

Developmental characteristics of children 6-9 years old.

UpCare simulation training for parents



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Areas of development

- ❖ Physical
- ❖ Psychokinetic
- ❖ Cognitive
- ❖ Linguistic
- ❖ Psychosocial
- ❖ Moral
- ❖ Mental

Mental skills

- ❖ They can understand the point of view of others
- ❖ They are able to focus on different aspects of a problem at a time
- ❖ They have an increased ability to solve problems
- ❖ They can think of some planning before they act
- ❖ They better understand and internalize moral rules
- ❖ They are more able to share with others and perceive the value of giving
- ❖ They have better short-term and long-term memory

Physical development

- ❖ Slow down & steady pace
- ❖ Height & weight gain (with large individual differences in body dimensions due to genetic & environmental factors)
- ❖ Completion of CNS myelination (age 7-8)
- ❖ Continued brain maturation

Intact mobility

- ❖ Riding a bicycle without training wheels.
- ❖ Ropes, runs fast, catches/throws away the ball, tumbles, goes down stairs
- ❖ Swimming

Delicate mobility

- ❖ Writes well and with greater speed.
- ❖ Copies rhombus vertically and horizontally.
- ❖ Ties his laces.
- ❖ Can cut with a knife
- ❖ Assembles toys
- ❖ Draws more fully

Cognitive development

*Cognitive development, i.e. the development of mental abilities during life, undergoes major changes depending on the developmental stage each person is in (**Piaget**, 1952).*

Language development

- ❖ Reading and writing are mastered
- ❖ Vocabulary (thousands of words) and grammar are developed
- ❖ Language is used consciously and expression is more precise (the degree of this development depends largely on school learning)
- ❖ The child's communication skills are improved.

Psychosocial development

- ❖ Expands attachment to teachers & peers
- ❖ Transition from "I" to "We" and shifts focus to peers
- ❖ Learning to cooperate & interact.
- ❖ Learns to make friends
- ❖ He develops consistency & keeps his commitments
- ❖ Manages to complete assigned work

Psychosocial development

- ❖ He becomes more independent of parents and family.
- ❖ New interests outside the family.
- ❖ Development of emotional intelligence. The child analyses his own feelings but also understands the emotional fluctuations of others.
- ❖ The perception of the gender role is stabilized and stereotypical perceptions of the social role of gender appear
- ❖ ***Erikson's theory (6-11 years old): Philoponia # Inferiority.*** the child gains approval by his/her productivity, school performance, task taking, skill acquisition and loses it when he/she cannot respond.

Social skills

- ❖ They seek what is just and right
- ❖ They can shape their self-image according to their school performance
- ❖ They feel that it is very important to belong and to be accepted by the company of their interlocutors
- ❖ They develop social skills such as solidarity, compassion, support

Ethical development

Piaget's theory (1896 -1980)

- ◆ **Heteronomous morality (5-9 years old):** The morality of an act is judged by its consequences and NOT by one's intention or motives.
- ◆ **Autonomous morality (over 10 years):** rules begin to be questioned, no longer considered 'sacred' or 'inviolable' (any rule violation is not necessarily punished).

Conclusion

- ❖ A period of intense cognitive development & development of social behaviour
- ❖ The child forms his/her own reality
- ❖ He or she constantly wants to learn and develop

When do children get angry? How do they express their anger?

◆ **Babies 0-18 months:**

They express their anger by crying

◆ **Children 18-36 months:**

They express their anger with violent outbursts

◆ **Preschoolers 3-5:**

They express their anger with outbursts and aggression

◆ **School children 6-8:**

They express their anger by hitting and doing violence to others, using harsh words that hurt

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Developmental characteristics of children 9-12 years old.

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Physical development

- ❖ Breast development in girls around 10-11 years & possible onset of early menstruation (sign of impending puberty)
- ❖ Increasing the strength of the muscular system
- ❖ Increase in mobility
- ❖ Boys usually have more muscle strength than girls.

Social – Emotional development

The child tries to understand himself, which he perceives not only on the basis of his external, physical characteristics, but also on the basis of psychological characteristics. Defines himself often in terms of performance and abilities (e.g. in sports, artistic activities).

During this developmental phase your child may:

- ❖ To form stronger, more complex friendships and relationships with peers. It is very important emotionally for the child to have friends of the same sex.
- ❖ He experiences more pressure from the home team
- ❖ He becomes more independent in relation to the family
- ❖ His body awareness increases as he approaches puberty. Problems with body image and nutrition often start at this age.
- ❖ He faces more challenges than the learning demands of the school.

