

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



Erasmus+

Program 2016-1-RO01-KA204-024504KA2
Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for adult education Development and Innovation

WORKBOOK for parents



EDITURA LUMEN
în elita editurilor românești




**PSYCHO-EDUCATIONAL AND SOCIAL
INTERVENTION PROGRAM FOR
PARENTS (PESI):
Workbook for parents**

Coordinator **Aurora Adina COLOMEISCHI**

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Descrierea CIP a Bibliotecii Naționale a României

Psycho-Educational and Social Intervention Program for Parents

(PESI) : workbook for parents / coord.: Aurora Adina Colomeischi. –

Iași : Lumen, 2018

ISBN 978-973-166-509-2

I. Colomeischi, Aurora Adina (coord.)

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Contents

Psycho-Educational and Social Intervention Program for Parents (PESI). Benefits of parents' education and training	1
Aurora Adina Colomeischi	1
PROGRAM UNIT 1 - RESILIENCE WITHIN FAMILY	8
Anamarija Žic Ralić	8
PROGRAM UNIT 2 - FAMILY STRENGTHS	12
Ana Wagner Jakab	12
PROGRAM UNIT 3 - STRESS MANAGEMENT	15
Liliana Bujor	15
PROGRAM UNIT 4 - RESILIENCE WITHIN FAMILY	17
Liliana Bujor	17
PROGRAM UNIT 5 - SELF-ESTEEM AND SELF-CONCEPT	19
Agnès Ros-Morente, Gemma Filella, Judit Teixiné & Cèlia Moreno	19
PROGRAM UNIT 5. - SELF-ESTEEM AND SELF-CONCEPT - OPTIONAL UNIT	25
Agnès Ros-Morente, Gemma Filella, Judit Teixiné & Cèlia Moreno	25
PROGRAM UNIT 6 - SELF-MANAGEMENT	29
Maria Augusta Romão da Veiga Branco	29
PROGRAM UNIT 7 -SELF-EFFICACY	31
Agnès Ros-Morente, Gemma Filella, Judit Teixiné & Cèlia Moreno	31
PROGRAM UNIT 8 - Social-emotional learning within family	33
Mine Gol Guven.....	33
PROGRAM UNIT 9 - EMOTİONAL COMPETENCE – SELF AWERNESS	38
Maria Augusta Romão Da Veiga Branco.....	38
PROGRAM UNIT 10 - SOCIAL COMPETENCE	53
Mine Gol Guven.....	53
PROGRAM UNIT 11 - EMOTIONAL INTELLIGENT PARENTING	58
Ingrida Baranauskiene, Diana Saveikiene.....	58
PROGRAM UNIT 12 - FINAL ASSESSMENT - EVALUATION	61
Ingrida Baranauskiene, Diana Saveikiene.....	61
365 ACTIVITIES TO DO WITH YOUR CHILD	65

Psycho-Educational and Social Intervention Program for Parents (PESI). Benefits of parents' education and training

Aurora Adina Colomeischi

Stefan cel Mare University from Suceava, Romania

The psycho- educational & social intervention program is developing an interdisciplinary approach to address the psychological, educational and social needs of the parents of children with special needs in order to strengthen their personal, social-emotional skills and their parenting skills, so that they will experience a growing social inclusion and wellbeing. The general aim of the project is pursued through a double way intervention: first it is addressing the parent's personal needs for social—emotional development, coping strategies learning to face the stress and promoting social inclusion, enhancing their resilience and experiencing wellbeing; second it is addressing to their parental role and it meets the need of parenting skills development for becoming a real resource for their children with special needs.

The PESI Program will comprise psychological, educational and social approach for promoting social inclusion of the families parenting children with special needs Their psychological needs will be addressed through psychological evaluation of their personal, social-emotional competencies and through proving specialized training for social-emotional learning in order to attain wellbeing and to master coping strategies.

Their educational needs will be addressed through providing opportunities for learning coping strategies and parenting skills useful in dealing with children with special needs. The psycho – educational intervention will be assured by providing training programs for parents in order to enhance their wellbeing through enabling them to have healthy coping strategies to stress and developing their social-emotional skills.

Their social needs will be addressed through fostering social inclusion by integrating them into support network for sharing knowledge and experiences on parenting a special child. The social dimension of the intervention program will be covered by the developing a support group for parents so that they will extend their social network and they could benefit from knowledge and experiences sharing, and they could receive a specialized guidance as well.

The PESI Program involves instructing parents in such a way that they can use the knowledge, instruments, skills and techniques to enhance their wellbeing and their parental practice. The program has a preventive goal in order to enhance the protective factors within family and the parent-child dyad, and to modify or eliminate the risk factors within the family and the parent-child relationship.



The stages of the PESI Program will be:

- initial assessment (stress, social-emotional competence, resilience, wellbeing, parenting social representation),
- training of parents,
- post-training assessment,
- and follow-up through involving the parents in support groups, followed by a final assessment.

What are the benefits of participating in such a training program?

Expected results for the target group: parents of children with special needs

- Parents will experience individual changes on the level of social-emotional skills, coping skills, wellbeing;
- Parents will enhance their wellbeing, resilience through learning stress coping strategies;
- Parents will improve their social-emotional competence through social-emotional learning within training groups;
- Parents will receive useful information about raising children with special needs;
- Parents will extend their knowledge about the specific of social-emotional development of children with special needs;
- Parents will raise their awareness upon their active role in facilitating wellbeing for children & family;
- Parents will gain experience through active participation at support group meetings;
- Parents will become resources for their peers through their involvement into support network for parenting children with special needs;

As we already know, the trainer himself/herself experience a personal development moment.

Expected results for trainers and staff:

- The trainers will be enabled with strategies to work with parents for promoting resilience, coping skills, wellbeing of families with disabled children;
- The staff will enhance their abilities of teamwork within an intercultural environment, so they will experience an intercultural competence raise;
- The staff will exercise and will improve their research and training skills;

Llewellyn and Leonard (2009: 6) point to the importance of family to children and young people with disabilities that is why this intervention is focused on strengthening the family wellbeing through training and education.



The PESI Program consists in twelve units as following:

- Unit 1. Initial assessment. Personal strengths
- Unit 2. Family strengths
- Unit 3. Stress within family. Stress management
- Unit 4. Resilience within family
- Unit 5. Self-esteem and self-confidence
- Unit 6. Self-management
- Unit 7. Self-efficacy
- Unit 8. Social-emotional learning within family
- Unit 9. Emotional competence
- Unit 10. Social competence
- Unit 11. Emotional Intelligent Parenting
- Unit 12. Final assessment. Evaluation

The PESI Program intends to provide a social – emotional learning opportunity for the parents, based on the CASEL principles and theoretical framework.

Social and emotional learning (SEL) is a broad term used to describe the process of developing fundamental social and emotional competencies in children (CASEL 2005: 5), which in turn would have a positive impact on academic performance (Durlak et al 2011: 406).

Within this approach, integrated efforts to develop five core social and emotional competencies:

- Self-awareness: including having a realistic assessment of one’s own abilities and a well-grounded sense of self-confidence.
- Social awareness: understanding what others are feeling, being able to take their perspective and appreciating and interacting positively with diverse groups.
- Self-management: dealing with emotions so they facilitate rather than interfere with tasks at hand, being conscientious, delaying gratification to pursue goals and persevering in the face of setbacks and frustrations.
- Relationship skills: including dealing with emotions in relationships effectively and resisting inappropriate social pressure.
- Responsible decision-making: based on an accurate consideration of all relevant factors and the likely consequences of alternative courses of action, respecting others, and taking responsibility for one’s decisions. (Durlak et al 2011).

PESI Program promote a strength – based approach, an active learning framework and experiential learning approach.

Strength – Based Approach

According to the *The Wiley Blackwell handbook of the psychology of positivity and strengths-based approaches at work* (p. 9) the strengths perspective means to look for what is working well, how



individuals are leveraging strengths, seeking optimal performance – compared to traditional approaches which may be diagnostic, problem-solving, seeking root causes, and so on. A strength-based approach is often contrasted with a deficit-based approach. It is an approach where one aims to approach the positive, rather than escape or avoid the negative. It is an approach where the presence of positive attributes is what is sought, not only the absence of negative attributes. It is one in which we guard against the negativity bias, one in which revenue is considered important and not only cost reduction, one in which human and environmental contribution becomes paramount.

The strengths-based thinking that underpins the approach suggests that we are invited to think in terms of resources, skills, competencies, goals and preferred futures about our clients, their lives, the communities they belong to.

Strength based approach:

- Focuses on understanding how change occurs in clients' lives and what positive possibilities are open to them;
- Elicits detailed descriptions of goals and preferred futures.
- Person is seen as more than the problem, with unique talents and strengths and a personal story to be told.
- Focuses on identifying 'what's right and what's working on strengths, skills and resources in individuals, families and communities.
- (Client as expert in their own lives)

According to John Sharry (2004), there are studies which lend evidence for strengths-based approaches to therapy that aim to build upon clients' own actions, resources and social supports in the process of positive change. Underpinning a strengths-based approach to therapy is a belief that clients possess (either personally or within their social networks) most of the resources and strengths they need to change and reach their goals. This is consistent with belief within the person-centered approach in the existence of a self-healing potential in all people (Rogers, 1986).

A strengths approach begins with "efforts to label what is right" within people and is built upon the assertion that every individual has talents or psychological resources that can be leveraged toward the attainment of desirable outcomes in many areas of life (Anderson, 2005; Saleebey, 2006). This perspective affirms the development of strengths as a legitimate avenue for invoking academic and vocational success, well-being, and personal growth. (Park, Schueller, 2014). It suggests that strengths-oriented practitioners may aid in the process of uncovering their clients' suppressed areas of potential or resilience (Barnard, 1994; Saleebey, 1997 apud Park, 2014) and help people cultivate the ability to apply personal resources or skills to solve a problem or attain a goal (Aspinwall & Staudinger, 2003, apud Park, 2014).

Active Learning Framework

According to *The Wiley Blackwell Handbook of Psychology of Training, Development and Performance Improvement* active learning is usually described as an approach that ascribes the trainee an active role in the learning processes, for example, exploratory training in which trainees



Workbook for parents

explore and experiment with the training tasks. (p. 93) Additionally, active learning is often contrasted with more traditional, more proceduralized, and more structured approaches that view trainees as rather passive recipients of instruction (Bell & Kozlowski, 2010; Keith & Frese, 2005 apud Kraiger et al., 2015).

