

**Psycho-Educational and Social
Intervention Program for Parents**



Erasmus+

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Cooperation for Innovation and the Exchange of Good Practices

Strategic Partnerships for adult education Development and Innovation

Psycho-Educational Kit

Trainer's Manual & Trainee's Workbook



LUMEN
în elita editurilor românești



PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS

PSYCHO-EDUCATIONAL KIT: TRAINER'S MANUAL AND TRAINEE'S WORKBOOK

Coordinator **Aurora Adina COLOMEISCHI**

PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS. PSYCHO-EDUCATIONAL KIT: TRAINER'S MANUAL AND TRAINEE'S WORKBOOK

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Cooperation for Innovation and the Exchange of Good Practices Strategic Partnerships for adult education Development and Innovation

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The template for developing the units of the training programs is elaborated by Mine Gol-Guven, Bogazici University, Istanbul, Turkey.

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PROGRAM UNIT 9 - EMOTIONAL COMPETENCE – SOCIAL EMOTIONAL SKILLS

TIME NEEDED FOR UNIT: 2 hours

Maria Augusta Romão da Veiga Branco
Institute Politechnik of Braganca

RATIONALE AND THEORETICAL BACKGROUND

Social Emotional Skills – Goldstein (1989) identify this group of capacities as basics, advanced, related to feelings, alternatives to aggression, coping with stress and planning skills.

Assertiveness – or assertive language, means to be able to defend owns rights without manipulations.

Active Listening – listen accurately with effective communication, empathy and no judgment of values.

OBJECTIVES



- 1- To recognize basic social skills.
- 2- To reflect on the importance of being emotionally competent partner.
- 3- To learn the “social emotional elegance” of the situations in which we should have the ability to say NO, and learn to say "no" and being assertive
- 4- To develop an active listening attitude in front of our interlocutor
- 5- To perceive emotions and feelings in non-verbal communication, in our family context with partners and children
- 6- To identify the basic channels of non-verbal (emotional) communication

RESOURCES



Room with 5 tables and respective chairs
Multimedia
Drawings of windmill with 10 blades for each parent
Paper sheets, pencil and eraser

PREPARATION



Select contents and activities according to:
Established objectives and contents to learn
Find resources to the selected dynamic



CONTENTS	
	1- Basic social skills. 2- The “social emotional elegance” of the situations in which we should have the ability to say NO 3- The Active Listening 4- Emotions and feelings in non-verbal communication, in our family context with partners and children 5- The basic channels of non-verbal (emotional) communication
NOTE TO THE TRAINER	
5 minutes 	- Distribute Tables in Attachment: - Table1 - Social Skills; Table 2 – Communication Styles - Table 3 – Action Model to say “No”; Table 4 - Listening... - Table 4.1. – Am I a good listener?
1. INTRODUCTION	
2. GROUP WORK	
Icebreaker - Dynamics: We need Social Skills!	
 20 minutes 	Objectives - To know the concept of socio-emotional skills, will work the basic socio-emotional skills (Goldstein, 1989). - Know basic socio-emotional skills - Recognize the need to be socially and emotionally competent Procedure The trainer explains the concept and explains the most basic. All the skills that the group will point out as important, will be commented with examples. Resources: Pencil paper, Table1 Orientations The group will say which are the easiest and most difficult to put into practice in our life context Conclusion: With this activity, the group will detect the main deficits in social skills level. Then the group will experience activities to improve social skills.
Dynamic – Be assertive! – What about Communication Styles?	
Sometimes we must say No!	
 30 minutes	There are situations in family life that we do not say what we feel. Sometimes we say the opposite. Assertive people are able to express their own feelings directly, defend their own rights and respect those of others. An assertive character commits himself to own congruence. One of the skills of this competence is to