Cognitive development

*Cognitive development, i.e. the development of mental abilities during life, undergoes major changes depending on the developmental stage each person is in (**Piaget**, 1952).*

Memory capacity increases significantly and at the same time the child begins to understand its functions, an element that enhances the possibilities for learning and memorization. In terms of language development, the **vocabulary expands** and the learning of grammar and its rules expands. The child uses **logical operations** and can consider more aspects of a problem or situation to solve or deal with it (Feldman, 2011).

Piaget's theory (7-11 year old)

Stage of concrete logical thinking

- ❖ Begins to develop logical thinking & problem solving skills
- ❖ Understands the concept of reversible change of the object to its original position
- ❖ Acquires the ability to detach from one's personal point of view and consider other perspectives on the subject

Piaget's theory (7-11 year old)

Stage of concrete logical thinking

- ❖ The child abandons the egocentricity and intuitive logic of infancy but cannot yet understand abstract concepts
- ❖ He knows the time, days, months and seasons, when is his birthday, the time
- ❖ Recognizes right and left consistently
- ❖ Analytical perception appears, where the child not only observes the overall shape but also individual elements (e.g. in a landscape he sees not only the whole but also details)
- ❖ Cognitive logical patterns are mastered (eg inequality relations, concepts of weight, volume, etc.)
- ❖ He is able to combine, separate, rearrange and transform objects in his mind
- ❖ At the same time, the capacity for deliberate memorization gradually increases

Language development

- ❖ Reading & writing is mastered
- ❖ Vocabulary (thousands of words) and grammar develop
- ❖ Language is used consciously and expression is more precise (related to school learning)
- ❖ The child's communication skills are improved.

Psychosocial development

- ❖ Great interest in friendships, but mainly with the same sex (at least until age 11). Relationships become closer and more stable. The first permanent friendships begin. The opinions of friends acquire special importance
- ❖ Developing self-assessment skills for school performance, sports ability, how attractive they are perceived, how popular they are, behavior
- ❖ The child begins to gain confidence in his abilities and develops self-esteem

Moral development

Piaget's theory (1896 -1980)

- ◆ **Heteronomous morality (ages 5-9):** The morality of an action is judged by its consequences rather than one's intent or motives.
- ◆ **Autonomous morality (over 10 years):** Rules begin to be questioned, no longer considered 'sacred' or 'inviolable'

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School-age children's behaviours with violent content for the age period 6-9 years old.

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When is a behaviour considered aggressive?

❖ When it disrupts:

- ❖ the normal coexistence of the family
- ❖ the functioning of the school context
- ❖ when it endangers the child or others
- ❖ and is not reduced by various forms of education

❖ The emotions that **trigger** aggression are **fear, frustration and anger.**

Ways of manifesting aggression

Child aggression can be expressed in different ways depending on age, cognitive level and socio-economic environment. The ways in which a child manifests aggression are as follows:

- ❖ Physical (hitting, kicking)
- ❖ Verbal (shouting, swearing, screaming)
- ❖ Psychological (threats, pressure)
- ❖ Destructive (destruction of objects or property)
- ❖ Passive aggression (ironic speech, rejection)

Causes of aggressive behaviour

The aggressive behaviour that children display is not instinctive or random. Instead, it is triggered by external factors and situations that create strong negative emotions in children. The reasons why a child may behave aggressively can be summarised as follows:

- ◆ **Types of parents:** strict parents have excessive expectations and demands, resulting in their children not being able to satisfy them. Concessive parents do not set limits, while indifferent parents neglect their children who demand their love and attention.
- ◆ **Competition and comparison between siblings**

Causes of aggressive behaviour

- ◆ **Imitation:** imitation and observation of behaviour is a way of learning and acquiring skills. If children have aggressive parents or are exposed to violent role models, there is a significant chance that they will imitate and adopt violent behaviour.
- ◆ **Child abuse and neglect**
- ◆ **Significant changes in the family context:** financial problems, disrupted parental relationships, a new member in the family, a move, etc. are events that cause tension and anxiety in children.

Causes of aggressive behaviour

- ◆ **Television programmes and video games that promote violence:** these programmes reinforce the formation of an aggressive mentality and desensitise the child to aggressive acts.
- ◆ **Change of school grade:** the child's entry into different school contexts is an important transition as he/she is required to adapt to a new social environment. In this situation, aggressive behaviours may occur, especially in children who are not fully accepted by their peers.

Behaviour by parents

Parents should observe

- ❖ When the aggressive behaviour occurs, i.e. whether it occurs under specific circumstances or is a generalised behaviour.
- ❖ If it occurs in a single context (home, school, activity, etc.), there may be something going on that triggers this behaviour.
- ❖ If it is directed at a specific individual and if there has been a significant change or transition in the child's environment that has affected the behavior (moving, changing schools, changing grades, etc.).

