Psycho-Educational and Social Intervention Program for Parents

PSI WELL

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

WORKBOOK
for parents

EDITURA LUMEN
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Workbook for parents

Coordinator **Aurora Adina COLOMEISCHI**

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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.

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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.

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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

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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 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

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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 all., 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
(a) prior to the practice phase (instruction),
(b) it may be made permanently available during training (permanent access), or
(c) 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 deploying 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-

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

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PSI WELL

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

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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).

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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	

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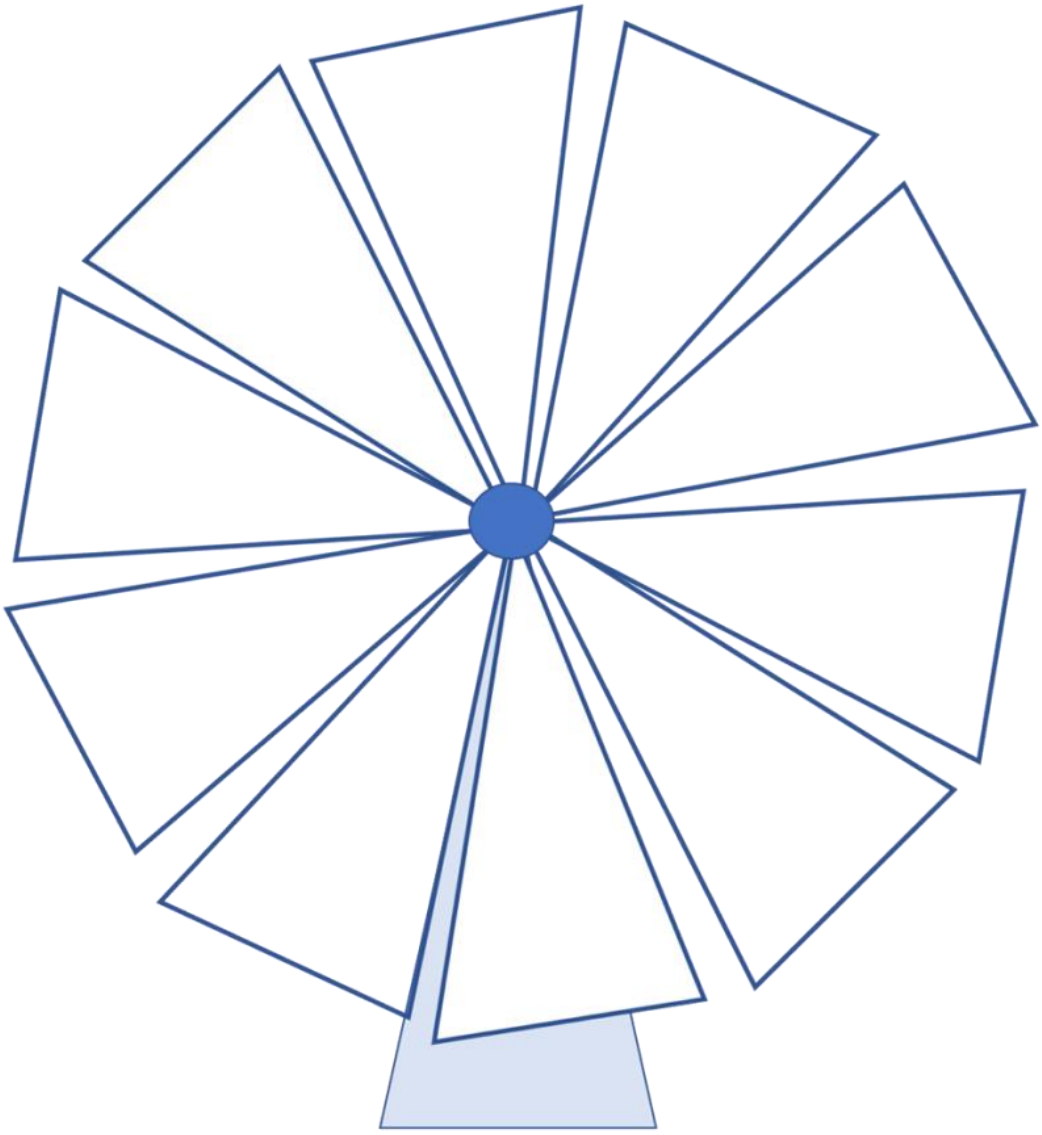

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