According to Kraiger (2015) the basic dimensions of active training interventions include

Exploration and experimentation A major ingredient of active training is active exploration and experimentation by trainees during training. In active training, rather than receiving detailed step-by-step guidance about correct procedures as in traditional proceduralized training, participants actively explore the training material on their own

Amount of information provided Active training interventions often provide only little task information. Rather, trainees are encouraged to explore and infer the information that is necessary to solve the training tasks.

Methods of provision of information In active training, information may be provided

- prior to the practice phase (instruction),
- it may be made permanently available during training (permanent access), or
- it may be delivered in terms of individualized evaluation (feedback).

Permanent access. During the practice phase of active training, trainees usually explore and experiment on their own without access to additional task information.

Learner control Learner control implies that learners are given the opportunity to make “choices in both what and how to learn” (Kraiger & Jerden, 2007, p. 65 apud Kraiger, 2015, p. 95).

Experiential Learning Framework

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". According to Kolb, experiential learning is deployed through four stages: concrete experience, reflection and observation, abstract conceptualization and active experimentation. There are some conditions to be fulfilled in order to be a “good experiential learner” established by Kolb:

- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and
- The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Each unit will be explained and presented in details in the second part of the trainer’s manual.

Overall, the PESI Program intends to provide a safe and growing environment, for every person to find his/her inner strength and to build upon it resilience. The program is person-



focused and try to offer opportunities for self-disclosure, self- empowerment and developing personal resources.

References:

- Durlak, JA, Weissberg, RP, Dymnicki, AB, Taylor, RD & Schellinger, KB (2011). The impact of enhancing students social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, vol 82, no 1, pp 405-432.
- Llewellyn, G & Leonard H (2010). Indicators of Health and Well-being for Children and Young People with Disabilities: Mapping the Terrain and Proposing a Human Rights Approach. *Australian Research Alliance for Children and Youth (ARACY)*, Melbourne.
- Kraiger, K. et al. (2015). *The Wiley Blackwell Handbook of Psychology of Training, Development and Performance Improvement*. John Wiley & Sons
- Oades, Lindsay G., Steger, Michael F., Fave, Antonella Delle, editors. (2017). *The Wiley Blackwell handbook of the psychology of positivity and strengths-based approaches at work*. John Wiley & Sons
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**PESI PROGRAM: PSYCHOLOGICAL, EDUCATIONAL AND SOCIAL INTERVENTION
PROGRAM FOR FAMILIES OF CHILDREN WITH SPECIAL NEEDS
TRAINING FOR PARENTS**

UNITS

- **Unit 1. Personal strengths**
- **Unit 2. Family strengths**
- **Unit 3. Stress within family. Stress management**
- **Unit 4. Resilience within family**
- **Unit 5. Self-esteem and self-concept**
- **Unit 6. Self-management**
- **Unit 7. Self-efficacy**
- **Unit 8. Social-emotional learning within family**
- **Unit 9. Emotional competence**
- **Unit 10. Social competence**
- **Unit 11. Emotional Intelligent Parenting**
- **Unit 12. Final assessment. Evaluation**

PROGRAM UNIT 1 - RESILIENCE WITHIN FAMILY

Anamarija Žic Ralić

RATIONALE AND THEORETICAL BACKGROUND

Personal strengths (PS) are the characteristics of a person that allow them to perform well or at their personal best. (Wood et al 2011). Linley and Harrington (2006) define strengths as a natural capacity for behaving, thinking or feeling in a way that allows optimal functioning and performance in the pursuit of valued outcomes. Peterson and Seligman (2004) specify that strengths are intrinsically considered a moral quality, irrespective of benefits, a stable trait, enhances of other people when expressed (rather than harming them), and the focus of institutional development (e.g., in religious or educational settings).

References

- Linley, P. A., & Harrington, S. (2006). Playing to your strengths. *Psychologist*, 19,86–89.
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York: Oxford University Press.
- Wood AM, Linley PA, Maltby J, Kashdan TB, Hurling R. (2011). Using personal and psychological strengths leads to increases in well-being over time: A longitudinal study and the development of the strengths use questionnaire. *Personality and Individual Differences*, 50, 15–19

VIDEO SUGGESTIONS:

- Personal Mastery - Find Your Strengths –**
https://www.youtube.com/watch?v=s_30jf4Zmlc
- Your Greatest Talents:**
<https://www.youtube.com/watch?v=FQHPSRLt32k>
- Capitalizing Your Strengths Ideal People:**
<https://www.youtube.com/watch?v=tD1IyOlo-Xc>

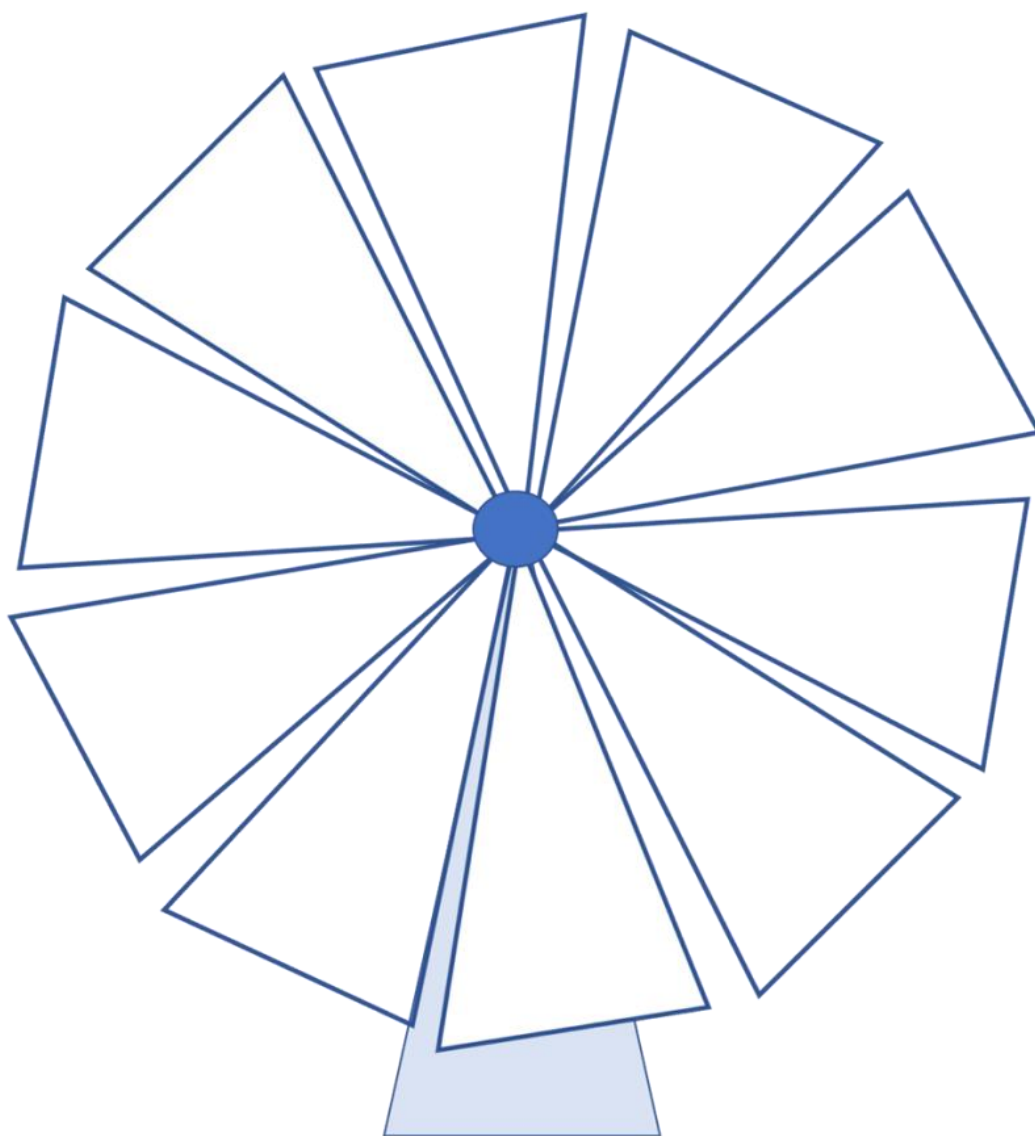
ATTACHMENTS



Workbook for parents

<ul style="list-style-type: none"> • Accuracy • Action oriented • Adventurous • Ambitious • Analytical • Appreciative • Artistic • Athletic • Authentic • Caring • Clever • Compassionate • Charm • Communicative • Confident • Considerate • Courage • Creativity • Critical thinking • Curiosity • Dedication • Determination • Discipline • Educated • Empathetic • Energetic • Entertaining • Enthusiastic • Fair • Fast • Flexible • Focused • Forceful • Friendliness 	<ul style="list-style-type: none"> • Generosity • Gratitude • Helpfulness • Honesty • Hope • Humility • Humour • Idealism • Independence • Ingenuity • Industriousness • Inner peace • Inspirational • Integrity • Intelligence • Kindness • Knowledgeable • Leadership • Lively • Logical • Love • Love of learning • Mercy • Modesty • Motivation • Observant • Optimistic • Open minded • Orderly • Originality • Organization • Outgoing 	<ul style="list-style-type: none"> • Patient • Perseverance • Persuasiveness • Persistence • Practical • Precise • Problem solving • Prudence • Respect • Responsibility • Self-assurance • Seriousness • Self control • Spirituality • Spontaneous • Social intelligence • Social skills • Straightforward • Strategic thinking • Tactful • Team oriented • Thoughtful • Thrifty • Tolerant • Trustworthy • Versatile • Visionary • Vitality • Warmth • Willpower • Wisdom
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**PESI PROGRAM: PSYCHOLOGICAL, EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM
FOR FAMILIES OF CHILDREN WITH SPECIAL NEEDS**

TRAINING FOR PARENTS

UNITS

- **Unit 1.** Personal strengths
- **Unit 2.** Family strengths
- **Unit 3.** Stress within family. Stress management
- **Unit 4.** Resilience within family
- **Unit 5.** Self-esteem and self-concept
- **Unit 6.** Self-management
- **Unit 7.** Self-efficacy
- **Unit 8.** Social-emotional learning within family
- **Unit 9.** Emotional competence
- **Unit 10.** Social competence
- **Unit 11.** Emotional Intelligent Parenting
- **Unit 12.** Final assessment. Evaluation



PROGRAM UNIT 2 - FAMILY STRENGTHS

Ana Wagner Jakab

RATIONALE AND THEORETICAL BACKGROUND

"Nothing in the world could make human life happier than to greatly increase the number of strong families," according to David R. Mace (1985).