Behaviour by parents

They should also...

- ❖ Let the child calm down before having any discussion with the child. If they try to talk to him while he is exhibiting the behavior, they will make the situation worse.
- ❖ It would be quite helpful if the discussion could take place in his favourite place at home. This will make the child feel more comfortable and relaxed, which will make it easier to discuss the behaviour.

Tips for parents

- ❖ **Avoid physical punishment.** Do not respond to violence with violence.
- ❖ **Withholding the child's privileges or favorite activities.** For example, "we won't go on the ride we agreed to because your behavior was not appropriate."
- ❖ Parental cooperation with the school is considered essential especially when the child displays aggressive behaviour in both contexts. Parents and teachers need to have a joint approach to the child's behaviour.
- ❖ The child should be removed from the "audience". This is because very often aggressive behaviour is reinforced by the environment or is done for reasons of admiration.

Tips for parents

- ◆ **Change the parents' behaviour.** It is very important for parents to change the way they behave towards their children. If a parent yells or hits their child they should expect them to behave in the same way. So it is not enough to tell the child what the right behaviour is, but they have to practice it themselves.
- ◆ **Parents should reinforce and reward their children's good behaviour.**

Behaviors from teachers

- ❖ Although many teachers believe that these behaviors start at home and therefore cannot be corrected at school, theory and research have proven that schools, and especially the **behavior** and **treatment** of teachers, can and do ultimately affect children's behavior. .
- ❖ The school is the one that assumes the **socio-political role** of the family with advanced but advanced processes of socialization and practice of various social roles, which will prepare the individual to stand in society.

Behaviors from teachers

- ❖ According to attachment theory, there is literature that supports the view that secure attachment with teachers can compensate for insecure attachment with parents.
- ❖ In addition, a **good student-teacher relationship** can act protectively for students who are at risk of having a negative school development.
- ❖ In particular, **closeness to teachers, low levels of conflict, optimistic expectations and care** for children with behavioral problems **help their adaptation** to the school environment.
- ❖ Unfortunately, in some cases teachers treat their students in the exact opposite way by making derogatory and sarcastic comments, ridiculing them and characterizing them negatively. In this way, teachers continue the vicious cycle of negatively associating students with the important adults in their lives.

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Behaviour definition

According to Moutsanas (2019:4) "behaviour" is the sum of our internal and external body's reactions to stimuli in the environment and is manifested by the attitudes, actions and words we use to express thoughts, feelings and needs.

Child behaviour

- ❖ Most children develop by going through the same developmental milestones, but always at their own pace, so it is important to take into account each child's developmental trajectory, their learning processes, and the social norms that define behaviours before considering which behaviour is defined as 'normal' or 'problematic' (Moutsanas, 2019).
- ❖ Behavioural issues are therefore part of each child's emotional and cognitive development and are considered an expression of the interaction between the child and their environment (Moutsanas, 2019; Kourkoutas, 2015).

Child behaviour

- ❖ During school age, significant achievements in cognitive development are made and children try to perceive the world around them, communicate with significant others, resolve difficulties and form an image of themselves (Moutsanas, 2019).

Boys' behaviour

As reported in the literature, boys tend to exhibit, but also receive, aggressive behaviour to a degree twice and three times that of girls (Gonella, n.d.; Christakis, 2007). Furthermore, boys seem to use physical violence either by being aggressive to other boys or girls, while girls usually only behave aggressively towards other girls using verbal violence (Christakis, 2007).

Violent behaviour

- ❖ Argumentative behaviour (early adolescence, from the age of 11)
- ❖ Verbal behaviours (mocking, gossiping, use of abusive name-calling/comments, repeated teasing, blackmailing to extract material goods, etc.)
- ❖ Physical violence (deliberate hitting, pushing, shoving, kicking, punching, etc. leading to injury)
- ❖ Theft and destruction of personal property
- ❖ Cyber violence (with material shared on the internet of abusive or humiliating content, photos, faked or not, exposed on social media in the applications used by children such as Viber, Messenger, WhatsApp, etc., sending unethical messages, etc.)
- ❖ Social behaviour that leads to isolation and exclusion of individuals from groups, actions, the spreading of disturbing rumours, comments regarding origin, sexual orientation and any kind of diversity that someone may represent, etc.

(Motti-Stephanidi; Tsergas, 2000)

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Causes and Consequences of Violence at home and school.