 	know how to say “No”. Objectives - To learn the differences between aggressive, passive and assertive communication styles. - To become aware of our need to say No! - To learn to say “No” surely, without feeling the need for excuses or justifications. Procedure The trainer presents the styles of communication and gives examples. Trainer invites trainees to give examples of their lives. They analyse in groups the importance of being assertive and the advantages and disadvantages that have already lived in life. Resources: Paper, pen, Table 2, Table 3 Orientations The small group works for 10 minutes. At the end of the work, they should give an assertive answer to the examples given. Conclusion: The answers are analysed in the large group.
Dynamic – I hear you... or I'm listen to you? - Am I a good listener?	
 40 minutes  	Trainees read aloud the content of Table 4 Description Being able to listen to the feelings and concerns of others helps you start and maintain good relationships over time. In family life this skill is essential. Active listening and the effectiveness of the listening attitude is essential with children and adults. Objectives - To know the characteristics of active listening. - To develop a good listener attitude - To develop an active listening attitude in front of our partners - To reflect about our listener habits - To evaluate our listening habits Resources Paper, pen, Table 4.1 Procedure The trainer requests two volunteers for the dramatization technique. The trainer will give a sheet of paper to one of the trainees to take over Mr. Afonso. In the paper is written a “bad situation”... Mr. Afonso has a problem, and he wants to share and wants to feel heard ... he needs to talk and to be heard to Mrs. Lea. The group watches... and play attention. At the end, they complete the questionnaire from Table 4. The big group open a discussion about listen and active listening. Conclusions They talk about their own experiences related to misunderstand in situations

	with bad listening. They recognize the differences of the listen attitude.
3. ENDING	
 15 minutes 	Reflective Questions based on the activities - What kind of communicative style I use with my family? The passive, the aggressive or the assertive style? - Do I say "no" to my partner and children being assertive? - Do I have an active listening attitude? - Do I perceive emotions and feelings in non-verbal communication, in our family context with partners and children? - What about my skill to manage emotions in my family group?
4. KEY NOTE	
 5 minutes 	TAKE HOME MESSAGE Individually developed work at home. The trainee is invited to reflect on the peer group issues. Then the trainee takehome the questions. He should write the answers individually at home, to talk about what he wrote, in the next session.
SUGGESTIONS	
- ATTACHMENTS - Table1 - Social Skills - Table 2 – Communication Styles - Table 3 – Action Model to say “No” - Table 4 - Listening... - Table 4.1. – Am I a good listener?	

Table 1 – Social Skills (Golstein, Sprafkin, Gershaw & Klein, 1989)

Group I: First Social Skills 1. To hear. 2. To start a conversation. 3. To hold a conversation. 4. To ask a question. 5. To thank. 6. To introduce yourself. 7. To introduce others. 8. To pay compliment. Group I: Advanced Social Skills 9. To ask for help. 10. To participate. 11. To give instructions. 12. To follow instructions. 13. To apologize. 14. To convince others. Group III: Skills related to feelings 15. To know your own feelings. 16. To express feelings. 17. To understand the feelings of others. 18. To cope with the anger of others. 19. To express affection. 20. To solve the fear. 21. To self-reward. Group IV: Alternative abilities for aggression 22. To ask permission. 23. To share something. 24. To help others. 25. To negotiate.	... (cont.) 26. To use self-control. 27. To defend your rights. 28. To reply to jokes. 29. To avoid problems with others. 30. Do not get into fights. Group V: Skills to cope with stress 31. To make a complaint. 32. To respond to a complaint. 33. To demonstrate sportsmanship after the game. 34. To lose the shame. 35. When you are set aside, roll up your sleeves and get to work. 36. To defend a friend. 37. To respond to persuasion. 38. To respond to failure. 39. To face contradictory messages 40. To respond to an accusation 41. To prepare for a difficult or confrontational conversation 42. To cope with the pressures of the group Group VI: Planning Skills 43. To take initiatives 44. To discerning the cause of a problem 45. To establish a Goal 46. To collect selected information 47. To solve problems according to their importance 48. To make a careful decision 49. Focus on a task
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In Bennet, Anna Soldevila (2009), *Emociónate*. Programa de Educación Emocional. Madrid. Pirámide. P142-144.



Table 2 – The Three Basic Styles of Interpersonal Communication with Others

There are three basic styles of interpersonal communication.

