



# PROMOTING POSITIVE BEHAVIOR OF THE CHILDREN

March 31, 2017



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



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## 1. INTRODUCTION

**Title:** PROMOTING POSITIVE BEHAVIOR OF THE CHILDREN

**COUNTRY/REGION:** ROMANIA, DOLI COUNTRY

**ENTITY:** SALVATI COPIII

**LINK/CONTACT FOR MORE INFORMATION:**

## 2. DESCRIPTION OF THE GOOD PRACTICE

**Target group:** Parents, teachers and education specialists.

**• Objectives:**

- Participants will make the difference between discipline and punishment.
- Participants will learn the steps discipline.
- Participants will learn to establish rules, limits and practical consequences.
- Participants will learn to provide positive support by providing rewards, praise and encouragement.

**Intervention Structure:**

**1. Constructive and destructive behaviors**

- The participants form pairs. A participant is **A**, and the other is **B**.
- Individuals must choose a story from childhood in relationship with a parent / adult, what the hurt or harmed them in any way. It may be helpful to close your eyes, so people will be A focus on chance.
- Individuals are asked to imagine that B's parent / adult what caused discomfort / story or offended them. Individuals are invited to say how i B has offended. B must obey and remain silent. To begin with the words: "You offended when ...". When they finished, they can exchange roles: Participants are asked to enter discussions and leave the role. They will discuss in pairs about how they felt during the exercises.
- Participants are asked to repeat the exercise, but this time to think about an event childhood where one of the parents encouraged him to grow as a personality. In role play, will be used junction "You helped me when ...";
- Participants are asked to enter discussions and leave the role. They will discuss in pairs about how they felt during the year.
- The group of participants together discuss about activity. It gives participants time to comment and express their feelings about the activity.

- Participants are asked to write their answers on flipchart sheets as follows:

Example:

**Constructive parents behaviors**

- Gentleness / courtesy
- Caution
- Listen to what I say.



## 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 protection to the childhood as well as the rights of care and integration to the developments of the child to provide parental skills for parents

### **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 role-playing, 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 is 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 does not require specialized training and has to 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.*