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Factors/ Causes that can influence a child to use violence

- ❖ Dysfunctional family communication (low levels of verbal - expressive response and emotional neglect).
- ❖ Intra-family conflict (disturbed, violent or poor relationships between members) and unclear boundaries.
- ❖ Lack of stability, support, affection and love within the home and at school.
- ❖ Parental overprotection (children feel they are the centre of the world, have everything and so then due to saturation, they are unmotivated and easily manipulated into various forms of violence).
- ❖ Fanaticism of the family or the people they associate with (religious, political, fanatic, racial, etc.).

Factors/ Causes that can influence a child to use violence

- ❖ Anxiety, tensions, conflicts in the school environment (jealousy, wanting attention, wanting to be more popular), indifference/rejection by significant persons (parents, friends, teachers, coaches, etc.), loss/mourning.
- ❖ Television (shows, movies) and computer games in which violence is shown and children become familiar with it.
- ❖ Children who bully may at another time or place have been or still be the recipients of bullying and violent behaviour.
- ❖ Early puberty - Adolescence (hormonal and organic changes, strongly affecting emotion). A child who is struggling and needs guidance on how to manage anger, frustration, impulsivity and anxiety towards others.

The effects of violence on children

Children who are subjected to domestic or intra-school violence, either as victims or perpetrators, are affected by feelings of fear, anxiety and insecurity, resulting in:

- ❖ Not wanting to go out during breaks or making sure they are close to teachers and offices.
- ❖ To be frequently absent from school (making various excuses to their parents, sometimes accompanied by crying).
- ❖ Having torn or damaged clothes.
- ❖ Not wanting to be 'seen and heard' in the classroom.
- ❖ They are late coming to or leaving school.

The effects of violence on children

- ❖ Show reduced interest and motivation (activities, academics, etc.).
- ❖ Display withdrawal, aggression, constant tension, changes in daily habits.
- ❖ Appear distracted, lonely.
- ❖ Anorexia, depression, psychosomatic symptoms (abdominal pain, vomiting, headache) , sleep disorders (insomnia, nightmares) , self-destructive mood and even suicide.
- ❖ Loss of money and/or personal belongings.
- ❖ Perpetrators are at risk of being removed from one school to another, even dropping out if necessary.
- ❖ Victims sustain physical injuries, such as marks/bruises on the body and/or face.

The effects of violence on children

- ❖ Disability (mental/physical) and even death.
- ❖ Lack of self-esteem, altered personality.
- ❖ Feelings of guilt, shame and self-blame.
- ❖ Distraction and memory disorders often leading to learning difficulties.
- ❖ Adolescents leave home too early and join various gangs, which substitute for the family, giving them a (false) sense of community and security.
- ❖ Girls often develop an excessive suspicion of men and a negative attitude towards stable relationships in adulthood.
- ❖ Unwanted pregnancy.

10 signs that a child needs help from an anger management specialist

1. He cannot control his aggression and hits people after the age of 5.
2. He suffers frequent anger attacks, showing that he is carrying a large anger tank that has overflowed.
3. He is easily negative and contrary to what you tell him.
4. Cannot pursue a constructive solution to a problem and does not acknowledge his own responsibility in creating the problem. He constantly feels he is the victim.
5. Constantly loses friends by alienating adults or engaging in interpersonal conflicts.
6. He constantly thinks about revenge.
7. Threatens to do or does harm to himself.
8. Causes damage to property.
9. Repeatedly expresses hatred for himself or herself or someone else.
10. Harming younger children or animals

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Discipline vs punishment: which is more effective?

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Discipline

Cry

Goal

Austerity

Voices

Vision

Punishment

Meaning of the word "Discipline"

Obedience to:

- ❖ Principles
- ❖ Rules
- ❖ Laws
- ❖ One's orders

Discipline according to the principles of positive pedagogy

True discipline is identified with the concepts:

Guidance

Education

Encouragement

Goal

Self-improvement

- ❖ The creation of an internal locus of control the empowerment of internal motivation and emotional self-regulation.

Positive discipline as a future-oriented tool

- ❖ **Positive discipline** aims at **prevention** by modifying the environment (adding, removing or changing the space), using the example of parents as a model (children who yell at them also yell at others when they get angry) and the reinforcing message - e.g. "The trip was very pleasant and safe today when you talked and played calmly in the car").
- ❖ Even when the child's behavior is not desirable, consistency and repair are sought.
- ❖ For example, if the child spills his juice on the floor, age-appropriate cleaning up the damage alone or with us is repairing, not punishing.
- ❖ Not going to the swings because he didn't do his homework on time and there is no time left until the evening routine is a consequence, not a punishment.
- ❖ Not eating ice cream because he spilled the juice or because he didn't do his homework on time is punishment - consequence is not related to behavior.