1. Aggressive style.

Typical examples of this type of behavior include fighting, accusation and threat, and, in general, all those attitudes that mean attacking others regardless of their feelings.

The advantage of this kind of behavior is that people do not mistreat the aggressive person.

The disadvantage is that they do not want them around.

2. Passive style.

It is said that a person has a passive behavior when he allows others to step on him, when he does not defend his interests and when he does everything he is told, regardless of what he thinks or feels about it.

The advantage of being a passive person is that they rarely receive direct rejection from others.

The disadvantage here is that others take advantage of one and end up accumulating a heavy load of resentment and irritation.

3. Assertive style.

A person has an assertive behavior when defends his own interests, expresses his opinions freely and does not allow others to take advantage of him.

Assertiveness is defined as the ability to self-affirm one's rights, without allowing themselves to be manipulated and without manipulating others.

Table 3 – Action Model to Say “No”

- What is the context of "No"?
- How many people depend on the decision?
- What are the consequences?
- There moral or ethical analysis?

After the decision

- breathe calmly.
- replies "No" quietly, looking at the person in the eye.
- maintains a relaxed body position
- spells words with care and respect
- puts into the body expression certainty about the decision
- be constant in the decision taken
- give no further explanation than what you previously decided you would give



Table 4 - Listening and misrepresenting – our social communication

INTERNAL COMMUNICATION OF A COMPANY

How business communication works....

From the President to the Director:

Next Friday at 5:00 p.m., Halley's Comet will be passing through this area. This is an event that occurs every 78 years. So, please, gather the employees in the factory yard; everyone should wear a safety helmet while I explain the phenomenon. If it rains we will not see the rare spectacle with the *naked eye*.

From the Director to the Manager:

At the request of the President, on Friday at 5:00 p.m., Halley's Comet will appear above the factory. If it rains, please gather the employees, all wearing a helmet, and send them to the cafeteria, where the rare phenomenon will take place, which happens every 78 years with the naked eye.

From the Manager to the Supervisor:

At the invitation of our dear President, the 78-year-old scientist Halley will appear naked in the factory wearing only a helmet, where he will explain the rain phenomenon to the security guards in the yard.

From the Supervisor to the Chief:

All naked, next Friday, at 5:00 p.m., because the smart of the President, Mr. Halley, will be there to show the rare movie "Dancing in the Rain". If it starts to rain, which happens every 78 years, for safety reasons put on the helmet.

GENERAL WARNING:

This Friday the President will be 78 years old. The party will be at 5:00 pm in the factory yard. Bill Halley and his comets will be there. Everyone should be naked and wearing a helmet. The show will happen even if it rains, because the band is a phenomenon.

Table 4.1. – Are you a Good Listener?

Are you a good listener?

"To know how to listen is essential in any personal or professional relationship."

Please rate on a scale of 1 to 4, in which: 1-never; 2-rarely; 3- almost always; 4-always)

- | | |
|--|--|
| • Do you allow the other to express himself without interrupting him? | |
| • Do you listen "between the lines" looking for the hidden meaning of words, especially when people do not express themselves clearly? | |
| • Do you strive for to develop your ability to withhold important information? | |



• Do you record the most important details of the conversation?	
• When you recall an event, do you locate and record the most important facts and keywords?	
• In order to confirm what you understand, do you often repeat to the interlocutor the essential details of a conversation before it ends?	
• When you are talking, do you usually imagine the answer to one question only when the other has already expounded his ideas?	
• Do you avoid becoming hostile or unnerved when your interlocutor's point of view differs from yours?	
• When you're listening, do you ignore the facts parallel to the conversation?	
• Do you feel and convey a genuine interest in what the other person says?	

KEY:

32 or more: You are a good listener, someone who awakens and knows how to capture the ideas of the interlocutors.

27-31 points: You are among average listeners.

22-26 points: You need to consciously practice the art of listening well in order to overcome some shortcomings.

21 or less: Probably most of the messages you hear are misrepresented and retransmitted with "interference."

In: Guia RH