Family strengths (FS) are those relationship qualities that contribute to the emotional health and well-being of the family. Families who define themselves as strong commonly say they love each other, find life together satisfying, and live in happiness and harmony with each other. Family strengths help families to overcome difficulties, change in a positive way, grow and survive. Family is a system and whatever happened to one member will influence other members as well as a whole family system. Family strengths are protecting family system.

Family Strengths - Dictionary definition of Family Strengths at:

www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts.../family-strengths

Introducing Family Strengths

Video Family Strengths Trailer –

<https://www.youtube.com/watch?v=0JA1rOZh-14>

A Recipe for a Happy Family - Happy Families:

<https://www.youtube.com/watch?v=nh1lCE0rBtA>

ATTACHMENTS

TABLE 1 QUALITIES OF STRONG FAMILIES

(<http://family.jrank.org/pages/593/Family-Strengths-Family-Strengths-Perspective.html>)

Appreciation and affection	Commitment
Caring for each other	Trust
Friendship	Honesty
Respect for individuality	Dependability



Workbook for parents

Playfulness	Faithfulness
Humor	Sharing
Positive communication	Time together
Sharing feelings	Quality time in great quantity
Giving compliments	Good things take time
Avoiding blame	Enjoying each other's company
Being able to compromise	Simple good times
Agreeing to disagree	Sharing fun times
Spiritual well-being	The ability to cope with stress and crisis
Hope	Adaptability
Faith	Seeing crises as challenges and opportunities
Compassion	
Shared ethical values	Growing through crises together
Oneness with humankind	Openness to change Resilience
Read more: Family Strengths - The Family Strengths Perspective - Single Parent, Theory, Families, and Strong - JRank Articles http://family.jrank.org/pages/593/Family-Strengths-Family-Strengths-Perspective.html#ixzz4ziaEjvVZ	





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- **Unit 7.** Self-efficacy
- **Unit 8.** Social-emotional learning within family
- **Unit 9.** Emotional competence
- **Unit 10.** Social competence
- **Unit 11.** Emotional Intelligent Parenting
- **Unit 12.** Final assessment. Evaluation



PROGRAM UNIT 3 - STRESS MANAGEMENT

Liliana Bujor

Universitatea Stefan cel Mare din Suceava

RATIONALE AND THEORETICAL BACKGROUND

Stress is not a useful term for scientists because it is such a highly subjective phenomenon that it defies definition. And if you can't define stress, how can you possibly measure it? The term "stress", as it is currently used was coined by Hans Selye in 1936, who defined it as "the non-specific response of the body to any demand for change".

- <https://www.stress.org/military/combat-stress-magazine/>

Two concepts are central to any psychological stress theory: appraisal, i.e., individuals' evaluation of the significance of what is happening for their well-being, and coping, i.e., individuals' efforts in thought and action to manage specific demands (cf. Lazarus 1993).

- Lazarus, R S, (1993). Coping theory and research: Past, present, and future. *Psychosomatic Medicine*, 55, pp. 234–247.

Solution for parent:

<https://www.youtube.com/watch?v=hnpQrMqDogE>





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TRAINING FOR PARENTS

UNITS

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- **Unit 6.** Self-management
- **Unit 7.** Self-efficacy
- **Unit 8.** Social-emotional learning within family
- **Unit 9.** Emotional competence
- **Unit 10.** Social competence
- **Unit 11.** Emotional Intelligent Parenting
- **Unit 12.** Final assessment. Evaluation



PROGRAM UNIT 4 - RESILIENCE WITHIN FAMILY

Liliana Bujor

Universitatea Stefan cel Mare din Suceava

RATIONALE AND THEORETICAL BACKGROUND

Resilience is an innate characteristic that is related to how individuals cope with stressful or difficult situations. Resilience, or the ability absorb high levels of disruptive change while displaying minimal unproductive behavior, may provide some explanation for how teachers respond to change as it relates to professional development (Henderson & Milstein, 2003)

- Henderson, N., & Milstein, M. M. (2003). *Resiliency in schools: Making it happen for students and educators*. Thousand Oaks, CA: Corwin Press Inc.

VIDEO SUGGESTIONS:

Positive emotions:

<https://www.youtube.com/watch?v=YRVwRDY9Lzc>





**PESI PROGRAM: PSYCHOLOGICAL, EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM
FOR FAMILIES OF CHILDREN WITH SPECIAL NEEDS**

TRAINING FOR PARENTS

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- **Unit 7.** Self-efficacy
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- **Unit 9.** Emotional competence
- **Unit 10.** Social competence
- **Unit 11.** Emotional Intelligent Parenting
- **Unit 12.** Final assessment. Evaluation



PROGRAM UNIT 5 - SELF-ESTEEM AND SELF-CONCEPT

Agnès Ros-Morente, Gemma Filella, Judit Teixiné & Cèlia Moreno
Lleida University

GLOSSARY

Self-esteem refers to the judgement that a person makes of himself or herself. This evaluation is conditioned by several factors that stem from the environment, such as the expectations of the family, the peers, or even the vision that other people have about the person.

Self-concept is the vision that each person has of himself or herself. That is, how the person sees himself or herself and what are the limitations and skills that he/she has.

Authors like Bisquerra (2000) defined and divided these two conceptions in the following way: *self-esteem* meets the requirements of the emotional dimension and *self-concept* refers more importantly to the cognitive dimension. Thus, *self-esteem* is the judgement of the *self-concept* in emotional terms.

References:

Bisquerra, R. (2000). Educación emocional y bienestar. Barcelona: Praxis.

Branden, N. (1989). Cómo mejorar su autoestima. Barcelona: Paidós.

Garaigordobil, M. & Durá, A. (2006). Relaciones del autoconcepto y la autoestima con la sociabilidad, estabilidad emocional y responsabilidad en adolescentes de 14 a 17 años. *Análisis y modificación de conducta*, 32 (141), 37-64.

VIDEO SUGGESTIONS:

Henry & Leslie

<https://www.youtube.com/watch?v=A2RIHM8xfmM>



ATTACHMENTS

ACTIVITY “HOW TO MAKE A BOX”

<https://www.origamiway.com/how-to-make-a-box-out-of-paper.shtml>

1



2



3



4



5



6



7



8



9



10



11



MATERIAL FOR THE 2.2. WORK IN GROUPS

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8				1		6		9
			2		4	8		
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	1						3	8
				4	1		9	
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	5	1	9		6			
6			4					
				5		3		7

PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS (PESI)

	6	4						8
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	4		2		7		8	
		9			5	3	7	4
	9		7	3	2			
8		1		5			2	9
5					8	6	4	



PROGRAM UNIT 5. - SELF-ESTEEM AND SELF-CONCEPT - OPTIONAL UNIT

Agnès Ros-Morente, Gemma Filella, Judit Teixiné & Cèlia Moreno
Lleida University

GLOSSARY

Self-esteem refers to the judgement that a person makes of himself or herself. This evaluation is conditioned by several factors that stem from the environment, such as the expectations of the family, the peers, or even the vision that other people have about the person.

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VIDEO SUGGESTIONS:

Self-concept_explained

<https://www.youtube.com/watch?v=aiezgubpUys>



ATTACHMENTS

SELF-CONCEPT QUESTIONNAIRE

1. When I am in a new group, I feel...
2. When I am concerned about a new situation, in general...
3. I find myself more at ease in a group in which the leader is...
4. In unexpected situations, I...
5. When I enter in a full room of people, usually ...
6. The emotion that costs me most is ...
7. When I am with people, I ...
8. I am happy when...
9. At this moment, I feel...
10. What is most sad about me is...
11. I am embarrassed ...
12. I am happy with the group when...
13. What inhibits me in group meetings ...
14. Faced with a conflict reaction ...
15. When I have to speak in public, it costs me...
16. When I have to give my opinion, I feel...



STAR (Print it as big/small as you need. You can also change colours):





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- **Unit 7.** Self-efficacy
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- **Unit 12.** Final assessment. Evaluation



PROGRAM UNIT 6 - SELF-MANAGEMENT

Maria Augusta Romão da Veiga Branco
Institute Politechnik of Braganca

RATIONALE AND THEORETICAL BACKGROUND

1. Emotional regulation or Emotion Self-regulation or Emotions management – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.

2. Emotional relaxation - a state of deep rest that is the polar opposite of the stress response. The relaxation response puts the brakes on stress and brings body and mind back into a state of equilibrium.

3. Flow - a positive state of the body during activities. During flow, people typically experience deep enjoyment, creativity, and a total involvement with life. Mihaly Csikszentmihalyi's famous investigations of "optimal experience" revealed that what makes an experience genuinely satisfying is a state of consciousness called flow.

SUGGESTIONS:

- Take a place in your home. Choose it to your relaxation place.
- Chose a music. Listen to it. Breed and let your feelings go away... feel your body relax

- Music suggested:

- . *The Best Relaxing Classical Music Ever By Bach - Relaxation Meditation Focus Reading*
<https://www.youtube.com/watch?v=MkYSmIPBEGE>
- . *CHOPIN - Nocturne Op.9 No2 (60 min) Piano Classical Music Concentration Studying Reading*
Background <https://www.youtube.com/watch?v=TqyLnMa3DJw>
- . *Out Of Africa (John Barry)* <https://www.youtube.com/watch?v=eWZ2adCaKo4>





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PROGRAM UNIT 7 -SELF-EFFICACY

Agnès Ros-Morente, Gemma Filella, Judit Teixiné & Cèlia Moreno
Lleida University

GLOSSARY

Self-efficacy refers to the expectatives of the person, that is, what the person believes he or she can achieve. In 2001, Bandura claimed that people who cannot do everything they wish, so they become selective and develop a sense of self-efficacy in certain areas. Therefore, self-efficacy will be very related to the objectives and aims that each person has for its life.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.