Methods of discipline

The choice of the method of discipline varies according to

- ◆ **with the developmental level of the child**
- ◆ **age**
- ◆ **his/her personality**

In case of failure of one method, it is recommended to change and choose another more effective method.

- ◆ Of the various techniques suggested, a parent should consider **ONLY** those methods that seem right and appropriate for the child's age, level of understanding and character.
- ◆ If a method is not having the effect the parent hopes for or is no longer effective, it may need to be changed. After all, we are only talking about a set of tools, from which each parent can choose which one works for him or her. Tools different from each other, each suited to different circumstances.

Suggested methods of discipline

1. Disapproval of unacceptable behavior.

Parents should show their disapproval of the child's inappropriate behavior in a way that does not create a vicious cycle.

For example, a child who hits and the parent yells is likely to continue hitting and the parent will continue yelling. It is good for the parent to calmly express their feeling and be a role model who suggests another way of behaving.

2. Counting.

The parent counts, giving the child some time to stop the inappropriate behavior.

3. The break.

The parent removes the child from the active activity and explains that with this behavior, the child cannot participate in the activity being done. It is important, when the child is ready, to let the child back into the action. In this way, the message is given that we are not enabling the behavior not the child as an entity.

Suggested methods of discipline

4. The indifference to the behavior.

The parent is completely indifferent to their child's behavior that has been previously labeled as unacceptable. In the first instance it can lead to an exacerbation and increase in inappropriate behaviour. However, gradually, it works because children are in great need of their parents' attention and cannot tolerate their indifference.

4. Consequences.

There are the **natural** and the **artificial** ones. The parent explains to the child that every action has certain natural consequences (natural consequences of the action). At the same time, the parents need, in cooperation with the child, to set a logical consequence as a result in case a rule or limit is not observed. The consequences set should always be proportionate to the misbehaviour. They should not be punitive to the child and will not be imposed if the child is willing to cooperate. For example, if the child spills his/her juice down, age-appropriate cleaning up the damage alone or with us is a **repair**. Not going to the swings because he didn't do his homework on time and there is no time left until the evening routine is a **consequence**.

Suggested methods of discipline

6. Rewarding the desired behaviour.

Rewarding the positive is more effective as a method of discipline than disapproving the negative. To receive the maximum value that it can, reward must be **direct, specific, sincere, consistent,** and **oriented to the here and now**, to what is happening. **It is also important that the parent insist on recognizing the child's effort and not just his or her success.**

Which discipline method is more correct?



Punishment

- ❖ And while **discipline is a tool, punishment is a weapon.** Punishment is an immediate but temporary way of a superficial way of dealing with behavior that is labeled inappropriate.
- ❖ Punishment scares the child, hurts, humiliates, shames the child. In the short term, however, the child is forced to comply, but the improvement is fictitious. This compliance is due to fear.

Punishment

- ❖ Punishment does not point out the error.
- ❖ It is a kind of fine imposed on a person for misbehaviour or for breaking certain rules which he or she is required to observe.
- ❖ It is a parent's reaction to a child's behaviour. In fact, it may even act as a reinforcing factor.

For example, a child who rolls down on the carpet, yells and hits, for some reason seeks the attention of his parents. By punishing him, he at least enjoys their negative attention. This often results in the systematic repetition of the bad behaviour in order to gain the parent's attention.

Types of punishment

1. **Physical punishment** spanking, slapping and generally any form of physical contact violence by parents towards their children.
2. **Exclusion from privileges.**
3. **The time out technique.**
4. **The emotional withdrawal of the parent.**
5. **Intimidation** of the child with metaphysical creatures (e.g. ghosts, ghouls, bogeymen, etc.).
6. **Forcing the child to memorize texts and copy a sentence multiple times.**

Punishment	Discipline
Based on rewards and punishments	Based on relationships
Focuses on behaviours	Focuses on the character
Aims to control	Aims to connection
Uses fear to terrorise	Uses love as motivation
Teaches the “What” - RULES	Teaches the “Why” - VALUES
Results in remorse and guilt	Results in self-confidence and identity
Aims to perfection	Aims to maturity
Focuses on short-term results	Focuses on long-term results

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The example of the parent.

