions.
 - Consequences teach children to be responsible for their actions: they receive rewards or penalties for their decisions.
 - Rules should be established in agreement with the child's age.

Activities:

Activity 1:

1. Discuss / brainstorm some results Rules "flexible" (i.e. arguments, bargaining, pleas, arguments, tasks not performed).
2. Ask your parents to tell their children how to respond to the strict rules and flexible.

Activity 2:

1. Divide one guide each person to establish strict rules and then discussed them.
2. Guided by her parents in formulating examples of rules. Customize each point below.
3. If parents say that if their children do not respond well to such rules, explore issues that may arise in the way of compliance with those rules.

Activity 3:

Involve parents in a practical exercise by laying down strict rules.

1. Ask parents to identify some behaviors of children they wish to change them.
 - Behavior can even be targeted at the first lesson.
 - It must be easily observed a specific action.
2. Help parents to formulate a strict rule concerning the child's behavior. Use the ideas found in the guide.



3. To practice role-playing action on expression of the message may be used technique free seat. Projection child seat is in it. Father speaks child vacant chair and then sitting on that seat, the child plays the parent answering questions. Role play the game until you consider that the goal was achieved.

Assessment:

Asked parents to share their own concerns about any part of the powerful Family Program.

The following questions provide some directions for parents commented:

1. How useful is the guide for you consider that you want to establish rules set strict rules in your own family? You believe that you will use next?
2. What might occur to the establishment and use of strict rules in their own family?

Practicing skills:

Asked the parents to practice using strict rule that they repeated it / learned through role play with their child. Suggest them to closely observe how he feels and how the child reacts when the parent uses strict rule when then take action through a specific action.

Ask them to write down the theme Road practice skills. Alternative suggestions to practice the lessons learned in today:

-The parents can identify behavior that think they can control him better by using rules. They should note rule, ensuring that the guide is aimed indications. He might want to practice as parents rule with another adult. Asked the parents to be prepared to discuss these experiences to the next meeting.

Ex: Guide to setting strict rules:

1. Focus on how you want to behave your child (child's name). Make the distinction between behavior and child.
2. Formulate rules as simple and easy to follow. Parents should specify the desired behavior and putting it in a time frame needed. For example, "Mary, gather toys before you go to bed! "
3. USE rules that give children alternatives.

For example: "Dan, you have to be ready for bed at 20:00. When you're ready for bed 20:00, we can read a story or we can play a game. When you're ready for bed after 20:00, there is no time for story or game and you have to go straight to bed.

4. Use a normal tone of voice. Raising the tone of voice to intensify the struggle for power. Speak firmly and in a direct manner.
5. Continue with the actions. Shares say the words. These actions or consequences should be made in agreement with the behavior problem as much as possible.

In the example above, the child was not ready for bed until 20:00, then his/her will not be afford to stay awake or to play before going to bed.

Practice setting strict rules that could be used with your child. Use the child's name to customize these rules:

1. Rule 1
2. Rule 2



3. Rule 3

Ex: Road practice skills

a) The task that must practice for next week is:

b) Comments related to my experiences:

c) Questions which I have put in during the week:

1. Question 1

2. Question 2

3. Question 3

d) Problems that occurred during the week:

1. Issue 1

2. Issue 2

3. Issue 3

All these programs promote best practice in education and aim to develop positive parenting skills that reduce the use of corporal punishment. It mainly relies on adaptability and learning both parents and teachers and to want as while to develop confidence of parents and educators and will certainly use all the knowledge available to educate them through best practices.

These programs support the work of teachers in schools and at the same time they actively involving parents in their children's knowledge and conduct these programs at home, in the family environment.

The advantage of these programs is the fact that does not involve high costs, are easy to implement and easy retreated as large groups of parents and staff bring didactice. Pot Imedi results, with visible effects in how parents educate their children understand.

Programmes submitted also respect all laws in force in the field of educational and children's rights to education, without violence, and the harmonious physical and mental development.

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 contents are respectful with the laws of protección to the childhood as well as the rights of care and integration to the development of the child.



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.

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

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.

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

3.4. INNOVATION

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

Missing data to rate.

3.5. COST-EFFICIENCY

The cost-efficiency is adequate.

There are no lower cost alternatives to achieve the same impact.

This program is efficient and profitable, because it's low cost to implementation.

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.

This program is profitable, because doesn't require specialized training and has low cost.



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.