Bandura, A. (2001). *Self-efficacy and health*. In N. J. Smelser & P. B. Baltes (Eds.), International encyclopedia of the social and behavioral sciences (Vol. 20, pp. 13815-13820). Oxford: Elsevier Science.

Bisquerra, R. (2000). *Educación emocional y bienestar*. Barcelona: Praxis.

VIDEO SUGGESTIONS:

Over-parenting and self-efficacy

https://www.youtube.com/watch?v=WCuhUCYhQ_s

ATTACHMENTS

Possibilities/ideas for the exposition (different degrees of difficulty and depth):

https://www.washingtonpost.com/news/parenting/wp/2015/06/03/how-to-support-a-parent-of-a-child-with-special-needs/?noredirect=on&utm_term=.f0c629adef7e

http://www.momjunction.com/articles/sandwich-recipes-for-kids_00342426/#gref

<https://www.easypeasyandfun.com/easy-origami-fish/>





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PROGRAM UNIT 8 - Social-emotional learning within family

Mine Gol Guven

Bogazici University, Istanbul

RATIONALE AND THEORETICAL BACKGROUND

Social Emotional Learning (SEL) have 5 core competencies as stated in The Collaborative for Academic, Social, and Emotional Learning (CASEL): (a) Self-awareness, (b) Self-management, (c) Social-awareness, (d) Relationships Skills, (e) Responsible Decision-Making. The session is designed to have the participants acquire some of the competencies of SEL through the experiences, games and activities.



Human Catch



	I	Friend
Be on stage		
Go abroad		
Grown in a village		
Love reading books		
Can tango		
Have a do-it list		
Be still friend with her/his childhood friend		
Keep her/his toy		
Have a nick name		
Have a broken bone		
Have a pet		
Know a famous person		
Leave in a two bedroom apartment flat		
Love going out		





Bee Nice

Smile at 10 people	Write a note to someone & put it in her/his backpack	Say thank you to someone	Sit by someone that you don't know well
Recognize someone's effort		Give someone a priority to do something	
Write a thank you note to someone		Discover a common thing w/ someone	
Do something nice for yourself	Ask someone if her/his day is going well	Say something nice to someone else	Write down 3 things that you are proud of yourself

Decision Jumps

YES

NO





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PROGRAM UNIT 9 - EMOTIONAL COMPETENCE – SELF AWARENESS

Maria Augusta Romão Da Veiga Branco
Institute Politechnik of Braganca

RATIONALE AND THEORETICAL BACKGROUND

1. **Emotion** – is a complex and genetically acquired activation, which is expressed by arousal in the body as a response to a stimulus.
2. **Emotional Competence (EC)** - *the demonstration of self-efficacy in emotion eliciting social transitions*” (Saarni, 1997: 38) and is intended to mean how people, although they are experiencing an emotional reaction, are able to use the knowledge they have about emotions and their own emotions in parallel in order to relate successfully with others.
3. **Emotional Intelligence (EI)** - *the ability to perceive accurately, to evaluate and to express emotions; the ability to understand and/or generate feelings when they facilitate thinking; the ability to understand emotion and emotional knowledge; and the ability to control emotions in order to promote emotional and intellectual growth*” (Mayer, Salovey & Caruso, 2004).
4. **Self-awareness** - perception of emotional arousal in the body, identifying in which parts of the body and how emotion is expressed

	<p>When I live ...</p> <p>... I feel positive surprise</p>	
	<p>When I live ...</p> <p>... I feel open joy</p>	















	<p>When I live ...</p> <p>... I feel impotence and rage</p>	
	<p>When I live ...</p> <p>... I feel controled contempt</p>	
	<p>When I live ...</p> <p>... I feel aversion and disgust</p>	
	<p>When I live ...</p> <p>... I feel deep disdain</p>	
	<p>When I live ...</p> <p>... I feel fear</p>	
	<p>When I live ...</p> <p>... I feel shame</p>	

Table 1 – Dimensions, actions/behaviors/skills in Emotional Competence Model (Veiga-Branco, 2005)



PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS (PESI)

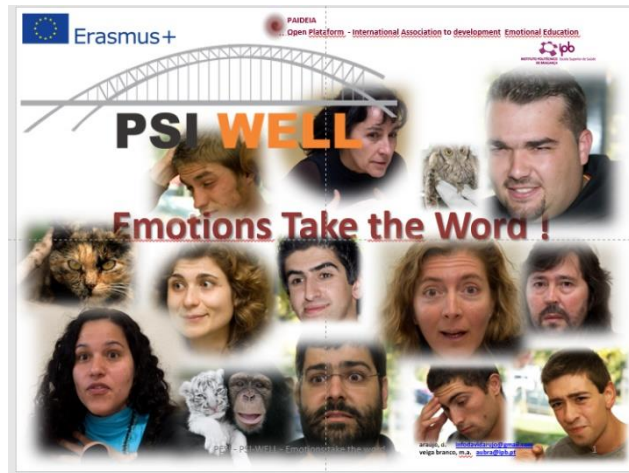
Dimension	What does it mean in daily life?	Development of Skills
Self-awareness <i>(self-knowledge)</i>	The ability to recognize and understand one's own and others' emotions.	Emotional awareness. Self-confidence. Realistic self-evaluation.
Self-emotional regulation <i>(Manage Emotions)</i>	The ability to control or redirect impulses and moods. To think before acting. To resist temptation. To delay gratification.	Self-control. Adaptability. Integrity/congruence. Assertiveness Conscientiousness/ attention to detail. Innovation.
Self-Motivation	To persist despite everything. Deep motivation to work for reasons that go beyond money. To set goals and persist.	Impulse / achievement motivation. Organizational commitment. Initiative. Optimism (also in failure).
Empaty	Ability to understand and to treat others according to their emotional reactions.	Understanding others. The ability to recognize and promote talent. Intercultural sensitivity.
Social emotional skills <i>(Management emotions in groups)</i>	The ability to establish and maintain successful social networks and interpersonal relationships.	The ability to influence. Communication skills. Leadership. Teamwork.

Table prepared by author, from Bennet, Anna Soldevila. (2009). *Emocionate*. Programa de educación. Madrid. Psicología Pirámide. P54



PPT – PSI-WELL – PESI Program – Emotions take the Word!

– Pedagogical tool for learning emotional expression and for developing Self-awareness, Emotional Regulation, Empathy and Emotional Social Competence



Reference - Veiga-Branco, A. & Araújo, D. F. (2010). Las emociones toman la palabra. VII Jornades d'Educació Emocional.«L'educació emocional en els mitjans de comunicació» ISBN 978-84-694-3767-4. 11:51830 <http://hdl.handle.net/10198/5469>

PROGRAM UNIT 9 - EMOTIONAL COMPETENCE (CONTINUE) – SELF MOTIVATION

RATIONALE AND THEORETICAL BACKGROUND

1. **Motivation** - Process responsible for the intensity, direction and persistence of a person's efforts to reach a certain goal.
2. **Self-motivation** – emotional arousal that each of us uses in ourselves to achieve something.
3. **Autotelic motivation** - the energy we feel to mobilize ourselves for the sheer enjoyment of an activity itself. It can be known as “flow” in some activity. (Mihaly Csikszentmihalyi)
4. **Exotelic motivation** - the energy we feel to mobilize ourselves to an activity in order to get at some external reward. (Mihaly Csikszentmihalyi)
5. **"The greatest discovery** of my generation is that any human being can change his life by changing his attitude." (William James 1842-1910)

*I can be bigger and better than I seem to be.
I can learn to be me.
Every day one day at a time.
I can breathe and tell myself: it's just another day,
just another step ...
and at the end of that step,
I can say again:
breathe again and take another step ...
and then, after that step
I'll be another ... even being me
I'll be more me. (Veiga-Branco, 2017)*



ATTACHMENTS

Table1 - Items Pairs Dynamic: "What's about me... in true...?"

1-clothes	26- faith
2- money	27- solidarity
3- work	28- affection
4- studies	29- travel
5- vocation	30- freedom
6- friends	31- reading
7- Dating	32- games
8- fun	33- pride
9- sport	34- jealousy
10- family	35- love
11- television	36- pet
12- service	37- lover
13- Weekly dinner group	38- beach house
14- vacation	39- children
15- car	40 - box with horse
16- pleasure	41 - vacation paid at a resort
17- music	42 - prayer
18- power	43 - energy
19- parents	44 - vanity
20- Prestige	45 – appetite
21- collaboration	46 –
22- profession	47 –
23- books	48 –
24- personal fulfillment	49 –
25- Computer	50 –



PROGRAM UNIT 9 - EMOTIONAL COMPETENCE (CONTINUE) – EMPATHY

RATIONALE AND THEORETICAL BACKGROUND

1. **Empathy** - Empathy is the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Research suggests that empathic people tend to be more generous and concerned with others' welfare, and they also tend to have happier relationships and greater personal well-being. Empathy can also improve leadership ability and facilitate effective communication.
2. **Sintonia or Be syntonic** - (of a person) responsive to and in harmony with their environment so that affect is appropriate to the given situation.
3. **Social awareness** - the ability to accurately pick up on emotions of other people and to "read" situations. It is about sensing what other people are feeling and being able to take their perspective using your capacity for empathy.

ATTACHMENTS

Table 1 - Is there an empathic attitude in my feedback?