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The example of the parent

- ❖ Define the template
- ❖ The role of parenting
- ❖ Bandura → Bobo doll experiment

Helpful steps towards a positive role model:

- ❖ Communication within the family (dialogue, no shouting, calmness, sharing of feelings)
- ❖ Joint & innovative activities (parents with children)
- ❖ Community life, volunteering, collaboration
- ❖ Free Play Vs Internet Usage
- ❖ Occupation with art & sports
- ❖ Prohibition of physical violence
- ❖ Establishing boundaries feeling safe
- ❖ Stability, consistency in decisions, affection
- ❖ Flexibility – alternatives
- ❖ Common parent line & collaboration with the school

Helpful steps towards a positive role model:

- ❖ Parents' effort to learn about children's needs at each developmental stage of their lives and to adapt to them (mental, social)
- ❖ Development of emotional skills (empathy, problem-solving strategies, acceptance, encouragement) but also coping practices (relaxation exercises – deep breathing)
- ❖ Strengthening parents' knowledge on more specialized topics (sex education, substance use)
- ❖ When there are siblings acceptance of children's diversity, fairness and equal treatment based on diversity
- ❖ No comparison with siblings, relatives and other children

Smooth child-parent relationship

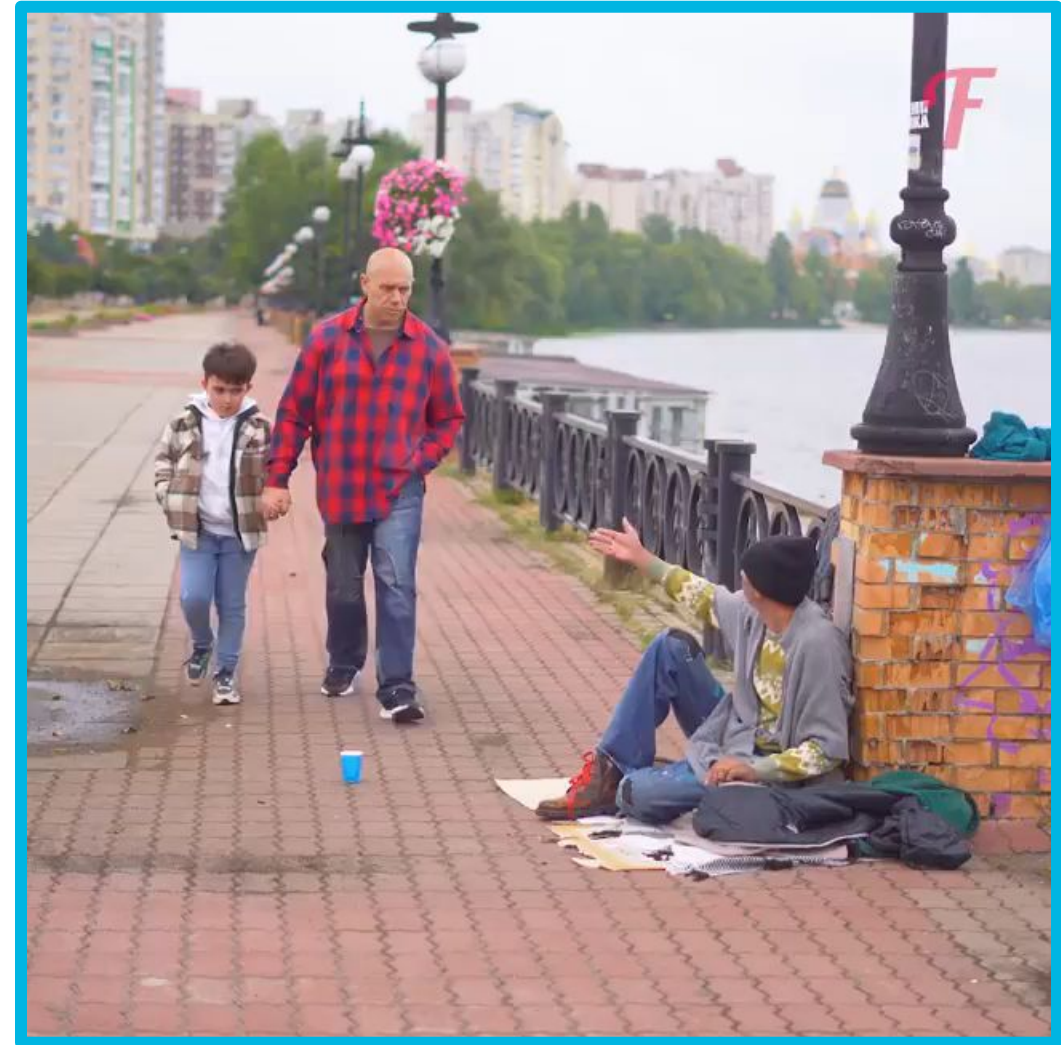
- ❖ *"Children want people with a lot of love around them, who will not bully them, nor limit them in teaching, but will set a good example and wish secretly... And when they misbehave, take some pedagogical measures, but not you push them." St. Porphyrios the Causokalyvite*
- ❖ *"There is one simple thing parents can do in times of crisis to help their children: turn off the TV and open their arms." (Varvogli, 2018)*

Positive and negative parental example

“Well-mannered children learn how to act from their family”

Children with good manners learn to behave this way from their families.