	Question	Regula rly	Some times	Rar ely
1	I direct my comments to specific events related to the work or task.			
2	My comments are descriptive and subjective instead of using evaluations or numbers.			
3	I'd rather keep the comments so that they can be presented and discussed in detail in the annual			



Workbook for parents

	staff performance review.			
4	I always do my best so that my feedback is clearly understood.			
5	I complement the criticisms with suggestions on what the person can do to improve.			
6	My feedback is directed to the person's past and not to a potential future.			
7	I always try to find something positive to say even if there are negative things.			
8	I always ask the opinion of another person about my feedback.			
9	Instead of getting into a discussion, I always tell the individual in question how I want him to behave in the future.			
10	I ask the other person for their opinion about his performance before giving my own.			
11	I find it difficult to give negative feedback when I should do it.			
12	I compliment someone who has done a good job.			
	Total			



<p>What was your score?</p> <p>Questions 2, 3, 6, 9 e 11</p> <p>Regularly – 1 points</p> <p>Sometimes – 2 points</p> <p>Rarely – 3 points</p> <p>Questions 1, 4, 5, 7, 8, 10 e 12</p> <p>Regularly – 3 points</p> <p>Sometimes – 2 points</p> <p>Rarely – 1 points</p>	<p>More than 32 - You have an empathic attitude in your normal daily life. Your feedback capabilities look good, but they can be improved in some areas.</p> <p>26-32 - You have enough empathic attitude in your normal daily life.</p> <p>You have some capabilities, but you can achieve considerable improvements.</p> <p>Less than 26 - You don't have enough empathic attitude in your normal daily life. Sorry... Your capabilities need considerable improvements in many areas.</p>
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PROGRAM UNIT 9 - EMOTIONAL COMPETENCE (CONTINUE) – SOCIAL EMOTIONAL SKILLS

RATIONALE AND THEORETICAL BACKGROUND

1. **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.
2. **Assertiveness** – or assertive language, means to be able to defend own rights without manipulations.
3. **Active Listening** – listen accurately with effective communication, empathy and no judgment of values.

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

<p>Group I: First Social Skills</p> <ol style="list-style-type: none"> 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. <p>Group I: Advanced Social Skills</p> <ol style="list-style-type: none"> 9. To ask for help. 10. To participate. 11. To give instructions. 12. To follow instructions. 	<p>... (cont.)</p> <ol style="list-style-type: none"> 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. <p>Group V: Skills to cope with stress</p> <ol style="list-style-type: none"> 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.
--	--



<p>13. To apologize.</p> <p>14. To convince others.</p> <p>Group III: Skills related to feelings</p> <p>15. To know your own feelings.</p> <p>16. To express feelings.</p> <p>17. To understand the feelings of others.</p> <p>18. To cope with the anger of others.</p> <p>19. To express affection.</p> <p>20. To solve the fear.</p> <p>21. To self-reward.</p> <p>Group IV: Alternative abilities for aggression</p> <p>22. To ask permission.</p> <p>23. To share something.</p> <p>24. To help others.</p> <p>25. To negotiate.</p>	<p>36. To defend a friend.</p> <p>37. To respond to persuasion.</p> <p>38. To respond to failure.</p> <p>39. To face contradictory messages</p> <p>40. To respond to an accusation</p> <p>41. To prepare for a difficult or confrontational conversation</p> <p>42. To cope with the pressures of the group</p> <p>Group VI: Planning Skills</p> <p>43. To take initiatives</p> <p>44. To discerning the cause of a problem</p> <p>45. To establish a Goal</p> <p>46. To collect selected information</p> <p>47. To solve problems according to their importance</p> <p>48. To make a careful decision</p> <p>49. Focus on a task</p>
---	--

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)



<ul style="list-style-type: none"> • Do you allow the other to express himself without interrupting him? 	
<ul style="list-style-type: none"> • Do you listen "<i>between the lines</i>" looking for the hidden meaning of words, especially when people do not express themselves clearly? 	
<ul style="list-style-type: none"> • Do you strive for to develop your ability to withhold important information? 	
<ul style="list-style-type: none"> • Do you record the most important details of the conversation? 	
<ul style="list-style-type: none"> • When you recall an event, do you locate and record the most important facts and keywords? 	
<ul style="list-style-type: none"> • In order to confirm what you understand, do you often repeat to the interlocutor the essential details of a conversation before it ends? 	
<ul style="list-style-type: none"> • When you are talking, do you usually imagine the answer to one question only when the other has already expounded his ideas? 	
<ul style="list-style-type: none"> • Do you avoid becoming hostile or unnerved when your interlocutor's point of view differs from yours? 	
<ul style="list-style-type: none"> • When you're listening, do you ignore the facts parallel to the conversation? 	
<ul style="list-style-type: none"> • Do you feel and convey a genuine interest in what the other person says? 	
<p>KEY:</p> <p>32 or more: You are a good listener, someone who awakens and knows how to capture the ideas of the interlocutors.</p> <p>27-31 points: You are among average listeners.</p> <p>22-26 points: You need to consciously practice the art of listening well in order to overcome some shortcomings.</p> <p>21 or less: Probably most of the messages you hear are misrepresented and retransmitted with "interference."</p> <p><i>In: Guia RH</i></p>	



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PROGRAM UNIT 10 - SOCIAL COMPETENCE

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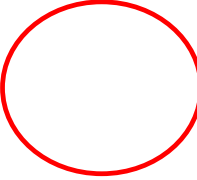
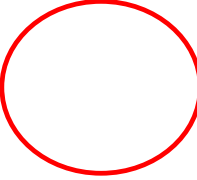
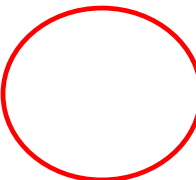
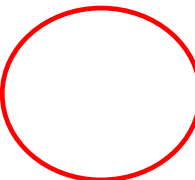
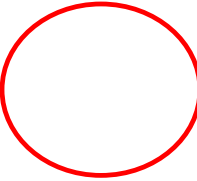
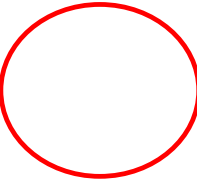
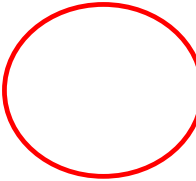
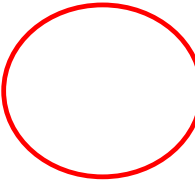
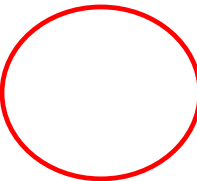
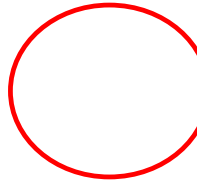
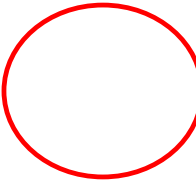
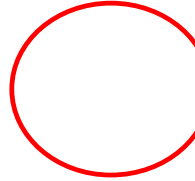
RATIONALE AND THEORETICAL BACKGROUND

Social competence as a skill have many definitions and components. In this session only some parts of the concept are considered. Those are (a) using positive communication during interactions, (b) understanding emotions, (c) managing anger, and (d) using problem solving skills in conflicts.

Emotion Weather



Hot Button

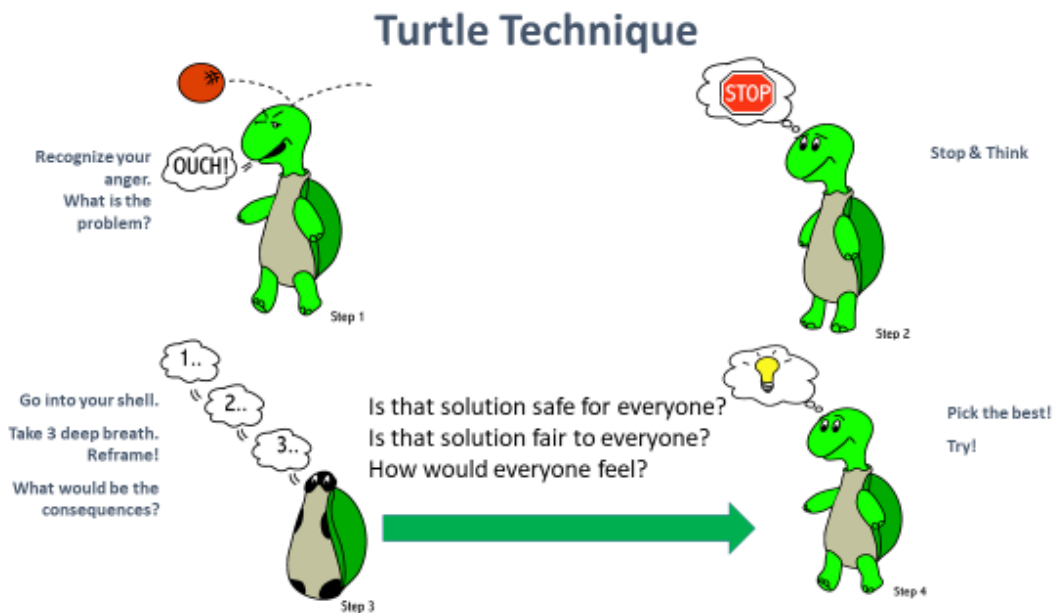
<p>What are the behaviors that would push your hutton button?</p>				
<p>What are the emotions attached to those behaviors? How do you feel?</p>				
<p>How those emotions affect your relationship with the person who shows those behaviors?</p>				

Reframe!

Defining the problem	Reframing
He is screaming!	<i>Something bad would have been happened, obviously...let me ask him.</i>
She is criticizing all the time!	<i>Asking for her opinion first before I take any action would work.</i>



Problem Solving Technique: Turtle





**PESI PROGRAM: PSYCHOLOGICAL, EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM
FOR FAMILIES OF CHILDREN WITH SPECIAL NEEDS**

TRAINING FOR PARENTS

UNITS

- **Unit 1.** Personal strengths
- **Unit 2.** Family strengths
- **Unit 3.** Stress within family. Stress management
- **Unit 4.** Resilience within family
- **Unit 5.** Self-esteem and self-concept
- **Unit 6.** Self-management
- **Unit 7.** Self-efficacy
- **Unit 8.** Social-emotional learning within family
- **Unit 9.** Emotional competence
- **Unit 10.** Social competence
- **Unit 11. Emotional Intelligent Parenting**
- **Unit 12.** Final assessment. Evaluation



PROGRAM UNIT 11 - EMOTIONAL INTELLIGENT PARENTING

Ingrida Barauskiene, Diana Saveikiene

Klaipeda University

RATIONALE AND THEORETICAL BACKGROUND

Emotional intelligence (EI) is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).

Coleman, Andrew (2008). *A Dictionary of Psychology* (3 ed.). Oxford University Press.
ISBN 9780199534067. https://en.wikipedia.org/wiki/Emotional_intelligence

Emotion is any conscious experience characterized by intense mental activity and a high degree of pleasure or displeasure.

Cabanac, Michel (2002). "What is emotion?" *Behavioural Processes* 60(2): 69-83. "[E]motion is any mental experience with high intensity and high hedonic content (pleasure/displeasure).
<https://en.wikipedia.org/wiki/Emotion>

Consciousness is the state or **quality** of **awareness**, or, of being aware of an external object or something within oneself.