Source: Fabiosa Belle



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Parent – Children problems

- ❖ Many parents face various problems with their children.
- ❖ Some feel they have lost control, others feel they don't know how to play the role of a parent, and still others don't know how to communicate with their children. Because of these difficulties, an inability of parents to communicate with their children and a hostility of the children towards the parents develops.
- ❖ But parents must have the skills to raise children who are responsible, self-disciplined and cooperative. They can establish and maintain a comprehensive, meaningful relationship with their children, based on respect and acceptance.

What does a parent need to have in order to have a meaningful relationship with their children?

Acceptance

- ❖ Some child behaviors can be easily accepted, while others cannot. This has as much to do with the parent, the child and the situation. It is important for parents to acknowledge at all times what they are feeling. A child may feel if the parent shows insincere acceptance. Where the child encounters acceptance that seems false, the child receives conflicting messages, is in a dilemma, and feels frustration and anxiety. Some of the child's behaviors can be easily accepted, while others cannot. This has as much to do with the parent as it does with the child and the situation. It is important for parents to acknowledge at all times what they are feeling. A child may feel if the parent shows insincere acceptance. Where the child encounters acceptance that seems false, the child receives conflicting messages, is in a dilemma, and feels frustration and anxiety.

Who has the problem?

- ❖ A key principle is for parents to understand whose problem each problem is.
e.g. The child is fooling around while the parent is in a hurry.
- ❖ When the parent owns the problem, the parent should try to modify the behavior that is causing it. Behaviors of the child that are not acceptable to the parent are those that interfere with the child's rights or prevent the child from getting his or her needs met.
- ❖ When the child owns the problem, his or her needs are not being met, he or she is unhappy or frustrated. The child may experience problems in his or her own life, independently and outside the parent's life.
- ❖ Parents are often tempted to intervene and solve the child's problem without letting the child find his or her own solutions.

When the child has the problem

- ❖ **The communication of acceptance:** A child who experiences parental acceptance can grow, develop, make constructive changes, learn to solve problems, and become creative. When a parent shows acceptance to a child, it gives the child the freedom to share his or her feelings and problems. Acceptance must be expressed and actively manifested, with or without words.
- ❖ **Parent-child communication:** One of the most effective ways of responding to children's emotional messages or problems is simple communicative openings, inviting them to say more. "I understand," "Tell me about it," "Would you like to talk about it?", "This seems to be important to you."
- ❖ **Active listening:** an even more effective way of responding to children when they have a problem is active listening. It is a way of engaging the sender and receiver of the message, where both are actively involved in the conversation. A child communicates with their parents when they have a need, when they want something, when they have a feeling about something, when they feel discomfort, when they are upset about something. When a parent receives a message from a child, he or she should be able to understand its meaning. It is important to understand it accurately, without misinterpreting it.
 - ❖ **Benefits of active listening.** Children are freed from disturbing emotions when they express them openly. Children are less afraid of negative emotions. It makes it easier for the child to solve problems. It makes the child more willing to listen to his/her parents' thoughts and ideas.

When the parent has the problem

- ❖ Certain behaviors of the child affect the parent and threaten the parent's needs.
- ❖ The messages sent by parents in these situations are solution messages, telling the child what the child should, ought to, or must do. They may be messages of command or guidance, warning or reprimand, admonition or instruction, advice or offering a solution. "Turn off the music," "You shouldn't act like that," "Why don't you go outside and play?"
- ❖ Other messages may be critical of the child and may include blame, interpretation, name-calling or humiliation. "You're spoiled", "You're stupid", "Good kids don't do that".

When the parent has the problem:

ME - Messages

- ❖ **ME - Messages** "I don't like to play when I'm tired" The ego-message is parent-oriented and states a fact about the parent.
- ❖ "If you don't stop doing that , then...". The **you-message** is child-oriented and is perceived as an evaluation.
- ❖ The Me-messages consist of three parts:
 1. A description of the unacceptable behavior.
 2. The parent's emotion.
 3. The specific effect the behavior has on the parent.
- ❖ They are honest and much less threatening than the implication that there is something wrong with the child. They place the responsibility on the child to change their behavior. They help the child to grow as they show the child that the parent trusts him or her to deal with the situation and respect his or her needs. Honesty and openness foster intimacy - a truly interpersonal relationship.

Change of environment

- ❖ Changing the environment is used most with infants and toddlers as a way of changing unacceptable behavior.
 1. Enriching the environment with interesting activities
 2. Reducing environmental stimuli especially before bedtime and mealtime
 3. Simplifying the environment to make it easier and safer
 4. Limiting the child's space
 5. Ensuring a safe and more secure environment
 6. Substituting one activity for another
 7. Preparing the child for changes in his/her environment through discussion
 8. Early planning

Parent-child conflicts

- ❖ All parents face situations where neither confrontation nor changes in the environment change the child's behavior. These situations are unavoidable and essentially involve conflicts between the needs of the parents and the needs of the child. Conflict is not necessarily a bad thing. It exists in every relationship.
- ❖ How conflict is resolved is perhaps the most critical factor in parent-child relationships.
- ❖ Usually conflict is resolved in one of these ways:
- ❖ In one case, the parent decides what the solution should be and communicates it to the child. If the child does not like the solution, the parent tries to convince the child or to make the child conform by using force and authority. The child is not motivated to implement the solution, is coerced and feels anger and resentment, while the parent finds it difficult to enforce his or her decision. In the other case, the parent may or may not have a solution. If he has one, he can persuade the child to accept it. The child has his or her own solution and tries to persuade the parent to accept it. If the parent resists, the child tries to use his or her power to make the parent comply, who eventually relents. The child learns how to use outbursts of anger to control the parent and learns that his or her needs are more important than anyone else's.

Conflict resolution

- ❖ Conflicts are resolved without one person winning and the other losing. Both win because the solution is acceptable to both. In a conflict of needs situation between parent and child, the parent asks the child to cooperate with him or her in a joint effort to find a solution acceptable to both. One or both may offer possible solutions. They evaluate them and eventually make a decision on a solution acceptable to both. There is no need to "bring the other down" nor is authority required to enforce compliance.
- ❖ **The "no-defeat" method is effective because it creates greater motivation for the child to carry out the decision.**
- ❖ The child is involved in the decision, is committed to the solution and feels the need to carry it out.
- ❖ Solutions found together are more creative and effective. They meet the needs of both parent and child.
- ❖ When the parent and child agree on a solution, they do not compete with each other, their relationship is strengthened and they respect each other's needs.
- ❖ It encourages the child to think. The child feels trusted and treated as an equal by the parent.

The steps of the No Defeat method

- ❖ Recognition and identification of the conflict. Identification and identification of the conflict. Important to express needs clearly, telling parents what feelings they have or what is bothering them. With active listening, the child's needs will also become clear.
- ❖ Finding feasible solutions. "What could we do?" Parents listen to the child's solutions first, without belittling or judging or commenting negatively. Important to hear all alternatives and all ideas as possible solutions.
- ❖ Evaluate alternatives. "Which one seems better?" Parents are honest in articulating their own feelings. They delete solutions that are not acceptable to the parent or child and narrow down to one or two that seem best.
- ❖ Deciding on the best solution. If there were open and honest exchanges of ideas, often a clearly better solution emerges from the discussion. "Are we all satisfied with this solution?" Decisions are not immutable; they can be tested. Parents make sure it is fully understood that everyone agrees and is committed to carrying out the decision.
- ❖ Implement the decision. How the decision will be implemented is specified in some detail, such as who will do what and when.
- ❖ Monitoring to evaluate the implementation of the solution. Verification with questions such as "How does the decision work?" "Are you still happy?" After testing, the original decision may be modified.

Conflict resolution

- ❖ A prerequisite of the no-defeat method is effective communication. First, active listening is required for the parent to understand the child's feelings and needs. With the parent's ego messages, the child knows how the parent feels and what the parent's needs are.
- ❖ If they don't find an acceptable solution, they continue the conversation, even the next day. They think of other solutions. They discuss the difficulty and look for possible other things that are bothering or hindering them.
- ❖ If the child does not keep the agreement, the parent deals with the child directly and honestly, without accusations or threats.
- ❖ It is important for the parent to show strength and firmness, especially if they have previously been very permissive with the child.
- ❖ The child is willing to change his or her behavior when it is clear to him or her that what he or she is doing is actually preventing someone else from getting his or her needs met. He needs to understand that his behavior has a tangible and concrete effect on the parent.
- ❖ Parents teach values to their children when they live their lives according to them, not when they force children to live by certain rules.

What can parents do when children get angry and fight?

1. Help children to calm down
2. Help the children to think about why they are angry
3. Help each child think about the other's feelings
4. Tell the children how you feel
5. Help the children to choose the best solution to the issue that has arisen
6. Praise your children when they solve an argument between them without violence
7. Tell your children that you accept their anger but do not accept violence it is normal to be angry but not normal to hit others

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