Robert van Gulick (2004). "Consciousness". *Stanford Encyclopedia of Philosophy*.
<https://en.wikipedia.org/wiki/Consciousness>



SUGGESTION:

<https://www.arealme.com/eq/en/>

<http://www.ihhp.com/free-quizzes>

[https://www.ted.com/playlists/150/advice to help you be a great](https://www.ted.com/playlists/150/advice%20to%20help%20you%20be%20a%20great)

[https://www.ted.com/speakers/roberto and francesca d angelo](https://www.ted.com/speakers/roberto%20and%20francesca%20d%20angelo)

<http://www.6seconds.org/parenting/>

<https://www.gottman.com/blog/the-four-parenting-styles/>

[http://www.denisedanielsparenting.com/parenting/the-smart-mom%E2%](http://www.denisedanielsparenting.com/parenting/the-smart-mom%E2%80%A2)

Be sure to read this book:

<http://www.healthyworkplaces.info/wp-content/uploads/2012/10/emotional-intelligence.pdf>





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PROGRAM UNIT 12 - FINAL ASSESSMENT - EVALUATION

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Klaipeda University

RATIONALE AND THEORETICAL BACKGROUND

Evaluation. „Evaluation is the structured interpretation and giving of meaning to predict or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. So evaluation can be formative that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organization. It can also be summative, drawing lessons from a completed action or project or an organization at a later point in time or circumstance“.

<https://en.wikipedia.org/wiki/Evaluation>

Process evaluations. “Process evaluations consider the way in which a program is implemented or practiced. That is, process evaluations investigate whether a program is doing what it intended to do in a consistent fashion. The aim of a process evaluation is to determine whether certain program changes (such as increased procedural consistency) would enhance program delivery. Process evaluations are used to answer questions such as, 'are all service providers administering the program in the same way?' and 'how much of the intervention was provided and by whom?'”.

Hilzer, P., Diggins, J.R., Bromfield, L., Higgins, D. (2006). The effectiveness of parent education and home visiting child maltreatment prevention programs. NCPC, 24.

Impact evaluations. “Impact evaluations are the most common form of program evaluation. Impact evaluations measure the direct effect of a program according to its operational aims and objectives. For example, an impact evaluation of a parent education program would assess whether participating parents have improved their parenting skills in ways that the program aimed to promote (for example, a decrease in the use of physical punishment in favour of more constructive parenting practices). That is, impact evaluations attempt to answer questions such as 'do participants exhibit an increase in their knowledge and/or parenting skills?’”

Hilzer, P., Diggins, J.R., Bromfield, L., Higgins, D. (2006). The effectiveness of parent education and home visiting child maltreatment prevention programs. NCPC, 24.



Outcome evaluations. “Outcome evaluations attempt to measure the direct consequences of the program under investigation on the underlying goal. The difference between an impact and an outcome evaluation is that an impact evaluation looks at the direct aim (for example, parenting skills) whereas an outcome evaluation considers the underlying goal (for example, child abuse prevention). An outcome evaluation attempts to answer questions such as, 'does the program reduce the incidence of child abuse and neglect?'. Outcome evaluations enhance impact evaluations by enabling investigation as to whether the assumptions underlying the direct aims of the program are accurate. For example, do increases in parental knowledge and skills (the direct aim of a parenting program) result in a reduction in the incidence or prevalence of child maltreatment (the overarching goal or purpose of the program). To directly assess these elements, an outcome evaluation is needed”.

Hilzer, P., Diggins, J.R., Bromfield, L., Higgins, D. (2006). The effectiveness of parent education and home visiting child maltreatment prevention programs. NCPC, 24.

1. World Cafe Method

“Drawing on [seven integrated design principles](#), the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event’s unique invitation, design, and question choice, but the following five components comprise the basic model:

1) **Setting:** Create a “special” environment, most often modeled after a café, i.e. small round tables covered with a checkered or white linen tablecloth, butcher block paper, colored pens, a vase of flowers, and optional “talking stick” item. There should be four chairs at each table (optimally) – and no more than five.

2) **Welcome and Introduction:** The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

3) **Small Group Rounds:** The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) **Questions:** each round is prefaced with a **question** specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5) **Harvest:** After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using [graphic recording](#) in the front of the room.



Workbook for parents

The basic process is simple and simple to learn, but complexities and nuances of context, numbers, question crafting and purpose can make it optimal to bring in an experienced host to help. Should that be the case, professional consulting services and senior hosts are available through [World Cafe Services](#) and we would be happy to talk with you about your needs”.

In addition, there are many resources available for new World Cafe hosts, including a free [hosting tool kit](#), an online [community of practice](#), and World Cafe [Signature Learning Programs](#). <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>

2. World Cafe Guidelines

World Café Guidelines:

“Conducting an exciting World Café Conversation is not hard—it’s limited only by your imagination! The World Café format is flexible and adapts to many different circumstances.

When these design principles are used together they foster collaborative dialogue, active engagement, and constructive possibilities for action.

Seven Design Principles:

1) Set the Context

Pay attention to the reason you are bringing people together, and what you want to achieve. Knowing the purpose and parameters of your meeting enables you to consider and choose the most important elements to realize your goals: e.g. who should be part of the conversation, what themes or questions will be most pertinent, what sorts of harvest will be more useful, etc.

2) Create Hospitable Space

Café hosts around the world emphasize the power and importance of creating a hospitable space—one that feels safe and inviting. When people feel comfortable to be themselves, they do their most creative thinking, speaking, and listening. In particular, consider how your invitation and your physical set-up contribute to creating a welcoming atmosphere.

3) Explore Questions that Matter

Knowledge emerges in response to compelling questions. Find questions that are relevant to the real-life concerns of the group. Powerful questions that “travel well” help attract collective energy, insight, and action as they move throughout a system. Depending on the timeframe available and your objectives, your Café may explore a single question or use a progressively deeper line of inquiry through several conversational rounds.

4) Encourage Everyone’s Contribution

As leaders we are increasingly aware of the importance of participation, but most people don’t only want to participate, they want to actively contribute to making a difference. It is important to

encourage everyone in your meeting to contribute their ideas and perspectives, while also allowing anyone who wants to participate by simply listening to do so.



5) Connect Diverse Perspectives

The opportunity to move between tables, meet new people, actively contribute your thinking, and link the essence of your discoveries to ever-widening circles of thought is one of the distinguishing characteristics of the Café. As participants carry key ideas or themes to new tables, they exchange perspectives, greatly enriching the possibility for surprising new insights.

6) Listen Together for Patterns & Insights

Listening is a gift we give to one another. The quality of our listening is perhaps the most important factor determining the success of a Café. Through practicing shared listening and paying attention to themes, patterns and insights, we begin to sense a connection to the larger whole. Encourage people to listen for what is not being spoken along with what is being shared.

7) Share Collective Discoveries

Conversations held at one table reflect a pattern of wholeness that connects with the conversations at the other tables. The last phase of the Café, often called the “harvest”, involves making this pattern of wholeness visible to everyone in a large group conversation. Invite a few minutes of silent reflection on the patterns, themes and deeper questions experienced in the small group conversations and call them out to share with the larger group. Make sure you have a way to capture the harvest - working with a graphic recorder is very helpful”.

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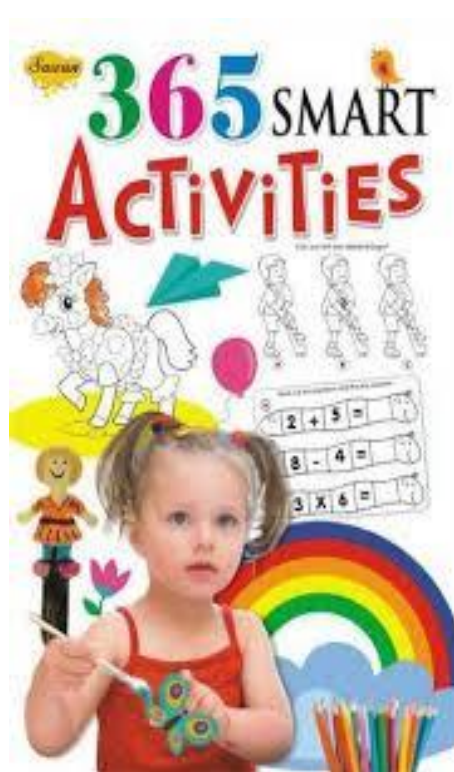
Free to copy & distribute w/ acknowledgement & link: www.theworldcafe.com

<http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>



365 ACTIVITIES TO DO WITH YOUR CHILD

1. Play an easy card game – higher card wins.
2. Play with a ball made of socks.
3. Make a hand cream with a special scent – put several drops of aroma oil in hand cream you are using.
4. Play a game of “animal walking on your body” – “walk” with your fingers on a body of your child (and vice versa) in a specific way, you can guess which animal that is (snake, ant, elephant...).
5. Lead a discussion about what makes a “good friend”.
6. Travel around the world from your armchair – let a child touch the world/Europe/country map with a finger while not looking. Find interesting facts about that place, photos, discuss with a child.
7. Make cups of tea together with your child.
8. Put some beans in balloon and play with it like with a ball.
9. Make fingerprints using washable felt pen. You can look at it through magnifier.
10. Hum a melody of a song you all know. One has to guess which song that is.
11. Eat apple with no hands.
12. Controlling behaviour – no one is allowed to move until they hear specific word (exp. “meow”).
13. Dictionary – write as many words as you can which begin with a letter “A”.
14. Make dough and put some beans in it to play.
15. We are going for a juice – make yourself juice and arrange your dining table like you are in a café.
16. Plant a flower together and take a care of it together with your child.
17. Take a drive in a public transport.
18. Collect some herbs and make herbarium.
19. Take a walk thought woods.
20. Play bowling – make bawling cones from water bottles and hit them with a ball.
21. Make a kite.



PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS (PESI)

22.	Put some beans in a rice and make a “rescue search”.
23.	Make orange juice together with your child.
24.	Plant a garlic in a cup.
25.	Make an experiment – what swims, and what doesn’t – put different objects in a bowl of water.
26.	Make a short video of you singing.
27.	Make a mask with your child.
28.	Play rhyme using fingers.
29.	Routinely ask children to reflect on when they are being a good friend to others.
30.	Play hide and seek.
31.	Make puppet show.
32.	Make a bean bag together and play with it.
33.	Take a trip using train.
34.	Listening to a silence – light up a candle and sit in silence. When you blow off a candle, discuss what have you heard.
35.	Put several sheets of paper on a floor, move around them and on a sign, everyone have to step on one.
36.	Play pantomime.
37.	Have child draw pictures of faces showing different emotions and display the pictures around the room.
38.	Play “snap” with cards – each participant put one card on a pile in a row, when one puts the same card as the one on a pile everyone yells “snap!”. The first one who said “snap” takes the whole pile. The winner is the one who wins all cards.
39.	Sing the song.
40.	Make a train.
41.	Play scrabble.
42.	Choose one town/country (pointing on a map with no looking) and draw a picture representing something from that town.
43.	Make pancakes together.
44.	Play word games – each participant has to say a word starting with the last syllable of the last word that is said.
45.	Make a large cardboard labyrinth with a marble inside.
46.	Read story, have child stop and reflect on which of the emotions characters may be feeling.



47.	Play memory.
48.	Dictionary – write as many words as you can which begin with a letter “E”.
49.	Camp in a room – make a tent from the sheets and sit under, tell stories.
50.	Play broken phone game.
51.	Draw a monster – each participant draws one part of the body, one participant after another.
52.	Go out and have an ice-cream.
53.	Make a calendar of nature for different seasons (winter, spring, summer, autumn).
54.	Plant a bean in a cup.
55.	Look at the clouds and find some shapes.
56.	Make a long path from rope or toilet paper for each participant to move (walk, crawl...) on it as along the path goes.
57.	Make bird house.
58.	Paint a picture all together using fingers, brushes...
59.	Make lemonade.
60.	Ask child to develop role-play scenarios or otherwise demonstrate where the person responding is either passive, assertive or aggressive.
61.	Play “Don’t get angry”.
62.	Make home ZOO – draw animals and draw their habitat.
63.	Play archaeologist – put a toy in a gypsum. When it dries, dig the toy out.
64.	Make a neckless from pasta.
65.	Put a toy in a canvas bag. Each participant has to recognize given toy in bag with no looking at it.
66.	Fly a kite
67.	Repeat the movement after each other. Imitate.
68.	Make soap bubbles.
69.	Solve crossword.
70.	Make volcano from vinegar and baking soda.
71.	Go to woods and pick the fruits (strawberry, chestnuts, apple etc.).
72.	Play statues – one player has closed eyes and says “one, two, three, what could you be?” and then opens eyes and looks at the statues, naming them, or choosing the best
73.	Draw on each other’s back using finger.

PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS (PESI)

74.	Encourage the child to identify the qualities others, such as friends, have that child would like to see in him/herself
75.	Build blocks together.
76.	Carry bean bag on a head across the room.
77.	Draw a butterfly – put some water colours on one half of the paper and then fold the paper to get colour paste.
78.	Play “Driving in a train” – one participant can be train driver, other conductor, and others can be passengers.
79.	Play bingo – with numbers, letters, photos or drawings.
80.	Make a rattle. Put the sand in toilet paper cardboard tube. Close on both sides.
81.	Bake a simple cake together.
82.	Pair the socks and fold them into balls.
83.	Paint the drawing according to numbers.
84.	Play Tic tac toe.
85.	Make a rocket from vinegar and baking soda.
86.	Make a hedgehog of a chestnut.
87.	Play “I spy with my little eye... something (name colour) e.g. red” all participants have to find something red.
88.	Play rock, paper, scissors.
89.	Tell a story in which you can recognize the difference between positive and negative relationships and encourage your child to identify behaviours that contribute to each.
90.	Making a sentence – put different words in one bag. Each participant takes out one word making a sentence.
91.	Cotton wool ball race – put small cotton wool balls on table. Each participant blows in one ball.
92.	Red colour day – today you dress in red, cook red meal (tomato soup), paint in red etc.
93.	Play Pictionary.
94.	Pair the same texture with eyes closed. Cut out different textures in pairs. One has to pair the same textures together.
95.	Count street lamps while walking.
96.	Dictionary – write as many words as you can which begin with a letter “T”.
97.	Listen carefully – one must close the eyes. Other person whispers something. One has to show where did whisper came from and what did the person said.



98. Wrap a rope around your hands, the other have to take the rope on his/her hands.
99. Make a cable car – Put the rope through toilet paper cardboard tube. Lace up the rope between two chairs. One side must be higher. Let the tube “travel” down the rope.
100. We are “Animal family” – imagine one animal and imagine that you are that animal family (e.g. mother bear, father bear, son bear, daughter bear...) imagine what would you do, make your portrait.
101. Pair the same photos.
102. Make an ice-cream.
103. Draw the body – one person lie down on a big paper. Others drew around him/her. Decorate the body you draw.
104. Make door tags – e.g. bathroom, princess room, prince room...
105. Make bird feeders.
106. Make small cookies – let the child make different shapes.
107. Make letters out of pasta – glue them on the paper.
108. Make a short cartoon.
109. Make the crystals from salt – put salt into water and stir. After it melt warm up the water and put even more salt. When it all melt, put the thread on a toothpick and a toothpick on a glass to have thread in the salty water. Leave it be and wait for crystals to build on a thread.
110. Make a snowman – if you have no snow, you can make it from a paper tissues.
111. Play “Imagine if...” – one says e.g. “Imagine if the trees would walk”. Others make a story out of it, act like a tree which is walking etc.
112. Make a pic.
113. Tell a story about some conflict situation. Encourage your child to use the conflict resolution strategy: stop and calm down, take turns stating the problem using I-statements, consider options and together choose one and try it out.
114. Find an object in a bag – put some toys or other objects in a canvas bag. Participants one by one put the hand in a bag and try to find a specific object. You can limit the time.
115. Balloon race – put a straw on a balloon and a thread through the straw. Lace up the thread between two chairs on the same height. Blow on the balloon. Other participants count the seconds while balloon “travels”. The winner is the one with the fastest balloon.
116. Make a lemonade shop at your house.
117. Play battleship.
118. Do yoga together.
119. Play hide and seek – hide some object or bonbon for child to find.



PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS (PESI)

120. Describe the same event from the different perspective (child's and yours).
121. Guess who you are. One participant puts the photo (drawing) of the object on the forehead with no looking at it. Asks questions to find out what it is. Questions must have only "yes" or "no" answers (e.g. "Am I big?" "Am I made from wood?").
122. Catch the light - play with a battery lamp in the dark.
123. Make a bubbling foam in a bowl or a bath to play with.
124. Plant a green salad in a cup.
125. Look for the four-leaf clover.
126. Make a potato stamps.
127. Play "Day/Night" – when one says "Day" everyone has to stand up or put hands up, and when one says "Night" everyone have to squat down or put hand down.
128. Write down the daily menu with your child.
129. Put the clothes-pegs on a rope or on a side of a box.
130. Make a tactile map of your apartment/house.
131. Make your own soap from glycerine base for soap making by putting your ingrediencies (flower petals...)
132. Make a story by the pictures. Draw simple pictures. Let the child put them in a right order and tell a story.
133. Pouring the water to cups – play restaurant where a child is a waiter pouring water
134. Play checkers.
135. Scribbles – let child scribble with eyes closed. When finished, we look for some form and make contour and colour it.
136. Bio-gradable experiment – put different things into ground (paper, plastic, glass).
137. Play "I spy with my little eye... something beginning with C".
138. Ministry of funny walking – one shows some funny walk and others have to imitate.
139. Make shadows with hands.
140. Make dough and play with it.
141. Make a rattle. Put the beans in toilet paper cardboard tube. Close on both sides.
142. Imagine that emotions are colours. Which colour are your now?
143. Talk about the impact of social media on relationships.
144. What am I thinking of? – one imagines the object. Others ask questions about the objects to guess which one it is.
145. Read the book.



146. Today is a blue day – wear something blue, eat something blue...
147. Paint the window glass using finger paints.
148. Count trees while walking through woods.
149. Have a coffee with your child – child can have white coffee, with no caffeine.
150. Play “Country, town, object” – name country, town and object beginning with the letter you choose.
151. Play “hot / cold” – hide one object. While person is seeking say “hot” if a person is close to an object, and “cold” if a person is far from an object.
152. Play memory with facial expressions.
153. Make greeting card for birthday or other occasions.
154. Make family tree.
155. Make flags of different countries.
156. Dictionary – write as many words as you can which begin with a letter “O”.
157. Put the ground coffee on a plate and draw in it using fingers.
158. Decorate the cake.
159. Put coins in a money box.
160. Rearrange the bowls in the kitchen.
161. Play Mill game.
162. Play “Animal, object, food” – one participant says a letter, and everyone have to say an animal, an object and a food beginning with that letter.
163. Weight experiment – make a balance scale from hanger.
164. “Walk” fingers on other person’s body during singing song.
165. Make a paper pot and decorate it.
166. Guess emotion – person takes the card with emotion. Shows emotion and others have to guess which emotion it is.
167. Tell a story about someone wanting something. Lead a discussion about how passive, assertive and aggressive may be different depending on the situation – such as when they’re with friends, in class, at home with siblings or with adults in public.
168. Recognising objects beginning on a letter – make two piles of objects beginning with two letters (e.g. pile of objects beginning with letter “p” and pile of objects beginning with letter “b”) mix them together and ask child to take objects beginning with a letter “p” (or “b”).
169. Put puzzle together.
170. Visit local open door market.



PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS (PESI)

171. Learn how to say “Thank you” in different countries.
172. Cross the bridge – draw a tin line to present the bridge. Everyone stands on a bridge. One has to cross the bridge passing by others and not falling of the bridge. Others have to help that person.
173. Tie candy on a string and hang it in the room. One has to find it with closed eyes.
174. Describe in two words – one says some term and others have to describe it in two words only.
175. Gong – start dancing on a sound of gong.
176. Choose country by pointing finger on a world/Europe map with closed eyes and learn the song from that country.
177. What changed? – one looks at other persons, goes out of the room. Others change something (shirt, pose, hair). One comes back and has to guess what has changed.
178. Go to the wood or some desolate place and scream as strong as you can.
179. Sing a song naming body parts (e.g. Hokey pokey).
180. Make a scenery for animal cartoon.
181. Bake homemade pizza.
182. Put hand cream to each other, discussing about hands, fingers, comparing yours, child’s, and to other family members.
183. Pour the water from bowl to a cup using pipette.
184. Watch the movie.
185. Sort buttons by colour in different boxes.
186. Close different sizes of bowls with suitable covers.
187. Make gift boxes from cardboard.
188. Visit local theatre.
189. Draw eyes on fingers and make finger puppet play.
190. Play “Flying, flying” – one says an object, animal, person etc. and if this can fly, others have to raise hands up, if it’s not, hands have to stay down.
191. Roots – put the potato into the glass of water and observe the roots grow.
192. Make a picture book about your favourite animal.
193. Use magnet on different materials.
194. Tell a joke.
195. Make a paper helicopter.
196. Draw child’s body on a big paper. Ask where he/she feels some emotion, pick the colour of emotion and colour that part of the body.



197. Ask child to demonstrate passive, assertive or aggressive postures.
198. Pick the country from world / Europe map using finger with closed eyes and learn a word from that country.
199. "I am a person who..." – one describes a person and others have to guess who he/she is.
200. Mime an emotion.
201. My bag – explore inside the bag, where we can put beans, dried corns, rice, pasta.
202. Make your own puzzle – cut the picture (photo, drawing...) in different small shapes.
203. Make a story – one begins with a story (says several sentences), other one continues, and so on.
204. Dictionary – write as many words as you can which begin with a letter "U".
205. Play a song on the pot.
206. Ask a child to tell a story using toys.
207. Recall in memory favourite gift you got for birthday. You can describe it, draw it...
208. Funny drawing – one is drawing according what others are saying (e.g. "go left, stop, go up...").
209. Wash the dishes together.
210. Play "What does this face says?" – make a face, others have to guess what your face shows
211. Musical gift – make a CD with songs you like for someone you and your child like.
212. Make bubble foam in a bath. Draw with foam on a face (e.g. beard and moustache).
213. Pour the water from bowl to a cup using syringe.
214. Sort buttons by size in different boxes.
215. Draw eyes, nose and mouth on a hand palm and make a play.
216. Play stork and frog – stork hops on one leg and chase the frogs jumping on all four.
217. Make mosaic from colour papers.
218. Put the flour on the plate and draw on in using fingers.
219. Paint the shirt with textile pen.
220. Make doorknob label (e.g. do not disturb, knock...).
221. Different colour lights – put the balloon on the torch.
222. Make a jewellery from autumn fruit.
223. Learn how to say "I love you" in different countries.
224. Make a poster with birthday dates of your family and friends.
225. Decorate the glass.



226. Watch a cartoon together.
227. Make a shopping list together.
228. Make a paper boat, paint it and name it. Put it in the water.
229. Make a rattle. Put the rice in toilet paper cardboard tube. Close on both sides.
230. Make a snowball from paper tissue.
231. Put the pearls on a thread.
232. Today is a green day. Wear something green, eat something green...
233. Make a cup from clay or plasticine.
234. Sew child's favourite cartoon/movie/story character.
235. Draw the path from your house to grandparents' house on a big paper.
236. Make a picture by gluing leaves on a paper.
237. Make a week menu with your child.
238. Make a national specialty.
239. Decorate the glass jar.
240. Make room deodorant. Pour the water in a spray bottle. Put few drops of aroma oil in.
241. Transfer the rice from the box to the jar using spoon.
242. Count houses while walking on the street.
243. Catch the leaves falling from the trees.
244. Play with two magnets, try sides which attract, or once which repel.
245. Write different tasks on papers. Put them in the bag. One has to do what he/she takes out of the bag.
246. Make dough and put some dried corns in it.
247. Play "Even / Odd". Participants choose even or odd number. Each shows open fingers (how much they want). Count all open fingers (from all participants). Is it even or odd number of fingers? Winner is the one who guessed correctly.
248. Make a neckless from pasta according to sample pattern.
249. Make a windmill.
250. Make a collage of child's favourite character.
251. Make a paper hat.
252. Visit local animal farm.
253. Look your selves in the mirror and make funny faces.
254. Play talent show.



255. "Little finger, how do you feel?" – talk about emotions.
256. Make an album with different facial expressions.
257. Dictionary – write as many words as you can which begin with a letter "R".
258. Make a rattle. Put the small rocks in toilet paper cardboard tube. Close on both sides.
259. Make a mosaic of a favourite character
260. Behave like... - one has to imitate some person they know
261. Write numbers from one to ten on a paper in different places. One has to move finger from one to ten (using all numbers) with eyes closed.
262. Notice the change – one has to remember everything in the room and go out. Others change something. When the one is back, has to guess what is different.
263. Make tactile map of the road from your house to the nearest shop.
264. "Tell me a story" – ask a child to tell a story.
265. Make waffles.
266. Finish the sentence "Today I feel..."
267. Point the one – game for a whole family. Sit in a circle and one in the middle. One in the middle has to close eyes. Someone whisper. The one in the middle has to point the one who whispered.
268. "I'm thinking on..." – one person thinks about something and describes that. Others have to guess what it is.
269. Today is yellow day – wear something yellow, eat something yellow...
270. "There it is" – while walking or driving in a car look for a triangle street signs. When you see it, yell: "There it is!" The first one gets the point.
271. Associations – one says a word, other one says the first thing on his/her mind etc.
272. Dance in pair with balloon between your heads.
273. Throw the ball in the basket.
274. Cross the polygon.
275. Make a poster from your last trip.
276. Style the hair to each other.
277. Make a mosaic from a flannel – put the flannel on a cardboard. Make different shapes from felt. Stick the shapes of the felt on the flannel.
278. Make a pet in a jar – decorate the jar with eyes, nose and mouth. Plant the wheat in the jar to make hair.
279. Make a picture from paste, rice, beans...
280. Make a show with plush toy.

281. Make a fruit shop in your home.
282. Play a song using spoons.
283. Put corn flour on the plate and draw lines using fingers.
284. Make a paper plane.
285. Make a doll from socks.
286. Play school and draw on blackboard (or on the wall).
287. Colour the leaf with tempera colours. Press the coloured side on the paper to make a painting.
288. Make rattles using tin or small boxes and rice, beans, sand etc. Make pairs.
289. Make a picture book with your own story.
290. Cook a soup.
291. Make a picture using fruits and leaves from nature.
292. “Top shop” – one has to present the product like he/she want to sell it, not saying what it is. Everyone has to guess what it is.
293. Learn how to say “Hello” in different countries.
294. Put some chairs in the room. Play music. When music stops, everyone has to sit
295. Make a mobile phone from cardboard.
296. Visit ZOO.
297. Experiment with electricity – blow the balloon, rub it on a clean hair and observe hair goes up.
298. “Rescue” the balls from the water. Take them out by hand or using strainer.
299. Make a month calendar with important dates.
300. Make a plate using gypsum. Let it dry and decorate it.
301. Today is white day. Wear something white, eat something white...
302. Make a poster of your favourite animal.
303. Make a map of a hidden treasure.
304. Paint on glass using shaving foam.
305. Visit library and read a book.
306. Sort spoons and forks after washing.
307. Paint small rocks and make mosaic of them.
308. Go to the cinema.
309. Make a family album.



310. Tell the story according to the picture. Find a picture in a magazine/internet...
311. Make a weather report.
312. Make a comic book about your last holidays.
313. Draw your family portrait.
314. Make your names out of pasta. Glue it on the cardboard.
315. Make ice cubes from balloons. Wash balloon. Pour some water in it, tie the balloon and put it in the freezer.
316. Make your own lip balm.
317. Make a decorative chain from coloured papers.
318. Make a necklace from straws. Cut the different colour straws in different lengths and string them on the thread.
319. Make coloured chalks from gypsum.
320. Make candle holders from the dough. Make dough from the same amount of flour, salt and a bit of water. Roll the dough out and cut different shapes. Press in small candle.
321. Make fortune cookies.
322. Make balls of wool.
323. Make pairs of boxes with different weights. Mix them and then pair them together.
324. Experiment with colours. Mix two colours to get the third.
325. Recognise the smell. One has to close the eyes. Other gives him/her to smell something. The one has to guess what it is.
326. Make tactile labyrinth.
327. Make a list of your family's favourite food.
328. Make mash potatoes with your child.
329. Make key chain.
330. Make sundial.
331. Make bags with different smells. Put the cotton wool in a sock and spray some aroma oil or other deodorant. You can put them in the closet.
332. Dictionary – write as many words as you can which begin with a letter "S".
333. Make bookmark.
334. Make a poster about the favourite fruit.
335. Make a picture recipe for your favourite cake.
336. Bake homemade bread.
337. Go on a picnic.

PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS (PESI)

338. Wash a car together.
339. Visit a museum.
340. Go swimming in a pool.
341. Paint your nails.
342. Swing on swings together.
343. Send a package to someone you like.
344. Go to the park.
345. Look at stars.
346. Race coins on the table. Hit the coin with your finger.
347. Imitate dance moves.
348. Use big cardboard box to make a castle.
349. Make a miniature of your house/flat using shoe boxes.
350. Make a colourful cotton wool. Put some cotton wool on the plate and put drops of coloured water on different places. Let the colour spread
351. Make a snow ball using glass jar.
352. Make a stress ball. Put the flour in the balloon and tie the balloon.
353. Paint the trees of your hands. Dip your hands into water colour and leave the handprints as the leaves on the tree.
354. Make a paper star.
355. Let the child find something from the shopping list in the shop.
356. Sort the shirts according to season when you wear it.
357. Sit in the park and listen to different sounds. Try to name them and point towards them.
358. Explore different states of matter using water – make ice, melt ice, cook water to produce vapor
359. Make your pyramid of a healthy food. Cut the pictures of different food from the catalogue.
360. Make a shoebox guitar. Cut the hole in the box and put rubber bands on it.
361. Make an alphabet from cardboard. You can decorate each letter.
362. Make large Don't get angry game, where you can be pawns.
363. Make a story box. Put objects which create a story in one box.
364. Make a poster of your favourite place (what you do there, how does it look, etc.)
365. Behave! One is repeating the same sound/word all over again and tries to make others laugh. Others are not allowed laugh until the sound stops.





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